

*A Study on Job Satisfaction of Matriculation School Teachers
in Namakkal Town*

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Abstract: A teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well-adjusted and satisfied teacher can contribute a lot to the well-being of his/her pupils. A dissatisfied teacher can become irritable and may create tensions which can have negative influence on the students' learning process and it consequently affects their academic growth. Job satisfaction implies the overall adjustment to work situation. Job satisfaction is dependent on working condition, salary, management, curriculum, college environment, qualification, experience, social status, job welfare and so on. This research was conducted by using the primary data and the survey method. The data collected from matriculation school teachers in Namakkal town. Finally, the data was collected 100 respondents among Matriculation school teachers in Namakkal town.

In this paper the author tries to focus how to satisfy with their job among Matriculation school teachers in Namakkal town.

Keywords: Job Satisfaction, dissatisfaction, working condition and Demography factor.

I. INTRODUCTION

According to Anthony Standen “An Educator should consider that he has failed in his job if he nor succeeded in instilling some trace of a divine dissatisfaction with our miserable social environment.”

According to Albert Bandura “there are countless studies on the negative spillover of job pressures on family life, but few on how job satisfaction enhances the quality of family life.”

Job satisfaction is dependent on working condition, salary, management, curriculum, college environment, qualification, experience, social status, job welfare and so on.

Teachers act as facilitators or coaches, using classroom presentation of individual instruction to help students learn and apply concepts in subjects such as Science, Mathematics of English. They plan, evaluate, assign lessons, prepare, administer and grade tests; listen to oral presentations; and maintain classroom discipline. Teachers observe and evaluate a student's performance and maintain classroom discipline. To do so, they are asked to use new assessment methods.

Many teachers use a ‘hands-on’ approach that uses ‘props’ or manipulative to help children understand abstract concepts. As the children get order, teachers use more sophisticated materials, such as science apparatus, cameras or computers. They also encourage collaboration in solving problems by making students work in groups to discuss and solve problems together. To be prepared for success later in life, students must be able to interact with others, adapt to new technology and think through problems logically.

Preschool children learn mainly through play and interactive activities. Preschool teachers capitalize on children's play to further language and vocabulary development (using storytelling, rhyming games and acting games), improve social skills (having the children work together to build a neighborhood in sandbox) and introduce scientific and mathematical concepts (showing the children how to balance and count blocks) when building a bridge or how to mix colors when painting. Thus a less structured approach, including small-group lessons, one-on-one instruction and learning through creative activities such as art, dance and music is adopted to teach preschool children. So, preschool and elementary school teachers play a vital role in the development of children. In this connection, job satisfaction of school teachers is most important for the management.

II. REVIEW OF LITERATURE

Mara Houdy Shell (1999), found that majority of the librarians are satisfied due to helping patrons / library members, challenges, continuous learning, variety and diversity of work. Most of the librarians are not satisfied with status, low pay, repetitive tasks and bureaucracy in the library.

According to Kotler (2005), found that positioning is the act of designing the company's offering and image so that they occupy a meaningful and distinctive competitive position in the target customer's mind.

According to Keith Davis (1983), "Job satisfaction is the favorableness or unfavorableness with which employees view their work."

Haller Gelmer (1974) defines job satisfaction as that, "it is the result of various attitudes the person holds towards his job, towards related factors and towards life in general."

Mosharraf Hossain (2000), studied that the satisfaction of commercial bank employees and its consequences on related issues. The results have revealed that the public sector bank employees are in a better position in terms of their job satisfaction than their counterparts in private sector banks and the executives are more satisfied than the non-executives. Job satisfaction has significant positive correlation with performance employees of banks in Bangladesh were highly dissatisfied with salary, lack of fair promotional opportunity, low job status and absence of recognition of good work.

STATEMENT OF THE PROBLEM

Unhappy, frustrated and undisciplined teachers will inevitably produce similar students. It is a simple truth to say that the way man is going to live depends on the teachers and success of teachers depends upon the attitudes the teaching profession and the satisfaction he gets from the profession. Teaching is essentially a spiritual process involving the contact of mind with mind. A good teacher has a powerful and an abiding influence in the character formation of his or her students. Therefore, the provision of proper teaching staff in any school is far more important than fine buildings, rich curricula and expensive equipment's. The influences of a great teacher indirectly extend over many generations. It is teacher and teaching that advance the course of civilization and world order.

This study will give an idea about the attitude of teachers towards their profession and their job satisfaction. With more professional and non-professional facilities to teachers, they may work whole-heartedly to the interest of the pupils and the job satisfaction is a must for the well-being of the society. Therefore this study has been undertaken in order to see whether teachers get such job satisfaction in a dynamic and developing world. The findings of such study will make our planners that draw up schemes to induce teachers for a better involvement.

To enhance the importance of teaching and as personnel attitude of teaching is a great factor in determining his/her effectiveness in teaching, it is proper to study the problem under the title, "job satisfaction of Matriculation school teachers in Namakkal town."

SCOPE OF THE STUDY

The study reveals the importance of having positive attitude towards teaching profession and satisfaction in their job. The researcher scope is that education institutions can be benefited by findings of this study. The outcome of this study will help the school management and teachers to know the factors influencing to work with satisfaction. The findings and suggestions made by the researcher will give a blue print to authorities to remove the lack of job satisfaction of matriculation school teachers. It will enable the concerned authorities to facilitate more infrastructures in order to upgrade the standard of education.

III. OBJECTIVES OF THE STUDY**General Objective**

The overall objective of the study is Job Satisfaction of Matriculation School Teachers in Namakkal Town. The following are the more specific objectives.

Specific Objectives

1. To study the profile of the matriculation teachers;
2. To find out the level of job satisfaction of school teachers; and
3. To give suggestions for improve the working environment.

IV. METHODOLOGY**DATA COLLECTION**

Both primary and secondary data are extensively used in this study. In this study, the secondary data was collected from various journals, books, websites and newspaper in various topics. Then, the primary data was collected through the questionnaire from the respondents of matriculation school teachers in Namakkal town.

The researcher has collected the primary data from matriculation school teachers. For this study 100 respondents were selected positively. For collecting necessary data, 100 respondents have been collected in Namakkal town schools by using convenient sampling technique. Enough care has been taken in selection of sample to include all type of teachers.

ANALYSIS AND INFERENCE OF COLLECTED DATA

TABLE – 1 GENDER WISE CLASSIFICATION OF RESPONDENTS

Gender	No. of the Respondents	Per cent
Male	35	35.0
Female	65	65.0
Total	100	100.0

Source: Primary data

Among the 100 respondents, 35 respondents are males and 65 respondents are females. In other words, 35.0 per cent belongs to male gender and 65.0 per cent belongs to female gender.

It is found that the majority of the respondents belongs to female gender.

TABLE – 2 MARITAL STATUS WISE CLASSIFICATION OF RESPONDENTS

Marital status	No. of the Respondents	Per cent
Married	61	61.0
Unmarried	39	39.0
Total	100	100.0

Source: Primary data

Among the 100 respondents, 61 respondents are married and 39 respondents are unmarried. In other words, 61.0 per cent belongs to married and 39.0 per cent belongs to unmarried.

It is found that the majority of the respondents belongs to married.

TABLE – 3 AGE WISE CLASSIFICATION OF RESPONDENTS

Age	No. of the Respondents	Per cent
Below 25	18	18.0
25-30 years	34	34.0
31-35 years	35	35.0
36 and Above	13	13.0
Total	100	100.0

Source: Primary data

Among the 100 respondents, 18 respondents are below 25, 34 respondents are 25-30 years, 35 respondents are 31-35 years and 13 respondents are 36 and above. In other words, 18.0 per cent are below 25 years, 34.0 per cent are 25-30 years, 35.0 percent are 31-35 years and 13.0 percent are 36 and above.

It is found that the majority of the respondents belongs to 31-35 years.

TABLE – 4 QUALIFICATION WISE CLASSIFICATION OF RESPONDENTS

Qualification	No. of the Respondents	Per cent
B.Sc., B.Ed.,	30	30.0
M.Sc., M.Ed.,	21	21.0
M.A., M.Ed.,	24	24.0
B.A., B.Ed.,	25	25.0
Total	100	100.0

Source: Primary data

Among the 100 respondents, 30 respondents are B.Sc., B.Ed., 21 respondents are M.Sc., M.Ed., 24 respondents are M.A., M.Ed., and 25 respondents are B.A., B.Ed. In other words, 30.0 per cent belongs to B.Sc., B.Ed., 21.0 per cent belongs to M.Sc., M.Ed., 24.0 per cent belongs to M.A., M.Ed., and 25.0 per cent belongs to B.A., B.Ed.,.

It is found that the majority of the respondents belongs to B.Sc., B.Ed.,

TABLE – 5 EXPERIENCE OF SCHOOL TEACHERS

Occupation	No. of the Respondents	Per cent
Below 5 years	50	50.0
5 to 10 years	36	36.0
Above 10 years	14	14.0
Total	100	100.0

Source: Primary data

Among the 100 respondents, 50 respondents are having below 5 years, 36 respondents are having 5 to 10 years and 14 respondents are having above 10 years. In other words, 50.0 per cent belongs to below 5 years, 36.0 per cent belongs to 5 to 10 years and 14 per cent belongs to above 10 years.

It is found that the majority of the respondents belong to below 5 years.

TABLE – 6 JOB STRESS OF RESPONDENTS

Level	No. of the Respondents	Per cent
High	19	19.0
Medium	62	62.0
Low	19	19.0
Total	100	100.0

Source: Primary data

Out of 100 respondents, 62 respondents have medium level of job stress, 19 respondents have high level stress and 19 respondents have low level of job stress. In other words, 19.0 per cent are high level, 62.0 per cent are medium level and 19.0 per cent are low level.

It is interesting to note that nearly more than half of the respondents 62 have only medium level of job stress.

TABLE – 7 JOB SATISFACTION WITH WORKING CONDITION

Opinion	No. of the Respondents	Per cent
Strongly Satisfied	27	27.0
Satisfied	37	37.0
Neutrals	12	12.0
Dissatisfied	14	14.0
Strongly Dissatisfied	10	10.0
Total	100	100.0

Source: Primary data

Among the 100 respondents, 27 respondents are strongly satisfied with working condition, 37 respondents are satisfied with working condition, 12 respondents are neutrals with working condition, 14 respondents are dissatisfied with working condition and 10 respondents are strongly dissatisfied with working condition. In other words, 27.0 per cent belongs to Strongly Satisfied, 37.0 per cent belongs to Satisfied, 12.0 per cent belongs to neutrals, 14.0 per cent belongs to dissatisfied and 10.0 per cent belongs to Strongly dissatisfied.

It is found that the majority of the respondents are getting satisfied with working condition.

TABLE – 8 LEVEL OF SATISFACTION IN SALARY

Opinion	No. of the Respondents	Per cent
Strongly Satisfied	21	21.0
Satisfied	30	30.0
Neutrals	18	18.0
Dissatisfied	10	10.0
Strongly Dissatisfied	21	21.0
Total	100	100.0

Source: Primary data

Among the 100 respondents, 21 respondents are strongly satisfied in salary, 30 respondents are satisfied in salary, 18 respondents are neutrals in salary, 10 respondents are dissatisfied in salary and 21 respondents are strongly dissatisfied in salary. In other words, 21.0 per cent belongs to Strongly Satisfied, 30.0 per cent belongs to Satisfied, 18.0 per cent belongs to neutrals, 10.0 per cent belongs to dissatisfied and 21.0 per cent belongs to Strongly dissatisfied.

It is found that the majority of the respondents are getting satisfied with salary package.

TABLE – 9 LEVEL OF SATISFACTION WITH MANAGEMENT SUPPORT

Opinion	No. of the Respondents	Per cent
Strongly Satisfied	33	33.0
Satisfied	26	26.0
Neutrals	28	28.0
Dissatisfied	16	16.0
Strongly Dissatisfied	10	10.0
Total	100.0	100.0

Source: Primary data

Among the 100 respondents, 33 respondents are strongly satisfied with management support, 26 respondents are satisfied with management support, 28 respondents are neutrals with management support, 16 respondents are dissatisfied with management support and 10 respondents are strongly dissatisfied with management support. In other words, 33.0 per cent belongs to Strongly Satisfied, 26.0 per cent belongs to Satisfied, 28.0 per cent belongs to neutrals, 16.0 per cent belongs to dissatisfied and 10.0 per cent belongs to Strongly dissatisfied.

It is found that the majority of the respondents are getting strongly satisfied with management support to work.

V. CONCLUSION

Teaching is essentially a spiritual process involving the contact of mind with mind. A good teacher has a powerful and an abiding influence in the character formation of his or her students. Therefore, the provision of proper teaching staff in any school is far more important than fine buildings, rich curricula and expensive equipment's. The influences of a great teacher indirectly extend over many generations. It is teacher and teaching that advance the course of civilization and world order. Finally, the researcher observed and concluded that majority of the matriculation teachers are getting strongly satisfied and satisfied with working condition, management support and salary.

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