

Job Satisfaction among the Teachers of the Schools of District Ganderbal

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Abstract – School Education is the largest department of Jammu and Kashmir (J&K), after Police Department in terms of human resources. Female workforce is found to be greater than males who try to meet the educational needs of student right from early years which is regarded as a challenging job. In this backdrop an attempt is made through this paper to study how much satisfied are the teachers with their job in this sector. J&K has 22 districts out of which 12 districts fall in Kashmir province. Ganderbal is one of the districts of Kashmir province which came into existence in the financial year 2007-08. The study was carried in District Ganderbal wherein sample of 134 employees (Masters and Teachers) was taken. The result generated from the study was that the employees (Masters and Teachers) of District Ganderbal were mostly satisfied with their job in all respects and enjoyed to take challenge of teaching in early years. All the variables of Job studied indicate that the teachers are fairly satisfied.

Index Terms – Co-workers, Ganderbal, Job Satisfaction, School Education, Teachers.

1. INTRODUCTION

Educational institutions are viewed as drivers of innovation and shapers of human capital formation. In a rapid technologically-changing world, schools are at the forefront in formation of sound, inquisitive and healthy children so as to turn out to be highly skilled, technologically sophisticated citizens who could be employed successfully for the development of nation as a whole in all respects. This very fact has made the performance and effectiveness of schools extremely crucial for the economic development of any nation. Schools owe their success largely to the efforts of their employees including both academic and administrative staff. They primarily depend on their staff - human resources to provide quality services to their customers (students), achieve their strategic objectives and establish a competitive advantage. Therefore, schools must maintain high quality staff (human resources) to maintain the service quality of the school system. The challenge of maintaining the quality of staff resources can be met by choosing staff development and staff job satisfaction as the thrust areas for the Department of school education.

In the present study, an attempt has been made to evaluate the perception of the employees of the Schools falling under the jurisdiction of Chief Education Office, Ganderbal, J&K, with respect to the level of existing human resources climate and Job satisfaction with a view to :

a) study the extent of the satisfaction regarding the job of School teachers of district Ganderbal,

b) recommend measures that may result in improvement of job satisfaction of teachers in the light of the revealed results.

The sample constituted the respondents from the schools of all the four zones of district Ganderbal. There are about 600 schools in the district. Random sampling was carried out and questionnaires were distributed among the teachers to elicit information regarding their job satisfaction.

The research instrument/tool used in the paper is Job Satisfaction Survey (JSS) by Spector (1994) having 36 items. Nine variables, each comprising of four items, have been assessed while overall score is computed from all items. Rating scale with six choices per item ranging from "strongly disagree" to "strongly agree" has been utilized. The nine variables under study are Pay, Promotion, Supervision, Fringe Benefits, Rewards based on performance, Norms, Co-workers, Nature of Work, and Communication.

In consonance with the objectives of the study a suitable research approach and design was adopted. The data, whatsoever, collected from both primary and secondary sources was analysed and the results have been thoroughly discussed by making appropriate interpretations. In accordance with the research setting advised for the study, a summary of findings and conclusions in light of the results obtained in present study has been provided in the following paragraphs.

II RESEARCH ELABORATIONS

The research on the job satisfaction of the employees in education sector is quite rich. Ssesanga & Garrett (2005) examined the job satisfaction of academics from two universities of Uganda and reported that the co-worker behavior, supervision and autonomy of content taught are most predominant in stimulating job satisfaction among the academicians. The age was observed to be a significant factor in job satisfaction but independent with regard to gender. Okpara, Squillace & Erundu (2005) investigated the effects of gender on the job satisfaction of full-time college and university teachers from 80 universities of United States and observed apparent and significant gender differences as female faculty reported a lower overall job satisfaction than male counterparts. Toker (2011) conducted an empirical study to examine the effect of demographic variables on the job satisfaction of the academicians belonging to the eight universities of Turkey and reported that a moderately high level of overall job satisfaction. The study revealed that the rank of the academicians was positively correlated with the satisfaction, wherein professors recorded the highest satisfaction and research assistants showed the lowest. Gender was reported to have no significant impact on the job satisfaction of the appraised academicians. Byrne, Chughtai, Flood & Willis (2012) conducted an empirical study on the levels of job satisfaction of accounting and finance academicians working in Irish higher education institutions and observed that a high level of overall job satisfaction. Faculty reported dissatisfaction with promotion prospects and time available for research. Male teachers reported higher levels of satisfaction than their female counterparts with regards to job security whereas professors were most satisfied and the lecturers were least satisfied with promotion prospects. Vuong & Duong (2013) conducted an empirical study to determine the level of job satisfaction among the academic staff of Vietnamese universities and concluded that faculty were overall satisfied with the factors such as promotion, work autonomy, teaching support equipment etc. but dissatisfaction or neutral behavior was observed towards the factors such as salary, bonus and welfare etc. The overall job satisfaction of the male faculty was reported to be higher than the female ones. De Lourdes Machado-Taylor et al. (2016) examined the academic job satisfaction of academicians working in the higher education institutions of Portugal and found job satisfaction as above average among the surveyed faculty. Academic staff reported higher satisfaction with teaching climate and colleagues and dissatisfaction with research climate and conditions of employment. Gender was found to have no influence on job satisfaction of the academics surveyed. Oshagbemi (1997) examined the effect of demographic variables such as age, gender and rank on the job satisfaction of university teachers (UK) and observed that the rank has a direct, positive and significant effect on the job satisfaction of university teachers, but not age or gender. Lecturers were reported to be least satisfied with their jobs followed by senior lecturers, readers and professors in that order. Hickson & Oshagbemi (1999) conducted a study on university

teachers, to investigate the effect of age on the job satisfaction of academicians with teaching and research and revealed that the job satisfaction is inversely related to age in case of academic teaching staff but in case of academic research staff age affects job satisfaction positively.

III. RESULTS AND FINDINGS

The present research study was aimed to investigate and assess the extent of satisfaction with Job among the teaching faculty of the schools of district Ganderbal and subsequently evaluate the impact of the Job satisfaction of the employees in the context of School education sector of J&K.

The primary finding of this study indicated that a positive perception prevailed among the teaching faculty of the schools of Ganderbal district with respect to the Job satisfaction. The results obtained provided fairly strong evidence in support of the propounded idea that the employee perception regarding the improvement in level of existing human resource climate will ultimately lead to improved satisfaction among the teachers with regards to their job in the sample educational institutions. Hypotheses developed in the present study established causal linkages between the elements of Job satisfaction. A brief and consolidated view of the major variables of the present study is as follows.

The perception of the teaching faculty regarding the overall Job satisfaction and its nine variables is provided in Table 1. An overall mean score = 4.18 (% of mean score = 69.72 %) indicates that the employees of the sample district are fairly satisfied with their jobs. The standard deviation of 0.411 also supports that the result is reasonably trustworthy. Further, all the nine job variables that have been utilized to measure the of job satisfaction of teachers in the current study, have reported a mean score of above 4, indicating satisfaction of sample teachers with all the nine variables of their jobs. Mean scores of 4 or more represents satisfaction with the job and its various variables, whereas mean of 3 or less shows that the teachers are not satisfied with their job. Mean scores between 3 and 4 represents ambivalence among the employees regarding their jobs (Spector, 1994). Among the nine job variables, the academic staff of the sample district under study, appear to be most satisfied with the *Co-Workers* variable (mean score= 4.44; % of mean score=74.00%) of their job, whereas the *Communication* (mean score= 4.01; % of mean score= 66.83) variable reported the lowest satisfaction. The standard deviation figures reveal that the results are very much reliable in a sense that the responses of the sample teachers on different variables do not depict much variability. The perception of teachers of the district regarding Job Satisfaction and its various constructs is presented here under Table 1.

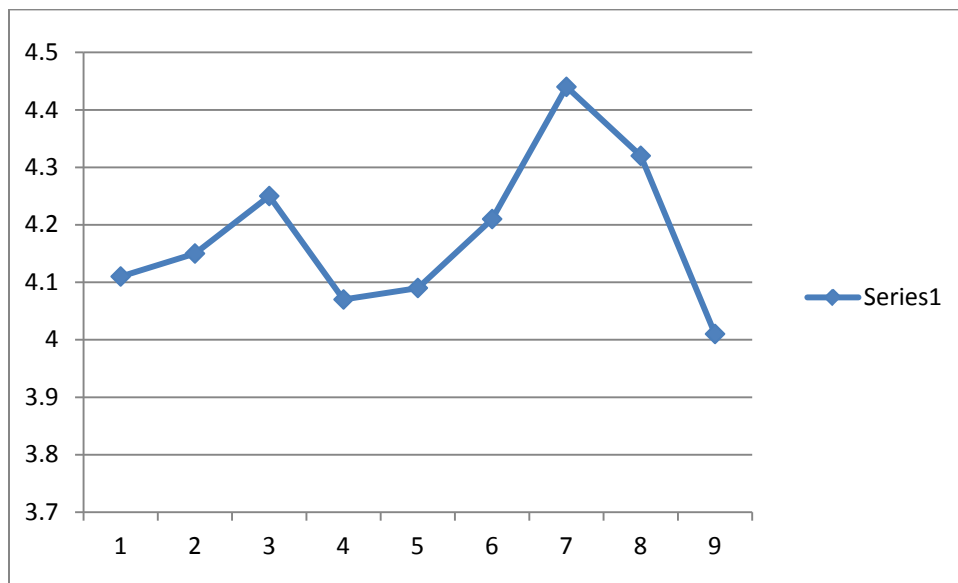
Table 1. Perception of employees/teaching faculty regarding Job satisfaction (N=134)

<i>Construct</i>	<i>Mean Score*</i>	<i>Standard Deviation</i>	<i>% of mean score</i>
1. <i>Pay</i>	4.11	0.453	68.50
2. <i>Promotion</i>	4.15	0.352	69.17
3. <i>Supervision</i>	4.25	0.364	70.83
4. <i>Fringe Benefits</i>	4.07	0.51	67.83
5. <i>Contingent Rewards</i>	4.09	0.347	68.17

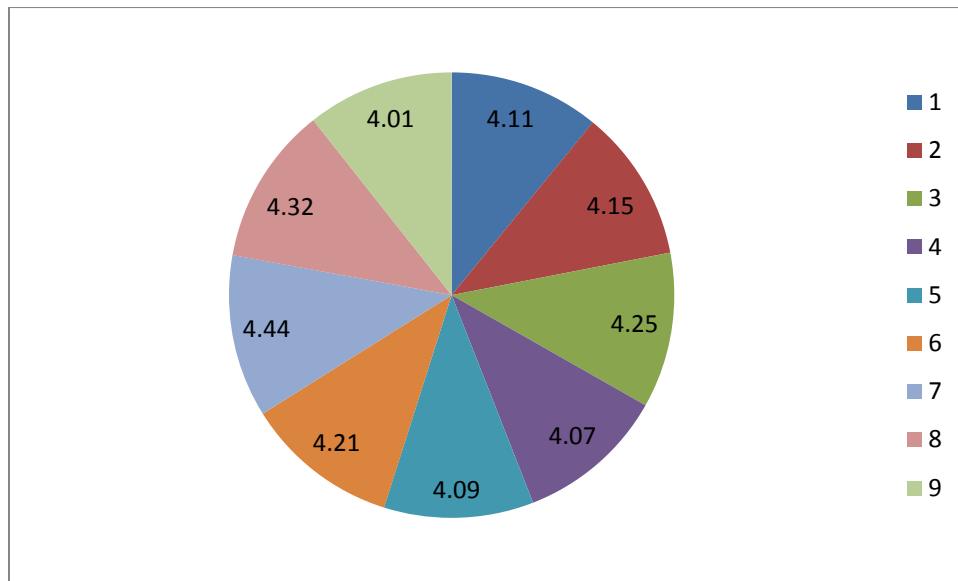
6. <i>Operating Conditions</i>	4.21	0.482	70.17
7. <i>Co-workers</i>	4.44	0.439	74.00
8. <i>Nature of Work</i>	4.32	0.318	72.00
9. <i>Communication</i>	4.01	0.43	66.83
Overall Job Satisfaction	4.18	0.411	69.72

Note: Scoring Scale: 1- Disagree very much 2- Disagree moderately 3- Disagree slightly 4- Agree slightly 5- Agree moderately 6- Agree very much.

Line Diagram of Table1



Pie Diagram of Table1



The satisfied perception of academic staff with respect to the various variables of their jobs is also vindicated by the fact that all of the 36 statements measuring the nine variables of Job satisfaction have reported a mean score higher than 4 and percentage of mean score above 65 percent. Statement wise analysis shows that the mean scores for all the 36 statements measuring Job satisfaction range between 4.00 and 4.47 where the highest mean score is reported by statement 7, followed by statements 34, 25 and 16 respectively. These four statements are intended to measure the Co-worker variable of the job, and thereby it can be interpreted that the employees of the district enjoy the company of the peers and cordial relationship exists between the teachers in the sample institutions. The lowest mean scores are marked for statements 9, 18, 26 and 36 relating to the communication variable of the jobs. The results indicate that employees are relatively dissatisfied with the communication process in the sample institutions and the administration needs to take proactive steps and be more careful so as to improve the communication in the institutions. The statement wise analysis of Job satisfaction is provided in Table 2.

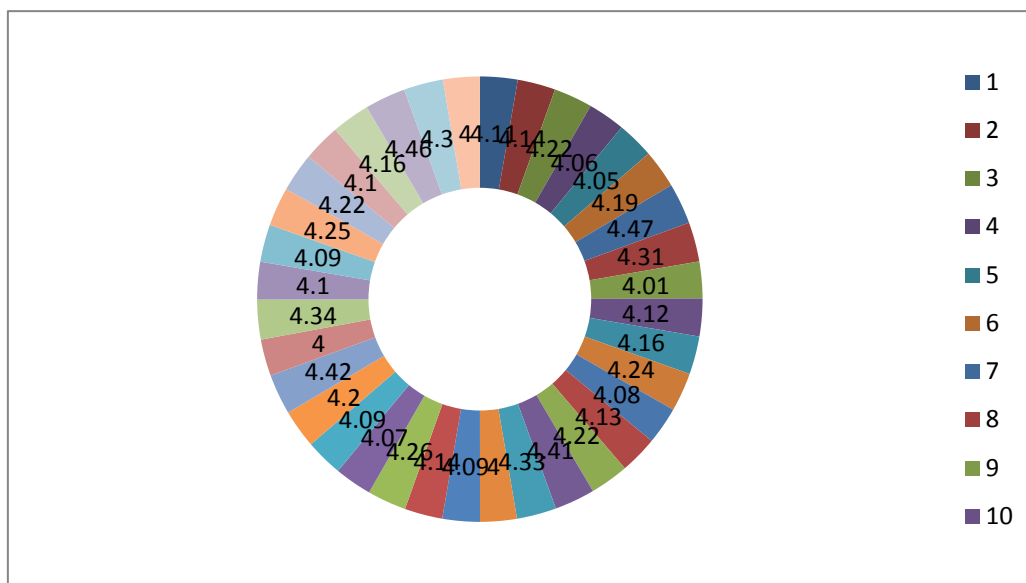
Table 2. Statement wise analysis of Teachers Job Satisfaction

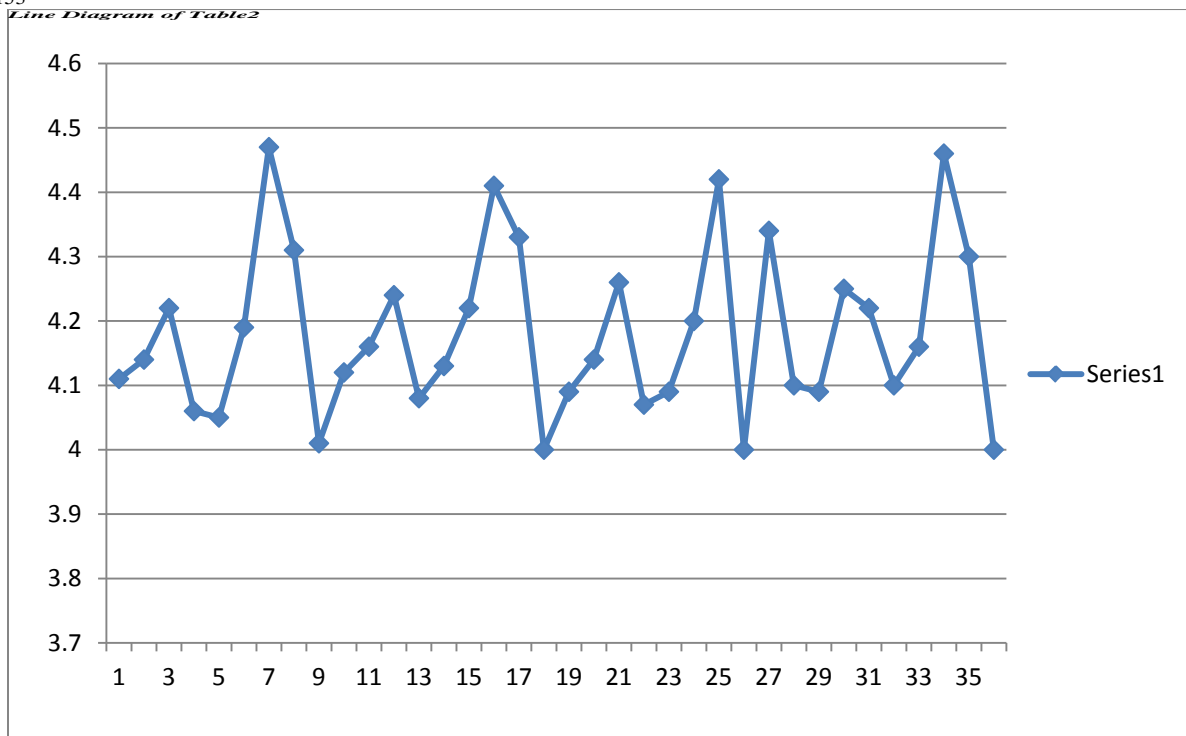
S.no.	Statement	Mean score*	S.D	% of Mean Score
1.	<i>I feel I am being paid a fair amount for the work I do.</i>	4.11	0.431	68.50
2.	<i>There is really too little chance for promotion on my job.</i>	4.14	0.422	69.00
3.	<i>My officer is quite competent in doing his/her job.</i>	4.22	0.456	70.33
4.	<i>I am not satisfied with the benefits I receive.</i>	4.06	0.479	67.67
5.	<i>When I do a good job, I receive the recognition for it that I should receive.</i>	4.05	0.343	67.50
6.	<i>Many of our rules and procedures make doing a good job difficult.</i>	4.19	0.324	69.83
7.	<i>I like the people I work with.</i>	4.47	0.564	74.50
8.	<i>I sometimes feel my job is meaningless.</i>	4.31	0.193	71.83

9.	<i>Communications seem good within this organization.</i>	4.01	0.523	66.83
10.	<i>Raises are too few and far between.</i>	4.12	0.342	68.67
11.	<i>Those who do well on the job stand a fair chance of being promoted.</i>	4.16	0.543	69.33
12.	<i>My officer is unfair to me.</i>	4.24	0.503	70.67
13.	<i>The benefits we receive are as good as most other organizations offer.</i>	4.08	0.429	68.00
14.	<i>I do not feel that the work I do is appreciated.</i>	4.13	0.345	68.83
15.	<i>My efforts to do a good job are seldom blocked by red tape.</i>	4.22	0.432	70.33
16.	<i>I find I have to work harder at my job because of the incompetence of people I work with.</i>	4.41	0.489	73.50
17.	<i>I like doing the things I do at work.</i>	4.33	0.409	72.17
18.	<i>The goals of this organization are not clear to me.</i>	4.00	0.320	66.67
19.	<i>I feel unappreciated by the organization when I think about what they pay me.</i>	4.09	0.364	68.17
20.	<i>People get ahead as fast here as they do in other places.</i>	4.14	0.431	69.00
21.	<i>My officer shows too little interest in the feelings of subordinates.</i>	4.26	0.398	71.00
22.	<i>The benefit package we have is equitable.</i>	4.07	0.312	67.83
23.	<i>There are few rewards for those who work here.</i>	4.09	0.365	68.17
24.	<i>I have too much to do at work.</i>	4.20	0.309	70.00
25.	<i>I enjoy my co-workers.</i>	4.42	0.415	73.67
26.	<i>I often feel that I do not know what is going on with the organization.</i>	4.00	0.590	66.67
27.	<i>I feel a sense of pride in doing my job.</i>	4.34	0.298	72.33
28.	<i>I feel satisfied with my chances for salary increases.</i>	4.10	0.396	68.33
29.	<i>There are benefits we do not have which we should have.</i>	4.09	0.234	68.17
30.	<i>I like my officer.</i>	4.25	0.567	70.83
31.	<i>I have too much paperwork.</i>	4.22	0.384	70.33
32.	<i>I don't feel my efforts are rewarded the way they should be.</i>	4.10	0.421	68.33
33.	<i>I am satisfied with my chances for promotion.</i>	4.16	0.435	69.33

34.	<i>There is too much bickering and fighting at work.</i>	4.46	0.409	74.33
35.	<i>My job is enjoyable.</i>	4.30	0.372	71.67
36.	<i>Work assignments are not fully explained.</i>	4.00	0.468	66.67
OVERALL JOB SATISFACTION		4.18	0.444	69.69

Note: Scoring Scale: 1- Disagree very much 2- Disagree moderately 3- Disagree slightly 4- Agree slightly 5- Agree moderately 6- Agree very much





Doughnut Diagram of Table2

The descriptive analysis of the data revealed that the teachers of Ganderbal district are fairly satisfied (mean score = 4.18; % of mean score = 69.72 %) with their respective jobs. Further, the reported mean score of above 4 on all the nine variables of Job namely, Pay, Promotion, Supervision, Fringe Benefits, Rewards based on performance, Operating Norms, Coworkers, Nature of Work, and Communication, studied in the present study indicates that the teachers are fairly satisfied with all the different variables of their jobs. Highest satisfaction has been reported against the *co-workers* variable of their job (mean score=4.44), whereas the employees seemed to be relatively less satisfied with the *communication* (mean score=4.01) variable of their jobs.

DIFFERENCE IN THE PERCEPTION OF EMPLOYEES REGARDING JOB SATISFACTION

The present study examines the difference in the perception of academic and administrative staff with respect to the Job satisfaction on the basis of three demographic variables namely gender, age and experience. Age and experience are classified into three groups each (*Age* → 1. 30-40 years, 2. 40 to 50 years, 3. 50 years and above. *Experience* → 1. ≤ 10 years, 2. 11 to 20 years, 3. > 20 years). Independent sample test and ANOVA is employed to evaluate the perceptual differences amongst the respondents regarding HRD climate and the elements of HRD climate. A brief and consolidated view of the results and findings are synopsisized as follows:

OBSERVATIONS ACROSS GENDER

The female teachers of the Ganderbal district have reported a comparatively higher satisfaction with their jobs indicated by higher mean scores, towards all the nine variables of the job studied in the current study as well as regarding the overall Job (mean score= 4.23) as compared to the male employees (mean score= 4.13). Further, the results of Independent sample test indicated that the perceptual differences between the male and female respondent teachers are statistically significant as $p < .05$, indicating that the female teachers are significantly more satisfied with their jobs as compared to the male teachers.

OBSERVATIONS ACROSS AGE GROUPS

The employees of age 50 years and above recorded the highest mean score with respect to the construct of job satisfaction, which is followed by the employees of 30-40 years of age. This indicates that the oldest and the youngest respondent teachers are found to be more satisfied with their jobs as compared to the middle age group teachers. However, the results of *one way ANOVA test* indicated that the perceptual differences between the different respondent age groups about job satisfaction are statistically insignificant for $p > .05$, indicating age has no influence on the satisfaction of employees with respect to their jobs.

OBSERVATIONS ACROSS EXPERIENCE

The present study revealed that the most experienced employees reported the highest job satisfaction among the three teacher groups, followed by the least experienced group of the teachers. The results indicate that the experienced teachers i.e. teachers with an experience of more than 20 years and fresh teachers i.e. teachers having less than 10 years' experience were found to be more satisfied with their jobs as compared to the teachers who have an experience of 10-20 years. However, the results of *one way ANOVA test* indicated that the perceptual differences between the different respondent experience groups regarding Job satisfaction are statistically insignificant as $p > .05$.

IV. CONCLUSIONS

The results obtained from the present study have certain significant policy implications which, if properly addressed, can help organizations to concentrate their energy and resources in order to achieve desired performance outcomes. Specifically, in view of certain grey areas that require additional intervention as well as the causal linkages evidenced in the study, the following implications can be drawn for earnest attention, in order to improve the Job satisfaction of teachers in the schools of Ganderbal district:

1. The officers must be readily available to the teachers for any kind of assistance. They need to work as a team.
2. The officers need to develop a helping attitude for teachers and try to address their problems quickly.
3. The officers should hold regular formal/informal interactive sessions with the teachers of the district and encourage them to discuss the problems/issues related to the schools.
4. The officers should hold interactive sessions with their subordinates quite often so that it enhances communication between different teacher groups.
5. The officers must have a balanced approach in dealing with their juniors, so that a superior friendly environment is developed at the departmental level.
6. The officers need to spend more time with their juniors in order to know their problems in the sample district.
7. Job rotation among the teachers in the schools of the district needs to be implemented effectively through a well-designed policy mechanism.
8. The teacher welfare schemes need to be made effective for welfare of all the teachers.
9. While resource persons are concentrating on the development of the lecturers by organizing orientation courses in different subjects, there is a need to organize continuous short-duration developmental programmes/workshops for head of the institutions and officers as well. This will enable them to refresh and keep themselves updated with latest developments in their fields. However, the organization of these programmes should be based on more participative and self-learning methodology instead of lecturing only.
10. Special need-based training programmes in the area of Kangan, Hariganiwan, Lar and Gutlibagh should be conducted for teaching of Kashmiri in order to make them abreast of the proper reading and writing skills of the languagr.
11. The officers should focus on developing effective personnel policies, keeping in view the profile of the teachers.

12. The performance appraisal reports needs to be well defined and implemented effectively, and the feedbacks need to be given to the teachers regarding their performance with the objective to make appraisals free from biases, likes and dislikes, and human errors.
13. The officers need to show more concern towards teachers and their development. In fact, sufficient funds must be earmarked for training and development of the employees, and they must be encouraged to participate in training programmes/workshops organized by different institutions
14. After every training programme attended by the teachers, .head of the institutions and officers must seek report regarding the programme they attended and ensure that the same training is provided by the teacher who attended a particular programme to colleagues
15. The officers must focus on developing a culture of openness and trust where teachers feel free to discuss their ideas, activities and feelings among themselves. They should be trusted and allowed to enjoy freedom to work independently within the overall norms and statutes.

The officers of the School Education Department must visit each department frequently and discuss the issues/problems of the schools. This will enable the teachers to discuss problems and developmental issues of their schools. While the teachers will feel encouraged and motivated, the officers will get the feedback and can focus on the strategic issues effectively.

Moreover, the officers should constantly obtain feedback about the satisfaction of their teachers regarding opportunities for learning, job-related motivational factors, chances to accept responsibilities, promotional opportunities and teachers' helping attitude. Here, it is imperative to mention that effective change in the attitude of both academic and administrative staff towards work is possible by providing information about their job properties, making pragmatic policies and practices. Also, there is a need to create an environment where teachers are encouraged to do experiments and good work is appreciated and rewarded.

LIMITATIONS

The study has been conducted in accordance with the research approach and design used and suggested by previous relevant studies. However, there are still certain areas that potentially serve as limitations to the current research work. Since, the limitations of a study can be viewed as directions for future research in the field, it is deemed to be important to enlist the same so as to provide a perspective for conducting further research. In this context, the limitations of the study reported are:

First, the data for present study came only from one district which, therefore, may raise concerns about the generalization of results. It is, therefore, required that similar research may be replicated in wider geographical areas covering schools from all over J&K.

Second, all the variables in the present study are measured subjectively (using a questionnaire). Therefore, the shortcomings inherent in every questionnaire based survey where answers are dependent on respondents' perception could not be overcome. Therefore, future research works in the field need to focus on objective performance measurement wherein subjectivity has lesser effect on the validity of results.

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