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**RNI MAHMUL/2011/38595**

**ISSN No.2231-5063**

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**JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS  
IN RELATION TO GENDER AND ACADEMIC QUALIFICATION  
IN WEST BENGAL**



**Biswajit Nath**

**INTRODUCTION**

India has a long tradition of learning and education has always been valued. Accordingly, education has been assigned high priority in the national development strategy and conscious efforts have made towards the massive expansion of educational facilities in the country. In absolute terms, the educational system created in the country is vast when viewed in respect of the number of institutions, students and teachers and the variety of educational activity. However, effective utilization and success of educational set-up to produce quality output has been a subject matter of concern. Several commissions and committees who examined the

**Abstract**

*Job satisfaction among school teachers has been considered as a vital factor for the improvement of the education system and thus has got an unshakeable place in educational researches. Satisfaction is a psychological phenomenon and its concept is highly intricate and subjective. Job satisfaction describes how content an individual with his or her job. It expresses the extent of match between the employees' expectations from the job and the rewards that the job provides. Teacher's job satisfaction is one of the key factors in school dynamics and is generally considered as a primary dependent variable in terms of which effectiveness of the school is evaluated. For successful implementation of RMSA and for providing quality secondary education in the country the role of secondary school teachers is important. The well-adjusted and satisfied secondary school teacher can contribute a lot to the wellbeing of his/ her pupils. This study shows that There is no significant difference in the job satisfaction of secondary school teacher in relation to gender and their academic qualification. There is no significant difference found that in job satisfaction of male secondary school teacher in relation to their professional qualification. But their significant difference is found that in Job satisfaction of female teacher in relation their professional qualification.*

**Keywords :**Job satisfaction, Secondary school teacher, Academic qualification and Professional qualification

**Short Profile**

Biswajit Nath is work as Research Scholar of Visva Bharati, Santiniketan. He Has Completed B.Ed., B.Sc., M.Sc. and M.Ed. He Has Professional Experience 2 Years and Research Experience 1 Years.

functioning of educational set-up in the country have expressed concern about the quality, job satisfaction and work motivation of teachers towards an overall improvement of the education system. The Education Commission (1964-66) observed, "The destiny of India is being shaped in her classrooms" and that 'as is the teacher, so is the nation' to emphasize about the importance of the teachers. The commission further observed that all the different factors which influence the quality of education and its contribution towards national development, the quality, competence and character of teachers are undoubtedly the most significant. The

**Research Scholar of Visva Bharati, Santiniketan.**

National Policy of Education (1986) recognized the crucial role of teachers and stated that the status of teacher reflects the socio-cultural ethos of a society. It further expressed that no people can rise above the level of its teachers and the government and the community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines. Job satisfaction among school teachers has been considered as a vital factor for the improvement of the education system and thus has got an unshakeable place in educational researches. Satisfaction is a psychological phenomenon and its concept is highly intricate and subjective. Job satisfaction describes how content an individual with his or her job. It expresses the extent of match between the employees' expectations from the job and the rewards that the job provides. Teacher's job satisfaction is one of the key factors in school dynamics and is generally considered as a primary dependent variable in terms of which effectiveness of the school is evaluated. For successful implementation of RMSA and for providing quality secondary education in the country the role of secondary school teachers is important. The well-adjusted and satisfied secondary school teacher can contribute a lot to the wellbeing of his/her pupils.

#### **PURPOSE OF THE STUDY**

The study sought to investigate the job satisfaction of secondary school teachers in relation to their gender and academic qualification.

#### **OBJECTIVES OF STUDY:**

1. To find out the job satisfaction of secondary school Teachers.
2. To compare the job satisfaction of secondary school teachers with respect of educational qualifications
3. To compare the job satisfaction of secondary school teachers with respect to professional qualification.

#### **HYPOTHESIS OF STUDY:**

1. There is no significant difference between the job satisfaction of male and female secondary school teachers.
2. There is no significant impact of academic qualification on the job satisfaction level of male and female secondary school teachers.
3. There is no significant impact of professional qualification on the job satisfaction level of male and female secondary school teachers.

#### **RESEARCH DESIGN**

Research design implies the process of reaching a reliable solution to a problem. In this connection, research design is the plan structure and strategy of investigation conceived so as to obtain answers to research questions and the variables undertaken in the study. The design is a blue print of research study. In its scheme of things a research design service as a guide to the researcher as to how to conduct himself and gives an immediate overview of the research to its reader. The present study followed with the descriptive survey type research. Because of the apparent ease and directness of this method, a researcher can gather information in terms, of individual's opinion about some issue, by a simple questionnaire.

#### **RESEARCH METHODOLOGY**

Research methodology is a systematic procedure by which the researcher's start from initial identification of problem to its final conclusion. The role of the methodology is to carry on research work in a scientific and valid manner through proper planning. The method of the study is always determined by the nature of the problem undertaken for research and also provides tools and techniques. The methodology consists of procedures and techniques for conducting the study. It includes information regarding the design, the sample, collection and tabulation of data and statistical technique is used. Descriptive survey method will be

adopted to conduct the study. In the present study, job satisfaction has been taken as the dependent variables, whereas variables such as gender, and academic qualifications constituted the independent variables. Population of the study consisted of all the government secondary schools of West Bengal. From the district ten schools were randomly selected and all the teachers of these secondary schools were participant of the study. Sixty(60) male and sixty(60) female teachers were participant of the study. Care was taken to take equal number male and female teachers for the study. Job Satisfaction Scale by Dr. Pramod kumar and Prof. D.N.Mutha to assess the Job Satisfaction of teachers. Relevant data was collected by using the tools use for participant. The collection of data was spread over a period of 15 days. The researcher personally visited the selected schools. The researcher took the permission of the head of the schools for administering the scales and fixed dates. On the schedule date the researcher met the teachers and made clear to them the purpose of administration. The researcher sought their cooperation. The instructions were explained by the researcher and the doubts were clarified. They were assured that their response will be used for research purpose only and will be kept confidential. They were suggested to give free frank and honest

responses without any hesitation. The scales were administered to the teachers. The scales were collected only after they were responded by the subject. After the completion of the administration. The investigator conveyed her gratitude and thanks to the teacher and heads of the school for their kind cooperation.

## **RESULTS**

The collected data on job satisfaction of secondary school teacher in relation to gender and academic qualification were analysed by using suitable statistical techniques in accordance with the objective of the present study. The objectives of the present study were. The researcher analysed the data by using mean, standard deviation, t-test to describe job satisfaction of secondary school teacher in relation to gender and academic qualification.

### **JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN RELATION TO GENDER**

The first objective of this study was to compare male and female secondary school teachers with regard to their job satisfaction. The researcher calculated to find out significant difference between male and female secondary school teachers with regard to their job satisfaction. The following Table presents job satisfaction of teachers in relation to gender.

**Table:- t-value for job satisfaction of secondary school teachers in relation to gender**

Gender	N	Mean	SD	Df	t-test	Result
Male	60	18.7	4.52	118	0.0193	Not significant
Female	60	17.1	5.36			

The above table reveals that the t-test values 0.0193 which is less than table value (1.98) at 0.05 levels. So t-test value is not significant. Hence the null hypothesis is accepted. So it can be concluded that there is no significant difference in the job satisfaction between male and female

secondary school teachers.

### **JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN RELATION TO ACADEMIC QUALIFICATION**

The second objective of this study was to compare job satisfaction of secondary school

teachers with regards to academic and professional qualification.

**Table:- t-value of secondary school teachers for job satisfaction in relation to academic qualification**

Sex	Academic qualification	N	Mean	SD	df	t-test	Result
Male	Graduate	10	20.5	2.36	58	0.0853	NS
	Post graduate	50	18.34	4.78			
Female	Graduate	12	20.5	1.38	58	0.0145	NS
	Post graduate	37	16.72	5.76			

The above table (4.2) indicates that t value (0.0853) is smaller than that of CR value (2.00) at 0.05 levels. So the t value is not significant. Hence the null hypothesis “there is no significant impact of academic qualification on the job satisfaction level of male” is accepted.

The above table also indicates that t value

(0.0145) is smaller than that of CR value (2.00) at 0.05 levels. So, the value is not significant. Hence the null hypothesis “there is no significant impact of academic qualification on the job satisfaction level of females” is accepted. This result may be due to small sample size or sample error.

**Table:- t-value for job satisfaction of Secondary School Teachers in Relation to professional Qualification**

Sex	Professional qualification	N	Mean	SD	df	t-test	Result
Male	B.Ed.	40	19.75	4.18	58	0.0049	NS
	M.Ed.	20	16.6	4.55			
Female	B.Ed.	49	18.87	4.62	58	2.6874	S
	M.Ed.	11	11.27	4.14			

The above table (4.3) indicates that t value (0.0049) is smaller than that of CR value (2.00) at 0.05 levels. So the t value is not significant. Hence the null hypothesis “there is no significant impact of professional qualification on the job satisfaction level of male” is accepted.

The above table also indicates that t value (2.6874) is larger than that of CR value (2.00) at 0.05 levels. So, the value is significant. Hence the null hypothesis “there is no significant impact of professional qualification on the job satisfaction level of females” is rejected. This result may be due to small sample size or sample error.

From the above analysis it can be

concluded that there is no difference in job satisfaction in male and female secondary school teachers in relation to academic qualification. Also there is no difference in the job satisfaction of male teachers of secondary school in relation to professional qualification. But there is difference in job satisfaction of female teachers of secondary school in relation to professional qualification. This may be due to small sample size or sample error.

## DISCUSSION OF THE RESULTS

On the basis of the analysis and interpretation of data given in previous chapter

the findings of the study that is there is no significant difference in the job satisfaction of secondary school teacher in relation to gender. The reason lying behind this satisfaction regarding job is may be due to their education, standard of living, size of the family, environmental factors, psychological factors and sociological factors.

Similarly, there is no significant difference is found that in the Job satisfaction of male and female secondary school teachers in relation to their academic qualification.

Similarly, there is no significant difference found that in job satisfaction of male secondary school teacher in relation to their professional qualification. But their significant difference is found that in Job satisfaction of female teacher in relation their professional qualification.

### **CONCLUSION OF THE STUDY**

The following conclusions are drawn from the findings:

There is no significant difference in the job satisfaction of secondary school teacher in relation to gender. There is no significant difference is found that in the Job satisfaction of male and female secondary school teachers in relation to their academic qualification.

Similarly, there is no significant difference found that in job satisfaction of male secondary school teacher in relation to their professional qualification. But their significant difference is found that in Job satisfaction of female teacher in relation their professional qualification.

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