

**JOB AND LIFE SATISFACTION AMONG  
SECONDARY SCHOOL TEACHERS OF HOWRAH  
DISTRICT IN WEST BENGAL**

**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF EDUCATION  
JADAVPUR UNIVERSITY FOR THE PARTIAL FULFILMENT OF THE  
DEGREE OF MASTER OF PHILOSOPHY IN EDUCATION**

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## **DECLARATION**

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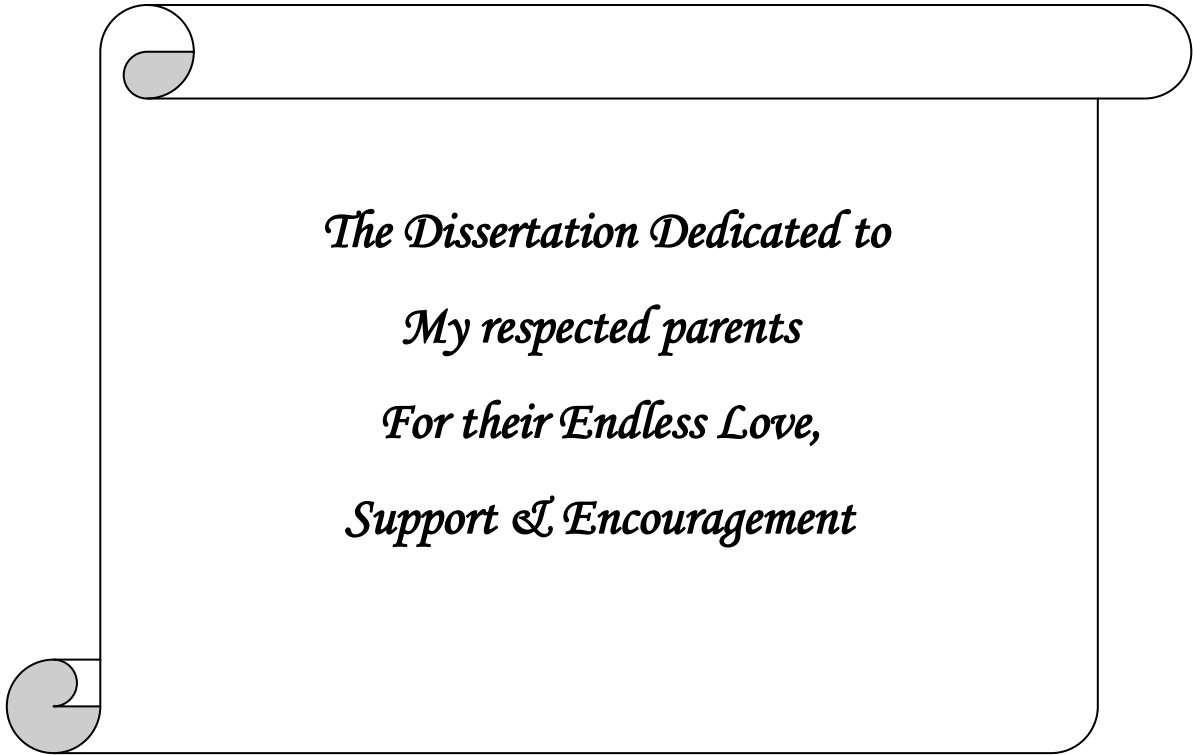
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Date:

Place: Kolkata

Rinku Kumar



*The Dissertation Dedicated to  
My respected parents  
For their Endless Love,  
Support & Encouragement*



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## ABBREVIATIONS

<b>WBBSE:</b>	West Bengal Board of Secondary Education
<b>JSS:</b>	Job Satisfaction Survey
<b>SWLS:</b>	Satisfaction With Life Scale
<b>ANOVA:</b>	Analysis of Variance
<b>S.D:</b>	Standard deviation
<b>N:</b>	Total number of teachers
<b>Df:</b>	Degree of Freedom
<b>M.D:</b>	Mean difference
<b>UG:</b>	Under Graduate
<b>PG:</b>	Post Graduate
<b>NS:</b>	Not Significant
<b>S:</b>	Significant
<b>i.e.:</b>	For example
<b>M:</b>	Mean
<b>SPSS:</b>	Statistical package for the social science
<b>Sig:</b>	Significance level
<b>JS:</b>	Job satisfaction
<b>LS:</b>	Life Satisfaction
<b>P:</b>	Probability value
<b>NWI:</b>	National Well-being index
<b>JDI:</b>	Job descriptive index
<b>TJSS:</b>	Teacher Job Satisfaction Scale

## **Abstract**

Job satisfaction and life satisfaction among secondary school teachers is a vital factor for the success of teaching profession and thus it has a got on pivot area in the conduct of research of Howrah district in West Bengal. The aim of the study was to identify the job satisfaction and life satisfaction level among secondary school teachers of Howrah district in West Bengal and to analyze job and life satisfaction score among secondary school teachers with respect to Gender, Age, Level of Education, Marital Status, Teaching Experience, Type of Teacher and Academic group and compare the relationship between job and life satisfaction. The present study is a cross-sectional Survey Research. Job Satisfaction Survey (JSS, paul E.Spector,1985). & Satisfaction with Life Scale (SWLS, Diener , Emmons, Larson and Griffin, 1985) was distributed by 230 school teachers (Male-135; Female- 95) in secondary education level who had been selected purposively. Pearson Correlation Coefficient Test, independent“t” test and One-way ANOVA were used to analyze data. Result showed that there is positive significant correlation between Job Satisfaction and Life Satisfaction among Secondary School teachers.



**CHAPTER I**  
**INTRODUCTION**

# CHAPTER I

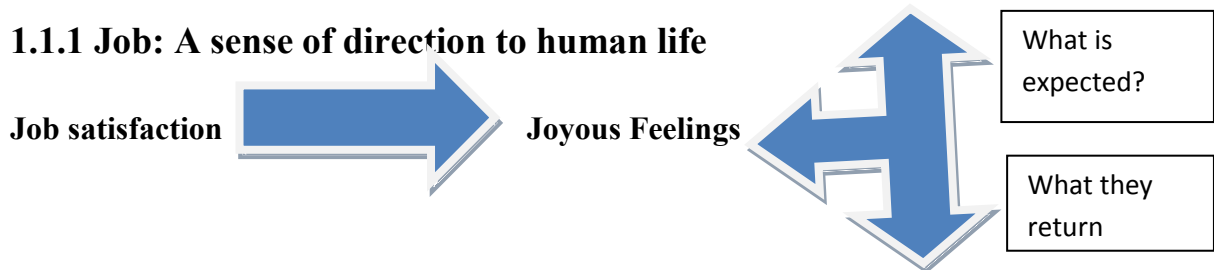
## CONTEXT OF THE STUDY

### 1.1.0 Introduction

Teaching is one of the oldest and noblest professions in the world. Passion is the main factor of teaching profession. A key of success in teaching depends by a good teacher. Teachers have lived in our lives for a very difficult but important time in our life circle. They are not only the selfless givers but also the mentors of our life. At every step of our life, we come cross teachers who devote their entire life in the enlightenment of students like us. It is real fact Teachers' role can't be limited to a subject teacher because anyone who guides us in our life is a teacher. In the age of 21<sup>st</sup> century teaching profession is facing different types of problems, one of the biggest problems is teaching-Learning process that is related to teachers' job satisfaction. Teaching qualifies the fundamentals of a profession and it posses the qualities of sincere devotion for the betterment of human (Wise 1994)

In the present days, Teaching professions also captivate intelligent and talented men and women. The teachers, in young age, are not satisfied because of unhappy condition of service, inadequacy of pre-service guidance, lack of in service training, absence of fringe benefits, rewards and enlighten apart from limited opportunities for social advancement and professional growth. In this tough situation teachers are not able to maintain their high standard. Job satisfaction prominence on the necessity of improving the status, salaries, and service conditions of the teachers.

### 1.1.1 Job: A sense of direction to human life



Job satisfaction has always been a sparkle point area of discussion among the researchers and scholars in all over the world. Most of the people are employed in any organization.

Job Satisfaction is the relationship between what teachers expects in accordance to what they achieve. Any job cannot be effectively done without satisfaction. School teachers are important in building the nation and rising the students towards the development of nation. So, job satisfaction is an important concept that is not only related to an individual but it is relevant for the society as well as country's well being. The teachers would get more attentive to teach their students effectively when they are satisfied with their jobs. So job satisfaction is an important episode of human life in every sector especially in the field of teaching profession.

Some factors reported to be contributing to job satisfaction or dissatisfaction include: salary structure, working conditions, attitude of parents, students' attitudes toward learning, loss of job and lives, promotion, workload and so on (Wright & Davis, 2003; Kim, 2004; Borzaga & Tortia, 2006). Heller, Judge & Watson( 2002) revealed that Job satisfaction has been linked both to situation factors and personal factors. Situation factors include job-related conditions such as pay, opportunities for promotion and working conditions, and characteristics such as task identity, task significance, skill variety, autonomy, and feedback (Heller, Judg & Watson, 2002) and personal factors, such as relationship among colleagues & higher authorities

Job satisfaction is critical to teacher commitment and school effectiveness, and actions by school administrators create distinct environment that are highly predictive of the level of job satisfaction for the teaching staff. Charismatic and supportive school leadership which constructs an environment focused on academic excellence, provides a positive role model, and allows teachers to focus on teaching rather than bureaucratic rules and procedures, is factors that contribute to a productive environment. Akomolafe & Olatomide, (2013) stated that Teacher satisfaction is a pivotal link in the chain of education reform. Teacher satisfaction influences job performance, attrition, and ultimately, student performance. Job satisfaction of employees is very crucial to the success of any organization. It mediates the relationship between working conditions and organizational outcome. Sleyn, (1992) showed that They feel qualified in terms of their knowledge of subject matter and teaching skills, and they feel secured about classroom management. The effectiveness of an

educational system depends largely on the job satisfaction of teachers employed in the education system.

Heller et al. (1993) concluded that “schools must pay more attention to improve teacher’s job satisfaction”. According to Zembylas & Papanastasiou (2004) stated that job satisfaction refers to the relationships between teachers and their teaching. Spilt et al, (2011) suggested that negative correlation between a high level of stress in the teaching profession and emotional engagement of teachers with their students. Veldman et al. (2013) defined that a self-reported method and indicated a positive correlation between teachers’ job satisfaction and teacher-student relationships. (Brown, Carson, and Bedelan, 1995; Cohen, 1995) showed that person with high level of job involvement tends to be satisfied with their job and highly committed to their career, professions, and employing organizations. . Specter (1956) defined job satisfaction as “how people feel about their jobs and different aspects of their jobs.” According to Hugh (1983), job satisfaction stated that the amount of overall positive influenced on feeling that individuals have towards their jobs. Both employers and employees want a more conducive climate because of its benefits, such as better performance and job satisfaction. Employees feel that the climate is conducive when they are doing something useful that provides a sense of personal worth. They regularly want challenging work that is intrinsically satisfying. Obineli (2010) concluded that job satisfaction as an affective or emotional response towards various facets of one’s job. An individual can be satisfied with one perspective of his/her job and be dissatisfied with other perspective. Demaki (2012) pointed out that money does not only meet material needs of workers but also gives them psychological satisfaction. Çermik,( 2001) stated that Job satisfaction includes definitely external factors such as qualifications of the job, organization and government, salary, working conditions, colleagues, professional development and supervision, workmates; and definitely internal factors such as individuals’ expectations and desires from the work .

Indhumati(2011) found there was a significant relationship between job satisfaction and performance. Naseema (1994) also revealed that job satisfaction to be significantly contributing to teacher effectiveness. Maslow’s (1954) need hierarchy theory revealed that

a motivated worker stands the chance of being satisfied with his or her job in an organization.

### **1.1.2 Satisfaction: Essential for every aspect of life**

Satisfaction with life is very important. It leads to a happy and comfortable life for the person and he or she feels fully confident in dealing with the struggle of life. It is necessity of a person to be satisfied with his or her life. So he can adjust himself according to need of the society.

Life satisfaction is a capacity for enjoyment. Life satisfaction of a person is the amount of happiness the individual obtain through his work in life. It includes many aspects as health, job, and personal, economic, mental as well as social. Man should be satisfied in all these aspects. A dissatisfied person always surrounded by various troubles, obstacles and he faces hurdles in the performance of his duties assigned to him instead of becoming a good teacher and good citizen in future, he becomes an irritable person.

In the age of 21st century teaching profession is facing different types of problems, one of the biggest problems is heart of teaching-Learning process that is related to teachers' job satisfaction. Özan ( 2007) found that an employee who has more satisfaction from his/her job enjoys with his/her life, shows more positive behaviors, has a healthy psychological condition and can increasingly succeed in work life and private life. Schmitter,(2003) defined Life satisfaction refers to emotional reactions of an individual outside his/her work life. In other side, it refers to general attitude of the individual towards life, being happy in daily life, feeling physically good, economic security and social relationships are the factors affecting life satisfaction. Diener (1984) revealed that, life satisfaction represents the cognitive side of the individuals' subjective psychological goodness with respect to their happiness.

Keser,(2005) observed that there is a strong relationship between job satisfaction and life satisfaction. Since job satisfaction affects life satisfaction, increasing job satisfaction levels of teachers will also increase to general life satisfaction of teachers. So, general life satisfaction and satisfaction attain from job will operate collectively. Uyargil,( 1983 ) indicated that Individuals who aren't satisfied with their jobs will be unhappy in their

private lives or unhappiness in general lives of individuals will prevent them to have job satisfaction.

### **1.1.3 Teachers with their Job & Life Satisfaction concept and significance**

Teachers are the heart beat of the education system, so they are measurement key of learners' productivity and society's efficiency. Singh & Mulay, (1982) defined that Life satisfaction is a broad term which includes satisfaction in relation to job and to the basic general requirements of life. Not only the academic responsibilities, but teachers have also to shoulder many administrative duties in the institution. Compared to other professions, teachers are underpaid in India. If they are to perform their all duties effectively their working conditions should be made satisfactory.

Teachers are lamp of life. If a teacher is satisfied with his job he can incredible contribute to the development of the students. Not only students he/she can play a great role to the development of nation. On the other hand, a dissatisfied teacher can create a negative effect on the teaching-learning process and also in the well being of the pupils. A person; who is dissatisfied in his life, may be dissatisfied with the job for no reasons related to the job. The job satisfaction of teachers particularly at secondary level is very crucial period. The value of secondary education is very necessary; it is very important to provide teachers with the utmost facilities so that they must be satisfied with the status of their job. Job and life satisfaction is a very serious issue due to the importance of secondary education which is central stage of the whole pyramid of education system in the world. A better performance only feasible if the job fulfils the basic needs of teachers in term of salary and better status as explained by Khan (1999), "salary or emoluments serves the material needs of the employees in allowing a sense of status and importance." We cannot imagine the development of society without dedicated and committed of teachers. Teachers who are not satisfied with their job could not be committed by their responsibilities on education and would not be performing at the best of their capabilities.

Effective Secondary education can be given life related quality education if the teachers working in schools are satisfied with their job. If they are not satisfied, they cannot give effective education. There are so many factors which influence the job satisfaction of the

teacher i.e. intelligence, education qualification. Job satisfaction and life satisfaction are closely related

Some Teachers working in schools feel their workload heavier, strenuous and difficult too. Some of them feel that in a lot of amount expectations of the society they are not given due place, recognition, autonomy, pay, working conditions, opportunities for growth and advancement and so on.

Satisfaction to work is very essential in the lives of teachers society because they not only play teaching mediator as like transmission of knowledge among students beyond that teachers serve many others duties and responsibilities towards the student and the society. Teacher plays a great role in students' life and also helps students to become good human being in the society and good citizen in the country. Teachers are not only play a role in student's life but also play a major role in the society by being a good daughter/son, a good wife/Husband, and a good mother/Father. Thus they are burdened with many responsibilities and this leads stress in them and they start perceiving teaching as just a job which they have to do in order to earn money. So there remains no interest in them and this leads to the boring life to some of them. So teachers are main pillar in the nation development. Job satisfaction is critical part in an individual's life; when a person gets enough job satisfaction, he/she will enjoy life in general, will be psychologically healthy and will have a great potential to increase his/her success both in professional and personal life. In other words said that if one is satisfied with his/her job, he/she is also satisfied with his/her life. Therefore, it is highly important that teachers, as well as other professionals, do their job with enthusiasm and passion in order to make education system work effectively.

Research has also showed that there is a significant correlation between job satisfaction and life satisfaction (Avşaroğlu, Deniz and Kahraman, 2005; Bonebright, Clay and Ankenman, 2000; Keser, 2005; Lent and Brown, 2006; Perrone, Webb and Jackson, 2007). Now that job satisfaction has a high impact on life satisfaction, increasing job satisfaction levels of teachers will also increase their overall life satisfaction. In other words, life satisfaction and job satisfaction in this case will go hand in hand. Individuals who are not satisfied with their jobs will be unhappy in their personal lives also or the individual's leading an unhappy life will prevent him from having job satisfaction (Uyargil, 1983). Chacko &

Thomas(1983) stated that causal relationship between Job and Life Satisfaction and the results indicated that job satisfaction influence occurred more often than did life satisfaction influence. The results are more supportive of the notion that job satisfaction has a greater influence on life or non work satisfaction than vice versa. Chiu, Randy, K.(1998) revealed that job satisfaction directly effects work/family conflicts, job, marital and life satisfactions as the study was done. Theodossior et.al. (2006) found that job satisfaction is the top factor in employee's overall life satisfaction. This is over that satisfaction with family, leisure time, health, finance and social life.

### **1.2.0 Rational of the Study:-**

After going through and reviewing various related literature which are given in details separately in the second chapter of this dissertation entitled as “Review of Related Literature”, the researcher drawn the following rationale to undertake the present study.

School is a miniature of society, where students acquire knowledge, experience and skill. Secondary education level is very important stage in school education system as it is a link between the elementary and higher education. Teacher is the second mother of the student, who bring out best in them and encourage learning new things and helps to become a good citizen of the country. The teachers role is not only delimited by students' life but also great role in the development of society and country. A teacher will get successful his/her profession when he/she satisfied with his/her job and life.

Bhat (2018) revealed that there is no significant difference between male and female high school teachers in job satisfaction. The results also indicated that there is no significant difference between high school teachers working in Govt. and private sector in job satisfaction and also states that there is significant interaction effect of sex with type of institute/school on job satisfaction. Goli (2018) showed that. Government, urban working teacher educators have higher level of job satisfaction. Gender, methodology and experience of teacher educators did not influence the job satisfaction of the Teacher educators. Kemunto et al(2018). It was found that significant difference of public secondary school teachers in job satisfaction with respect to marital status. Mochech et al(2018) concluded that the Teachers' Service Commission should consider recruiting more



female teachers given that the female teachers enjoyed a relatively higher job satisfaction compared to the males. Nigama, K & Selvabaskar, S et al (2018) stated that there was no significant difference in their level of satisfaction irrespective of gender. Kumar & Singh (2017) showed that a significant interactional effect of caste category on job satisfaction while there was a significant difference among the caste category on job satisfaction. However, there was no significant difference between male and female teachers on job satisfaction. Praharaj, L (2017) showed that the study revealed that there is no significant difference in the level of satisfaction of male and female teachers and Govt. and Private school teachers. Bhakta, K (2016) found that there was no significant difference among the teachers in their job satisfaction level on the basis of the gender and training status but there was a significant difference among the primary school teachers in their job satisfaction level on the basis of their teaching experience. Blessing et al (2016) showed that marital status has influence on the job performance of secondary school teachers in Edo State. Kumar, A.C (2016) revealed that average level of job satisfaction among all teachers and there is significant difference existed towards gender and other category of locality of school, type of management, medium of instruction. Teaching stream does not differ towards job satisfaction of higher secondary school teachers. Msuya (2016) found that the socio-economic and demographic factors ( gender, age working experience) was statistically significant and have a potential strength in designing job satisfaction model which accounts for job satisfaction challenges among teachers in public secondary schools in Tanzania. Buragohain & Hazarika (2015) showed that happiness is closely associated with job satisfaction. A happy teacher possesses high job satisfaction and a teacher having high job satisfaction is happier. Kumar, A (2015) revealed that significant differences is found in satisfaction level of female teachers in relation to facilities provided by Government and private schools. Kumar & Rajendran (2015) The results indicate that there is no significant difference among higher secondary teachers with regard to the background variables namely gender, marital status, age group of the higher secondary teachers, subject handled by them, type of school, nature of school and locality of school. Kumar, Senthil (2015) found that Gender has a bearing on the level of job satisfaction of higher secondary school teachers. There is no significant difference in the job satisfaction of schools with respect to the locality. Age has no bearing on the level of job satisfaction of

higher secondary school teachers. Sukhla(2015) the study revealed that Govt. Schools' teachers have more job satisfaction than that of self-financed schools and Science Stream's Teachers enjoy more job satisfaction than that of general streams. Experience of the teachers has little to do with job satisfaction. Venkata & Rao (2015) stated that there was no significant difference in job satisfaction between male and female teachers of secondary school. Secondary school senior teachers have more job satisfaction than junior teachers (age). Government secondary school teachers are more satisfied with regard to their job is compared to private secondary school teachers. Iqbal & Akhtar (2014) suggested that female teachers were more satisfied with work and supervision aspects of job as compared with male teachers. No significant difference was found in the job satisfaction between science & arts and urban & rural school teachers. Age and work experience did not explore the job satisfaction difference in teachers. Khalf Ibnian (2014) revealed that the overall level of job satisfaction among EFL teachers is high. However, female teachers showed a higher level of job satisfaction than male teachers. The researchers recommend improving conditions of teachers of public schools so as to gain a higher level of job satisfaction and improve outcomes of the teaching-learning process. Liza Watti Abas & Hairul Nurasyikin (2014) revealed that the salaries and workload factors were at a high level in influencing the job satisfaction among the respondents. Meanwhile, the length of service factor was at an average level. Amaka S. Obineli (2013) showed that there was no significant difference between male and female teachers in their perception of salary as a factor affecting job satisfaction. Also, there was no significant difference between experienced and less experienced teachers in their perception of promotion as a factor affecting job satisfaction. But the results revealed a significant difference between married and unmarried teachers in their perception of work environment as a factor affecting job satisfaction. Farah Deeba Chughati and UzmaPerveen (2013) found that there is no significant difference in job satisfaction of teachers respect to their qualification and teaching experience and type of school. Ganai & Ali (2013) showed that the senior higher secondary school teachers are more satisfied with regard to their job than Junior Higher secondary teachers. The science teachers are more satisfied with regard to their job than Social Science Higher Secondary teachers. Ghosh, M (2013) noted that para, female, govt. school and under graduate teachers are more satisfied on their job than the regular, male, private., school and graduate

teachers. Tilak & Lalita (2013) revealed that there is no significant difference in the level of satisfaction of male and female teachers. Furthermore, it was again revealed that there is no significant difference in the level of satisfaction of Govt. and Private school teachers. Singh & Goyal (2012) concluded that no significant difference was found between the job satisfaction of urban and rural teachers. Thus, it is important to overcome the problem in order to give maximum job satisfaction to teachers. Abdullah, Uli & Parasuraman (2009) showed that male teachers were generally more satisfied than female teachers. The graduate teachers were more satisfied than non-graduate teachers. The higher ranking teachers were more satisfied than the ordinary teachers while the older teachers were more satisfied than their younger counterparts. Subhdhi (2002) indicated that the female teachers were better satisfied with their teaching profession than their male counterparts. Young teachers belonging to 22-35 years age group were more satisfied with their jobs than elder ones (36-55 years). Another finding of the study is that private teachers were more satisfied with their job than the teachers belonging to aided schools. P. Raj and R.S. Mary (2005) revealed that job satisfaction of Govt. School teachers was not high; no significant difference in job satisfaction between male and female teachers and found no significant difference on the basis of salary, religion and educational qualification among government school teachers of Pondicherry. Imam (1990) show that factors of age, sex, level of education, monthly income and medium of instruction do not lead statistically significant difference in overall job satisfaction of school teachers. Türkoğlu et al (2013) showed that choosing department willingly, educational status of parents, number of siblings and socio economic status are effective variables predicting the life satisfaction of preschool prospective teachers. There is not a significant difference according to type of graduated high school. Jakimiuk (2015) revealed that factors connected with teachers' work which have the biggest impact on their professional satisfaction; Jaidka & Passi (2014) concluded that the significant positive correlation between life satisfactory and teacher effectiveness among teacher educators working in Private aided and unaided colleges of education of Punjab. Toker (2012) showed that among the demographic variables, gender, age, income level, length of service in present university, length of service in higher education, and abroad experience were significantly related to life satisfaction. On the other hand, marital status was not significantly related to life satisfaction of the academicians. Demirel (2013)

concluded that the level of job satisfaction among teachers was “good” but not exceptional, A significant correlation was found between life satisfaction and job satisfaction at the level of 0.001 ( $r = 0.281$ ). Job satisfaction of public teachers and preschool teachers, and life satisfaction of female teachers was found to be higher. Thirumalaichamy (2017) indicated that the demographic variables, gender, designation, type of institution, nature of employment, subject taught and teaching experience was not significantly related to life satisfaction of the college teachers and locality of institution differ significantly towards of life satisfaction of college teachers. Muthamizhselvan et al (2017) found that the demographic variables, gender, area of school, medium of school, type of school, teaching subject, teaching experience, marital status and type of family was not significantly related to life satisfaction of the secondary school teachers. Kumar (2016) revealed that average level of life satisfaction among higher secondary school teachers and there is no significant towards gender, locality of school, type of management, medium of instruction and teaching stream towards life satisfaction of higher secondary school teachers. Kumar Munesh (2014) showed that there is no significant difference in life satisfaction among teachers with respect to gender and significant difference life satisfaction among teachers with respect to type of institute. Singh (2018) concluded that study also revealed that there is positive relationship between life satisfaction and organizational climate. Mathpal (2018) revealed that there was no significant difference between male and female adults. Yogita (2017) revealed that male teachers are more satisfied in their life and can better manage stress also. It was also revealed that teachers of urban areas shows positively significant relationship between life satisfaction and stress management .George Nisha (2016) showed that that play an integral role in the job and the life satisfaction of secondary school teachers of Baroda and Anand city. Kaur (2014) indicated that a positive correlation between organizational climate and life satisfaction respect to demographical variables (gender and type of school) was found. Dagh and baysal (2017) stated that there exists a significant difference among teachers’ perceptions according to their gender, marital status and monthly income. Hasan et al.(2015) revealed that the job style and Grading play important role in Satisfaction of life and social support. Shyim, E. C., & Korb, K. A. (2016) noted that Job satisfaction and meaningful work positively correlated with life satisfaction whereas monthly income had no relationship with life satisfaction.

The study therefore recommends an improvement in the working environment of teachers to increase job satisfaction that leads to life satisfaction. Popelkova (2011) concluded that the construct of life satisfaction with emphasis on satisfaction with health. Kirlap and bolkan (2016) found that the candidate teachers have a positive attitude towards the occupation for which they're getting ready and that their life satisfaction levels are high.

From the above discussion it is cleared that though there were various studies on job satisfaction, life satisfaction and their relationship, but still this field remained a fertile area of study. It needs more comprehensive studies. It is also marked that though there were different studies, but in total they gave a mixed result and their result may not be generalized for all contexts. It has been also observed that rare attempts were undertaken to study correlation between job and life among secondary school teachers respect to their Gender, age, Level of Education, Marital Status, Teaching Experience(as per year basis), Type of Teacher and Academic discipline. Most of the studies on job and life satisfaction among teachers were conducted in abroad and few studies were conducted in India. Some of studies on life satisfaction were conducted teacher-educators, academician in University level. Again it also observed that no study has been conducted on job and life satisfaction among secondary teachers in West Bengal in general and Howrah district of West Bengal in particular. These research gaps evoked the researcher to undertake a comprehensive study on Job and life satisfaction among secondary school teachers of Howrah district in West Bengal.

### **1.3.0 Statement of the Problem**

Hence, in view of the above research gaps and rationale the problem of the present study can be stated as “JOB AND LIFE SATISFACTION AMONG SECONDARY SCHOOL TEACHERS OF HOWRAH DISTRICT IN WEST BENGAL”.

## **1.4.0 Operational Definition of the Major Terms Used**

### **Job Satisfaction**

Job satisfaction is the feeling contentment, which an employee derives from his /her job. It is a result of appraisal that causes one to attain their job values or meet out their basic needs.

### **Life Satisfaction**

Life satisfaction is the conscious and cognitive judgment of one's life in which the criteria of judgment are upto the person.

### **Secondary School Teachers**

Secondary school teachers are those who are work in high school, where they do not teach their students only information based subject matter oriented knowledge also with help become a good citizen in the society as well as nation. School teachers must possess a teaching license through completion of Graduation and PG with B.ED.

## **1.5.0 Objectives of the study-:**

The present study has been undertaken to achieve the following objectives:

1. To study the overall level of job satisfaction among teachers of secondary education level of Howrah district;
2. To study the overall level of life satisfaction among teachers of secondary education level of Howrah district.
3. To compare the job satisfaction of teachers of secondary education level with respect to their Gender, Age, Level of Education, Marital Status, Teaching Experience, Type of Teacher and Academic group;
4. To analyze the life satisfaction of teachers of secondary education level with respect to their Gender, Age, Level of Education, Marital Status, Teaching Experience, Type of Teacher and Academic group;

5. To study the relationship between job satisfaction and life satisfaction among school teachers of secondary education level of Howrah District.

### **1.6.0 Hypotheses of the Study**

In keeping with the problem formulated and objectives to be tested, the following hypotheses were proposed to be tested:

H<sub>0</sub>1: There is no significant difference between male and female school teachers with respect to job satisfaction in secondary education level.

H<sub>0</sub>2: Age has no significant impact on the job satisfaction among secondary school teachers in Howrah district

H<sub>0</sub>3: Job Satisfaction among secondary school teachers is free from the influence of their Level of Education.

H<sub>0</sub>4: There is no significant difference between married and unmarried teachers with respect to job satisfaction in secondary education level.

H<sub>0</sub>5: Teaching experience is not significant determinant of job satisfaction among secondary school teachers.

H<sub>0</sub>6: job satisfaction of secondary school teachers is free from the influence of their Type of teacher.

H<sub>0</sub>7: job satisfaction does not vary due to variation in the academic group secondary school teachers.

H<sub>0</sub>8: There is no significant difference between male and female school teachers with respect to life satisfaction in secondary education level.

H<sub>0</sub>9: Age has no significant impact on the life satisfaction among secondary school teachers in Howrah district

H<sub>0</sub> 10: Life Satisfaction among secondary school teachers is free from the influence of their Level of Education.

H<sub>0</sub> 11: There is no significant difference between married and unmarried teachers with respect to Life satisfaction in secondary education level.

H<sub>0</sub>12: Life satisfaction does not vary due to variation in the teaching experience among secondary school teachers.

H<sub>0</sub>13: Life satisfaction of secondary school teachers is free from the influence of their type of teacher.

H<sub>0</sub>14: Life satisfaction does not vary due to variation in the academic group secondary school teachers.

H<sub>0</sub>15: There is no significant correlation between job satisfaction and life satisfaction among secondary school teachers in Howrah district..

### **1.7.0 Delimitation of the study-:**

The study was delimited in the following respect-

1. The present study was delimited to only Howrah District in the state of west Bengal.
2. The study was restricted to 230 secondary school teachers as a a sample.
3. The study was delimited to only five community development block namely Bally Jagachha block, Domjur block, Panchla block, Sankrail block and Jagatballavpur block of Howrah Sadar Subdivision.
4. The study was delimited to WBBSE board teachers.
5. The study was delimited to only two dependent variable namely “Job satisfaction” and Life satisfaction,” and seven independent variables like gender, age, level of education, marital status, teaching experience ( as per year), type of teacher and academic group
6. The present study was delimited to seven background or demographic variables like gender, age, level of education, marital status, teaching experience, type of teacher and academic group.



**CHAPTER II**  
**REVIEW OF RELATED LITERATURE**

## **CHAPTER- II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1.0 Introduction**

The review of related literature involves the systematic identification, location, and analysis of documents containing information related to the research problem. The major purpose of reviewing the literature is to determine what has already been done that relates to your topic. This knowledge not only avoids unintentional duplication, but it also provides the understanding and insights necessary to develop a logical frame work in to which your topic fits. In other words, the review tears the researcher what has been done and in so doing, also suggests what needs to be done. Earlier studies can provide the rationale for your research hypothesis, and indications of what needs to be done often from the basis for justifying the significance of your study. Review of related literature helps an investigator to eliminate the duplication of what has been done and project provides useful hypothesis and helpful suggestions for significant investigation (Best and Kahn, 1999). Here, the literature review and studies in close proximity to the present study have been discussed.

#### **2.2.0 Related studies**

##### **Studies on Job Satisfaction:**

Bhat (2018) conducted a research entitled as 'Job Satisfaction among High School Teachers'. The present study was conducted to investigate the difference between gender (male and female teachers) and types of school (Govt. and Private) about job satisfaction. The Job satisfaction scale for teachers constructed by S.P.Anand (1975) was used to collect data. The data were collected from 120 teachers 60 males and 60 females each selected from Govt. and private high schools in district baramulla. The findings of the study revealed that there is no significant difference between male and female high school teachers in job satisfaction. The results also indicated that there is no significant difference between high school teachers working in Govt. and private sector in job satisfaction. The

study also states that there is significant interaction effect of sex with type of institute/school on job satisfaction.

Goli (2018) made a study entitled as “Job satisfaction among Teacher Educators in Warangal District”. This study is undertaken with a view to assess the influence of Gender, management, locality, methodology they taught and experience on the job satisfaction of teacher educators. A tool developed by “Sam cartwright Adrian wells” is adopted and the same is tested for its suitability and thus localized tool is administered to the teacher educators by using random sampling technique. 60 teacher educators have come into the sample. Government, Urban working teacher educators have higher level of job satisfaction. Gender, methodology and experience of teacher educators did not influence the job satisfaction of the Teacher educators.

Kemunto et al(2018) made a study entitled as “Is Marital Status a Predictor of Job Satisfaction of Public Secondary School Teachers?”. This study investigated the influence of marital status on job satisfaction of public secondary school teachers in Kisii Central Sub-County, Kenya. Maslow’s hierarchy of needs and Herzberg’s two factor theories guided the present study. The study’s target population consisted all 903 public secondary school teachers in Kisii Central Sub County. A sample of 306 was selected by stratified random sampling to obtain a sample that was representative from all the categories of secondary schools followed by stratification according to gender. For qualitative data, twelve secondary school principals were purposively selected. The study adopted a convergent parallel research design with mixed method research approach. Data collection tools were questionnaires (modified Sorensen self-esteem scale and job descriptive index) and interview schedule. It was revealed statistically significant difference of public secondary school teachers’ marital status on job satisfaction..

Mocheche et al (2018) investigated a study entitled as ‘Influence of Gender on Job Satisfaction of Secondary School Teachers in Kenya.’ The study’s target population consisted of all the 903 secondary school teachers, and a sample of 306 was selected by stratified sample from all the categories of secondary schools (National, Extra County, County and Sub-County) followed by stratification according to gender.. Data collection tools were a modified from Sorensen self-esteem scale, job descriptive index

questionnaire and interview schedule. Validity of the questionnaires was ensured by expertise judgment from university lecturers while for internal consistency and reliability, coefficient of 0.764 was obtained. Quantitative data was analyzed using both descriptive and inferential statistics while qualitative data was analyzed using thematic analysis. Descriptive statistics of job satisfaction among gender, indicated that the female teachers had slightly higher score of 51.52, with a standard deviation of 3.0 and standard error of .240 in job satisfaction, compared to the male teachers who had a mean score of 50.29, with a standard deviation of 5.58 and standard error of .544 in the level of job satisfaction. The findings recommend that the Teachers' Service Commission should consider recruiting more female teachers given that the female teachers enjoyed a relatively higher job satisfaction compared to the males.

Nigama, et al (2018) conducted a research entitled 'Job Satisfaction among School Teachers'. This study aims at investigating the job satisfaction among school teachers. A self structured questionnaire has been used to collect the primary data. The questionnaire was designed on 5 point likert scale ranging from strongly disagree to strongly agree, 50 respondents from the private school and 50 from the government school participated in Thanjavur district for the purpose of this study. Data collected was analyzed with descriptive statics using SPSS version 16. On comparing the job satisfaction level between private and government school teachers, it was found that there is no significant difference in their level of satisfaction irrespective of gender.

Kumar & Singh(2017) investigated a study entitled as "Gender, Caste Categories and Job Satisfaction". The researchers tried to find out the role of gender and caste of the employee in his/her job satisfaction. For this purpose primarily 575 primary school teachers were selected. Out of which 90 teachers (45 male and 45 female) of General category, 90 teachers (45 male and 45 female) of Other Backward category and 90 teachers (45 male and 45 female) of Scheduled caste category were selected. Thus finally 270 teachers were selected. Teachers" Job Satisfaction Scale (TJSS) was used to collect the data. The results of the two-way ANOVA showed a significant interactional effect of caste category with gender on job satisfaction while there was a significant difference among the caste category

on job satisfaction. However, there was no significant difference between male and female teachers on job satisfaction.

Bhakta, K (2016) made a study entitled as ‘Job Satisfaction of Primary School Teachers in Howrah District. This study attempted to know the level of job satisfaction of primary school teachers in Howrah district in West Bengal. The objective of the study was also to know whether the level of job satisfaction differs according to the gender, training status and teaching experience of primary school teachers. Survey research method was used. ‘Job Satisfaction Scale’ developed by the investigator, was used to collect data from 100 primary school teachers of Howrah district. Job Satisfaction Scale’ developed by the investigator, was used to collect data from the primary school teachers. The scale consisted of 30 items. It was a Likert type scale with 6 alternative responses. The teachers were given six options (Disagree very much, Disagree moderately, Disagree slightly, Agree slightly, Agree moderately, Agree very much) for each statement. It Collected data was analyzed by using Percentage, Mean, Standard Deviation and T test. it was found that 55% primary school teachers were moderately satisfied with their profession and also found that there was no significant difference among the teachers in their job satisfaction level on the basis of the gender and training status but there was a significant difference among the primary school teachers in their job satisfaction level on the basis of their teaching experience.

Blessing et al (2016) conducted a study title as “Marital status and teachers’ job performance in public secondary schools in Edo state”. The study was descriptive in nature. The population consisted of the entire four thousand, four hundred and ninety-six (4496) public secondary school teachers in Edo State, Nigeria. The sample comprised of one thousand, three hundred and forty-eight (1348) teachers in the five hundred and ninety-eight (598) public secondary schools in Edo State. A questionnaire titled “Influence of Teachers’ Biographic Attributes of their Job Performance (ITBAJP) was used to collect the data for the study. The data were analysed using percentage scores, multiple regression and t-test. The result showed that marital status has influence on the job performance of secondary school teachers in Edo State. Based on the findings, it was recommended

amongst others that the employment of counselors in schools will help teachers to deal with psychological and domestic issues.

Kumar, A.C (2016) made a study entitled as ‘Job Satisfaction of Higher Secondary School Teachers.’ The present study aims to signify the level of job satisfaction among higher secondary school teachers and to find significant difference in job satisfaction with regard to gender, locality of school, type of management, medium of instruction and teaching stream. Considering the objectives of the study the investigator had adopted survey method. The present study concerned with the higher secondary school teachers. The teachers from government, government aided and private schools were taken to constitute the population for the present study. The simple random sampling technique was adopted in the present study. The size of the sample was 300. Samples were collected using a personal data sheet prepared by the researcher. Job satisfaction scale by Dr. Brayfield and Rothe (1951) was used for measuring job satisfaction. The scale consisted of 18 items. It was a 5 point (strongly agree, agree, undecided, disagree, strongly disagree) likert type scale. The scores of all the items were summed up for deriving an individual’s job satisfaction score. Findings of the study revealed average level of job satisfaction among all teachers and there is significant towards gender and other category of locality of school, type of management, medium of instruction and teaching stream do not differ towards job satisfaction of higher secondary school teachers.

Msuya (2016) conducted a study entitled as “Exploring levels of job satisfaction among teachers in public secondary schools in Tanzania”. Biographical variables pertaining to teachers’ age, sex, marital status and work experience were investigated to determine whether they had any significant contribution on the level of job satisfaction experienced. The study employed mixed methods of data collection including the use of instruments such as an interview guide, questionnaires and documentary review checklist. The study found that job satisfaction among teachers in public secondary schools was not homogeneous; socio-economic and demographic factors had a great contribution on varying job satisfaction levels. For example, female teachers’ job satisfaction was statistically significant ( $t(84) = 2.62, p = 0.04$ ), so was the job satisfaction of young teachers (below 40 years) ( $t(84) = -2.22, p = 0.01$ ). However, age and working experience had a

great contribution towards teachers' job satisfaction and dissatisfaction. The study concludes that the socio-economic and demographic factors have potential strength in designing job satisfaction model which accounts for job satisfaction challenges among teachers in public secondary schools in Tanzania.

Buragohain & Hazarika (2015) conducted a study entitled as 'Happiness Level of Secondary School Teachers in Relation to their Job Satisfaction'. Happiness is a state of well-being. It is the degree to which an individual judges the overall quality of his own life as a whole favorably. In the present paper the construct of happiness includes the five elements of Seligman's Well-being model viz. positive emotions, engagement, meaning, positive relationship and accomplishment. The present paper is an attempt to focus on the happiness and job satisfaction level of the Secondary school teachers of Dibrugarh district as well as comparison of the happiness and job satisfaction level among the different categories of the Secondary school teachers of Dibrugarh district. It has been increasingly realized that the quality of the work of the workers, the climate of an organization highly depends on the happy mood of the workers. Therefore, it is also necessary to study, the extent to which a happy mood is responsible for the quality of teaching-learning phenomena, the extent to which educational institution demands happiness among the teachers and workers and also the extent to which teachers' job satisfaction is influenced by happy mood. So, present paper is an effort to bridge such gaps in Indian context. The study showed that happiness is closely associated with job satisfaction. A happy teacher possesses high job satisfaction and a teacher having high job satisfaction is happier.

Kumar, A (2015) conducted a study entitled as 'Job Satisfaction among Female Teachers: A comparative study'. The aim of this paper is to compare the job satisfaction of female teachers between private and government schools regarding the facilities provided them and find out the factors which affect the job satisfaction. The area of research is Fatehabad district. It is exploratory cum descriptive study. A sample of 200 respondents has been collected from various private schools and Government schools at Fatehabad district in Haryana. A self structured questionnaire has been used for data collection and which was design on five point likert scale ranging from highly satisfied (1) to highly dissatisfied (5). In the questionnaire there are 19 statements and five statements are related to

demographic profile of respondents and rest of 14 related to facilities provided by the schools. There are total 200 respondents (female teachers) and out of them 100 from private schools and 100 from Government schools. For the analysis of data SPSS is used by which descriptive statistics and t-test has been applied. The findings revealed significant differences is found in satisfaction level of female teachers in relation to facilities provided by Government and private schools.

Kumar & Rajendran (2015) conducted a study entitled as 'Job Satisfaction among Higher Secondary Teachers' Also, the term job satisfaction describes how pleased an employee is with his/her position of employment. In the present study, job satisfaction is defined as a pleasant and positive attitude possessed by a teacher towards his/her job and related factors. The main objective of the present investigation is to study about the job satisfaction of the higher secondary teachers with regard to the background variables namely gender, marital status, age group of the higher secondary teachers, subject handled them, type of school, nature of school and locality of school. Job Satisfaction Inventory developed by Naseema (1993) is used to collect relevant data. The sample consists of 98 higher secondary teachers from 13 higher secondary schools in Kumbakonam Taluk, Thanjavur District of Tamil Nadu State. The data are analyzed 't' test and ANOVA. The results indicate that there is no significant difference among higher secondary teachers with regard to the background variables namely gender, marital status, age group of the higher secondary teachers, subject handled by them, type of school, nature of school and locality of school.

kumar, Senthil (2015) investigated a study entitled as "A Study on Job Satisfaction of Higher Secondary School Teachers at Trichy". It is also a fact that the quality of teachers influences the level of achievement of students. For the present study various higher secondary schools located at Trichy district was selected. Twelve Schools were randomly chosen for investigation and questionnaires were administered to the all the postgraduate assistants. Among them, 108 from aided school, 62 from Government school and 103 from private schools Out of 273, 118 respondents were males and 115 were females. It was found Gender has a bearing on the level of job satisfaction of higher secondary school teachers. There is no significant difference in the job satisfaction of schools with respect to



the locality. Age has no bearing on the level of job satisfaction of higher secondary school teachers.

Sukhla,s (2015) made a study entitled as “Job – Satisfaction of Higher Secondary Teachers” . This paper deals with the study of job satisfaction of higher secondary school teachers of Ahmedabad district. Their job satisfaction was compared in the context of types of school (Self-Financed and Other), experience (10 and more than 10 years and less than 10 years) and stream (Science and General). Self-constructed job satisfaction scale was used to know the opinions of the teachers regarding their job satisfaction. Sample of 120 teachers was selected accidental way from the schools of Ahmedabad district. Findings of the study revealed that Other Schools’ teachers have more job satisfaction than that of self-financed schools and Science Stream’s Teachers enjoy more job satisfaction than that of general streams. Experience of the teachers has little to do with job satisfaction. Teachers belonging to different levels of interaction between and among independent variables have equal job satisfaction.

Venkata & Rao (2015) made a study entitled as ‘Job Satisfaction among Secondary School Teachers’. The objectives of the study to investigate the job satisfaction among secondary school teachers in relation to gender. Seniority (age) and school management. The descriptive research has been used. The primary data was collected by administering questionnaire by secondary school teachers in Vijayawada city. The sample of 200 teachers was selected from 10 governments and 10 private schools in Vijayawada city. The sample selected using random sampling technique .The obtain data was analyzed using means’s S.D and test. The study found that there was no significant difference in job satisfaction between male and female teachers of secondary school. Secondary school senior teachers have more job satisfaction than junior teachers. Government secondary school teachers are more satisfied with regard to their job is compared to private secondary school teachers. ”.

Iqbal & Akhtar (2014) conducted a study entitled as “Job Satisfaction of Secondary School Teachers”. The present study compares the level of job satisfaction between male and female secondary school teachers. Six facets of job satisfaction were developed to compare gender, age, teaching experience, and location of the school with teachers’ job satisfaction. The population comprises all public sector secondary school teachers working in district

Lahore, Pakistan. Data were collected personally. Job Satisfaction Scale for Teachers (JSST) was used for this purpose. One way ANOVA and t-test were applied. The results are interpreted in the context of Pakistan. Findings of the study suggested that female teachers were more satisfied with work and supervision aspects of job as compared with male teachers. No significant difference was found in the job satisfaction between science & arts and urban & rural school teachers. Age and work experience did not explore the job satisfaction difference in teachers.

Khalf Ibnian (2014) conducted a research entitled as ‘The level of Job Satisfaction among EFL Teachers in Jordan.’ The current study aimed at investigating the level of job satisfaction among teachers of English as a Foreign Language (EFL) in Jordan. The sample of the study consisted of 28 male and female EFL teachers from public schools in Amman. A 20- item questionnaire was coded and analyzed using the SPSS. The findings revealed that the overall level of job satisfaction among EFL teachers is high. However, female teachers showed a higher level of job satisfaction than male teachers. The researchers recommend improving conditions of teachers of public schools so as to gain a higher level of job satisfaction and improve outcomes of the teaching-learning process.

Liza Watti Abas & Hairul Nurasyikin(2014) revealed a study entitled as ‘Job satisfaction Among Life Skills Teachers In Secondary Schools Of Kluang District, Johore.’ The primary purpose of his study is to find out about job satisfaction among life skills teachers in Secondary Schools of Kluang, Johore. There were about eighty four sets of questionnaires which consisted of 30 items on job satisfaction were distributed to respondents who were teaching life skills at Secondary Schools in Kluang, Johore. The scope of this study was focused on the factors of job satisfaction in terms of salaries, length of service and work. Data was analyzed by using Statistical Packages for Social Science (SPSS) version 20.0 in order to convert study outcome in the form of percentages and frequencies. The analysis results revealed that the salaries and workload factors were at a high level in influencing the job satisfaction among the respondents. Meanwhile, the length of service factor was at an average level.

Amaka S. Obineli (2013) made a study entitled ‘Teachers Perception of the Factors Affecting Job Satisfaction in Ekwusigo Local Government of Anambra State, Nigeria’.

This study examined Teachers' Perception on Factors Affecting Job Satisfaction in Ekwusigo Local Government Area of Anambra. Four hypotheses guide the research work. The population of the study comprised 361 teachers. The sample size were 140 teaches. The instrument used for data collection was a self-designed questionnaire. It had a reliability coefficient of 0.83. One hundred and forty copies of questionnaire were administered and one hundred and twenty wee retrieve. The z-test statistics was utilized to test the hypotheses at 0.05 level of significance and the findings showed that there was no significant difference between male and female teachers in their perception of salary as a factor affecting job satisfaction. Also, there was no significant difference between experienced and less experienced teachers in their perception of promotion as a factor affecting job satisfaction. There was no significant difference between teachers in public and in private schools in their perception of in-service training as a factor affecting job satisfaction. But the results revealed a significant difference between married and unmarried teachers in their perception of work environment as a factor affecting job satisfaction. Based on the findings, recommendations were made.

Farah Deeba Chughati and UzmaPerveen (2013) in their article entitled, "A Study of Teachers Workload and Job Satisfaction in Public and Private Schools at Secondary Level in Lahore City" This study investigates how organizational justice affects employee's workload and job satisfaction in Public and Private schools at Secondary level. Study is consisted of all teachers of Lahore city from both public and private schools. A sample of 100 teachers of government and private schools were selected. 50 teachers were selected from five government and 50 teachers were selected from 5 private schools. This study is useful for administrators; teachers and researchers for their professional working. It is a descriptive type of research. The questionnaire was prepared for measuring the job satisfaction and workload of the teachers at Secondary level.. Findings that there is no significant difference in job satisfaction of teachers respect to their qualification and teaching experience and type of school.

Ganai & Ali (2013) Conducted a study entitled as "job satisfaction of higher secondary school teachers relation to their seniority and stream of education". the main objective of the present investigation was to study and compare the job satisfaction of Higher Secondary

teachers in relation to their Seniority (age) and Stream of Education. 100 Higher Secondary teachers have been randomly selected from various Higher Secondary Schools of District Srinagar. The data has been analyzed by applying mean, SD and t-value. The senior higher secondary school teachers are more satisfied with regard to their job than Junior Higher secondary teachers. The science teachers are more satisfied with regard to their job than Social Science Higher Secondary teachers.

Ghosh, M (2013) made a study entitled as “Job Satisfaction of Teachers working at the Primary School”. The study intended to highlight the job satisfaction of teachers working at the primary school in relation to nature of job, gender, locale, management and educational qualification variation. Dixit's job satisfaction scale (1998), developed by Panda (2007) was administered over a sample of 100 primary school teachers of Dakshin Dinajpur district of West Bengal. The findings of the study revealed that para, female, govt. school and under graduate teachers are more satisfied on their job than the regular, male, private. school and graduate teachers.

Tilak & Lalita (2013) made a research ‘Job Satisfaction among Teachers of Private and Government School: A Comparative Analysis’ the study the researcher investigated the present level of job satisfaction among the private and govt. school teachers. The study constructed a five-point Likert scale is used. Questionnaire was divided into two sections. Part- A consisting questions relating to personal profile of the respondents and Part-B consisting questions relating to job satisfaction. In this research, sample restricted to Rohtak City in the State of Haryana. 50 Govt. and 50 Private teachers, 100 in total, working in different govt. & private schools were examined. The obtained data were analyzed based on the descriptive statistics using SPSS Version 16. Independent sample t-test has been used in this study to analyze the job satisfaction level among male & female teachers and Govt. & Private school teachers. The study revealed that there is no significant difference in the level of satisfaction of male and female teachers. Furthermore, it was again revealed that there is no significant difference in the level of satisfaction of Govt. and Private school teachers.

Singh & Goyal (2012) made a study entitled as ‘A Study of Job Satisfaction of Secondary School Teachers in NCR, India’. The purpose of this study was to explore job satisfaction

of secondary school teachers working in the secondary schools at NCR Delhi. The samples of 200 secondary school teachers were taken randomly from district Sahiwal for this research study. The response rate was 100%. In order to collect required data for the study, the Minnesota Satisfaction Questionnaire (MSQ) was used as a tool. The SPSS was used to analyze the obtained data. Mean score of twenty dimensions were calculated and t-test was also applied for the sake of comparison of job satisfaction of male-female and urban-rural teachers. The findings show that the secondary school teachers were slightly satisfied with the basic eight dimensions (out of twenty) of a job i.e. ability utilization, advancement, education policies, independence, compensation, creativity, recognition and working condition. There was a significant difference of job satisfaction between male and female secondary school teachers. However no significant difference was found between the job satisfaction of urban and rural teachers. Thus, it is important to overcome the problem in order to give maximum job satisfaction to teachers..

Abdullah,Uli & Parasuraman (2009 ) investigated a study entitled as “Job satisfaction among secondary school teachers”. This paper provides empirical evidence on the differences in the job satisfaction among secondary school teachers in Sabah with respect to gender, service category, job title, tenure and place of origin. It also attempts to identify the work dimension factors that affect the job satisfaction of the teachers and to ascertain how these factors relate to the aforementioned teachers’ characteristics. A survey was conducted with the participation of 200 teachers. The teachers’ job satisfaction were determined by two separate measures namely overall and facet specific overall job satisfaction. The work dimension factors were clustered into six comprising pay, working conditions, co-workers, promotion, work itself and supervision. This study reveals that secondary school teachers in Tawau, Sabah were generally satisfied with their job; there is a significant relationship between job satisfaction and gender, whereby the male teachers were generally more satisfied than female teachers. The graduate teachers were more satisfied than non-graduate teachers. The higher ranking teachers were more satisfied than the ordinary teachers while the older teachers were more satisfied than their younger counterparts. However, there is no significant relationship between places of origin of teachers with job satisfaction. Based on the bivariate correlation tests, six work dimensions of teaching job are significantly related to teachers’ job satisfaction. In addition, there were

significant different between the six dimensions by gender and service category of teachers. Only co-workers dimension is not significantly different among teachers' career stage and their tenure of service. There was no significant difference between all the work dimensions and teachers' place of origin. Based on the findings of the study several recommendations are forwarded.

Subhdhi (2002) in his article titled, "Job Satisfaction of Secondary School Teachers: A Microscopic Study" has indicated that the female teachers were better satisfied with their teaching profession than their male counterparts. Young teachers belonging to 22-35 years age group were more satisfied with their jobs than elder ones (36-55 years). Another finding of the study is that private teachers were more satisfied with their job than the teachers belonging to aided schools.

P. Raj and R.S. Mary (2005) in their article entitled, "Job Satisfaction of Government School Teachers in Pondicherry Region" have examined job satisfaction of government school teachers in Pondicherry Region and the results revealed that job satisfaction of Govt. School teachers was not high; no significant difference in job satisfaction between male and female teachers and found no significant difference on the basis of salary, religion and educational qualification among government school teachers of Pondicherry.

Imam(1990) conducted a study entitled as "Job satisfaction among secondary school teachers". A sample of 100 teachers, half males and half females administered by Job descriptive index(JDI),as a measure of respondents job satisfaction. Result show that factors of age ,sex level of education, monthly income and medium of instruction do not lead statistically significant difference in overall job satisfaction of school teachers. However male teachers appeared to be more satisfied with their pay and female teachers, work supervision and people contribute more toward job satisfaction of school teachers than the factors of pay and promotion

### **Studies on life satisfaction**

Türkoğlu et al (2013) made a study entitled as 'Analysis of the Life Satisfaction of Preschool Prospective Teachers according To Some Variables'. This study has been designed for investigating the life satisfaction of pre-school prospective teachers by their

gender, class degree, choosing the department voluntarily (or not), type of graduated high school, number of siblings, socio-economic status, educational status of mother and father. The data was collected via “Individual Data Form” and “Life Satisfaction Scale”. The validity and reliability of the Life Satisfaction Scale was investigated by Durak et al. (2010). Study group consists of 427 (374 female and 53 male) preschool prospective teachers of Gazi, Dicle and Cumhuriyet Universities. According to the results of the study, it has been understood that choosing department willingly, educational status of parents, number of siblings and socio economic status are effective variables predicting the life satisfaction of preschool prospective teachers. There is not a significant difference according to type of graduated high school.

Jaidka & Passi(2014) investigated a study ‘Life Satisfaction Of Teacher Educators In Relation To Their Teacher Effectiveness’. The present study was conducted on a sample of 200 teacher educators from rural and urban area of Punjab. Further, out of 200, there were 133 females, 66 belonging to rural areas and 67 to urban areas and out of 67 males, 30 were rural area and 37 were from urban area of Punjab respectively. Life satisfaction scale by Promila Singh & George Joseph (1966) and Teacher effectiveness scale by Kumar and Mutha (1985) were administrated. The major findings of the study revealed the significant positive correlation between life satisfactory and teacher effectiveness among teacher educators working in Private aided and unaided colleges of education of Punjab. Product moment method of correlation was used for the analysis of the data.

Toker (2012) conducted a study entitled as “Life satisfaction among academicians: an empirical study on the universities of Turkey”. The purpose of this study is to examine the levels of life satisfaction among academicians in Turkey and to investigate the effects of demographics on levels of life satisfaction among academicians. A questionnaire-based study was conducted in 648 academicians working in the Universities of Turkey. Data were collected using Diener et al Life Satisfaction Scale. The life satisfaction levels of the academicians were found to be moderately high in the study. The results of the study indicated that professors have a higher level of life satisfaction as compared to assistant professors, instructors and research assistants. Professors have the highest level of life satisfaction among the all academicians. Among the demographic variables, gender, age,

income level, length of service in present university, length of service in higher education, and abroad experience were significantly related to life satisfaction. On the other hand, marital status was not significantly related to life satisfaction of the academicians.

Demirel (2013) investigated a study entitled as “An investigation of the relationship between job and life satisfaction among teachers”. Job satisfaction is a multi-dimensional concept. Job satisfaction includes such external factors as qualifications of the job, organization and government, salary, working conditions, workmates, professional development and supervision, cooperation mates; and such internal factors as individuals’ expectations of the work and their requests. Job satisfaction helps develop a positive attitude toward the job. As in many other jobs, a teacher should gain saturation from his/her job in order to be successful in his/her career. Life satisfaction includes all dimensions of an individual’s entire life. A high level of individual job satisfaction positively affects both job performance and life satisfaction. This study examined the relationship between job- and life satisfaction among teachers. The study included 406 teachers employed at private and public preschool (n = 32), primary (n = 247) and secondary (n = 127) schools. Data were collected via a questionnaire on demographic characteristics, Minnesota Job Satisfaction Scale and Life Satisfaction Scale. The average job-satisfaction score was 71.58 (on a scale of 100). On this basis, it can be concluded that the level of job satisfaction among teachers was “good” but not exceptional. The average life-satisfaction score was calculated as 15.32 (scale maximum 25), which was evaluated as being above the moderate level. A significant correlation was found between life satisfaction and job satisfaction at the level of 0.001 ( $r = 0.281$ ). Job satisfaction of public teachers and preschool teachers, and life satisfaction of female teachers was found to be higher.

Thirumalaichamy (2017) made a study entitled as “Life satisfaction of college teachers”. This study was conducted to investigate the life satisfaction of college teachers working in various teaching stream and to investigate the effects of demographics of life satisfaction among college teachers. A questionnaire-based study was conducted in 270 college teachers working in the college of Vellore district. The results of the study indicated that the demographic variables, gender, designation, type of institution, nature of employment, subject taught and teaching experience was not significantly related to life satisfaction of



the college teachers and locality of institution differ significantly towards of life satisfaction of college teachers.

Muthamizhselvan et al (2017) conducted a study entitled as “Life satisfaction of secondary school teachers”. This study was conducted to investigate the life satisfaction of secondary school teachers working in various teaching groups and to investigate the effects of demographics of life satisfaction among teachers. A questionnaire-based study was conducted in 300 secondary teachers working in the schools of vellore district. The results of the study indicated that the demographic variables, gender, area of school, medium of school, type of school, teaching subject, teaching experience, marital status and type of family was not significantly related to life satisfaction of the secondary school teachers.

Kumar (2016) made a study entitled as “Life Satisfaction of Higher Secondary School Teachers”. Teachers role is numerous and utterly important. A teacher’s contribution in an individual’s life is long lasting. Job satisfaction always increases the capability, productivity of the employee, which is beneficiary for the institution also. If a teacher is satisfied with his job, he can contribute to the development of the students. The present study aims to signify the level of life satisfaction among higher secondary school teachers and to find significant difference in life satisfaction with regard to gender, locality of school, type of management, medium of instruction and teaching stream. Findings of the study revealed average level of life satisfaction among higher secondary school teachers and there is no significant towards gender, locality of school, type of management, medium of instruction and teaching stream towards life satisfaction of higher secondary school teachers.

Kumar Munesh (2014) conducted a study entitled as “Study of Life Satisfaction among Primary, Middle and Secondary Schools Teachers of District Kathua”. In this paper an attempt has been made to find out life satisfaction among primary, middle and secondary school teachers in relation to gender and type of institutions. 200 teachers (108 male and 92 female) from 33 schools of Kathua district were selected as sample. In the present study the investigator has employed Hindi Version of Life Satisfaction Scale developed by Q.G. Alam and Ramji Shrivastava . Two way ANOVA with 2×2 factorial design was applied to find out the results. The result showed that there is no significant difference in life

satisfaction among teachers with respect to gender and significant difference life satisfaction among teachers with respect to type of institute.

Singh (2018) made a study “Life Satisfaction of Teacher Educators In Relation To Organizational Climate”. The present research paper aimed to examine the relationship between life satisfaction of teacher educator and organizational climate. The population of the study consisted of 100 teacher educators who work in aided and self-financed colleges of education of Amritsar. The data for the study were collected through two different scales; Life Satisfaction Scale and Organizational Climate Scale. According to the results of the study, teacher educators of aided colleges are having more life satisfaction and more congenial organizational climate than the teacher educators of self-financed colleges of education. The researcher has used two tools in this study namely as 1. Life Satisfaction Scale ( Singh & Jodeph; 1996), 2. Organizational Climate Scale (Chattopadhyay & Agarwal; 1976 ).The study also revealed that there is positive relationship between life satisfaction and organizational climate.

Mathpal (2018) conducted a study entitled as “Study of Life satisfaction among male and female adults in Nainital”. The purpose of the study was to complete male and female of the level of life satisfaction .sample consisted 150 adults both male and female (75 male and 75 female )and they are selected from nainital district of kumaun region .The life satisfaction scale constructed by Alam and srivastra (2005) was used. After data collection differences on the level of life satisfaction among male and female adults was calculated using sample t test .Results revealed that there was no significant difference between male and female adults

Kaur (2014) made a study entitled as “Life Satisfaction of Secondary School Teachers in Relation to Organizational Climate”. In this paper organizational climate in relation to life satisfaction of secondary school teachers has been studied. A sample from 600 secondary teachers working in different government, private and aided schools was taken. Researcher used a tools namely as Life Satisfaction Scale by Singh and Joseph (1996) for this study. Correlation technique ‘r’ was employed to find relationship between organizational climate and life satisfaction of total sample, gender-wise and based on type of school. A positive

correlation between organizational climate and life satisfaction of total sample, as well as for demographical variables was found.

Abdullah et. al.(2007) conducted a study entitled as “Estimating worldwide life satisfaction”. his paper develops a new database of life satisfaction scores for 178 countries, bringing together subjective well-being data from four surveys and using stepwise regression to estimate scores for nations where no subjective data are available. In doing so, we explore various factors that predict between-nation variation in subjective life satisfaction, building on Vemuri and Costanza's (Vemuri, A.W., & Costanza, R., 2006. The role of human, social, built, and natural capital in explaining life satisfaction at the country level: toward a National Well-Being Index (NWI). *Ecological Economics*, 58:119–133.) four capitals model. The main regression model explains 76% of variation in existing subjective scores; importantly, this includes poorer nations that had proven problematic in Vemuri and Costanza's (Vemuri, A.W., & Costanza, R., 2006. The role of human, social, built, and natural capital in explaining life satisfaction at the country level: toward a National Well- Being Index (NWI). *Ecological Economics*, 58:119–133.) study. Natural, human and socio-political capitals are all found to be strong predictors of life satisfaction. Built capital, operationalised as GDP, did not enter our regression model, being overshadowed by the human capital and socio-political capital factors that it inter-correlates with. The final database presents a stop-gap resource that, until robust surveys are carried out worldwide, allows comparisons of subjective life satisfaction between nations to be made with reasonable confidence.

Diener & Fujita (2005) investigated a study entitled as “Life Satisfaction Set Point: Stability and Change”. Using data from 17 years of a large and nationally representative panel study from Germany, the authors examined whether there is a set point for life satisfaction (LS)—stability across time, even though it can be perturbed for short periods by life events. The authors found that 24% of respondents changed significantly in LS from the first 5 years to the last 5 years and that stability declined as the period between measurements increased. Average LS in the first 5 years correlated .51 with the 5-year average of LS during the last 5 years. Height, weight, body mass index, systolic and diastolic blood pressure, and personality traits were all more stable than LS, whereas income was about as

stable as LS. Almost 9% of the sample changed an average of 3 or more points on a 10-point scale from the first 5 to last 5 years of the study.

Dagh & Baysal (2017) conducted a study entitled as “Investigating Teachers' Life Satisfaction”. The aim of this study is to determine the life satisfaction perceptions of teachers working at public primary schools according to some variables. In this study, descriptive survey model was used. A random sample of 200 teachers from 25 public primary schools in Diyarbakır/Turkey during 2013-2014 academic year were selected to represent the overall population. In this research, “The Satisfaction with Life Scale” developed by Diener, Emmons, Larsen and Griffin (1985) and translated into Turkish by Dağlı and Baysal (2016) was used. The results show that general means of the teachers' perception of life satisfaction is at the “moderate” level. The highest mean score of perception is “I am satisfied with my life” (M=2,95; Agree moderately) and the lowest one is “If I could live my life over, I would change almost nothing” (M=2,24; Slightly agree). The results also show that there exists a significant difference among teachers' perceptions according to their gender, marital status and monthly income.

Hasan et al. (2015) made a study entitled as “Life Satisfaction and Social Support among Private and Government School Teachers”. The present study compared the Teachers of private sector and Government Sector on two scales; Life Satisfaction and Social Support. A purposive sample of 120 people (60 Private School Teachers and 60 Government) was selected from different private and government schools of Faisalabad. Life Satisfaction and Multi-Dimensional social support scale were used for judgment. For comparison of these groups Independent t-test was conducted. The outcomes displayed that level of Satisfaction with life and Social Support highly perceived in Government School Teachers as compared to Private school Teachers. Conclusion: The present findings revealed that the job style and Grading play important role in Satisfaction of life and social support. Therefore, these dimensions must be considered while dealing with the Teachers Jobs. Implications for preventive work are also discussed in the light of previous researches.

Shyim, & Korb (2016) made a study entitled as “Factors Contributing to the Life Satisfaction of Secondary School Teachers in Jos North LGA”. The study examined the contribution of three factors to the life satisfaction of secondary school teachers in Jos

North. The three factors include monthly income, job satisfaction and meaningful work. Ninety-two secondary school teachers working in public and private schools within Jos North participated in the study. A correlational research design was employed for the study. Diener's Satisfaction with Life Scale (1985), Steger, Dik and Duffy's work as meaning inventory (2012) and Spector's Job Satisfaction Survey (1985) were used in collecting data for the study. Pearson's Product Moment Correlation was used to test the hypotheses. Job satisfaction and meaningful work positively correlated with life satisfaction whereas monthly income had no relationship with life satisfaction. The study therefore recommends an improvement in the working environment of teachers to increase job satisfaction that leads to life satisfaction.

Popelkova (2011) conducted a study entitled as "Teacher's Satisfaction with Health". The report deals with the construct of life satisfaction with emphasis on satisfaction with health and relation of life satisfaction to selected demographic factors (marital status, sex, age). The sample consisted of 386 respondents-teachers, medical staff and employees of banks. Researcher used Fahrenberg's questionnaire of life satisfaction.

Kirlap and bolkan (2016) investigated a study entitled as "Relationship between Candidate Teacher's Attitude Towards Teaching Profession and Their Life Satisfaction Levels". As part of the process of educating teachers, candidate teachers' attitude towards the occupation itself is an important step to ensure that candidate teachers carry out their duties in the future effectively. The purpose of this study is to determine the attitude of the candidate teachers currently pursuing their degrees in Northern Cyprus towards the occupation of school teaching and their life satisfaction levels and to analyze the relationship between these variables. The results of the study indicate that the candidate teachers have a positive attitude towards the occupation for which they're getting ready and that their life satisfaction levels are high.

**CHAPTER III**  
**METHODOLOGY OF THE STUDY**

## **METHODOLOGY OF THE STUDY**

### **3.1.0 Introduction**

The proper methodology of the study is the pivot on which the success of any research work depends. As the characteristic of different problem is completely different, so a proper methodology should be used according to the characteristic of the problem. This methodology section of the present problem includes population, sample and sampling procedure, tools and techniques used, method used and statistical techniques used for data analysis.

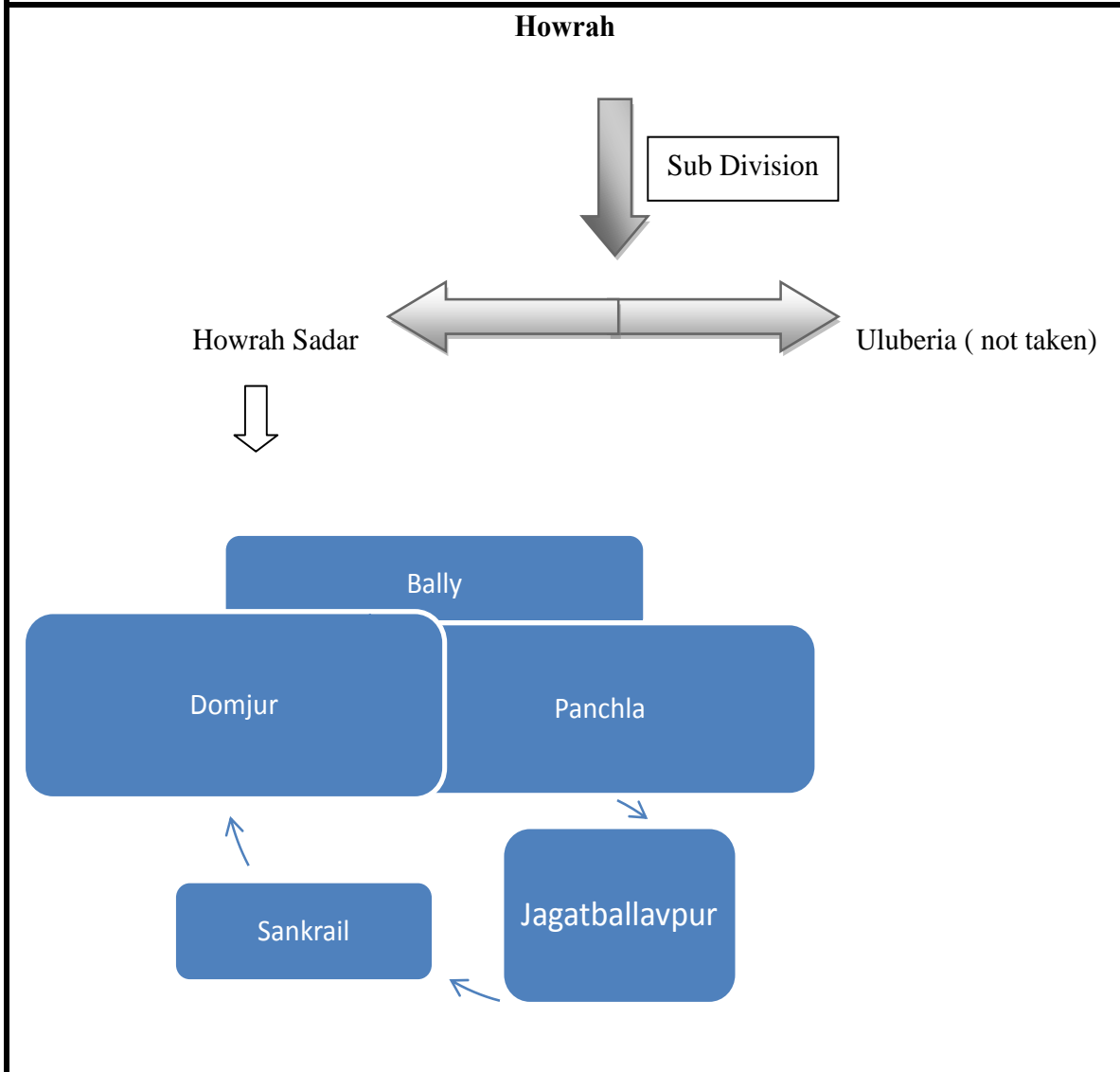
### **3.2.0 Population of the Study**

The study was carried out in all secondary school teachers of Howrah district in the state of West Bengal.

### **3.3.0 Sample and sampling procedure**

A sample of 230 (Male = 135; Female = 95; ) was selected from different schools under five community development block namely Bally Jagachha block, Domjur block, Panchla block, Sankrail block and Jagatballavpur block of Howrah sadar Subdivision. Howrah sadar is a subdivision of Howrah district in the state of West Bengal, India. All the representatives were under secondary and higher secondary school teachers. The sample for the present study was drawn on the basis of non-probability sampling by using purposive sampling. Researcher collected data from those teachers who were available to her at the day of data collection.

**Figure:1 Distribution of Sample selected block development areas chart of Howrah district.**





### 3.3.1 Sample distribution of the study (Descriptive statistics)

<b>Table No:-1 Sample distribution of the study</b>			
VARIABLE	CATEGORIES	FREQUENCY	PERCENTAGE %
Gender	Male	135	58.7
	Female	95	41.3
Age	Early Adult Age (20-39 )	124	53.9
	Middle Adult Age 40-59)	106	46.1
Level of Education	UG	86	37.4
	PG	119	51.7
	Research	25	10.9
Marital Status	Married	176	76.5
	Unmarried	54	23.5
Teaching Experience ( as per year)	Up to 5 Years	63	27.4
	6 -15 Years	123	53.5
	16Years & Above	44	19.1
Type of Teacher	Permanent	184	80.0
	Contractual	46	20.0
Academic Group	Language	68	29.6
	Pure Science	60	26.1
	Social Science	74	32.2
	Physical & Work Education	28	12.2

### **3.4.0 Key Variables of the study**

Here the researcher used two types of variables namely independent variable and dependent variable as discussed below:

#### **3.4.1 Independent Variable**

##### **Gender**

In this study the researcher included gender as an independent variable. So, in the present study Male and Female were included two categories of variable of the gender.

##### **Age**

In the present study the researcher included age as an independent variable divided into two categories like-

1. Early adulthood
2. Middle adulthood (According to Erickson)

##### **Level of Education**

In the present study the researcher included level of education as an independent variable divided into two categories like-

1. UG
2. PG
3. Research

##### **Marital Status**

In the present study the researcher included marital status as an independent variable divided into two categories like-

1. Married
2. Unmarried

### **Teaching experience (as per year)**

Teaching experience as an independent variable divided into three categories like-

1. Upto 5 years
2. above 5 to 15 years
3. 16 years and above

### **Type of teacher**

In the present study the researcher included type of teacher as an independent variable divided into two categories like-1. Permanent 2. Contractual teacher.

### **Academic Group**

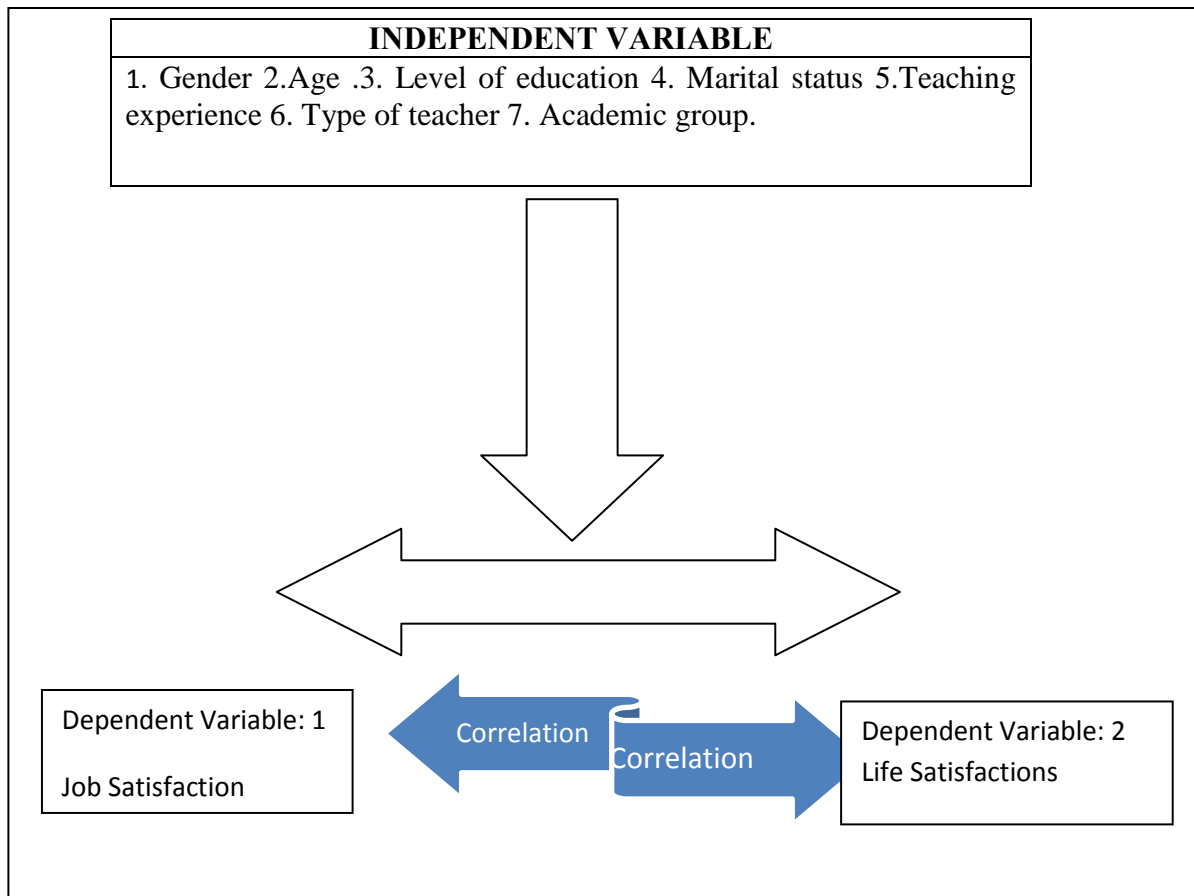
In the present study the researcher included academic group as an independent variable divided into four categories like-

1. Language
2. Pure science
3. Social Science
4. Physical education and Work education.

### **3.4.2 Dependent Variable:**

Job satisfaction and Life satisfaction

**Table No-2 Dependent and independent variable of the study**



### **3.5.0 Method of the study**

The present piece of research was a cross sectional survey-cum- correlation study. It was a Cross sectional survey type of research because in order to assess the level of job satisfaction and life satisfaction among secondary school teachers, the researcher collected data from different dimension of teachers.

### **3.6.0 Tools used for data collection**

In this study to measure the job satisfaction of secondary school teachers a six point Scale namely “Job Satisfaction Survey” was developed by paul E.Spector and standardized & Bengali version translated by Mohakud and Parui without any change. Content Validity was checked by some expert. The job satisfaction scale has 36 items, nine facet scale to

assess employee attitudes about the job and aspects of the job. Each facet is assessed with four items, and a total score is computed from all items. A summated rating scale format is used, with six choices per item ranging from "strongly disagree" to "strongly agree". Items are written in both directions, so about half must be reverse scored. The nine facets are Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards (performance based rewards), Operating Procedures (required rules and procedures), Coworkers, Nature of Work, and Communication. Although the JSS was originally developed for use in human service organizations, it is applicable to all organizations.

Below are internal consistency reliabilities (coefficient alpha), based on a sample of 2,870.

<b>Table No-3 internal consistency reliabilities (coefficient alpha)</b>		
Scale	Alpha	Description
Pay	.75	Pay and remuneration
Promotion	.73	Promotion opportunities
Supervision	.82	Immediate supervisor
Fringe Benefits	.73	Monetary and nonmonetary fringe benefits
Contingent Rewards	.76	Appreciation, recognition, and rewards for good work
Operating Procedures	.62	Operating policies and procedures
Coworkers	.60	People you work with
Nature of Work	.78	Job tasks themselves
Communication	.71	Communication within the organization
Total	.91	Total of all facets

### Scoring procedure of job satisfaction

The Job Satisfaction Survey or JSS, has some of its items written in each direction--positive and negative. Scores on each of nine facet subscales, based on 4 items each, can range from 4 to 24; while scores for total job satisfaction, based on the sum of all 36 items, can range from 36 to 216. Each item is scored from 1 to 6 if the original response choices are used. High scores on the scale represent job satisfaction, so the scores on the negatively worded items must be reversed before summing with the positively worded into facet or total scores. A score of 6 representing strongest agreement with a negatively worded item is considered equivalent to a score of 1 representing strongest disagreement on a positively worded item, allowing them to be combined meaningfully. Below is the step by step procedure for scoring.

1. Responses to the items should be numbered from 1 representing strongest disagreement to 6 representing strongest agreement with each. This assumes that the scale has not been modified and the original agree-disagree response choices are used.
2. The negatively worded items should be reverse scored. Below are the reversals for the original item score in the left column and reversed item score in the right. The rightmost values should be substituted for the leftmost. This can also be accomplished by subtracting the original values for the internal items from 7.

Statement	Disagree Very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
Positive	1	2	3	4	5	6
Negative	6	5	4	3	2	1

<b>Table:-5. Nature of items in Job satisfaction scale</b>	
Positive worded items	1, 3, 5, 7, 9, 11, 13, 15, 17, 20, 22, 25, 27, 28, 30, 33, 35.
Negative worded items	2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34, 36.

3. Sum responses to 4 items for each facet score and all items for total score after the reversals from step 2. Items go into the subscales as shown in the table

**Table:-6: Items into the nine subscales as shown**

Subscale	Item numbers
Pay	1, 10, 19, 28
Promotion	2, 11, 20, 33
Supervision	3, 12, 21, 30
Fringe Benefits	4, 13, 22, 29
Contingent rewards	5, 14, 23, 32
Operating conditions	6, 15, 24, 31
Coworkers	7, 16, 25, 34
Nature of work	8, 17, 27, 35
Communication	9, 18, 26, 36
Total satisfaction	1-36

4. If some items are missing you must make an adjustment otherwise the score will be too low. The best procedure is to compute the mean score per item for the individual, and substitute that mean for missing items. For example, if a person does not make a response to 1 item, take the total from step 4, divide by the number answered or 3 for a facet or 35 for total, and substitute this number for the missing item by adding it to the total from step 5. An easier but less accurate procedure is to substitute a middle response for each of the missing items. Since the center of the scale is between 3 and 4, either number could be used. One should alternate the two numbers as missing items occur.

### **Scoring procedure of Life Satisfaction**

In this study to measure the Life satisfaction, a standardized scale used for data collection, Scale namely “The Satisfaction with Life Scale (SWLS)” was developed by Diener, Emmons, Larson and Griffin, 1985. The SWLS is a 7-point Likert style response scale and all items were positive. The possible range of scores is 5-35, with a score of 20 representing a neutral point on the scale. Scores between 5-9 indicate the respondent is extremely dissatisfied with life, whereas scores between 31-35 indicate the respondent is extremely satisfied. The coefficient alpha for the scale has ranged from .79 to .89, indicating that the scale has high internal consistency. The scale was also found to have good test-retest correlations (.84, .80 over a month interval).

Positive items	Strongly disagree	Disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Agree	Strongly agree
	1	2	3	4	5	6	7
Possible range of SWL score	Extremely dissatisfied 5-9	Dissatisfied 10-14	Slightly dissatisfied 15-19	Neutral 20	Slightly satisfied 21-25	Satisfied 26-30	Extremely satisfied 31-35



### **3.7.0 Procedure of data collection**

After a careful study of operations involved in this study, the researcher used two standardized scale namely, 'Job satisfaction survey 'and 'Satisfaction with life scale '.the researcher this adopted scales So, for obtaining data she met the teachers of the above mention block area's different secondary schools in Howrah district in west Bengal, India. For the above mentioned purpose the investigator went to each school. With prior permission of the head teacher, the researcher was introduced with teachers at staff room .She then distributed the scale to each of them and accordingly asked them to give their response by filling up it. While administering the scale the researcher gave a short and meaningful description about the use of the scale and items involved in it. He collected the scale from them after 50 to 60 minutes. However, the total process of data collection organized in 20 to 25days.

### **3.8.0 Techniques Used for Data Analyses**

For analyzing the data here, the researcher used descriptive statistics as well as some inferential statistics these are Pearson correlation, t test, one-way ANOVA, percentage analysis, frequency, Mean, standard division.

**CHAPTER IV**

**ANALYSIS AND INTERPRETATION OF**

**DATA**

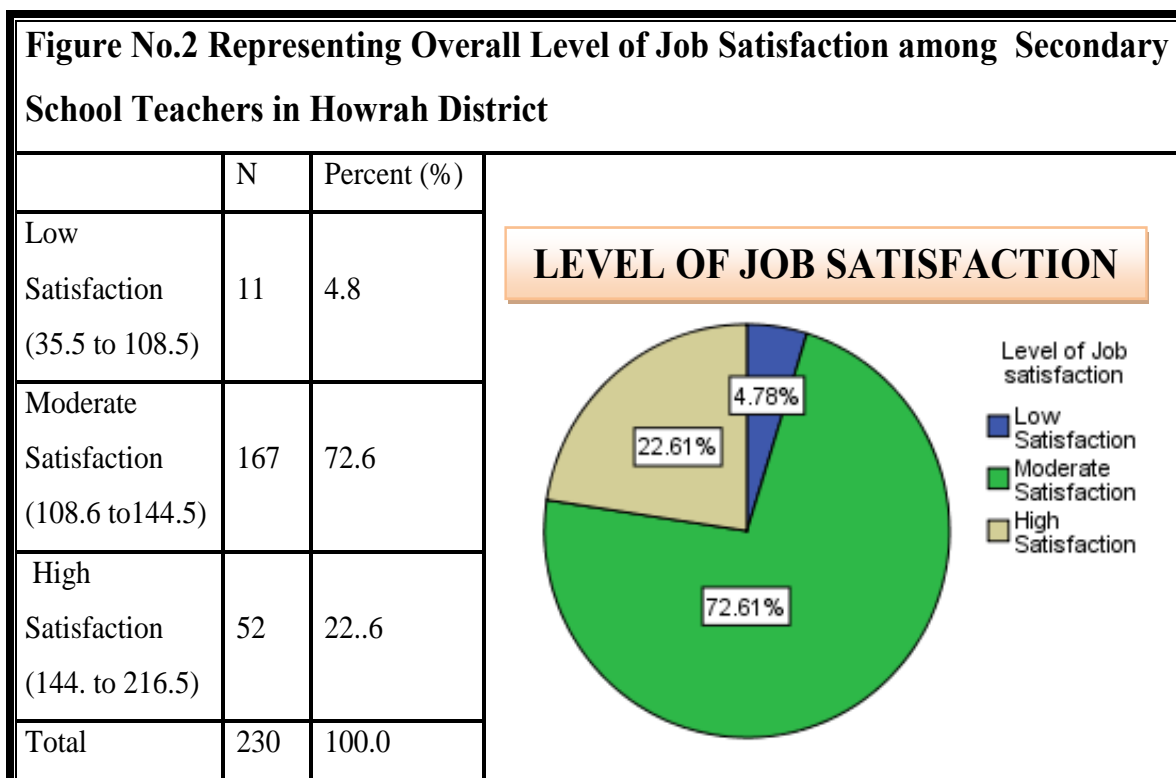
## **CHAPTER-IV**

### **ANALYSIS AND INTERPRETATION OF DATA**

#### **4.1.0 Introduction**

This chapter deals with the presentation, analysis and interpretation of the collected data. It involves the use of statistical techniques for the analysis of the obtained data. This chapter is the backbone of the total studies. In any kind of study data analysis and interpretation plays a vital role on the basis of which the total research results or findings can be formulated. Hence without this portion the research works are always incomplete. Below mention techniques and tools for analysis -

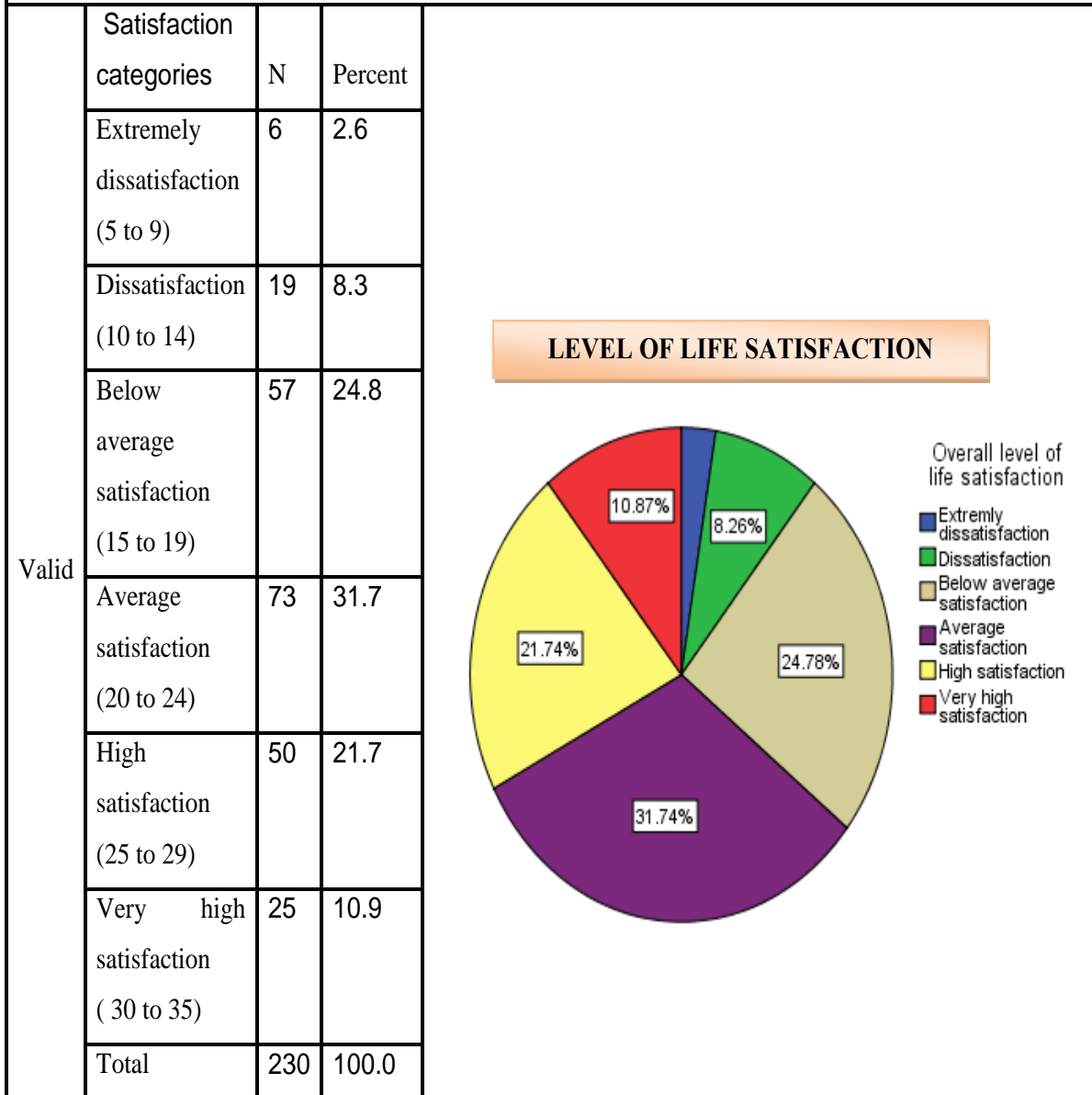
## 4.2.0 Analyses and Interpretation of the Data



### Interpretation

On the basis of cut of point from the above figure showed that, out of total 230 teachers, 4.8% teachers have scored between 35.5%-108.5%, 72.6% teachers have scored between 108.5%-144.5% and 22.6% teachers have scored between 144.5%-216.5%. So above this table reflect that 22.6% teachers have possesses high satisfaction, 72.6% teachers have possesses moderate satisfaction and 4.8% teachers have possess low satisfaction with their job.

**Figure No.3 Representing Overall Level of Life Satisfaction among Secondary School Teachers in Howrah District**



**Interpretation:-**

A look of the figure no 3 showed that very negligible percentages of teachers were dissatisfaction and very high satisfaction i.e. 8.3% and 10.9% respectively and cumulatively most of the teachers showed Life satisfaction level ranging from high satisfaction, average satisfaction to below average satisfaction i.e. 21.7%, where the

percentage of highly satisfaction level. Average satisfaction level, and below average satisfaction level are 31.7% & 24.8% respectively.

**Testing of  $H_0$ :- There is no significant difference between male and female school teachers with respect to job satisfaction in secondary education level.**

<b>Table No.8 : T-Test showing comparison of Job Satisfaction Score among secondary school teachers with respect to their Gender</b>									
Gender	N	Mean	S.D	T	Df	M.D	Sig.(2 tailed)	Std. Error difference	Remarks
Male	135	131.44	18.07	-1.32	228	-3.05	.187	2.30	NS*(P>.05 level)
Female	95	134.49	15.92						

<b>Job Satisfaction</b>							
<p style="text-align: center;">Gender wise Mean</p> <table border="1"> <caption>Data for Gender wise Mean Chart</caption> <thead> <tr> <th>Gender</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>131.44</td> </tr> <tr> <td>Female</td> <td>134.49</td> </tr> </tbody> </table>		Gender	Mean Score	Male	131.44	Female	134.49
Gender	Mean Score						
Male	131.44						
Female	134.49						

**NS\*= Not Significant**

**Interpretation:-**

A look at the above Table reflects that the 135 male had the mean of 131.44 and Standard Deviation (SD) of 18.07 and the 95 female had a mean of 134.49 and SD of 15.92. Here the mean score of female (i.e.134.49) is just higher than that of male mean i.e. 131.44. But to

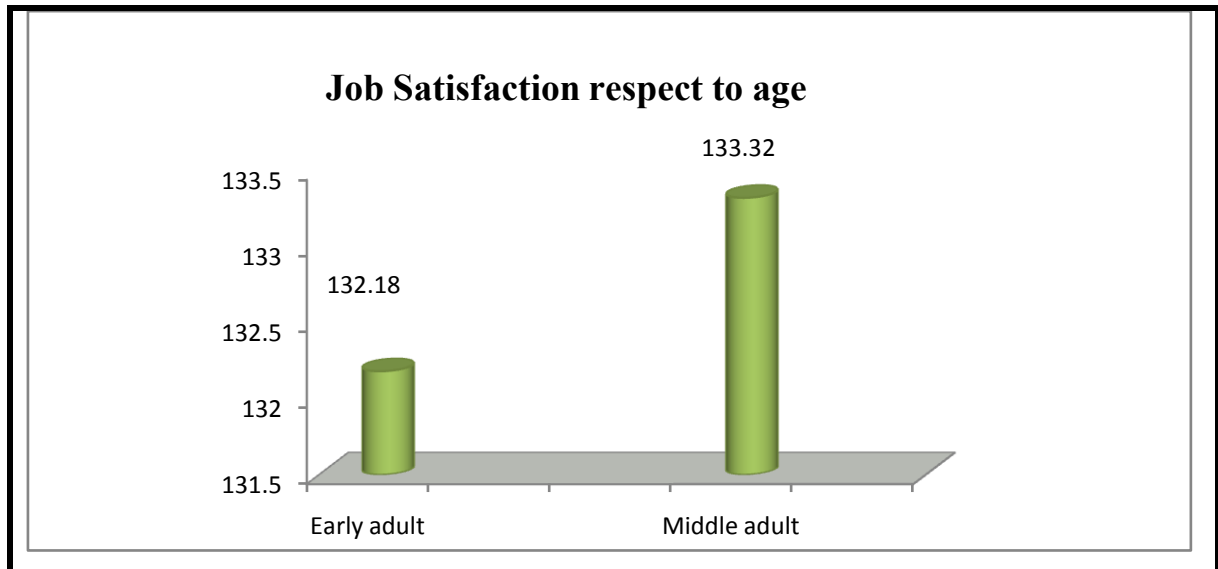
ascertain whether this difference is statistically significant or not the researcher further used the t-test. Here the computed 't- value' i.e. -1.32 is less than 1.96, the critical values required to reach 5% level of significance that means it is not significant at 0.05 level. That indicates means did not differ significantly at 0.05 levels. Consequently, the null hypothesis cannot be rejected and as a result, the given difference in sample means being insignificant can only be attributed to some chance factors or sampling fluctuations. Hence, it can be concluded that no significant difference existed between male and female secondary school teachers with regard to their gender.

**Testing of H<sub>02</sub> Age has no significant impact on the job satisfaction among secondary school teachers in Howrah district.**

**Table No.9: T-Test showing comparison of Job Satisfaction Score among secondary school teachers with respect to their Age**

Age	N	Mean	S.D	T	df	M.D	Sig.(2 tailed)	Std. Error difference	Remarks
Early adult ( 20-39 )	124	132.18	16.70	-.50	228	-1.14	.617	2.29	NS* (P>.05 level)
Middle adult (40-59)	106	133.32	17.93						

**Bar graph showing comparison of mean wise Job Satisfaction Score among secondary school teachers with respect to their Age**



**NS\*= Not Significant**

**Interpretation:-**

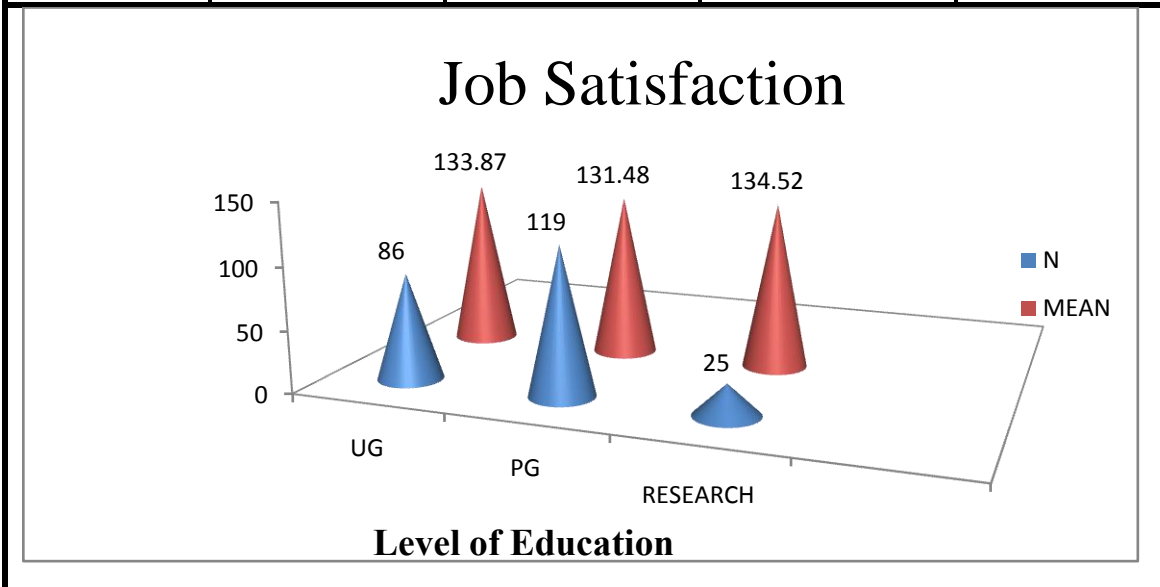
A look at the above table this ‘t- test’ analysis indicates that the 124 early adult teachers had the mean of 132.18 and Standard Deviation (SD) of 16.70 and the middle adult age teachers had a mean of 133.32 and SD of 17.93. Here the mean score of early adult teachers (i.e.132.18) is just less than that of middle adult teachers i.e. 133.32. But to ascertain whether this difference is statistically significant or not the researcher further used the t-test. Here the computed ‘t- value’ i.e. -.50 is less than 1.96, the critical values required to reach 5% level of significance that means it is not significant at 0.05 level. That indicates mean did not differ significantly at 0.05 levels. Consequently, the null hypothesis cannot be rejected and as a result, the given difference in sample means being insignificant can only be attributed to some chance factors or sampling fluctuations. Hence, it can be concluded that there is no significant difference in job satisfaction between early adult and middle adult age teachers.



**Testing of H<sub>03</sub>: Job Satisfaction among secondary school teachers is free from the influence of their Level of Education**

**Table No 10 A: Showing Level of Education wise descriptive statistics of the teachers with respect to Job Satisfaction**

Level of Education	N	Mean	Std. Deviation	Std. Error
UG	86	133.87	19.836	2.139
PG	119	131.48	16,004	1.467
Research	25	134.52	13.029	2.605
Total	230	132.704	17.247	1.137



**Table No 10.B:ANOVA/ F-Test showing comparison of Job satisfaction score among Secondary school teachers with respect to their Level of Education**

	Sum of Squares	df	Mean Square	F	Sig.	Remarks
Between Groups	1814.762	3	604.921	2.062	.106	NS* (p>.05)
Within Groups	66311.134	226	293.412			
Total	68125.896	229				

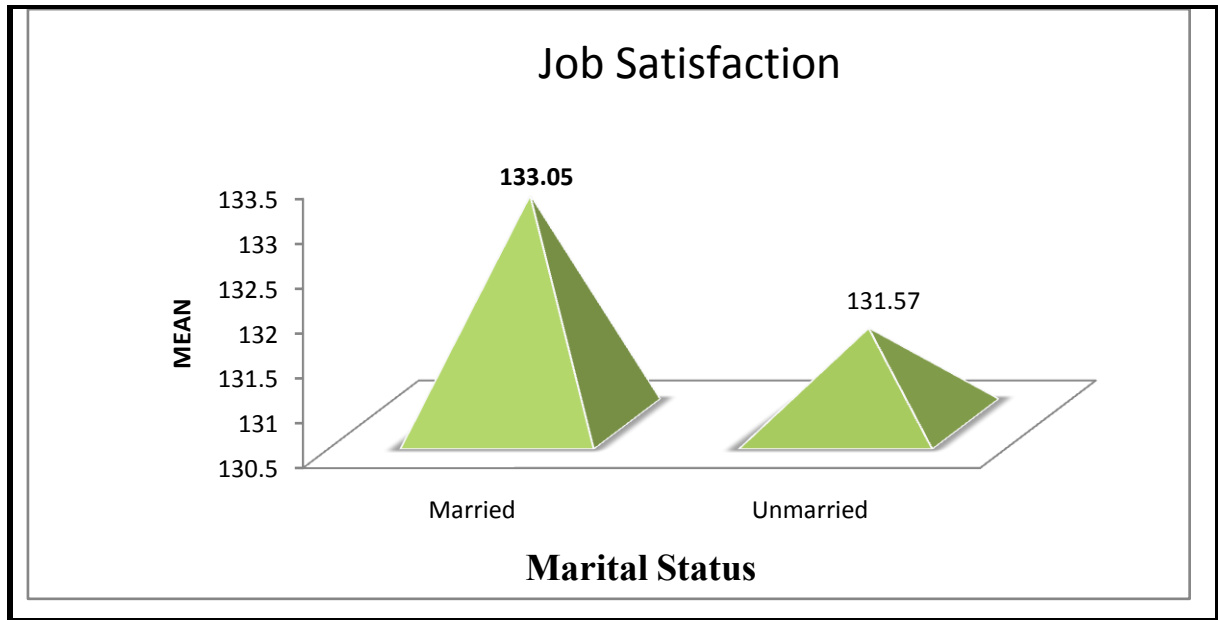
**NS\*=Not Significant**

### Interpretation-:

The above table result revealed that Job Satisfaction among secondary school teachers with Level of Education as a UG mean of 133.87, P.G mean of 131.48 and Research mean of 134.52 respectively. This initial Descriptive Statistics show that differences exist among different level of education among teachers. But in order to ascertain whether statistically significant differences exist between job satisfactions among secondary school teachers with varying level of education, the researcher further employed ANOVA or F-test. The independent variable tested here Level of Education with three categories namely UG, PG and Research and dependent variable tested here is job satisfaction among secondary school teachers. They were computed and the result showed that no significant differences found in Job Satisfaction among Secondary school teachers with regard to their level of education as here the calculated  $F=2.062$ ,  $p > .05$  as  $p = .106$ , In other words, from the result, it can be concluded that there is no significant difference Job Satisfaction among secondary school teachers with regard to their Level of Education.

**Testing H<sub>0</sub>4: There is no significant difference between married and unmarried teachers with respect to job satisfaction in secondary education level.**

<b>Table No.11 : T-Test showing comparison of Job Satisfaction Score among secondary school teachers with respect to Marital Status</b>									
Marital Status	N	Mean	S.D	t	df	M.D	Sig.(2 tailed)	Std. Error difference	Remarks
Married	176	133.05	17.68	.55	228	.58	1.48	2.69	NS*(P>.05 level)
Unmarried	54	131.57	15.85						



NS\*=Not Significant

#### Interpretation-

A look at the above Table reflects that the 176 married teachers had the mean of 133.05 and Standard Deviation (SD) of 17.68 and the 54 unmarried teachers had a mean of 131.57 and SD of 15.85. Here the mean score of married teachers (i.e.133.05) is just higher than that of unmarried mean i.e. 131.57 But to ascertain whether this difference is statistically significant or not the researcher further used the t-test. Here the computed 't- value' i.e. .55 is less than 1.96, the critical values required to reach 5% level of significance that means it is not significant at 0.05 level. That indicates means did not differ significantly at 0.05 levels. Consequently, the null hypothesis cannot be rejected and as a result, the given difference in sample means being insignificant can only be attributed to some chance factors or sampling fluctuations. Hence, it can be concluded that no significant difference existed among secondary school teachers with regard to their marital status.

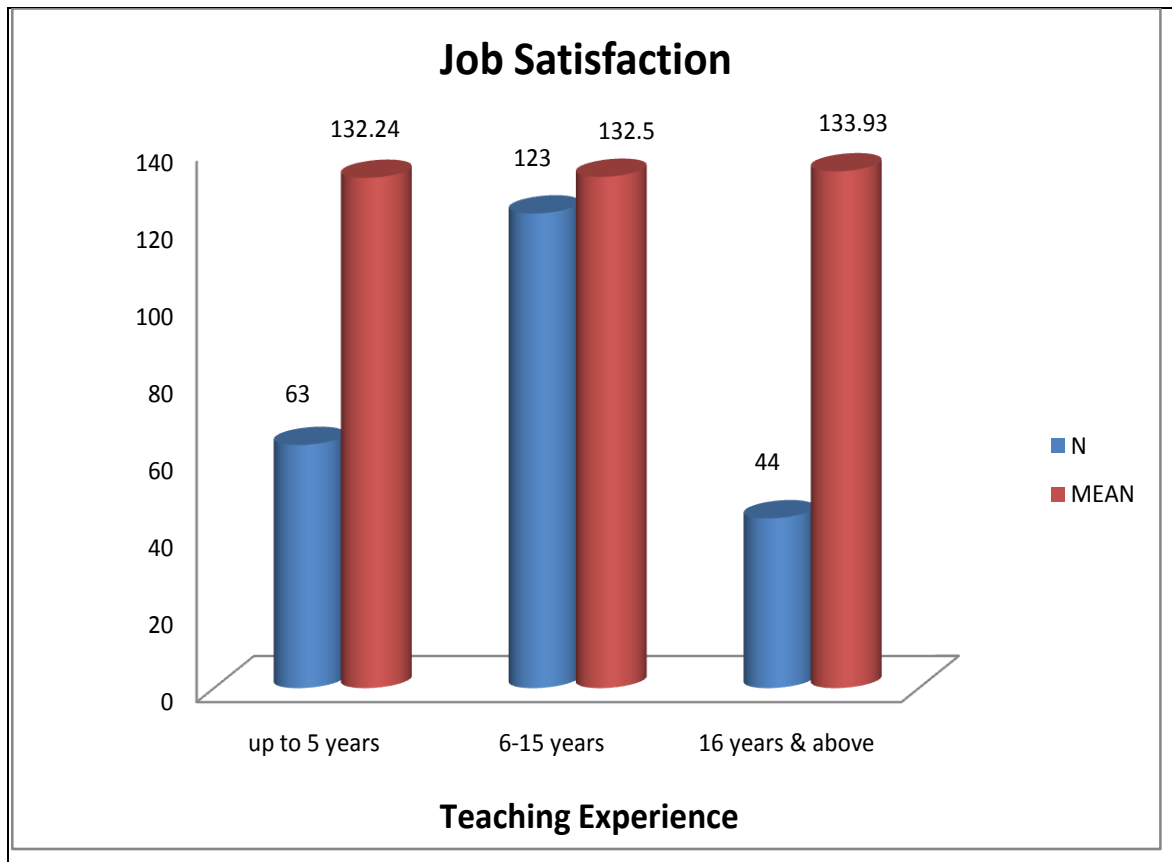
**Testing H<sub>0</sub>5: Teaching experience is not significant determinant of job satisfaction among secondary school teachers.**

**Table No 12 A: Showing Teaching experience wise descriptive statistics of the teachers with respect to Job Satisfaction**

Teaching experience	N	Mean	Std. Deviation	Std. Error
Up to 5 years	63	132.24	16.37633	2.06322
6-15 yrs	123	132.50	18.01428	1.62429
16 yrs & above	44	133.93	16.58158	2.49977
Total	230	132.70	17.24799	1.13730

**Table No 12.B:ANOVA/ F-Test showing comparison of Job satisfaction score among secondary school teachers with respect to their Teaching experience**

	Sum of Squares	df	Mean Square	F	Sig.	Remarks
Between Groups	84.924	2	42.462	.142	.868	NS* (P>.05)
Within Groups	68040.972	227	299.740			
Total	68125.896	229				



### Interpretation:-

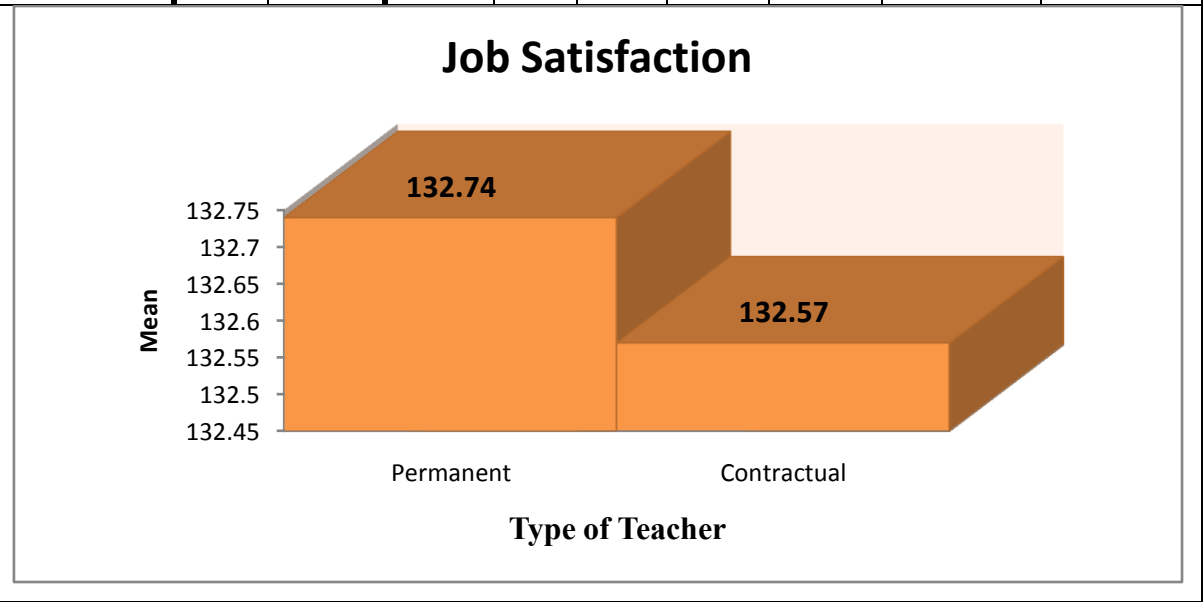
Here first of all descriptive statistics were used to ascertain the mean values and the result revealed that Job satisfaction among secondary school teachers with Teaching experience as a up to 5 years mean of 132.24, 6 to 15 years mean of 132.50 and 16 years & above mean of 133.93 respectively. This initial Descriptive Statistics show that differences exist among different teaching experience. But in order to ascertain whether statistically significant differences exist between Job satisfactions among secondary school teachers with varying Teaching Experience the researcher further employed ANOVA or F-test. The independent variable tested here Teaching experience with three categories namely up to 5 years, 6 years to 15 years and 16 years & above, dependent variable tested here is Job satisfaction among secondary teachers. They were computed and the result showed that no significant differences found in Job Satisfaction Score among Secondary school teachers with regard to their Teaching Experience as here the calculated  $F=0.142$ ,  $p > .05$  as  $p = .868$ . In other words, from the result, it can be concluded that there is no significant

difference in Job Satisfaction among Secondary school teachers with regard to their Teaching experience.

**Testing H<sub>06</sub>: Job satisfaction of secondary school teachers is free from the influence of their Type of teacher.**

**Table No.13 : T-Test showing comparison of Job Satisfaction Score among secondary school teachers with respect to Teacher Type**

Type of Teacher	N	Mean	S.D	t	df	M.D	Sig.(2 tailed)	Std. Error difference	Remarks
Permanent	184	132.74	16.32	.06	228	.17	.04	2.85	S*(P<.05 level)
Contractual	46	132.57	20.74						



S\*=Significant

**Interpretation-:**

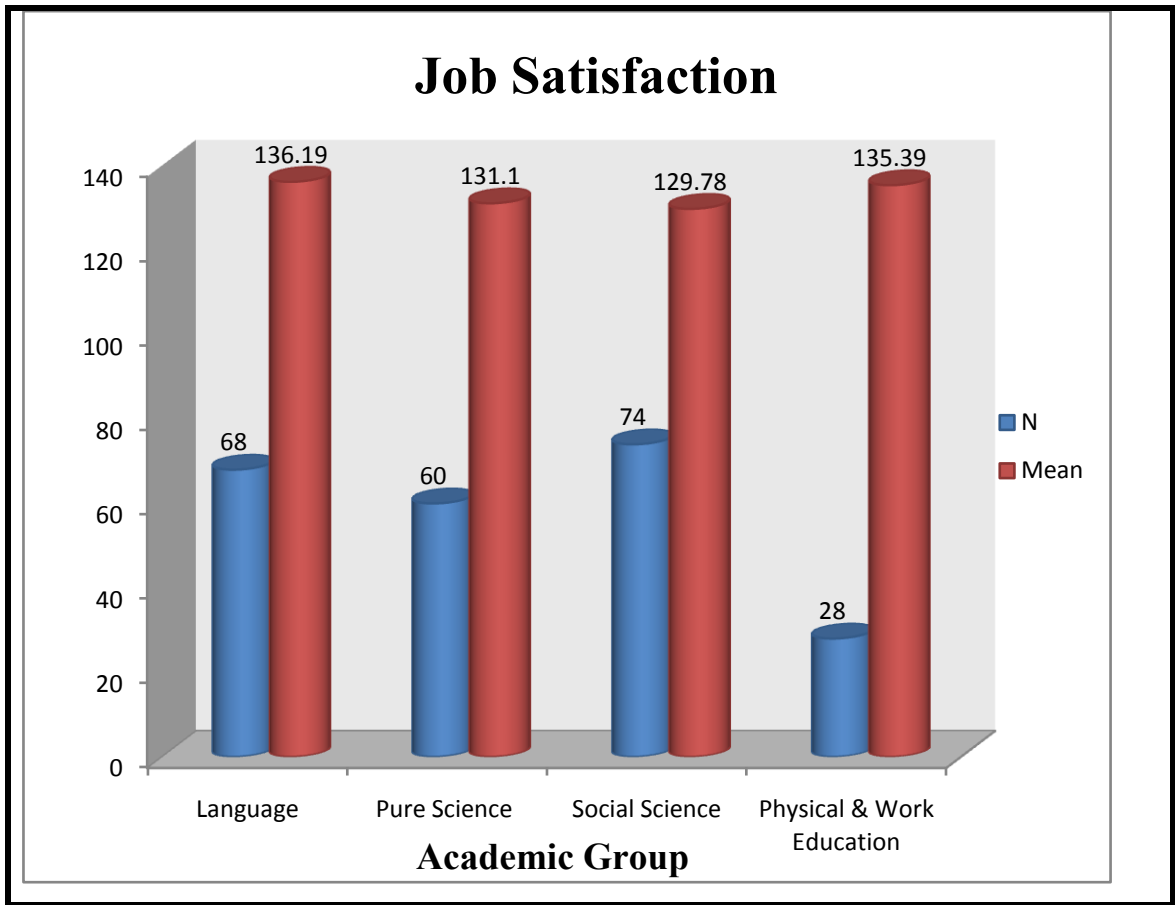
This 't- test' analysis indicates that the 184 permanent teachers had a mean of 132.74 and Standard Deviation (SD) of 16.32 and those teachers who are contractual in secondary education had the mean of 132.57 and SD of 20.74. Here the mean score of permanent teachers (i.e.132.74) is just higher than that of Contractual teachers i.e. 132.57. But to ascertain whether this difference is statistically significant or not the researcher further used

the t-test. Here the computed 't- value' i.e. .06 is less than 1.96, the critical values required to reach 5% level of significance that means it is significant at 0.05 level and  $p < .05$  ( $p = .04$ ). That indicates mean differ significantly at 0.05 levels. Consequently, the null hypothesis can be rejected and as a result, the given difference in sample means being significant can only be attributed to some chance factors or sampling fluctuations.

It can be concluded that there is significant difference in job satisfaction between Permanent and Contractual teachers in secondary education of Howrah district.

**Testing  $H_0$ 7: job satisfaction does not vary due to variation in the academic group secondary school teachers.**

<b>Table No 14A: Showing Academic group wise descriptive statistics of the teachers with respect to Job Satisfaction</b>				
Academic group	Mean	N	Std. Deviation	Std. Error
Language	136.19	68	17.66965	2.142
Pure Science	131.10	60	18.53691	2.393
Social Science	129.78	74	16.22130	1.885
Physical & Work Education	135.39	28	14.79574	2.796
Total	132.7043	230	17.24799	1.137



**Table No 14.B:ANOVA/ F-Test showing comparison of Job satisfaction score among Secondary school teachers with respect to their Academic group**

	Sum of Squares	df	Mean Square	F	Sig.	Remarks
Between Groups	84.924	2	42.462	.142	.868	NS* (P>.05)
Within Groups	68040.972	227	299.740			
Total	68125.896	229				

NS\*=Not significant



## Interpretation

Table no 8 showed that first of all descriptive statistics were used to ascertain the mean values and the result revealed that Job Satisfaction among Secondary school teachers with Academic Group as a Language mean of 136.19, Pure Science mean of 131.10, Social Science mean of 129.78 and Physical & Work Education mean of 135.39 respectively. This initial Descriptive Statistics show that differences exist among different academic group. But in order to ascertain whether statistically significant differences exist between Job Satisfaction among Secondary school teachers with varying Academic Group the researcher further employed ANOVA or F-test. The independent variable tested here Academic Group with four categories namely Language, Pure Science, Social Science and Physical & Work Education and dependent variable tested here is Job Satisfaction among Secondary School Teachers. They were computed and the result showed that no significant differences found in Job Satisfaction among Secondary teachers with regard to their Academic Group as here the calculated  $F=.142$ ,  $p >.05$  as  $p= .868$ . In other words, from the result, it can be concluded that there is no significant difference in Job Satisfaction among secondary school teachers with regard to their Academic Group.

**Testing  $H_0$ 8: There is no significant difference between male and female school teachers with -respect to life satisfaction in secondary education level.**

<b>Table No.15 : T-Test showing comparison of Life Satisfaction Score among secondary school teachers with respect to Gender</b>									
Gender	N	Mean	S.D	t	df	M.D	Sig.(2 tailed)	Std. Error difference	Remarks
Male	135	21.71	6.37	-.559	228	-.457	.576	.817	NS* ( $P>.05$ level)
Female	95	22.17	5.71						



NS\*=Not Significant

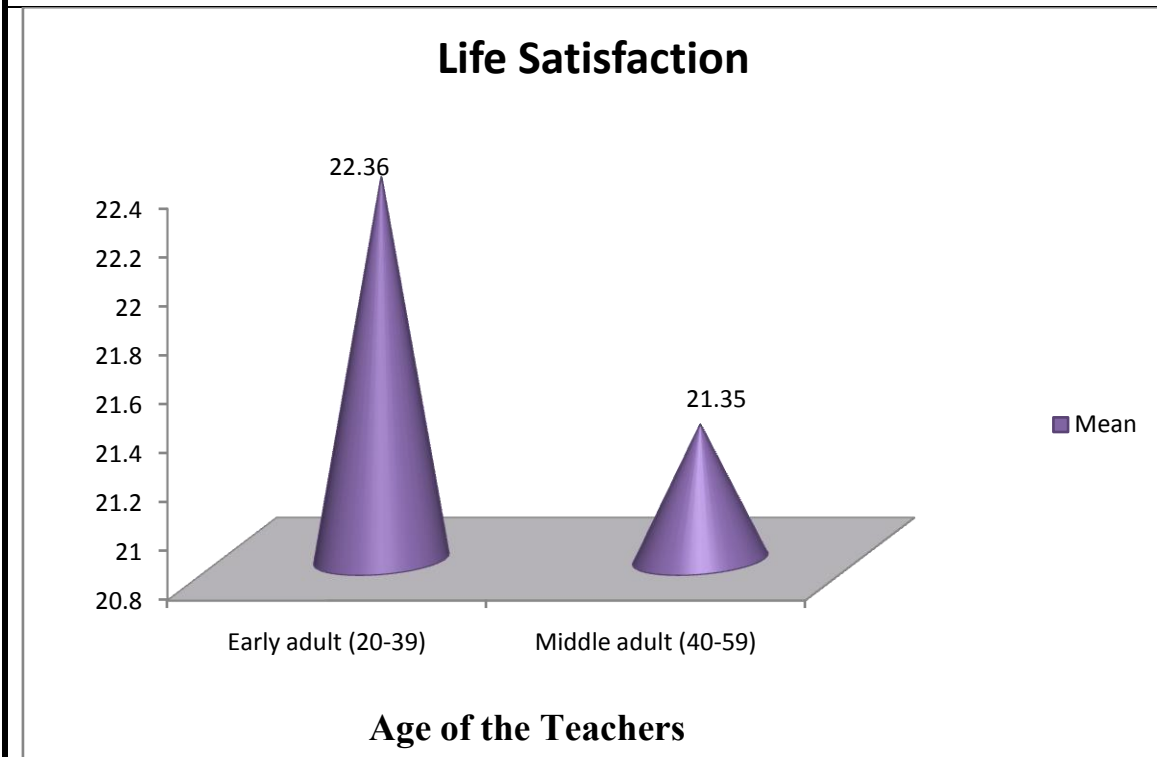
#### Interpretation-:

A look at the above Table reflects that the 135 male had the mean of 21.71 and Standard Deviation (SD) of 18.07 and the 95 female had a mean of 22.17 and SD of 5.71. Here the mean score of female (i.e.22.17) is just higher than that of male mean i.e. 21.71. But to ascertain whether this difference is statistically significant or not the researcher further used the t-test. Here the computed 't- value' i.e. -.559 is less than 1.96, the critical values required to reach 5% level of significance that means it is not significant at 0.05 level. That indicates means did not differ significantly at 0.05 levels. Consequently, the null hypothesis cannot be rejected and as a result, the given difference in sample means being insignificant can only be attributed to some chance factors or sampling fluctuations. Hence, it can be concluded that no significant difference existed in Life Satisfaction among secondary school teachers male and female with regard to their gender.

Testing H<sub>0</sub>9: Age has no significant impact on the life satisfaction among secondary school teachers in Howrah district

**Table No.16 : T-Test showing comparison of Life Satisfaction Score among secondary school teachers with respect to Age**

Age	N	Mean	S.D	t	df	M.D	Sig.(2 tailed)	Std. Error difference	Remarks
Early adult	124	22.36	6.06	1.28	228	1.01	.214	.805	NS* (p>.05)
Middle adult	106	21.35	6.12						



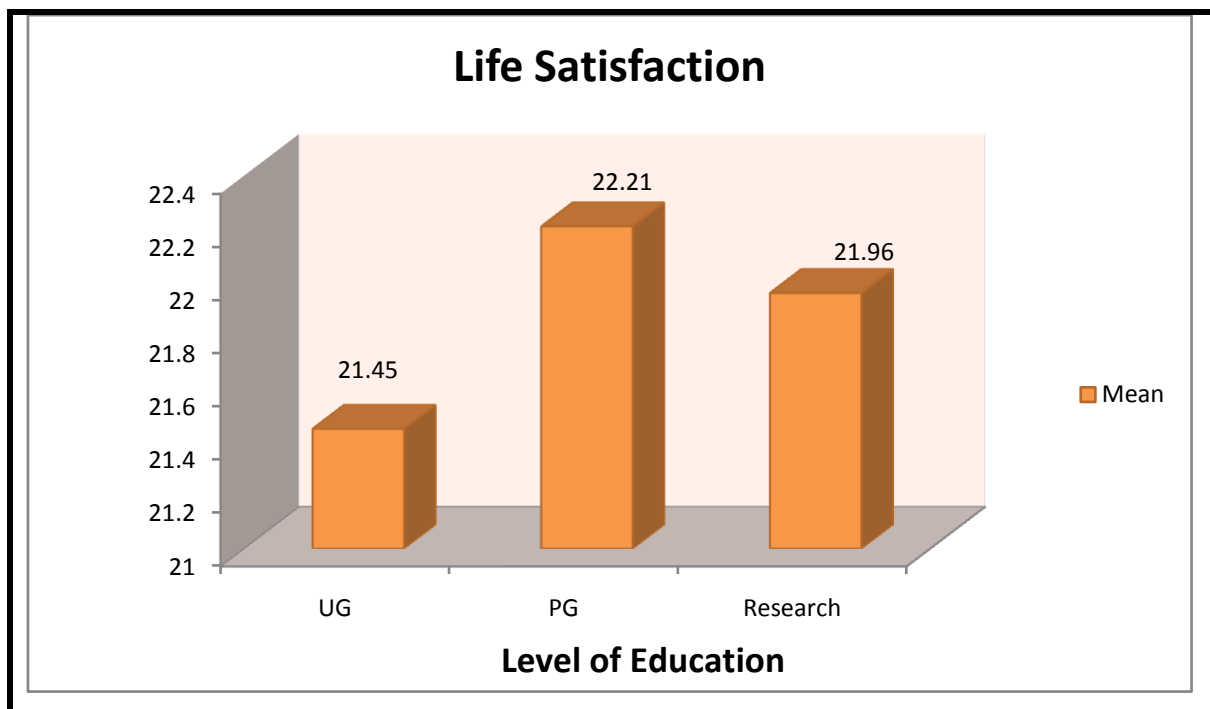
NS\*=Not Significant

## Interpretation

A look at the above table this 't- test' analysis indicates that the 124 early adult teachers had the mean of 22.36. and Standard Deviation (SD) of 6.06 and the middle adult age teachers had a mean of 21.35. and SD of 6. 12. Here the mean score of early adult teachers (i.e.22.36) is just greater than that of middle adult teachers i.e. 21.35. But to ascertain whether this difference is statistically significant or not the researcher further used the t- test. Here the computed 't- value' i.e. 1.28 is less than 1.96, the critical values required to reach 5% level of significance that means it is not significant at 0.05 level. That indicates mean did not differ significantly at 0.05 levels. Consequently, the null hypothesis cannot be rejected and as a result, the given difference in sample means being insignificant can only be attributed to some chance factors or sampling fluctuations. Hence, it can be concluded that there is no significant difference in Life satisfaction between early adult and middle adult age teachers.

**Testing H<sub>0</sub>10: Life Satisfaction among secondary school teachers is free from the influence of their Level of Education**

Level of Education	N	Mean	Std. Deviation	Std. Error
UG	86	21.453	6.519	.703
PG	119	22.210	5.960	.546
Research	25	21.960	5.303	1.060
Total	230	21.900	6.095	.401



**Table No 17.B:ANOVA/ F-Test showing comparison of Life satisfaction score among Secondary school teachers with respect to their Level of Education**

	Sum of Squares	df	Mean Square	F	Sig.	Remarks
Between Groups	28.678	2	14.339	.384	.682	NS* (p>.05)
Within Groups	8480.022	227	37.357			
Total		229				

**NS\*=Not Significant**

**Interpretation-:**

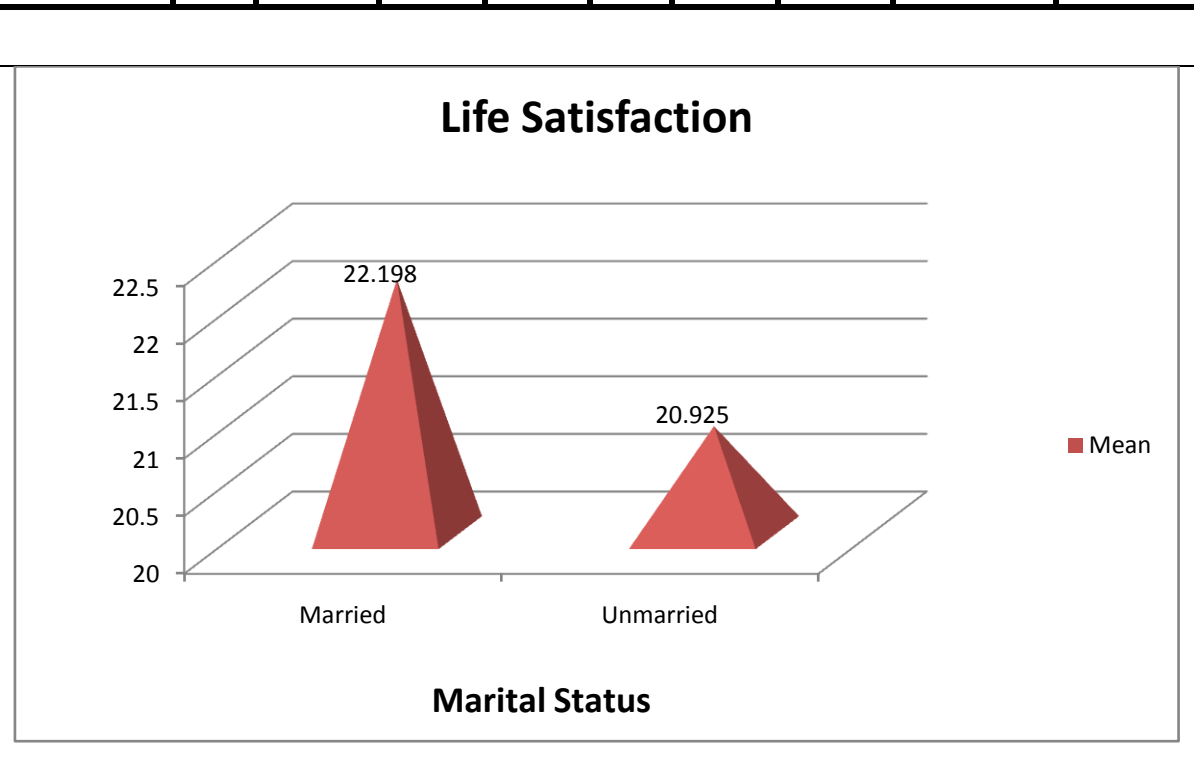
The above table result revealed that Life Satisfaction among secondary school teachers with Level of Education as a UG mean of 21.453, P.G mean of 22.210 and Research mean of 21.960 respectively. This initial Descriptive Statistics show that differences exist among different level of education among teachers. But in order to ascertain whether statistically significant differences exist between Life Satisfaction among secondary school teachers with varying level of education, the researcher further employed ANOVA or F-test. The

independent variable tested here Level of Education with three categories namely UG, PG and Research and dependent variable tested here is Life satisfaction among secondary school teachers. They were computed and the result showed that no significant differences found in Life Satisfaction among Secondary school teachers with regard to their level of education as here the calculated  $F=.384$ ,  $p > .05$  as  $p= .682$ , In other words, from the result, it can be concluded that there is no significant difference Life Satisfaction among secondary school teachers with regard to their Level of Education.

**H<sub>011</sub>: There is no significant difference between married and unmarried teachers with respect to Life satisfaction in secondary education level.**

**Table No.18 : T-Test showing comparison of Life Satisfaction Score among secondary school teachers with respect to Marital Status**

Marital Status	N	Mean	S.D	t	df	M.D	Sig.(2 tailed)	Std. Error difference	Remarks
Married	176	22.198	6.154	1.345	228	1.272	.180	.946	NS* ( $p > .05$ )
Unmarried	54	20.925	5.849						



**NS\*=Not Significant**

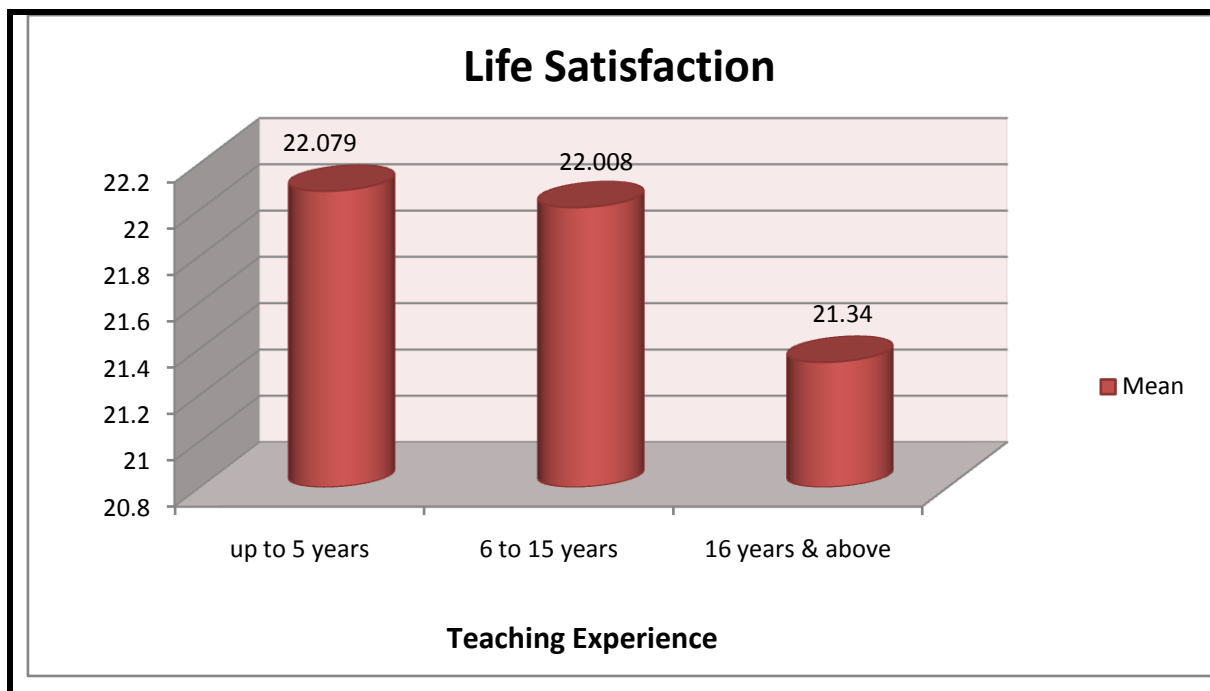
### **Interpretation-:**

A look at the above Table reflects that the 176 married teachers had the mean of 22.198 and Standard Deviation (SD) of 6.154 and the 54 unmarried teachers had a mean of 20.925 and SD of 5.849. Here the mean score of married teachers (i.e.22.198) is just higher than that of unmarried mean i.e. 20.925. But to ascertain whether this difference is statistically significant or not the researcher further used the t-test. Here the computed 't- value' i.e.1.345 is less than 1.96, the critical values required to reach 5% level of significance that means it is not significant at 0.05 level. That indicates means did not differ significantly at 0.05 levels. Consequently, the null hypothesis cannot be rejected and as a result, the given difference in sample means being insignificant can only be attributed to some chance factors or sampling fluctuations. Hence, it can be concluded that no significant difference existed in Life Satisfaction among secondary school teachers with regard to their marital status.

**H<sub>0</sub>12: Life satisfaction does not vary due to variation in the teaching experience among secondary school teachers.**

**Table No 19A: Showing Teaching Experience wise descriptive statistics of the teachers with respect to Life Satisfaction**

Teaching Experience	N	Mean	Std. Deviation	Std. Error
Up to 5 years	63	22.079	5.492	.692
6-15 years	123	22.008	6.376	.574
15 years & above	44	21.340	6.213	.936
Total	230	21.900	6.095	.401



**Table No 19.B:ANOVA/ F-Test showing comparison of Life satisfaction score among Secondary school teachers with respect to their Teaching Experience**

	Sum of Squares	df	Mean Square	F	Sig.	Remarks
Between Groups	17.219	2	8.609	.230	.795	NS* ( $p > .05$ )
Within Groups	8491.481	227	37.407			
Total		229				

NS\*=Not significant

**Interpretation-:**

Here first of all descriptive statistics were used to ascertain the mean values and the result revealed that Job satisfaction among secondary school teachers with Teaching experience as up to 5 years mean of 22.079, 6 to 15 years mean of 22.008 and 16 years & above mean of 21.340 respectively. This initial Descriptive Statistics show that differences exist among different teaching experience. But in order to ascertain whether statistically significant differences exist between Job satisfactions among secondary school teachers with varying Teaching Experience the researcher further employed ANOVA or F-test. The independent

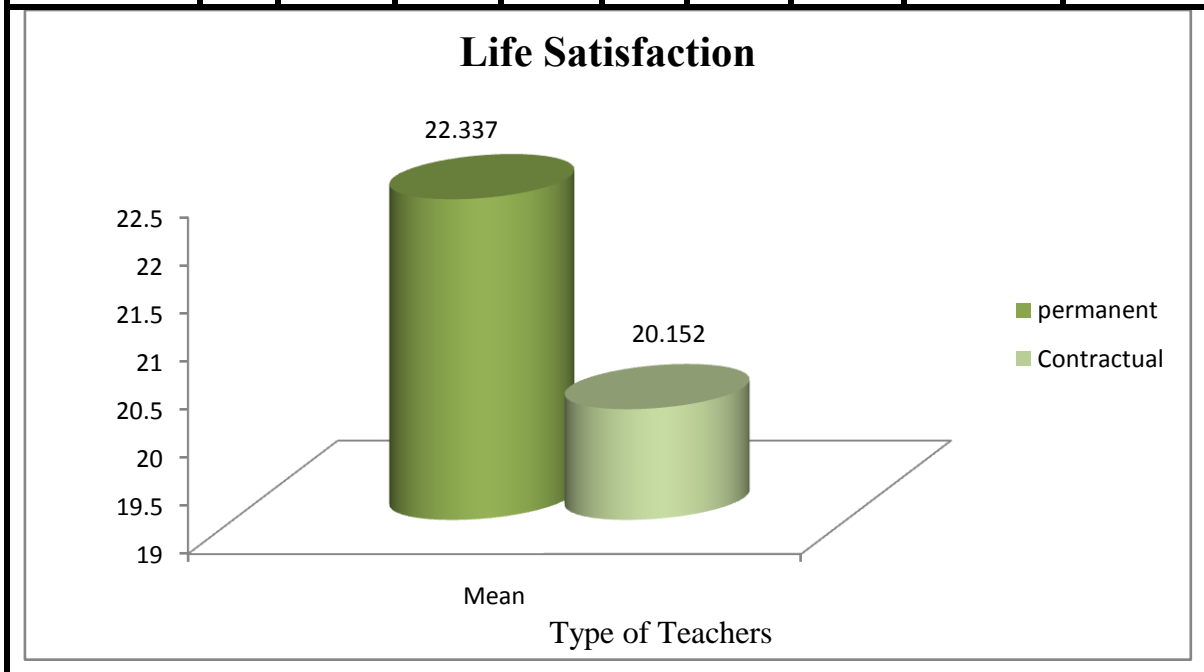


variable tested here Teaching experience with three categories namely up to 5 years, 6 years to 15 years and 16 years & above , dependent variable tested here is Life satisfaction among secondary teachers. They were computed and the result showed that no significant differences found in Life Satisfaction Score among Secondary school teachers with regard to their Teaching Experience as here the calculated  $F=.230$ ,  $p >.05$  as  $p= .795$ . In other words, from the result, it can be concluded that there is no significant difference in Life Satisfaction among Secondary school teachers with regard to their Teaching experience.

**H<sub>0</sub>13: Life satisfaction of secondary school teachers is free from the influence of their Type of teacher.**

**Table No.20 T-Test showing comparison of Life Satisfaction Score among secondary school teachers with respect to type of teacher**

Type of Teacher	N	Mean	S.D	T	df	M.D	Sig.(2 tailed)	Std. Error difference	Remarks
permanent	184	22.337	6.094	2.192	228	2.184	.029	.996	S* (p<.05)
Contractual	46	20.152	5.84						



**S\*=significant**

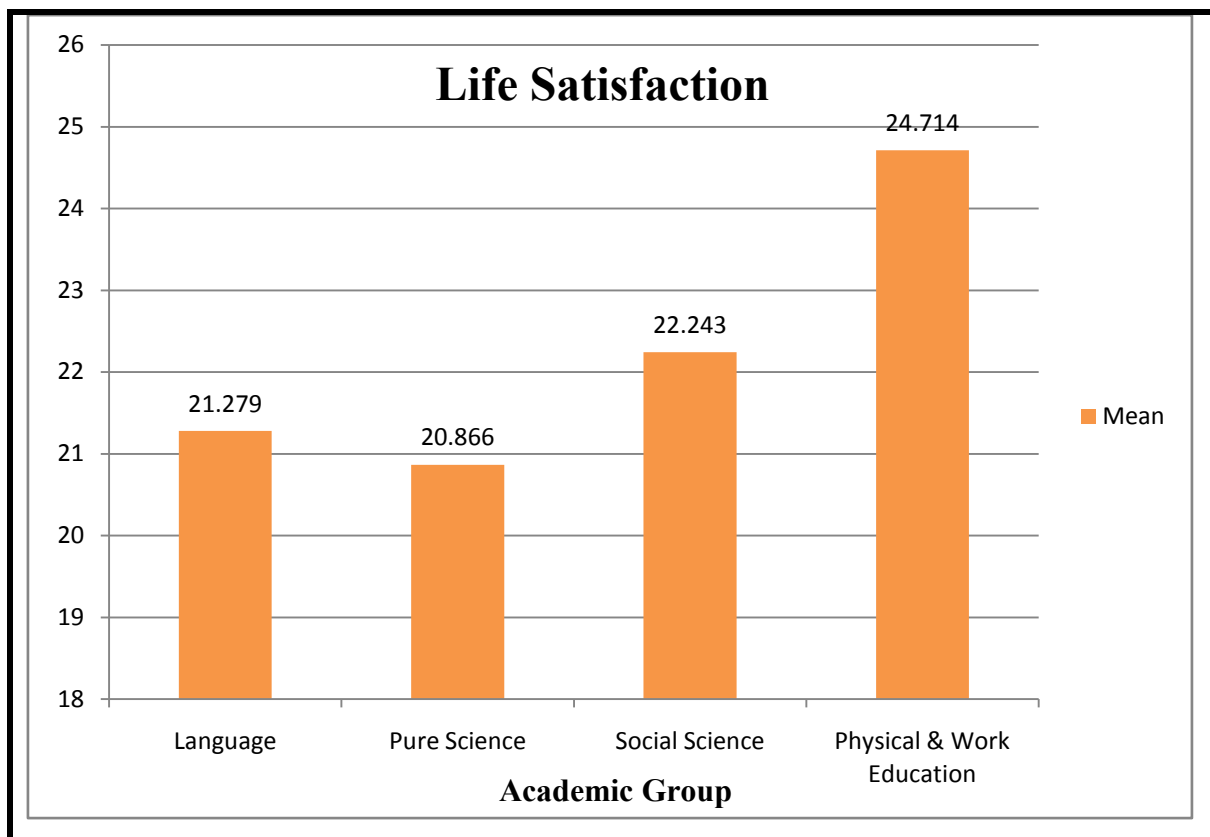
### Interpretation-:

This 't- test' analysis indicates that the 184 permanent teachers had a mean of 22.337 and Standard Deviation (SD) of 6.094 and those teachers who are contractual in secondary education had the mean of 20.152 and SD of 5.84. Here the mean score of permanent teachers (i.e.22.337) is just higher than that the mean of Contractual teachers i.e. 20.152. But to ascertain whether this difference is statistically significant or not the researcher further used the t-test. Here the computed 't- value' i.e. 2.192 is greater than 1.96, the critical values required to reach 5% level of significance that means it is significant at 0.05 level and  $p < .05$  ( $p = .029$ ). That indicates mean differ significantly at 0.05 levels. Consequently, the null hypothesis can be rejected and as a result, the given difference in sample means being significant can only be attributed to some chance factors or sampling fluctuations.

It can be concluded that there is significant difference in Life satisfaction between Permanent and Contractual teachers in secondary education of Howrah district.

**Testing  $H_0$ 14: Life satisfaction does not vary due to variation in the academic group secondary school teachers.**

Academic Group	N	Mean	Std. Deviation	Std. Error
Language	68	21.279	6.202	.752
Pure Science	60	20.866	6.964	.770
Social Science	74	22.243	6.905	.686
Physical & Work Education	28	24.714	6.980	1.130
Total	230	21.900	6.095	.401



**Table No 21.B:ANOVA/ F-Test showing comparison of Life satisfaction score among Secondary school teachers with respect to their Academic Group**

	Sum of Squares	df	Mean Square	F	Sig.	Remarks
Between Groups	320.740	3	106.913	2.951	.034	S* (p<.05 level)
Within Groups	8187.960	226	36.230			
Total						

**S\*=Significant**

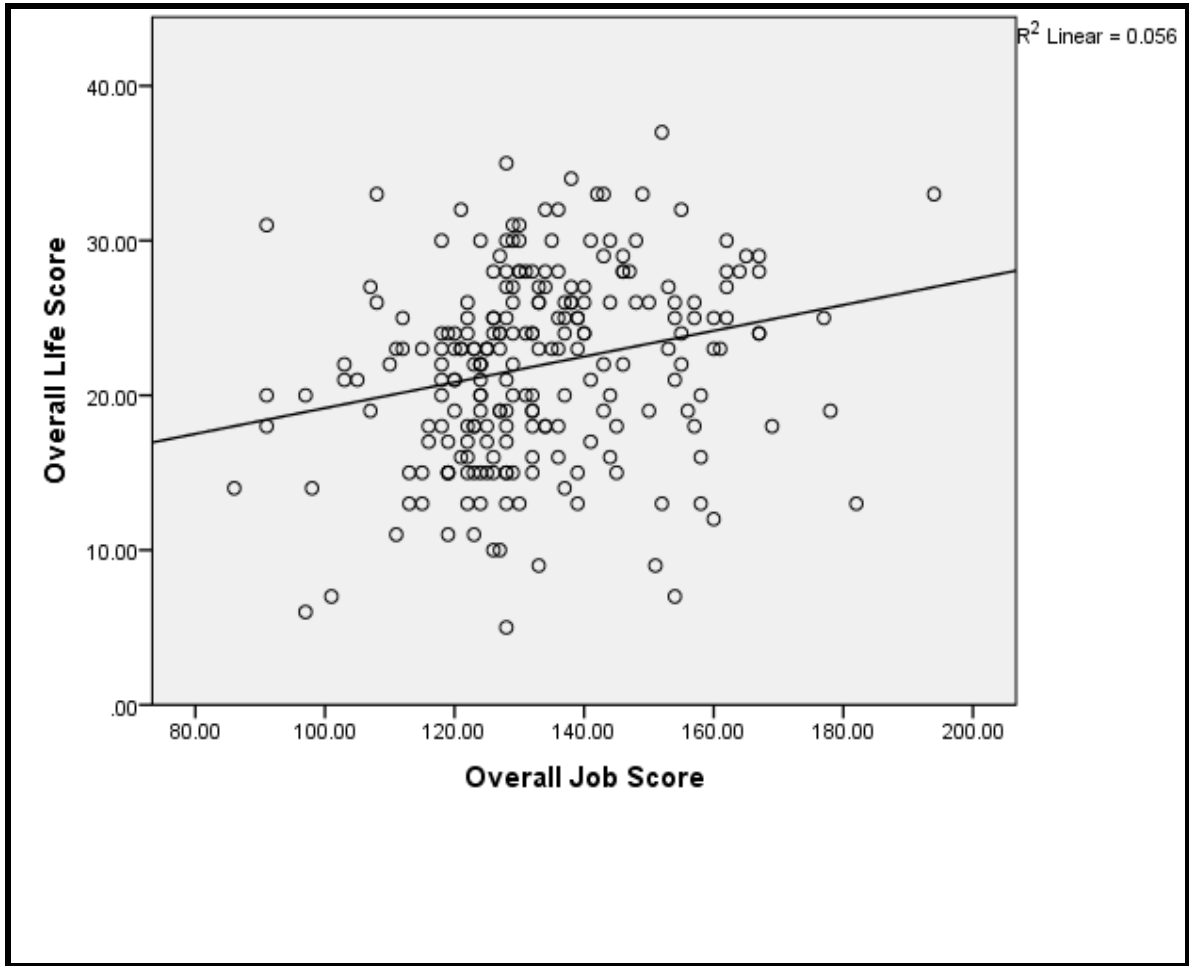
**Interpretation-:**

Here first of all descriptive statistics were used to ascertain the mean values and the result revealed that Life satisfaction among secondary school teachers with Academic Group as a Language mean of 21.279, Pure Science mean of 20.866, Social Science mean 22.243 and Physical & Work education mean of 24.714 respectively. This initial Descriptive Statistics

show that differences exist among different academic group. But in order to ascertain whether statistically significant differences exist between Life satisfactions among secondary school teachers with varying Academic group the researcher further employed ANOVA or F-test. The independent variable tested here Academic group with four categories namely Language, Pure Science, Social Science and Physical & Work Education and dependent variable tested here is Life satisfaction among secondary teachers. They were computed and the result showed that significant differences found in Life Satisfaction Score among Secondary school teachers with regard to their Academic Group as here the calculated  $F=2.951$ ,  $p < .05$  as  $p = .034$ . In other words, from the result, it can be concluded that there is existed significant difference in Life Satisfaction among Secondary school teachers with regard to their Academic Group.

**Testing  $H_0$ 15: There is no significant correlation between job satisfaction and life satisfaction among secondary school teachers in Howrah district.**

<b>Table-22:-correlation between Overall job and Overall life Score</b>						
	N	Mean	Std. Deviation	Sig.(2 tailed)	Pearson Correlation	Remarks
Overall Job satisfaction Score	230	132.70	17.24	.000	.236**	S** ( $P > .01$ level)
Overall Life Satisfaction Score		21.90	6.09			
Figure No.4: Representing Scatter Diagram for showing the correlation between job and life						



**S\*=Significant**

**Interpretation:-**

From the above table It is concluded that a low positive and significant correlation is found between Job Satisfaction and Life Satisfaction of the secondary school teachers of Howrah district, in other words, as job satisfaction increased, life satisfaction increased as well, as coefficient of correlation was 0.236 and  $p > .01$ .

# CHAPTER V

## MAJOR FINDINGS AND DISCUSSION

## **CHAPTER-V**

### **MAJOR FINDINGS AND DISCUSSION**

#### **5.1.0 Introduction**

This present chapter of “Major Findings and Conclusion” is concerned with the conclusive features of the entire study. The analysis and interpretation of data of the previous chapter, led the researcher towards this conclusive phase. The final or concluding aspects of the study has been described in this chapter in a very brief manner. But while description has been made in this chapter due care has been taken to include all the significant features of the conclusion, otherwise there would be the miss in the charm of the practicability of the study. However, the content materials of the present chapter has been categorized under five broad heads namely Major Findings of the Study, Discussion and Conclusion of The Results, Implication of the Study, Limitation of the Study, Suggestions for Further Study.

#### **5.2.0 Major Findings of the Study**

As per the analysis and interpretations, the following findings were drawn

##### **5.2.1 Overall Job Satisfaction Levels of Secondary school teachers**

1. Out of total 230 teachers it is found that 22.6% teachers are satisfied , 72.6% teachers are moderate satisfaction and almost negligible percentage of teachers (i.e. 4.8%) low satisfaction with their job secondary school teachers in Howrah district.

##### **5.2.2 Overall Life Satisfaction Levels of Secondary school teachers**

2.Out of 230 teachers, it is revealed that cumulatively most of the teachers i.e.31.7% possessed average satisfaction,24.8% possessed below average satisfaction, 21.7% possessed high satisfaction,10.9% possessed very high satisfaction, with their life. Very few teachers i.e.8.3% possessed dissatisfaction and almost negligible percentages of teachers’ i.e.2.6% showed extremely dissatisfaction with their life.

**5.2.3. Comparison the job satisfaction of teachers of secondary education level with respect to their gender, age, Level of Education, Marital Status, Teaching Experience, Type of Teacher and academic group;**

3. It was found that Gender had no significant influence on the Job Satisfaction of secondary education teachers.

4. Age wise no significant difference was found in Job Satisfaction among Secondary school teachers.

5. There was no significant difference found in job satisfaction among secondary school teachers with respect to level of education.

6. No significant difference found between married and unmarried teachers in secondary education level with respect to job satisfaction.

7. Teaching experience wise no significant difference was found in Job Satisfaction among secondary school teachers.

8. Significant difference found between permanent and contractual teachers in secondary education with respect to Job Satisfaction.

9. There was no significant difference found in Job Satisfaction among secondary school teachers with respect to academic group.

**5.2.4. Comparison the Life satisfaction of teachers of secondary education level with respect to their gender, age, Level of Education, Marital Status, Teaching Experience, Type of Teacher and academic group;**

10. It was found that Gender had no significant influence on the Life Satisfaction of secondary education teachers.

11. Age wise no significant difference was found in Life Satisfaction among Secondary school teachers.



12. There was no significant difference found in Life satisfaction among secondary school teachers with respect to level of education.

13. No significant difference found between married and unmarried teachers in secondary education level with respect to Life satisfaction.

14. Teaching experience wise no significant difference was found in Life Satisfaction among secondary school teachers.

15. Significant difference found between permanent and contractual teachers in secondary education with respect to Life Satisfaction.

16. Academic group wise significant difference found in Job Satisfaction among secondary school teachers.

### **5.2. 5 Relationship between Job Satisfaction and Life satisfaction**

17. It was concluded that a low positive and significant correlation was found between Job Satisfaction and life satisfaction among secondary school teachers, as coefficient of correlation was 0.236 and  $p > .01$ .

### **5.3.0 Educational Implications of the Study**

This study has great educational implications. Some of these are as follows:

i. Present study implicated for educational planners, administrators, teachers and above all the field like teaching. Medical, law, et field.

ii. Special attempt should be taken to develop overall job and life satisfaction among teachers of secondary level education.

iii. Attempts should be taken to encourage job involvement to make the teachers satisfy with maintaining the balance between job and life.

iv. The study is important because it helps to improve the teaching quality and life satisfaction of teachers.

v. The study also helps the teacher to develop teaching effectiveness among teachers.

vi. This study helps the teacher about active participation in teaching profession

#### **5.4.0 Limitations of the Study**

This project has been conducted in short period of time and it is not possible to undertake research on all areas of the problem. Therefore, it was necessary to limit the problem for Convenience as state below-:

1. The present study was conducted only at High school level. It was not extensive and “in depth” study.
2. The study could not cover large number of sample size hence the result may not be generalized for all secondary education teachers in Howrah district.
3. The study could not cover teachers from all secondary school of either Howrah district in West Bengal.
4. The sample of the study did not cover different medium board of teachers like CBSE and ICSE board etc.
6. Due to lack of time, the researcher cannot study more than two dependent variables.
7. The study did not cover all discipline (like management, accountancy, law, medical course. Journalism, Art, Music, Film Studies. etc.)
8. The study did not cover different type of schools like Railway, military school etc.
9. The study could not cover teachers of all types and levels of school.

#### **5.5.0 Suggestions for Further Study**

This study indicates the need for conducting researches on the following lines to estimate a Concrete generalization:

1. Studies may be conducted covering teachers from all schools of either Howrah district or West Bengal.
2. Studies may be conducted with large number of secondary school teachers.

3. Studies may be conducted of different board of teachers like, CBSE, ICSE etc
4. Studies can be conducted by many districts in west Bengal.
5. Studies can be conducted in different type of field like law college, medical, MBA, Cultural Institution etc.
6. Studies can be conducted on all types of religion, locality and caste belonging teachers in different part of West Bengal.
7. Studies can be conducted by using specially constructed standardized tools can be prepared to assess different aspects of job and life satisfaction with regard to the selected sample and context of culture.
8. Studies can be conducted focusing on different dimensions or factors are predictors of job satisfaction or dissatisfaction.
9. Studies may be also conducted focusing on different dimension or factors of Life satisfaction or dissatisfaction.
9. The present study has been conducted on an English Medium school of rural and urban setting. But this type of study may be extended to many regional language medium school as well as schools having differential backgrounds like semi-urban setting, etc.

### **5.6.0 Discussion of the Result**

#### **Job Satisfaction**

- i. It was found that out of 230 teachers, 167 teachers were having moderate satisfaction comprising 72.6%, 52 teachers were high satisfaction with their job and 11 teachers were low satisfaction with their job.
- ii. There is no significant difference existed in Job Satisfaction of secondary school teachers with respect to their respect to their gender, age, Level of Education, Marital Status, Teaching Experience, Type of Teacher and academic group. With regard to gender this study was supported by Goli,(2018), Bhat(2018),Nigama(2018), Kumar & Rajendran(2015); Contradicted by Kumar,A.C

(2016), AsifIqbal(2014),Massey(2011) showed that there was no significant difference among secondary school teachers in their job satisfaction with regard to sex. With respect to Teaching experience this study contradicted by Parasuraman et al.(2009). Supported by Popoola and Oluwole (2007),Venkata & Rao(2015). With respect to age, this study supported by the researcher Venkata & Rao(2015) & Kumar&Rajendram(2015;), contradicted by Farah Deeba Chughati and Uzma Perveen(2013).With regard to Level of education wise no significant difference found by syed sohali imam(1990) & contradicted by Farah DeebaChughati and UzmaPerveen(2013). With respect to Marital status this study supported by the researcher Kumar & Rajendran,2015; contradicted by Basu(2009).With regard to teaching experience, this study supported by Goli, S. (2018). With regard to Academic Group Supported by Kumar,A.C( 2016) and contradicted Kumar & Rajendran (2015).

### **Life satisfaction**

- i. It was found that out of 230 teachers, 73 teachers were having average satisfaction comprising 31.7%, 57 teachers were satisfied comprising 24.8% ,50 teachers were having high satisfaction comprising 21.7%, 25 teachers were having very high satisfaction comprising 10.9 ,19 teachers were having dissatisfaction comprising 8.3% and only 6 teachers were only extremely dissatisfied with .their life .
- ii. It was found that there was no significant difference in Life Satisfaction among secondary school teachers with respect to their to their gender, age, Level of Education, Marital Status, Teaching Experience, Type of Teacher and academic group. With regard to gender kumar,A.C (2017),Kumar munesh,(2014) and Contradicted by George,(2016), TÜRKÖĞLU & ÖZBEY(2014),Demirel (2014).With regard Teaching experience supported by George(2016) Muthamizhselvan&kumar,2017). marital status did not differ significantly respect to life satisfaction supported by Demirel,2014; Age and marital status does not influence on life satisfaction, this findings supported by Erdamar and Demirel(2016).

### **Job and Life correlation**

It was found that positive relationship between job satisfaction and life satisfaction, supported by Bonebright, Clay & Ankenman, 2000; Perrone, Webb & Jackson, 2007. Since employees spend most of their time at work place and consider work as the center of life, job satisfaction affects life and therefore increased job satisfaction increases life satisfaction (Rain, Lain & Stainner, 1991; Rode, 2004 ).

# CHAPTER VI

## SUMMERY OF THE STUDY

## SUMMARY OF THE STUDY

### 6.1.0 Rational of the Study:-

After going through and reviewing various related literature which are given in details separately in the second chapter of this dissertation entitled as “Review of Related Literature”, the researcher drawn the following rationale to undertake the present study.

School is a miniature of society, where students acquire knowledge, experience and skill. Secondary education level is very important stage in school education system as it is a link between the elementary and higher education. Teacher is the second mother of the students, who bring out best in them and encourage learning new things and helps to become a good citizen of the country. The teachers role is not only delimited by students’ life but also great role in the development of society and country. A teacher will get successful his/her profession when he/she satisfied with his/her job and life.

Bhat (2018) revealed that there is no significant difference between male and female high school teachers in job satisfaction. The results also indicated that there is no significant difference between high school teachers working in Govt. and private sector in job satisfaction and also states that there is significant interaction effect of sex with type of institute/school on job satisfaction. Goli (2018) showed that. Government, urban working teacher educators have higher level of job satisfaction. Gender, methodology and experience of teacher educators did not influence the job satisfaction of the Teacher educators. Kemunto et al(2018). It was found that significant difference of public secondary school teachers in job satisfaction with respect to marital status. Mochech et al(2018) concluded that the Teachers’ Service Commission should consider recruiting more female teachers given that the female teachers enjoyed a relatively higher job satisfaction compared to the males. Nigama,K & Selvabaskar,S et al(2018) stated that there was no significant difference in their level of satisfaction irrespective of gender. Kumar & Singh (2017) showed that a significant interactional effect of caste category on job satisfaction while there was a significant difference among the caste category on job satisfaction. However, there was no significant difference between male and female teachers on job satisfaction. Praharaj, L (2017) showed that the study revealed that there is

no significant difference in the level of satisfaction of male and female teachers and Govt. and Private school teachers. Bhakta, K (2016) found that there was no significant difference among the teachers in their job satisfaction level on the basis of the gender and training status but there was a significant difference among the primary school teachers in their job satisfaction level on the basis of their teaching experience. Blessing et al (2016) showed that marital status has influence on the job performance of secondary school teachers in Edo State. Kumar, A.C (2016) revealed that average level of job satisfaction among all teachers and there is significant difference existed towards gender and other category of locality of school, type of management, medium of instruction. Teaching stream does not differ towards job satisfaction of higher secondary school teachers. Msuya (2016) found that the socio-economic and demographic factors ( gender, age working experience) was statistically significant and have a potential strength in designing job satisfaction model which accounts for job satisfaction challenges among teachers in public secondary schools in Tanzania. Buragohain & Hazarika (2015) showed that happiness is closely associated with job satisfaction. A happy teacher possesses high job satisfaction and a teacher having high job satisfaction is happier. Kumar, A (2015) revealed that significant differences is found in satisfaction level of female teachers in relation to facilities provided by Government and private schools. Kumar & Rajendran(2015) The results indicate that there is no significant difference among higher secondary teachers with regard to the background variables namely gender, marital status, age group of the higher secondary teachers, subject handled by them, type of school, nature of school and locality of school. Kumar, Senthil (2015) found that Gender has a bearing on the level of job satisfaction of higher secondary school teachers. There is no significant difference in the job satisfaction of schools with respect to the locality. Age has no bearing on the level of job satisfaction of higher secondary school teachers. Sukhla(2015) the study revealed that Govt. Schools' teachers have more job satisfaction than that of self-financed schools and Science Stream's Teachers enjoy more job satisfaction than that of general streams. Experience of the teachers has little to do with job satisfaction. Venkata & Rao (2015) stated that there was no significant difference in job satisfaction between male and female teachers of secondary school. Secondary school senior teachers have more job satisfaction than junior teachers ( age). Government secondary school teachers are more satisfied with regard to their job is



compared to private secondary school teachers. Iqbal & Akhtar(2014) suggested that female teachers were more satisfied with work and supervision aspects of job as compared with male teachers. No significant difference was found in the job satisfaction between science & arts and urban & rural school teachers. Age and work experience did not explore the job satisfaction difference in teachers. Khalf Ibnian (2014) revealed that the overall level of job satisfaction among EFL teachers is high. However, female teachers showed a higher level of job satisfaction than male teachers. The researchers recommend improving conditions of teachers of public schools so as to gain a higher level of job satisfaction and improve outcomes of the teaching-learning process. Liza Watti Abas & Hairul Nurasyikin (2014) revealed that the salaries and workload factors were at a high level in influencing the job satisfaction among the respondents. Meanwhile, the length of service factor was at an average level. Amaka S. Obineli(2013) showed that there was no significant difference between male and female teachers in their perception of salary as a factor affecting job satisfaction. Also, there was no significant difference between experienced and less experienced teachers in their perception of promotion as a factor affecting job satisfaction. But the results revealed a significant difference between married and unmarried teachers in their perception of work environment as a factor affecting job satisfaction. Farah Deeba Chughati and UzmaPerveen (2013) found that there is no significant difference in job satisfaction of teachers respect to their qualification and teaching experience and type of school. Ganai & Ali (2013) showed that the senior higher secondary school teachers are more satisfied with regard to their job than Junior Higher secondary teachers. The science teachers are more satisfied with regard to their job than Social Science Higher Secondary teachers. Ghosh,M (2013) noted that para, female, govt. school and under graduate teachers are more satisfied on their job than the regular, male, private., school and graduate teachers. Tilak & Lalita (2013) The study revealed that there is no significant difference in the level of satisfaction of male and female teachers. Furthermore, it was again revealed that there is no significant difference in the level of satisfaction of Govt. and Private school teachers. Singh & Goyal (2012) concluded that no significant difference was found between the job satisfaction of urban and rural teachers. Thus, it is important to overcome the problem in order to give maximum job satisfaction to teachers. Abdullah,Uli & Parasuraman (2009 ) Showed that male teachers were generally more satisfied than female

teachers. The graduate teachers were more satisfied than non-graduate teachers. The higher ranking teachers were more satisfied than the ordinary teachers while the older teachers were more satisfied than their younger counterparts. Subhdhi (2002) indicated that the female teachers were better satisfied with their teaching profession than their male counterparts. Young teachers belonging to 22-35 years age group were more satisfied with their jobs than elder ones (36-55 years). Another finding of the study is that private teachers were more satisfied with their job than the teachers belonging to aided schools. P. Raj and R.S. Mary (2005) revealed that job satisfaction of Govt. School teachers was not high; no significant difference in job satisfaction between male and female teachers and found no significant difference on the basis of salary, religion and educational qualification among government school teachers of Pondicherry. Imam(1990) show that factors of age ,sex level of education, monthly income and medium of instruction do not lead statistically significant difference in overall job satisfaction of school teachers. Türkoğlu et al (2013) showed that choosing department willingly, educational status of parents, number of siblings and socio economic status are effective variables predicting the life satisfaction of preschool prospective teachers. There is not a significant difference according to type of graduated high school. Jakimiuk (2015) revealed that factors connected with teachers' work which have the biggest impact on their professional satisfaction; Jaidka & Passi(2014) concluded that the significant positive correlation between life satisfactory and teacher effectiveness among teacher educators working in Private aided and unaided colleges of education of Punjab. Toker (2012) showed that among the demographic variables, gender, age, income level, length of service in present university, length of service in higher education, and abroad experience were significantly related to life satisfaction. On the other hand, marital status was not significantly related to life satisfaction of the academicians. Demirel (2013) concluded that the level of job satisfaction among teachers was "good" but not exceptional.. A significant correlation was found between life satisfaction and job satisfaction at the level of 0.001 ( $r = 0.281$ ). Job satisfaction of public teachers and preschool teachers, and life satisfaction of female teachers was found to be higher. Thirumalaichamy (2017)indicated that the demographic variables, gender, designation, type of institution, nature of employment, subject taught and teaching experience was not significantly related to life satisfaction of the college teachers and locality of institution

differ significantly towards of life satisfaction of college teachers. Muthamizhselvan et al (2017) found that the demographic variables, gender, area of school, medium of school, type of school, teaching subject, teaching experience, marital status and type of family was not significantly related to life satisfaction of the secondary school teachers. Kumar (2016) revealed that average level of life satisfaction among higher secondary school teachers and there is no significant towards gender, locality of school, type of management, medium of instruction and teaching stream towards life satisfaction of higher secondary school teachers. Kumar Munesh (2014) showed that there is no significant difference in life satisfaction among teachers with respect to gender and significant difference life satisfaction among teachers with respect to type of institute. Singh (2018) concluded that study also revealed that there is positive relationship between life satisfaction and organizational climate. Mathpal (2018) revealed that there was no significant difference between male and female adults. Yogita (2017) revealed that male teachers are more satisfied in their life and can better manage stress also. It was also revealed that teachers of urban areas shows positively significant relationship between life satisfaction and stress management .George Nisha (2016) showed that that play an integral role in the job and the life satisfaction of secondary school teachers of Baroda and Anand city. Kaur (2014) indicated that a positive correlation between organizational climate and life satisfaction respect to demographical variables (gender and type of school) was found. Dagh and baysal (2017) stated that there exists a significant difference among teachers' perceptions according to their gender, marital status and monthly income. Hasan et al.(2015) revealed that the job style and Grading play important role in Satisfaction of life and social support. Shyim, E. C., & Korb, K. A. (2016) noted that Job satisfaction and meaningful work positively correlated with life satisfaction whereas monthly income had no relationship with life satisfaction. The study therefore recommends an improvement in the working environment of teachers to increase job satisfaction that leads to life satisfaction. Popelkova (2011) concluded that the construct of life satisfaction with emphasis on satisfaction with health. Kirlap and bolkan (2016) found that the candidate teachers have a positive attitude towards the occupation for which they're getting ready and that their life satisfaction levels are high.

From the above discussion it is cleared that though there were various studies on job satisfaction, life satisfaction and their relationship, but still this field remained a fertile area of study. It needs more comprehensive studies. It is also marked that though there were different studies, but in total they gave a mixed result and their result may not be generalized for all contexts. It has been also observed that rare attempts were undertaken to study correlation between job and life among secondary school teachers respect to their Gender, Age, Level of Education, Marital Status, Teaching Experience(as per year basis), Type of Teacher and Academic group. Most of the studies on job and life satisfaction among teachers were conducted in abroad and few studies were conducted in India. Some of studies on life satisfaction were conducted teacher-educators, academician in University level. Again it also observed that no study has been conducted on job and life satisfaction among secondary teachers in West Bengal in general and Howrah district of West Bengal in particular. These research gaps evoked the researcher to undertake a comprehensive study on Job and life satisfaction among secondary school teachers of Howrah district in West Bengal.

### **6.2.0 Statement of the Problem**

Hence, in view of the above research gaps and rationale the problem of the present study can be stated as “JOB AND LIFE SATISFACTION AMONG SECONDARY SCHOOL TEACHERS OF HOWRAH DISTRICT IN WEST BENGAL

### **6.3.0 Operational Definition of the Major Terms Used**

#### **Job Satisfaction**

Job satisfaction is the feeling contentment, which an employee derives from his /her job. It is a result of appraisal that causes one to attain their job values or meet out their basic needs.

#### **Life Satisfaction**

Life satisfaction is the conscious and cognitive judgment of one’s life in which the criteria of judgment are up to the person.

## **Secondary School Teachers**

Secondary school teachers are those who work in high school, where they do not teach their students only information based subject matter oriented knowledge also with help become a good citizen in the society as well as nation. School teachers must possess a teaching license through completion of Graduation and PG with B.ED.

### **6.4.0 Objectives of the study-:**

The present study has been undertaken to achieve the following objectives:

1. To study the overall level of job satisfaction among teachers of secondary education level of Howrah district;
2. To study the overall level of life satisfaction among teachers of secondary education level of Howrah district.
3. To compare the job satisfaction of teachers of secondary education level with respect to their gender, age, Level of Education, Marital Status, Teaching Experience, Type of Teacher and academic group;
4. To analyze the life satisfaction of teachers of secondary education level with respect to their gender, age, Level of Education, Marital Status, Teaching Experience, Type of Teacher and academic group;
5. To study the relationship between job satisfaction and life satisfaction among school teachers of secondary education level in Howrah District.

### **6.5.0 Hypotheses of the Study**

In keeping with the problem formulated and objectives to be tested, the following hypotheses were proposed to be tested:

H<sub>0</sub>1: There is no significant difference between male and female school teachers with respect to job satisfaction in secondary education level.

H<sub>0</sub>2: Age has no significant impact on the job satisfaction among secondary school teachers in Howrah district

H<sub>0</sub>3: Job Satisfaction among secondary school teachers is free from the influence of their Level of Education.

H<sub>0</sub>4: There is no significant difference between married and unmarried teachers with respect to job satisfaction in secondary education level.

H<sub>0</sub>5: Teaching experience is not significant determinant of job satisfaction among secondary school teachers.

H<sub>0</sub>6: Job satisfaction of secondary school teachers is free from the influence of their Type of teacher.

H<sub>0</sub>7: Job satisfaction does not vary due to variation in the academic group secondary school teachers.

H<sub>0</sub>8: There is no significant difference between male and female school teachers with respect to life satisfaction in secondary education level.

H<sub>0</sub>9: Age has no significant impact on the life satisfaction among secondary school teachers in Howrah district

H<sub>0</sub>10: Life Satisfaction among secondary school teachers is free from the influence of their Level of Education.

H<sub>0</sub>11: There is no significant difference between married and unmarried teachers with respect to Life satisfaction in secondary education level.

H<sub>0</sub>12: Life satisfaction does not vary due to variation in the teaching experience among secondary school teachers.

H<sub>0</sub>13: Life satisfaction of secondary school teachers is free from the influence of Type of teacher.

H<sub>0</sub>14: Life satisfaction does not vary due to variation in the academic group of secondary school teachers.

H<sub>0</sub>15: There is no significant correlation between job satisfaction and life satisfaction among secondary school teachers of Howrah district.

### **6.6.0 Delimitation of the study-:**

The study was delimited in the following respect-

1. The present study was delimited to only Howrah District in the state of west Bengal.
2. The study was restricted to 230 secondary school teachers as a sample.
3. The study was delimited to only five community development block namely Bally Jagachha block, Domjur block, Panchla block, Sankrail block and Jagatballavpur block of Howrah sadar Subdivision.
4. The study was delimited to WBBSE board teachers.
5. The study was delimited to only two dependent variable namely “Job satisfaction”, and Life satisfaction,” and seven independent variables like gender, age, level of education, marital status, teaching experience, type of teacher and academic group
6. The present study was delimited to seven background or demographic variables like gender, age, level of education, marital status, teaching experience, type of teacher and academic group.

### **6.7.0 Population and Sample**

The study was carried out in all secondary school teachers of Howrah district in the state of West Bengal. A sample of 230 (Male = 135; Female = 95 ;) was selected from different schools under five community development block namely Bally Jagachha block, Domjur block, Panchla block, Sankrail block and Jagatballavpur block of Howrah sadar Subdivision. Howrah sadar is a subdivision of Howrah district in the state of West Bengal, India. All the representatives were under secondary school teachers. The sample for the present study was drawn on the basis of non-probability sampling by using purposive

sampling. Researcher collected data from those teachers who were available to her at the day of data collection

### **6.8.0 Method of the Study**

The present piece of research was a cross sectional survey-cum- correlation study. It was a Cross sectional survey type of research because in order to assess the level of job satisfaction and life satisfaction among secondary school teachers, the researcher collected data from different dimension of teachers.

### **6.9.0 Tools Used for Data Collection**

In this study to measure the job satisfaction of secondary school teachers a six point Scale namely “Job Satisfaction Survey” was developed by paul E.Spector and standardized & Bengali version translated from English by Mohakud and Parui without any change.. Content Validity was checked by some expert. In this study the researcher also used a standardized scale namely “Satisfaction with Life (SWLS)”developed by Diener, Emmons, Larson and Griffin,( 1985) . Content Validity was checked by some expert

### **6.10.0 Procedure of Data Collection**

After a careful study of operations involved in this study, the researcher used two standardized scale namely, ‘Job satisfaction survey ‘and ‘ Satisfaction with life scale, for obtaining data, she met the teachers of the above mention block area’s different secondary schools of Howrah district in west Bengal, India. For the above mentioned purpose the investigator went to each school. With prior permission of the head teacher, the researcher was introduced with teachers at staff room .She then distributed the scale to each of them and accordingly asked them to give their response by filling up it. While administering the scale the researcher gave a short and meaningful description about the use of the scale and items involved in it. He collected the scale from them after 50 to 60 minutes. However, the total process of data collection organized in 20 to 25days.



### **6.11.0 Techniques Used for Data Analyses**

For analyzing the data here, the researcher used descriptive statistics as well as some inferential statistics these are Pearson correlation, t test, one-way ANOVA, percentage analysis, frequency, Mean, standard deviation.

### **6.12.0 Major Findings**

As per the analysis and interpretations, the following findings were drawn

#### **i. Overall Job Satisfaction Levels of Secondary school teachers**

Out of total 230 teachers it is found that 22.6% teachers are satisfied , 72.6% teachers are moderate satisfaction and almost negligible percentage of teachers (i.e. 4.8%) are low satisfaction with their job of secondary school teachers of Howrah district.

#### **ii. Overall Life Satisfaction Levels of secondary school teachers**

Out of 230 teachers, it is revealed that cumulatively most of the teachers i.e.31.7% possessed average satisfaction, 24.8% possessed below average satisfaction, 21.7% possessed high satisfaction, 10.9% possessed very high satisfaction, with their life. Very few teachers i.e.8.3% possessed dissatisfaction and almost negligible percentages of teachers' i.e.2.6% showed extremely dissatisfaction with their life.

#### **iii. Comparison the job satisfaction of teachers of secondary education level with respect to their gender, age, level of education, marital Status, teaching experience, type of teacher and academic group;**

3. It was found that Gender had no significant influence on the Job Satisfaction of secondary education teachers.

4. Age wise no significant difference was found in Job Satisfaction among Secondary school teachers.

5. There was no significant difference found in job satisfaction among secondary school teachers with respect to level of education.

6. No significant difference found between married and unmarried teachers in secondary education level with respect to job satisfaction.

7. Teaching experience wise no significant difference was found in Job Satisfaction among secondary school teachers.

8. Significant difference found between permanent and contractual teachers in secondary education with respect to Job Satisfaction.

9. There was no significant difference found in Job Satisfaction among secondary school teachers with respect to academic group.

iv. **Comparison the Life satisfaction of teachers of secondary education level with respect to their gender, age, level of education, marital status, teaching experience, type of teacher and academic group;**

10. It was found that Gender had no significant influence on the Life Satisfaction of secondary education teachers.

11. Age wise no significant difference was found in Life Satisfaction among Secondary school teachers.

12. There was no significant difference found in Life satisfaction among secondary school teachers with respect to level of education.

13. No significant difference found between married and unmarried teachers in secondary education level with respect to Life satisfaction.

14. Teaching experience wise no significant difference was found in Life Satisfaction among secondary school teachers.

15. Significant difference found between permanent and contractual teachers in secondary education with respect to Life Satisfaction.

16. Academic group wise significant difference found in Job Satisfaction among secondary school teachers.

v. **Relationship between Job Satisfaction and Life satisfaction**

17. It was concluded that a low positive and significant correlation was found between Job Satisfaction and life satisfaction among secondary school teachers, as coefficient of correlation was 0.236 and  $p > .01$ .

**6.13.0 Educational Implications of the Study**

This study has great educational implications. Some of these are as follows:

- i. Present study implicated for educational planners, administrators, teachers and the different field like teaching. Medical, law etc..
- ii. Special attempt should be taken to develop overall job and life satisfaction among teachers of secondary level education.
- iii. Attempts should be taken to encourage job involvement to make the teachers satisfy with maintaining the balance between job and life.
- iv. The study is important because it helps to improve the teaching quality and increase life satisfaction among teachers.
- v. The study also helps the teacher to develop teaching effectiveness among teachers.
- vi. This study helps the teacher about active participation in teaching profession

**6.14.0 Limitations of the Study**

This project has been conducted in short period of time and it is not possible to undertake research on all areas of the problem. Therefore, it was necessary to limit the problem for Convenience as state below-:

1. The present study was conducted only at High school level. It was not extensive and “in depth” study.
2. The study could not cover large number of sample size hence the result may not be generalized for all secondary education teachers in Howrah district.

3. The study could not cover teachers from all secondary school of either Howrah district in West Bengal.
4. The sample of the study did not cover different medium teachers like CBSE and ICSE board etc.
6. Due to lack of time, the researcher cannot study more than two dependent variables.
7. The study did not cover all discipline (like management, accountancy, law, medical course, Journalism, Art, Music, Film Studies. etc.)
8. The study did not cover different type of schools like Railway, military school etc.
9. The study could not cover teachers of all types and levels of school.

### **6.15.0 Suggestions for Further Study**

This study indicates the need for conducting researches on the following lines to estimate a Concrete generalization:

1. Studies may be conducted covering teachers from all schools of either Howrah district or West Bengal.
2. Studies may be conducted with large number of secondary school teachers.
3. Studies may be conducted of different board of teachers like, CBSE, ICSE etc
4. Studies can be conducted by many districts in west Bengal.
5. Studies can be conducted in different type of schools like law college, medical, MBA, Cultural Institution etc.
6. Studies can be conducted on all types of religion, locality and caste belonging teachers in different part of West Bengal.
7. Studies can be conducted by using specially constructed standardized tools can be prepared to assess different aspects of job and life satisfaction with regard to the selected sample and context of culture.

8. Studies can be conducted focusing on different dimensions or factors are predictors of job satisfaction or dissatisfaction.

9. Studies may be also conducted focusing on different dimension or factors of Life satisfaction or dissatisfaction.

9. The present study has been conducted on an English Medium school of rural and urban setting. But this type of study may be extended to many regional language medium school as well as schools having differential backgrounds like semi-urban setting, etc

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# APPENDIX

## APPENDIX-A (ENGLISH VERSION)

### JOB SATISFACTION SURVEY

Paul E. Spector

Department of Psychology

University of South Florida

Name of the Teacher: Age:	
Educational Qualification: Grad. / Post Grad. /M.Phil / Ph.D	
Marital Status: Married/ Unmarried	
Type of Institute: Govt. /Govt. Aided/ Private	
Gender: Male/Female/ Transgender	
Period of your job:	
Vacancy of Service Status: Permanent/ Temporary/ Para-teacher	
Designation: H.M./ T.I.C./ Asst. Teacher	
Religion: Gen/SC/ST/OBC	Caste:
If you have any B.Ed/PGT/TGT	
Academic Group: Language/ Pure Sc./ Social Sc. / Ph. Edu. , Work Edu.	
Board of Medium: WB/ ICSE/CBSE	

**Instruction:** Below are 36 statements that you may agree or disagree with, using the six rating below indicate your argument with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responding.

PLEASE CIRCLE THE ONE NUMBER FOR EACH  
QUESTION THAT COMES CLOSEST TO REFLECTING  
YOUR OPINION

		Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
1	I feel I am being paid a fair amount for the work I do.	1	2	3	4	5	6
2	There is really too little chance for promotion on my job.	1	2	3	4	5	6
3	My supervisor is quite competent in doing his/her job.	1	2	3	4	5	6
4	I am not satisfied with the benefits I receive.	1	2	3	4	5	6
5	When I do a good job, I receive the recognition for it that I should receive.	1	2	3	4	5	6
6	Many of our rules and procedures make doing a good job difficult.	1	2	3	4	5	6
7	I like the people I work with.	1	2	3	4	5	6
8	I sometimes feel my job is meaningless.	1	2	3	4	5	6
9	Communications seem good within this organization.	1	2	3	4	5	6
10	Raises are too few and far between.	1	2	3	4	5	6
11	Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5	6
12	My supervisor is unfair to me.	1	2	3	4	5	6
13	The benefits we receive are as good as most other organizations offer.	1	2	3	4	5	6
14	I do not feel that the work I do is appreciated.	1	2	3	4	5	6
15	My efforts to do a good job are seldom blocked by red tape.	1	2	3	4	5	6
16	I find I have to work harder at my job because of the incompetence of people I work with.	1	2	3	4	5	6
17	I like doing the things I do at work.	1	2	3	4	5	6
18	The goals of this organization are not clear to me.	1	2	3	4	5	6

		Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
19	I feel unappreciated by the organization when I think about what they pay me.	1	2	3	4	5	6
20	People get ahead as fast here as they do in other places.	1	2	3	4	5	6
21	My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5	6
22	The benefit package we have is equitable.	1	2	3	4	5	6
23	There are few rewards for those who work here.	1	2	3	4	5	6
24	I have too much to do at work.	1	2	3	4	5	6
25	I enjoy my coworkers.	1	2	3	4	5	6
26	I often feel that I do not know what is going on with the organization.	1	2	3	4	5	6
27	I feel a sense of pride in doing my job.	1	2	3	4	5	6
28	I feel satisfied with my chances for salary increases.	1	2	3	4	5	6
29	There are benefits we do not have which we should have.	1	2	3	4	5	6
30	I like my supervisor.	1	2	3	4	5	6
31	I have too much paperwork.	1	2	3	4	5	6
32	I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5	6
33	I am satisfied with my chances for promotion.	1	2	3	4	5	6
34	There is too much bickering and fighting at work.	1	2	3	4	5	6
35	My job is enjoyable.	1	2	3	4	5	6
36	Work assignments are not fully explained.	1	2	3	4	5	6



## APPENDIX-I (BENGALI VERSION)

# চাকুরি সন্তুষ্টি সূচক(Job Satisfaction Scale)

প্রস্তুতকর্তা : পাউল ই. স্পেকটর

মনোবিদ্যা বিভাগ,

দক্ষিণ ফ্লোরিডা বিশ্ববিদ্যালয়

বাংলাসংস্কৃতিতেগৃহিত: ললিত ললিতাভ মহাকুড (সহকারিঅধ্যাপক) এবং তুহিন পাডুই ( স্নাতকোত্তর শিক্ষার্থী)।

শিক্ষা বিভাগ, যাদবপুর বিশ্ববিদ্যালয়(২০১৫)

অনুগ্রহ করে নিম্নলিখিত ক্ষেত্রগুলি পূরণ করুনঃতারিখ.....

নাম.....বয়স.....

শিক্ষাগত যোগ্যতা.....বিবাহিত/অবিবাহিত.....

প্রতিষ্ঠানের নাম.....

প্রতিষ্ঠানেরধরন : সরকারি/ সরকারিসাহায্যপ্রাপ্ত/ বেসরকারি.....

লিঙ্গ: (পুরুষ/মহিল/ অন্যান্য) চাকুরিরবয়সকাল.....।

চাকুরিরধরন : (স্থায়ী/অস্থায়ী/ আংশিক সময়/ ) .....

পদবি(Designation).....

ধর্ম: .....জাতি: .....

অন্যান্য যোগ্যতা (যদি থাকে).....

## নির্দেশনা

পরবর্তী পাতাগুলিতে চাকুরি সন্তুষ্টি সংক্রান্ত কিছু বক্তব্য দেওয়া হয়েছে। এই বক্তব্যগুলির মধ্য দিয়ে বোঝানো হয়েছে আপনি যে চাকুরি করেন সেই চাকুরির প্রতি আপনারমনোভাব কিরূপ।

সূচকে প্রদত্ত বক্তব্য গুলির সঙ্গে আপনি সহমত বা অসহমত কিনা তা জানার জন্য অনুগ্রহ করে যত্ন সহকারে প্রতিটি বক্তব্য দেখুন এবং পড়ুন। আপনার সুবিধার জন্য প্রতিটি বক্তব্যেরছয়টি বিকল্প দেওয়া হয়েছে। যেমন-

১)সম্পূর্ণ অসহমত ২) পরিমিতরূপে অসহমত ৩) সামান্য অসহমত ৪) সামান্য সহমত ৫)পরিমিতরূপে সহমত ৬)সম্পূর্ণ সহমত।আপনার যেটি সবচেয়ে পছন্দের বলে মনে হয়, সেই ঘরে টিক চিহ্ন দিন।

উদাহরন- বাস্তবে আমার চাকুরিতে পদোন্নতির সুযোগ খুবই কম।

যদি আপনি বক্তব্যটির সাথে সম্পূর্ণ সহমত হন, তাহলে ঠিক চিহ্ন দিন সম্পূর্ণ সহমত



লেখা ঘরটিতে।

আপনার মতামতের সম্পূর্ণ গোপনীয়তা বজায় রাখা হবেএবং প্রাপ্ত উপাত্ত(data) শুধুমাত্র গবেষণার কাজেই ব্যবহৃত হবে।

বক্তব্য

সম্পূর্ণ পরিমিতরূপে সামান্য সামান্য পরিমিতরূপে সম্পূর্ণ  
অসহমত অসহমত অসহমত সহমত সহমত সহমত  
১ ২ ৩ ৪ ৫ ৬

১) আমি মনেকরি আমি যে কাজ করি তার জন্য আমায় ন্যায্য বেতন দেওয়া হয়।						
২) বাস্তবে আমার চাকুরিতে পদোন্নতির সুযোগ খুবই কম।						
৩) আমার তত্ত্বাবধায়ক তার কাজে যথেষ্ট নিপুন।						
৪) আমার চাকুরিতে যে সমস্ত সুযোগ সুবিধা পাই তাতে আমি সন্তুষ্ট নই।						
৫) যখন আমি একটা ভালো কাজ করি, আমার প্রাপ্য স্বীকৃতি আমি পাই।						
৬) আমাদের বিভিন্ন নীতি নিয়ম একটা ভালো কাজ করার ক্ষেত্রে জটিলতা সৃষ্টি করে।						
৭) আমি যাদের সঙ্গে কাজ করি তাদেরকে পছন্দ করি।						
৮) আমার কখনো কখনো মনে হয় আমার কাজটা অর্থহীন।						
৯) এই সংস্থার মধ্যে যোগাযোগ ব্যবস্থা যথেষ্ট ভালো মনে হয়।						
১০) আমার চাকুরিতে উন্নতির সম্ভাবনা খুবই কম।						
১১) যারা চাকুরিতে ভালো পারদর্শিতা দর্শায়, তাদের পদোন্নতির সম্ভাবনা উত্তম।						

বক্তব্য

সম্পূর্ণ পরিমিতরূপে সামান্য সামান্য পরিমিতরূপে সম্পূর্ণ  
অসহমত অসহমত অসহমত সহমত সহমত সহমত  
১ ২ ৩ ৪ ৫ ৬

১২) আমার তত্বাবধায়ক আমার প্রতি বিরূপ।						
১৩) বেশির ভাগ প্রতিষ্ঠানের মতোই আমরাও ভালো সুযোগ সুবিধা পাই।						
১৪) আমার মনে হয় না, যে কাজটি আমি করি, সেটি প্রশংসনীয়।						
১৫) সরকারি আদব কায়দার দরুন একটি ভালো কাজ করার জন্য আমার প্রচেষ্টা কদাচিৎ বাধাপ্রাপ্ত হয়।						
১৬) যাদের সংঙ্গে আমি কাজ করি তাদের অপারদর্শিতার জন্য আমার কর্মক্ষেত্রে আমাকে কঠোর পরিশ্রম করতে হয়।						
১৭) আমার কর্মক্ষেত্রে যে কাজ আমি করি তা করতে আমি পছন্দ করি।						
১৮) এই সংস্থার লক্ষ্য আমার কাছে স্পষ্ট নই।						
১৯) আমার সংস্থা আমাকে যে বেতন দেয় সে নিয়ে যখন চিন্তা করি তখন সংস্থাটি সম্পর্কে অপ্রশংসনীয় মনে করি।						
২০) অন্যান্য জায়গার মতন মানুষরাও এখানেও দ্রুত উন্নতি করে।						

বক্তব্য

সম্পূর্ণ পরিমিতরূপে সামান্য সামান্য পরিমিতরূপে সম্পূর্ণ  
অসহমত অসহমত অসহমত সহমত সহমত সহমত  
১ ২ ৩ ৪ ৫ ৬

২১) আমার তত্ত্বাবধায়ক তার অধঃস্তনদের অনুভূতির প্রতি খুবই কম আগ্রহ প্রকাশ করেন।						
২২) আমাদের সুযোগ সুবিধার সম্ভার সমন্বিত।						
২৩) এখানে যারা কাজ করে তাদের জন্য সামান্য পুরষ্কারের ব্যবস্থা আছে।						
২৪) কর্মক্ষেত্রে আমাকে প্রচুর কাজ করতে হয়।						
২৫) আমি আমার সহকর্মীদের পছন্দ করি।						
২৬) আমার প্রায়শই মনে হয় যে সংস্থার ভিতরে কি চলছে তা আমি জানতে পারছি না।						
২৭) আমার চাকরির জন্য আমি গর্বিত অনুভব করি।						
২৮) আমার বেতন বৃদ্ধির সম্ভবনা নিয়ে আমি সন্তুষ্ট।						
২৯) অনেক প্রাপ্য সুযোগ সুবিধা আমরা পায় না।						
৩০) আমি আমার তত্ত্বাবধায়ককে পছন্দ করি।						

বক্তব্য

সম্পূর্ণ পরিমিতরূপে সামান্য সামান্য পরিমিতরূপে সম্পূর্ণ  
অসহমত অসহমত অসহমত সহমত সহমত সহমত  
১ ২ ৩ ৪ ৫ ৬

৩১) আমাকে প্রচুর খাতায় কলমে কাজ করতে হয়।						
৩২) আমার মনে হয় না, আমার প্রচেষ্টা সেইভাবে পুরষ্কিত হয়েছে যে ভাবে তা হওয়া উচিত ছিল।						
৩৩) আমার পদোন্নতির সম্ভাবনা নিয়ে আমি সন্তুষ্ট।						
৩৪) আমার কর্মক্ষেত্রে অত্যাধিক পরিমানে কলহ এবং গণ্ডগোল হয়।						
৩৫) আমার চাকরি উপভোগ্য।						
৩৬) কর্মপ্রকল্প গুলির সুস্পষ্ট ভাবে ব্যাখ্যা হয়নি।						

## APPENDIX-B

### Satisfaction with Life Scale

Developed by

Diener , Emmons, Larson and Griffin, 1985

University of Illinois

Name of the Teacher:	Age:
Educational Qualification: Grad. / Post Grad. /M.Phil / Ph.D	
Marital Status: Married/ Unmarried	
Type of Institute: Govt. /Govt. Aided/ Private	
Gender: Male/Female/ Transgender	
Period of your job:	
Vacancy of Service Status: Permanent/ Temporary/ Para-teacher	
Designation: H.M./ T.I.C./ Asst. Teacher	
Religion:	Caste: Gen/SC/ST/OBC
If you have any B.Ed/PGT/TGT	
Academic Group: Language/ Pure Sc./ Social Sc. / Ph. Edu. , Work Edu.	
Board of Medium: WB/ ICSE/CBSE	

**Instruction:** Below are five statements that you may agree or disagree with, using the seven scales below indicate your argument with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responding.

- 1=> Strongly disagree
- 2=> Disagree
- 3=> Slightly disagree
- 4=> Neither agree nor disagree
- 5=> Slightly agree
- 6=> Agree
- 7=> Strongly agree

Sl. No.	STATEMENTS	1	2	3	4	5	6	7
1.	In most ways my life is close to my ideal							
2.	The conditions of my life are excellent							
3.	I am satisfied with my life							
4.	So far, I have got the important things I want in life							
5.	If I could live my life over I would change almost nothing							

SEMINAR CERTIFICATE



2 - Days International Seminar on

*Peace, Well-being & Education: A Pedagogical Discourse*

*Organised by*

Department of Education, Jadavpur University

*in collaboration with*

Department of Education, Bhatker College, Dantan & National Service Scheme, Jadavpur University

Date: 28<sup>th</sup> & 29<sup>th</sup> December, 2018

Venue: Jadavpur University

This is to certify that Sri/Smt./Dr. Rinku Kumar  
of Jadavpur University  
participated and presented the paper entitled Life Satisfaction among Secondary  
School Teachers in Howrah District  
in the 2-Days International Seminar on 'Peace, Well-being & Education: A Pedagogical Discourse',  
organised by the Department of Education, Jadavpur University, in collaboration with Bhatker College,  
Dantan, Pachim Medinipur and National Service Scheme, Jadavpur University, on 28<sup>th</sup> and 29<sup>th</sup> December,  
2018, at Jadavpur University Main Campus.

*Brenda*

(Prof. Bishrupada Nanda)  
Head, Department of Education  
Jadavpur University

*Pabitra*

(Dr. Pabitra Kumar Mishra)  
Principal  
Bhatker College

*Anupam Debsarkar*

(Dr. Anupam Debsarkar)  
Secretary, N.S.S.  
Jadavpur University

*Lalit Mohakud*

(Dr. Lalit Lalit Mohakud)  
Jt. Coordinator  
ISPWEPD, 2018

*An*

(Smt. Ananya Mukhopadhyay)  
Jt. Coordinator  
ISPWEPD, 2018