

JOB SATISFACTION OF TEACHERS IN COMPARISON WITH NON-TEACHERS[#]

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The investigator realising the paucity of research on job satisfaction in the teaching community attempted to compare the job satisfaction of teachers with the job satisfaction of other professionals. The sample consisted of 125 teachers from different schools and colleges of Mumbai and 135 professionals belonging to professions such as sales, marketing, accounts, administration, and production grouped together. Job satisfaction was measured by Mishra, Tiwari, and Pandey's Job Satisfaction Instrument (1993). 't' ratio was computed to find out significant differences between the two means. The analysis of data reveals significant difference in job satisfaction of teachers and other professionals, suggesting that teachers are more satisfied in their jobs than the other professionals.

The construct of job satisfaction has received considerable attention by researchers and administrators. The importance of job satisfaction research is evidenced by the number of reviews on the empirical literature (Lock, 1976; Ronen, 1977). Job satisfaction represents a general attitude towards one's job and is concerned with such specific factors as wages, supervision, steadiness of employment, working conditions, job adjustment, absenteeism, etc. Much research has been carried out to identify the variables that enhance job satisfaction. Traditionally, such determinants have been categorized into either as a difference in personal characteristics (Narchal, Alagh, & Kishore, 1984; Sharma, 1980) or as a result of organisational characteristics (Griffin, 1982; Happali & Maullappa, 1988; Padaki & Gandhi, 1981). Some of important factors that are considered conducive to job satisfaction are mentally challenging work, equitable rewards, and supportive working conditions. In short, job satisfaction is a general attitude, which is the result of many specific attitudes in the areas, namely, specific job factors, individual characteristics, and group relationships outside the job.

It has been suggested that organizations where job designs are such that they provide greater responsibility and autonomy in job, employees are more likely to be involved in their jobs (Herzberg,

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1968; Lawler & Hall, 1970). Similarly, Cacioppe, and Mock (1984) have also found that government employees, particularly those in high status jobs, rated the quality of their work experience significantly below the level of their private sector counterparts. Thus, several studies have found that private sector employees report greater job satisfaction than public sector employees (see, for example, Srivastava, 1982, 1985; Verma & Sinha, 1983).

Education has generally been characterised as a growth industry. It is enmeshed in the social and economic goals of the nation. Much of the responsibility to respond to the expectations of society from the educational institute's, thus, lies on teachers. Keeping this in view, then investigating the job satisfaction of teachers as compared to other professionals, becomes a pertinent issue. Many people believe that teaching is a carefree job, which does not require much reflections. They are often unaware of the amount of administrative and clerical work that goes with the job. It is assumed that teachers are subjected to relatively little pressure and competition.

Because of the ramifications of the problems connected with job satisfaction, surveys and studies have been carried out in specific professional/occupational groups and in specific industrial establishments. The present study was designed to investigate whether teachers differ in their job satisfaction as compared to people from other professions viz. Sale/Marketing, Accounts, Administration, and Production.

Hypothesis

Keeping in view the objective of the study, it was hypothesised that there is no significant difference in the job satisfaction of teachers and non-teachers.

METHOD

Sample

The sample consisted of 260 people, with age ranging from 26 years to 59 years. The participants included 135 teachers and 125 professionals belonging to different fields (35 Sale/Marketing, 26 Accounts, 20 Administration, 44 Production). These professions were selected as these jobs do not have teaching component in their job description.

Tools

The Job Satisfaction Instrument developed by Mishra, Tiwari, and Pandey (1993) was used in this study to measure job satisfaction.

It consists of 37 items based on Likert-type scaling technique. Each statement is accompanied by a 5-point rating scale, ranging from strongly agree to strongly disagree.

This test includes 11 areas such as security, monetary remuneration, service conditions, future advancement, and recognition of good work. Social circle, working conditions, nature of job, supervision, accommodation, and leave facilities. The 11 areas have been split up in to 37 statements. It is used to assess the efficiency of a worker in relation to job satisfaction. The split-half and test-retest reliability coefficients are 0.78 and 0.69, respectively.

Procedure

The Job Satisfaction Instrument (Mishra, Tiwari, & Pandey, 1993) was administered to a sample of 260 (135 teachers and 125 other professionals) participants. The data was then subjected to statistical analysis. Independent *t*-test was used for the testing of the hypothesis.

RESULT AND DISCUSSION

Table 1 shows results obtained after the analysis of data using independent group *t*-test.

Table 1

Means, Standard Deviations and t-score of Teachers and other Professionals on Job Satisfaction

Groups	N	Means	S.D	<i>t</i>
Teachers	135	90.86	2.80	
Others Professionals	125	80.73	1.37	2.83*

* $p < 0.05$

Statistical significant difference in job satisfaction was found at .05 level between job satisfaction of teachers and that of non-teachers. The mean job satisfaction score for teachers was 90.86, while the mean job satisfaction of other professionals was 80.73. These results suggest that teachers are more satisfied in their jobs than other professionals. Qualitative analysis of the post-test interview with teachers reveals that teaching is considered as one of the helping profession. Teachers

contribute to a great deal toward the betterment of living and society, in general. They are also considered responsible for the growth and the development of their students. This perception of societal contribution may lead to greater sense of satisfaction among teachers. Whereas other professionals expressed that most of the teachers are subjected to relatively little pressure and many of them do not have to make sacrifices of time and efforts. Other professionals also expressed that highly demanding and competitive nature of their jobs as well as rigorous training and efforts required to complete the task in a given time is one of the major aspect that might have to contribute in their job satisfaction/dissatisfaction. Hence, the other professional's opinions also corroborated teachers' opinion.

Thus, on the basis of the obtained results it can be concluded that teaching is the most satisfied profession as compared to other professions.

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