Job Satisfaction of Secondary Level School Teachers of Sivasagar District of Assam: An Analysis

Dr. Sailendra Bhuyan

Abstract

The teaching profession requires lots of knowledge, skills, positive attitudes, patience, emotional stability and many more qualities. In order to discharge the duties assigned to a teacher in a very effectively and efficiently, he should get a very healthy environment where satisfaction is the most vital prerequisite component. Previous researches established many factors which makes the teachers unhappy and there are instances of working by the teachers ill equipped and unhygienic and poor intellectual environments. There are lots of examples in Sivasagar district of Assam where teachers are working without getting salaries, daily wages and many more essential requirements. To earn livelihoods, a large number of teachers are bound to work as private tutors who cannot contribute sufficiently to their school work. Besides teachers also overburden due to some extra works entrusted to them like Census duty, Preparation of Voter list, Election duty, Excessive examination duty etc. Therefore, the degree to which the teachers are satisfied is questionable. This demanded this study. The rationale behind this study is to determine the extent of satisfaction derived by the teachers working in different types of schools in Sivasagar district of Assam.

Introduction

Job satisfaction is usually means how content an individual is with his or her job. Scholars and human resource professionals generally make a distinction between **affective job satisfaction** and **cognitive job satisfaction**. Affective job satisfaction is the extent of pleasurable emotional feelings individuals have about their jobs overall, and is different to cognitive job satisfaction which is the extent of individuals' satisfaction with particular facets of their jobs, such as pay, pension arrangements, working hours, and numerous other aspects of their jobs.

Affective job satisfaction is usually defined as a unidimensional subjective construct representing an overall emotional feeling individuals have about their job as a whole. Hence, affective job satisfaction for individuals reflects the degree of pleasure or happiness their job in general induces. Cognitive job satisfaction is usually defined as being a more objective and logical evaluation of various facets of a job. As such, cognitive job

satisfaction can be unidimensional if it comprises evaluation of just one aspect of a job, such as pay or maternity leave, or multidimensional if two or more facets of a job are simultaneously evaluated. Cognitive job satisfaction does not assess the degree of pleasure or happiness that arises from specific job facets, but rather gauges the extent to which those job facets are judged by the job holder to be satisfactory in comparison with objectives they themselves set or with other jobs. While cognitive job satisfaction might help to bring about affective job satisfaction, the two constructs are distinct, not necessarily directly related, and have different antecedents and consequences.

Factors that influence job satisfaction

1. Environmental factors
a. Communication overload and communication underload

One of the most important aspects of an individual's work in a modern organization concerns the management of communication demands that he or she encounters on the job. Demands can be characterized as a communication load, which refers to "the rate and complexity of communication inputs an individual must process in a particular time frame." Individuals in an organization can experience communication over-load which can affect their level of job satisfaction. Communication overload can occur when "an individual receives too many messages in a short period of time which can result in unprocessed information or when an individual faces more complex messages that are more difficult to process." Due to this process, "given an individual's style of work and motivation to complete a task, when more inputs exist than outputs, the individual perceives a condition of overload which can be positively or negatively related to job satisfaction. In comparison, communication under load can occur when messages or inputs are sent below the individual's ability to process them." According to the ideas of communication over-load and under-load, if an individual does not receive enough input on the job or is unsuccessful in processing these inputs, the individual is more likely to become dissatisfied, aggravated, and unhappy with their work which leads to a low level of job satisfaction.

b. Superior-subordinate communication

Superior-subordinate communication is an important influence on job satisfaction in the workplace. The way in which subordinates perceive a supervisor's behavior can positively or negatively influence job satisfaction. Communication behavior such as facial expression, eye contact, vocal expression, and body movement is crucial to the superior-subordinate relationship. Nonverbal messages play a central role in interpersonal interactions with respect to impression formation, deception, attraction, social influence, and emotional. Nonverbal immediacy from the supervisor helps to increase interpersonal involvement with their subordinates impacting job satisfaction. The manner in which supervisors communicate with their subordinates non-verbally may be more important than the verbal content. Individuals who dislike and think negatively about their supervisor are less willing to communicate or have motivation to work whereas individuals who like and think positively of their supervisor are more likely to communicate and are satisfied with their job

and work environment. A supervisor who uses nonverbal immediacy, friendliness, and open communication lines is more likely to receive positive feedback and high job satisfaction from a subordinate. Conversely, a supervisor who is antisocial, unfriendly, and unwilling to communicate will naturally receive negative feedback and create low job satisfaction in their subordinates in the workplace.

c. Strategic Employee Recognition

A Watson Wyatt Worldwide study identified a positive outcome between a collegial and flexible work environment and an increase in shareholder value. Research reveals that employee satisfaction is directly related to financial gain. Over 40 percent of the companies listed in the top 100 of Fortune magazines, "America's Best Companies to Work For" also appear on the Fortune 500. It is possible that successful workers enjoy working at successful companies, however, the Watson Wyatt Worldwide Human Capital Index study claims that effective human resources practices, such as employee recognition programs, lead to positive financial outcomes more often than positive financial outcomes lead to good practices.

2. Individual factors
a. Emotion

Mood and emotions form the affective element of job satisfaction. Moods tend to be longer lasting but often weaker states of uncertain origin, while emotions are often more intense, short-lived and have a clear object or cause. Some research suggests moods are related to overall job satisfaction. Positive and negative emotions were also found to be significantly related to overall job satisfaction. Frequency of experiencing net positive emotion will be a better predictor of overall job satisfaction than will intensity of positive emotion when it is experienced. Emotion work (or emotion management) refers to various types of efforts to manage emotional states and displays. Emotion management includes all of the conscious and unconscious efforts to increase, maintain, or decrease one or more components of an emotion. Although early studies of the consequences of emotional work emphasized its harmful effects on workers, studies of workers in a variety of occupations suggest that the consequences of emotional work are not uniformly negative.

It was found that suppression of unpleasant emotions decreases job satisfaction and the amplification of pleasant emotions increases job satisfaction. The understanding of how emotion regulation relates to job satisfaction concerns two models:

i Emotional dissonance: Emotional dissonance is a state of discrepancy between public displays of emotions and internal experiences of emotions, that often follows the process of emotion regulation. Emotional dissonance is associated with high emotional exhaustion, low organizational commitment, and low job satisfaction.

ii Social interaction model: Taking the social interaction perspective, workers' emotion regulation might beget responses from others during interpersonal encounters that subsequently impact their own job satisfaction. For example: The accumulation of

favorable responses to displays of pleasant emotions might positively affect job satisfaction.

b. Genetics:

It has been well documented that genetics influence a variety of individual differences. Some research suggests genetics also play a role in the intrinsic, direct experiences of job satisfaction like challenge or achievement (as opposed to extrinsic, environmental factors like working conditions). One experiment used sets of monozygotic twins, reared apart, to test for the existence of genetic influence on job satisfaction. While the results indicate the majority of the variance in job satisfaction was due to environmental factors (70%), genetic influence is still a minor factor. Genetic heritability was also suggested for several of the job characteristics measured in the experiment, such as complexity level, motor skill requirements, and physical demands.

c. Personality:

Some research suggests an association between personality and job satisfaction. Specifically, this research describes the role of negative affectivity and positive affectivity. Negative affectivity is related strongly to the personality trait of neuroticism. Individuals high in negative affectivity are more prone to experience less job satisfaction. Positive affectivity is related strongly to the personality trait of extraversion. Those high in positive affectivity are more prone to be satisfied in most dimensions of their life, including their job. Differences in affectivity likely impact how individuals will perceive objective job circumstances like pay and working conditions, thus affecting their satisfaction in that job.

3. Psychological factors:

Psychological well-being (PWB) is defined as "the overall effectiveness of an individual's psychological functioning" as related to primary facets of one's life: work, family, community, etc. There are three defining characteristics of PWB. First, it is a phenomenological event, meaning that people are happy when they subjectively believe themselves to be so. Second, well-being involves some emotional conditions. Particularly, psychologically well people are more prone to experience positive emotions and less prone to experience negative emotions. Third, well-being refers to one's life as a whole. It is a global evaluation. PWB is primarily measured using the eight-item Index of Psychological Well-Being developed by Berkman (IPWB). IPWB asks respondents to reply to a series a questions on how often they felt "pleased about accomplishing something," "bored," "depressed or unhappy," etc. PWB in the workplace plays an important role in determining job satisfaction and has attracted much research attention in recent years. These studies have focused on the effects of PWB on job satisfaction as well as job performance.

Statement of the Problem: Job Satisfaction of Secondary Level School Teachers of Sivasagar District of Assam: An Analysis

Significance of the study: As the success of any organization depends mainly on the quality of its staff, the quality of education and effectiveness of an educational organization depends on the quality of teachers. Because it is the teacher who play most prominent role in moulding the habits, tastes and character of the pupils. It is the teacher who shapes the child from animality to human form. The quality of the teacher, therefore, assumes the utmost importance. But unless a teacher is satisfied with his job, he cannot devote his best to the pupils. Hence, job satisfaction has a significant bearing on the effectiveness of the teachers.

Objectives of the Study:

The objectives undertaken for this study were

1. To find out the level of job satisfaction of the teachers working in the secondary level schools of Sivasagar District of Assam.
2. To compare job satisfaction between the teachers working in the Government and privately managed secondary schools of Sivasagar District of Assam.
3. To compare job satisfaction between Male and Female secondary school teachers of Sivasagar District of Assam.
4. To compare job satisfaction between Urban and Rural secondary school teachers of Sivasagar District of Assam.

Operational Definition of the terms used:

- Job Satisfaction: The term Job Satisfaction as used in the study has been used to mean to what extent a teacher working in the secondary school is satisfied with his/her job. It has been measured with a score in the job satisfaction scale constructed by Dr. Meera Dixit.
- Secondary School: It refers to the schools having classes IX & X.
- Government Schools: These schools are established by the Government. School building, teacher's salary and all other facilities are the responsibility of the Government.
- Private Schools: These schools are registered and recognized by the Government but solely managed by individuals or private bodies or Trust.

Hypotheses:

The following hypotheses were formulated in conducting this study.

I. There is no significant difference of job satisfaction between the teachers working in the Government and Privately run secondary schools of Sivasagar District of Assam.
II. There is no significant difference of job satisfaction between Male and Female secondary school teachers of Sivasagar District of Assam.
III. There is no significant difference of job satisfaction between Rural and Urban secondary school teachers of Sivasagar District of Assam.

Delimitations of the study:

The study was delimited to the secondary schools which followed the curriculum prescribed by the Secondary Education Board of Assam (SEBA).

Method of Study:

Descriptive Survey method was used in conducting this study.

Population of the Study: The population of the study comprised all the secondary schools (Government & Private) of Sivasagar District of Assam. The size of the population was 3426.

Sample of the Study: By using purposive sampling technique 298 teachers were selected for the study.

Tools Used in the Study: In the present study the investigator used a five point job satisfaction scale developed by Dr. (Mrs.) Meera Dixit. Besides, a structured interview was used in the study. The split half reliability of the scale was .86.

Analysis of data: The data collected by the job satisfaction scale was analysed by using statistical techniques like Mean, Median, Mode, Standard Deviation and Critical Ratio. The interview was analysed qualitatively.

Table-1:

Level of job satisfaction in the Secondary School Teachers of Sivasagar District of Assam

No. of teachers	Mean	Median	Mode	SD	Skewness	Kurtosis
298	197.12	198	197.5	33.04	-.580	.373

Interpretation: The maximum possible score in the job satisfaction scale was 260 and minimum was 52. Maximum teachers scored around 197. Although there exists a large variation of job satisfaction but it falls under moderate category. The negative skewness indicates that the scores were massed at the higher end of the scale and gradually spread out towards the lower end of the distribution.

Table-2:

Comparison of job satisfaction between teachers working in the Government and Privately run secondary schools of Sivasagar District of Assam.

Types of School	N	Mean	SD		CR	Significance
Government	167	197.25	32.29	4.1309	3.640	Significant at 0.05 & 0.01 level
Private	131	1182.21	37.59			

Interpretation: The mean job satisfaction score obtained by the teachers working in Government secondary schools was higher than the teachers working in Privately managed secondary schools. The difference is significant at both .05 & .01 level of significances.

Therefore, the null hypothesis i.e. There is no significant difference of job satisfaction between the teachers working in Government and Privately run secondary schools of Sivasagar District has been rejected. Hence, the conclusion was there is significant difference of job satisfaction between the two groups. From the interview it has been found that the teachers of private schools not satisfied the teaching job because of lack of job security and more work load than their expectation. Besides, the monthly salary from them was lower than their expectation.

Table-3:

Comparison of job satisfaction between Male and Female teachers working in the secondary level schools of Sivasagar District of Assam.

Gender	N	M	SD		CR	Significance
Male	145	196.73	33.57	3.7793	0.1085	Not
Female	153	198.28	32.65			Significant

Interpretation: The mean job satisfaction score obtained by the male teachers working in secondary schools was higher than the female teachers working in secondary schools. The difference was found to be not significant at both .05 & .01 level of significances. Therefore, the null hypothesis i.e. There is no significant difference of job satisfaction between the male and female teachers working in secondary schools of Sivasagar District has been accepted. Hence, the conclusion was there is no significant difference of job satisfaction between the two groups of teachers. From the interview it has been found that the opinions of the male and female teachers do not differed much. Role of gender was found no any role in job satisfaction of secondary level teachers of Sivasagar District of Assam.

Table-4:

Comparison of job satisfaction between Rural and Urban teachers working in the secondary level schools of Sivasagar District of Assam.

Location	N	M	SD		CR	Significance
Rural	158	197.46	33.42	3.9949	1.07385	Not
Urban	140	193.17	35.28			Significant

Interpretation: The mean job satisfaction score obtained by the teachers working in Rural secondary schools was higher than the teachers working in Urban secondary schools. The difference was found to be not significant at both .05 & .01 level of significances. Therefore, the null hypothesis i.e. there is no significant difference of job satisfaction between the Rural and Urban teachers working in secondary schools of Sivasagar District of Assam has been accepted. Hence, it can be concluded that there is no significant difference of job satisfaction between teachers working in Rural and Urban secondary schools of Sivasagar District of Assam. From the interview it has also been found that the opinions of the Rural and Urban teachers do not differed much. Role of location has no role in job satisfaction of secondary level teachers of Sivasagar District of Assam.

Conclusion:

From this study the investigator has drawn the following conclusions.

1. The level of job satisfaction of secondary level teachers working in the secondary schools of Sivasagar District of Assam is moderate.
2. There is significant difference of job satisfaction between the teachers working in Government and Privately managed secondary schools of Sivasagar district of Assam.
3. There is no significant difference of job satisfaction between the Male and Female teachers working in the secondary schools of Sivasagar district of Assam.
4. There is no significant difference of job satisfaction between the teachers working in Rural and Urban secondary schools of Sivasagar district of Assam.

References

1. Abraham, R. (1999). The impact of emotional dissonance on organizational commitment and intention to turnover. Journal of Psychology, 133, 441–455
2. Arvey, R. D., Bouchard, T. J., Segal, N. L., & Abraham, L. M. (1989). Job satisfaction: Environmental and genetic components. Journal of Applied Psychology, 74(2), 187-192. http://psycnet.apa.org/journals/apl/74/2/187
3. Ashforth, B. E., & Humphrey, R. H. (1993). Emotional labor in service roles: the influence of identity. Academy of Management Review, 18, 88–115
4. Benson, S. G., & Dundis, S. P. (2003). Understanding and motivating health care employees: Integrating Maslow's hierarchy of needs, training and technology. Journal of Nursing Management, 11, 315-320.
5. Brief AP, Roberson L.(1989). Job attitude organization: an exploratory study. Journal of Applied Social Psychology 19: 717±727.
6. Brief, A. P., & Weiss, H. M. (2002). Organizational behavior: Affect in the workplace. Annual Review of Psychology, 53, 279–307
7. Cote S.,Morgan LM (2002).A longitudinal analysis of the association between emotion regulation, job satisfaction, and intentions to quit. Journal of Organizational Behavior vol 23, 947–962
8. Farace, R. V., Monge, P. R., & Russell, H. M. (1977). Communicating and organizing. Reading, MA: Addison-Wesley.
9. Fisher D. (2000). Mood and emotions while working: missing pieces of job satisfaction? Journal of Organizational Behavior 21, 185±202
10. Kalleberg, A.L. (1977). "Work values and job rewards—Theory of job satisfaction". *American Sociological Review* **42**: 124–143.
11. Krayer, K.J., & Westbrook, L. (1986). The relationship between communication load and job satisfaction. World Communication, 15, 85-99.
12. Moorman, R.H. (1993). "The influence of cognitive and affective based job satisfaction measures on the relationship between satisfaction and organizational citizenship behavior". *Human*

13. Moorman, R.H. (1993). "The influence of cognitive and affective based job satisfaction measures on the relationship between satisfaction and organizational citizenship behavior". *Human*

14. Moorman, R.H. (1993). "The influence of cognitive and affective based job satisfaction measures on the relationship between satisfaction and organizational citizenship behavior". *Human Relations* **6**: 759–776.

15. Morris, J. A., & Feldman, D. C. (1997). Managing emotions in the workplace. Journal of Managerial Issues, 9,257–274

16. Organ, D. W., & Ryan, K. (1995). A meta-analytic review of attitudinal and dispositional predictors of organizational citizenship behavior. Personnel Psychology, 48, 775-802

17. Pugliesi K. (1999).The Consequences of Emotional Labor: Effects on Work Stress, Job Satisfaction, and Weil-Being, Motivation and Emotion, Vol. 23/2

18. Rafaeli, A., & Sutton, R. I. (1989). The expression of emotion in organizational life. Research in Organizational Behavior, 11, 1–42.

19. Robertson, I. T., Birch, A. J., & Cooper, C. L. (2012). Job and work attitudes, engagement and employee performance: Where does psychological well-being fit in? Leadership & Organization Development Journal, 33(3), 224-232. doi:10.1108/01437731211216443

20. Rowe, D. C. (1987). Resolving the person–situation debate: Invitation to an interdisciplinary dialogue. American Psychologist, 42, 218–227. http://psycnet.apa.org/journals/amp/42/3/218/

21. Schultz & Schultz, Duane (2010). *Psychology and work today*. New York: Prentice Hall. p. 133. ISBN 978-81-317-3370-7.

22. Spector, P.E. (1997). *Job satisfaction: Application, assessment, causes and consequences*. Thousand Oaks, CA: SAGE.

23. Thompson, E.R.; Phua F.T.T. (2012). "A Brief Index of Affective Job Satisfaction" *Group & Organization Management* **37** (3): 275–307.

24. Thompson, E.R.; Phua F.T.T. (2012). "A Brief Index of Affective Job Satisfaction" *Group & Organization Management* **37** (3): 275–307.

25. Wegge, J., Schmidt, K., Parkes, C., & van Dick, K. (2007). 'Taking a sickie': Job satisfaction and job involvement as interactive predictors of absenteeism in a public organization. Journal of Occupational and Organizational Psychology, 80, 77-89

26. Wright, T. A., & Cropanzano, R. (2000). Psychological well-being and job satisfaction as predictors of job performance. Journal of Occupational Health Psychology, 5(1), 84-94. doi:10.1037/1076-8998.5.1.84

27. Wright, T. A., Cropanzano, R., & Bonett, D. G. (2007). The moderating role of employee positive well being on the relation between job satisfaction and job performance. Journal of Occupational Health Psychology, 12(2), 93-104. doi:10.1037/1076-8998.12.2.93