



INFLUENCE OF SEX AND AGE ON JOB SATISFACTION OF TEACHERS WORKING IN GOVERNMENT AND PRIVATE SCHOOLS

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Abstract

The present study reports Job Satisfaction (JS) of male and female teachers with different levels of age working in government and private secondary schools. Teachers' Job Satisfaction Scale developed by Sudha and Sathyanarayana (1981) was employed to study JS. Results revealed that there was no difference in JS of teachers working in different school types. However, sex and age significantly influenced the JS of the teachers. Also female teachers were found to have higher JS compared to male teachers.

Introduction

The challenges set by the world where knowledge is being updated constantly, call for a re-definition of the role of a school teacher. If learning is more complex today, so is teaching (Ruhela, 1983). Teachers, who are expected not only to teach but also to learn, need special attention to render their priceless service to the world. Today people are exposed to various types of satisfaction that may lead to many complexities, both in

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their personal and professional life, which ultimately has an impact on their health, attitudes, adjustment, inter-personal relationships, career etc.

Job satisfaction (JS) in general is an attitude, which is the result of many specific attitudes towards one's job or profession. The amount of satisfaction derived from one's present job is an indicator of one's job satisfaction. School, being a centre of knowledge and education, is the manifestation of the perfection already in man. Teacher, being an important person in the schooling process, plays a pivotal role in the whole teaching and learning process. JS of a teacher plays a very important role in modelling and shaping students' characteristics, which is the paramount aim of education. Factors like economic efficiency, social status, professional growth, personal contentment, interpersonal co-operation, job stress, burn out, etc., definitely contribute to one's JS. Studies have revealed that higher levels of stress were related to lower JS and reduced commitment to remain in the job for a long term (Manthei, Gilmore, Tuck and Adair, 1996). Similarly, Hui and Chan (1996) found an association between stress and JS, and biographical variables like role conflict, role ambiguity, unfavourable organizational climate, lack of professional growth, low social status, low salary, etc. have definite effects on the JS of a person (Joshi, 1998).

There has been a marked decline in the living standards and the social status of teachers in a majority of countries, including India as revealed by a UNESCO report. According to the report the decline in living standards was most pronounced in transition and developing economies, where teachers sometime had gone without pay for months, even a year. The recent survey by the International Bureau of Education (Deccan Herald, 1996) revealed that there was shortage in many countries of trained personnel in planning, administration, pedagogy, evaluation and curriculum development which ultimately results in lowered JS among the teachers.

The present situation of classroom education has made the role of teacher increasingly complex and challenging (Palakshaiah, 1996). Many educationists are of the opinion that there should be a congenial environment for the teacher to deal with his colleagues and students, so that he can have higher JS. Most of the studies on the topic so far dealt with variables like organisational climate, income, role perception, etc., on JS. In the present study an attempt is made to find out the influence of sex and age on JS of government and private school teachers along with other biographical variables.

METHOD

Sample:

The sample consisted of a stratified sampling of 745 secondary school teachers from 75 schools from Mysore and Charamrajnagar districts (387 male + 358

female) from various age groups. Table 1 presents the distribution of teachers from different age groups with other background variables.

| Table 1 | | | | | |
|-----------------------------------------------------------------------------------|------------|--------|---------|--------|-------|
| Distribution of Government and Private School Teachers - Age and Sex wise. | | | | | |
| Age/Sex | Government | | Private | | Total |
| | Male | Female | Male | Female | |
| >30 years | 23 | 42 | 46 | 47 | 158 |
| 31-40 years | 81 | 68 | 91 | 82 | 322 |
| 41-50 years | 57 | 38 | 45 | 48 | 188 |
| 50+ years | 31 | 21 | 13 | 12 | 77 |
| Total | 192 | 169 | 195 | 189 | 745 |

Tools used

1. Teachers Job Satisfaction Scale (TJSS) developed by Sudha and Sathyanarayana (1981).
2. Personal data sheet to collect information regarding age, sex, experience, locale etc.

Teachers Job Satisfaction Scale (TJSS)

Sudha and Sathyanarayana (1981) developed this scale in both English and Kannada versions. This scale to measure JS of teachers consists 5 components viz. economic sufficiency, social status, professional growth, personal contentment, and interpersonal cooperation. There are 8 items in each component, thus constituting a total of 40 items on the scale. Each item is to be answered on a scale of 4 alternatives i.e, SA - Strongly agree, A - Agree, D - Disagree and SD - Strongly disagree. The scale could be administered individually or in group. There is no time limit to complete the scale, but teachers can be asked to give their responses as reasonably fast as possible. To score the items on the scale weightages of 4, 3, 2, and 1 are given in the case of positive statements, and 1,

2, 3 and 4 scoring in the case of negative statements. Thus the range of scores on the scale for each area varies from 8 to 32. The total score for the entire scale varies from 40 to 160. The scale was deemed to be valid and reliable as the selection of the items was based on item analysis employing 't' test and it has test-retest reliability of 0.6 to 0.8 as found by different studies (Rajanna, 1985)

Procedure

One of the authors (MSJ) personally visited all the selected schools and met the teachers to develop rapport with them and gave detailed explanation of the purpose of the study and instructed them how to respond to the given tools. Further clarifications were offered on the questions/doubts raised by them and they were requested to co-operate with the investigator and asked to respond to the TJSS scale independently.

The data obtained was tabulated and subjected to statistical analysis like 2-way Analysis of Variance to find out the significant difference between various group means and DMRT test (Duncan's Multiple Range Test) as a post hoc-test.

Results

Table 2 presents results of Two-way ANOVA for mean JS scores of teachers working in government and private schools along with other variables like sex, age, experience and area of domicile. Table 3 presents mean job satisfaction scores of teachers with various variables.

| Source of variation | Dfs | 'F' ratio | 'P' value |
|--------------------------|-------|-----------|-----------|
| Between school types (A) | 1,743 | 0.13 | 0.717 |
| Between sexes (B) | 1,743 | 7.99 | 0.005 |
| Interaction (A x B) | 1,743 | 0.53 | 0.466 |
| Between age groups (C) | 3,737 | 3.68 | 0.012 |
| Interaction (A x C) | 3,737 | 2.60 | 0.051 |
| Between Experience (D) | 3,737 | 3.73 | 0.011 |
| Interaction (A x D) | 3,737 | 0.22 | 0.880 |

| Variable | | School type | | Average |
|----------------------|-----------------------|-------------|---------|---------|
| | | Government | Private | |
| Sex | Male | 113.99 | 112.91 | 113.45 |
| | Female | 116.11 | 116.52 | 116.33 |
| Age group (in years) | 21-30 | 113.00 | 115.90 | 114.71 |
| | 31-40 | 114.01 | 112.86 | 113.39 |
| | 41-50 | 121.17 | 116.89 | 115.33 |
| | 50+ | 114.91 | 114.60 | 119.04 |
| | Experience (in years) | >10 | 113.57 | 113.95 |
| | 11-20 | 113.58 | 114.52 | 114.13 |
| | 21-30 | 118.48 | 117.14 | 117.97 |
| | 30+ | 118.54 | 116.91 | 117.79 |
| | Average | 114.98 | 114.69 | 114.83 |

- a) **School types and Sexes:** Teachers working in government and private schools did not differ in their mean JS scores. F value of 0.13 with 1,743 dfs is found to be non-significant ($p < 0.717$). The mean JS scores of government and private school teachers were 114.98 and 114.69 respectively, which were almost same statistically, contributed for the non-significant difference. However, female teachers (Mean 116.33) found to have significantly higher JS than male teachers (mean 113.45) ($F = 7.99$; $p < 0.005$). The interaction effect between school types and sex is found to be non-significant ($F = 0.53$; $p < 0.466$) indicating a similarity in the level of job satisfaction of male and female teachers irrespective of the type of the school they belonged to.

- b) School types and age groups: Teachers in different age groups significantly differed in their job satisfaction scores ($F=3.68$; $p<0.012$). From the table 3 it is very clear that teachers of higher age groups had more job satisfaction compared to teachers with lower age groups. Further post hoc tests (DMRT) revealed that only teachers of more than 50 years significantly differed in their JS scores. The interaction effect between school types and age groups is also found to be significant ($F=2.60$; $p<0.051$) indicating that government teachers with lower age groups (> 10 years and 11-20 years) had lesser JS, whereas in private school teachers the higher age grouped teachers (21-30 years and 30+ years) had lesser JS.
- c) School types and experience: As far as the experience is considered, teachers with more years of service are found to have significantly higher JS compared to teachers with less teaching experience ($F=3.73$; $p<0.011$). It is very clear from the table 3 that as the experience increased, the JS is also increased almost linearly. Further post hoc tests (DMRT) revealed that teachers with more than 20 years of experience differed significantly from teachers with less than 20 years of service. However the interaction effect between school types and experience is found to be non-significant, indicating a similarity in the level of JS of government and private school teachers irrespective of the age group they belonged to.

Discussion

The main findings of the present study are:

- Government and private school teachers did not differ in their JS
- Female teachers had higher JS than male teachers
- Teachers with more age had higher JS than teachers with lower age
- Length of service significantly influenced the JS
- Area of domicile had no influence on JS

In the present study, government teachers did not differ in their JS from those of private school teachers. But, study by Garker, Markanda & Rakesh (1984) and Ramakrishnaiah (1981) revealed that private school teachers were more satisfied than other type of school teachers. As far as the findings of the present study are concerned, both government and private school teachers had equal level of JS, which can be attributed to the following: As government teachers are getting handsome salaries, which is promotional based, they may be looking at the other related matters like daily travelling since most of the government schools are based

in rural areas, family welfare, child care, low socio-economic status of the students, poor infrastructure, pathetic conditions in Government schools (Chaudhuri & Prasad, 1999) etc., as secondary and they may be more conscious about their job security pension benefits etc. Whereas, though the private school teachers are getting lesser salaries from the management, they are compensating this through private tuitions which will earn much more than their regular salaries. At the same time they can concentrate on their families, children, and they need not bother about daily travelling as most of them reside near the schools. As far as the SES of the students is considered, majority of them are from high SES background. The working conditions and the infrastructure in these schools are definitely better than those in government schools (Deccan Herald, 1996). According to Ausekar (1996), government school teachers are more satisfied with promotion, recognition, independence, salary, job security and work itself, whereas the private school teachers are more satisfied with responsibility, achievement, working conditions and personal life.

Female teachers are found to have higher JS than male teachers. Several studies in the past have supported the above finding (George, 1981; Ramakrishnaiah, 1981). The reasons for female teacher having higher JS can be attributed to the following: Generally the female teachers are sincere and committed to work, understand children better because of their motherly feelings and experience, tend to feel satisfied, and get adjusted with what they get and what they have. In addition to this, generally their salary is an additional income to the whole family and that shouldering the family responsibility might have upheld their level of JS. However study by Donald (1983) revealed that male teachers' level of job satisfaction was higher than that of female teachers.

Teachers with more experience and age were more satisfied than teachers with less experience and age. This finding is also supported by many studies done earlier (Donald, 1983). Mwamwenda (1998) in his study on South African teachers found that teachers with longer service rated their JS high because they felt secure in their work compared to teachers with less experience. In general, as age advances, the teacher becomes more experienced and matured. As such they are able to analyze the situations, view things from different perspectives and understand them better. As the experience increases they grow proportionally, and understand the different aspects of teaching profession and develop an inclination towards it. In addition to this, there will be recognition and junior colleagues extend their cooperation in the smooth functioning of the institution.

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