

Job satisfaction among school teachers in Imphal West

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Abstract:

Background: Job satisfaction is a combination of psychological and emotional experiences at work. Satisfaction with teaching as a career is an important policy issue since it is associated with teacher effectiveness, which ultimately affects student achievement and mental health of school teachers. Thus, understanding the factors that contribute to teacher satisfaction is essential to improve the educational system and for the mental well being of the teachers. Hence this study was undertaken to determine the level of job satisfaction of school teachers and to evaluate the association between job satisfaction with other factors.

Materials and Methods: It was a cross sectional study conducted among the school teachers of Imphal West district, Manipur. Sample size calculated was 301 and schools were chosen by convenience sampling. Data were collected by self-administered questionnaire and analyzed by chi square test and multiple logistic regression.

Results: The age of the 301 participants ranged from 22 to 71 years with a mean of 43.9 ± 10.1 years. Males constituted 24.9% of the participants. By educational qualification, they were divided into graduates (52.2%), post-graduates (45.5%) and PhD (2.3%). 185 (61.5%) were satisfied with their jobs while 10 (3.3%) were not satisfied, rest of them were ambivalent. Job satisfaction was seen to be more common in females ($p=0.00$) and participants who had more than or equal to four periods in a day ($p=0.02$).

Conclusion: Significant association was seen between job satisfaction with female gender and ≥ 4 classes taken in a day. A limitation of the study using a quantitative design, that didn't explore the different aspects of job satisfaction. So a qualitative study assessing the different areas of job satisfaction is recommended.

Key Word: Job satisfaction, School teachers, Mental health

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I. Introduction

The foundation of a successful educational system is a high quality teaching staff. Attracting and holding on to teachers of good standards is thus a primary necessity for educational institutions. The first step in doing so is to understand the factors associated with teaching quality and retention. One of the important factors is job satisfaction, which has been linked to organizational commitment as well as to organizational performance¹. Job satisfaction is defined as "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values"². Job satisfaction portrays the perception of the person towards his or her job, job related activities and environment. It is a combination of psychological and emotional experiences at work. Satisfaction with teaching as a career, not merely as a job, is an important policy issue since it is associated with teacher effectiveness, which ultimately affects student achievement³. Job satisfaction is strongly associated with psychological aspects. Those who are satisfied with the job are also emotionally adaptive⁴. There is a positive relationship between job satisfaction and mental health of school teachers⁵. Thus, understanding the factors that contribute to teacher satisfaction is essential to improve the educational system and for the mental well being of the teachers. Hence this study was undertaken to determine the level of job satisfaction of school teachers in Imphal West and to evaluate the association between job satisfaction with other factors.

II. Material And Methods

Study Design: Cross sectional study

Study Location: Imphal West district, Manipur. There are 630 schools in

Imphal West; which included both government and private, and primary, high schools and higher secondary levels.

Study Duration: March 25th to April 20th, 2019

Sample size: 301 participants.

Sample size calculation: We assumed a prevalence of 22% (the prevalence of low job satisfaction among school teachers in the study done by Ghosh M⁶ in West Bengal) and taking absolute allowable error of 10%, sample size calculated was 301.

Subjects & selection method: Study population was the school teachers of the primary, high and higher secondary schools of Imphal West. Sixteen schools were selected by convenience sampling. All the teachers in the selected schools were included in the study.

Exclusion criteria:

1. Those who refused to participate
2. Those who could not be contacted on two consecutive visits

Study tools

A structured questionnaire, which consisted of the following sections-

1. Background characteristics
2. Job satisfaction survey⁷ questionnaire

This survey was introduced by Paul Spector in 1985, University of South Florida. Participants were asked to respond to 36 items. For each item, there are six choices between “strongly disagree” and “strongly agree.”

Procedure methodology

Prior to the study initiation, written permission was obtained from the school authorities. The participants were explained about the study and were reassured about their anonymity at the time of questionnaire administration. Data was collected by using self-administered questionnaire method. Data collected was then checked for consistency and completeness.

Statistical analysis

Data was entered in IBM SPSS version 21 software. Descriptive statistics like mean with standard deviation, percentages were used to summarize the data. Chi-square test and multiple logistic regression were used to test the association between job satisfaction and other variables. A p-value of ≤ 0.05 was considered as statistically significant.

Ethical issues

Ethical approval was obtained from the Research Ethics Board, RIMS, Imphal before the beginning of the study. Written consent obtained from the Head of the schools. Unique codes were used for the collected data and access to the data was limited to only the investigators.

III. Results

A total of 16 schools were covered, out of which four were private schools and the rest were government. A total of 301 participants were included in the study. The age of the participants ranged from 22 to 71 years with a mean of 43.9 ± 10.1 years. Males constituted 24.9% of the participants (Fig. 1). Participants were divided into married (81.4%), unmarried (15.3%) and separated/divorced/widowed (3.3%). By educational qualification, they were divided into graduates (52.2%), post-graduates (45.5%) and PhD (2.3%). By family type, participants were divided into nuclear (51.8%) and joint (48.2%). Thirty three percent of the participants have been in the teaching profession for less than 10 years while 17.2% of them have been in this profession for ≥ 30 years (Fig. 2). Out of 301 participants, 185 (61.5%) were satisfied with their jobs while 10 (3.3%) were not satisfied, rest of them were ambivalent (Fig. 3). Females were more satisfied with their jobs than males [OR = 0.39 (0.22-0.68)]. Those teachers who took more than four classes a day were more satisfied than the rest of the teachers [OR = 0.39 (0.01-0.85)] (Table 2).

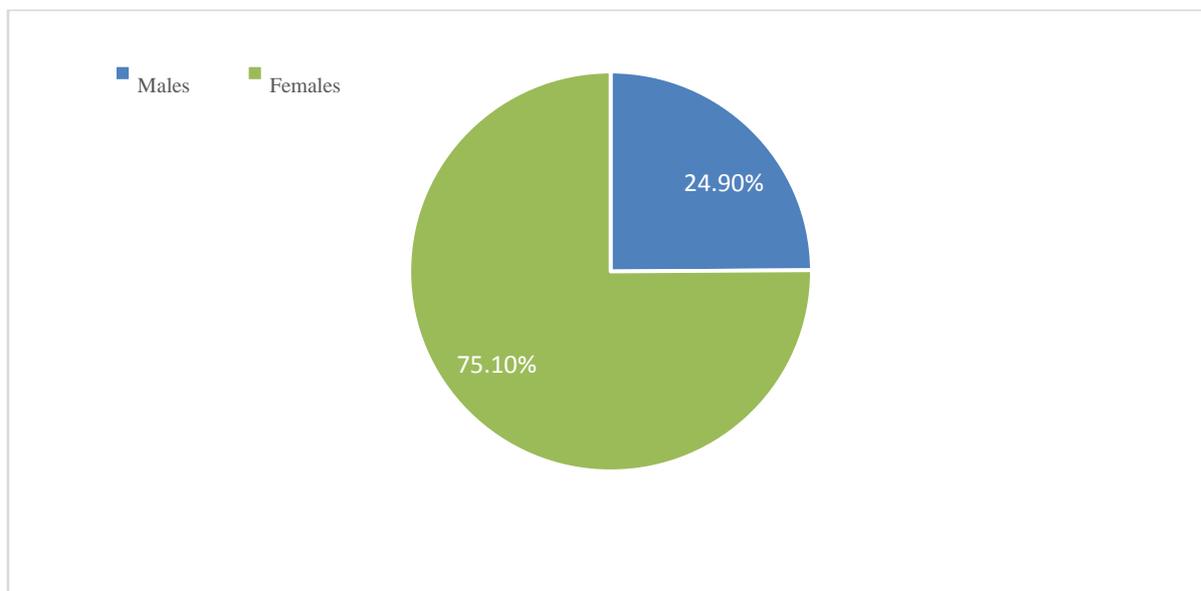


Fig 1: Distribution of participants by gender (N=301)

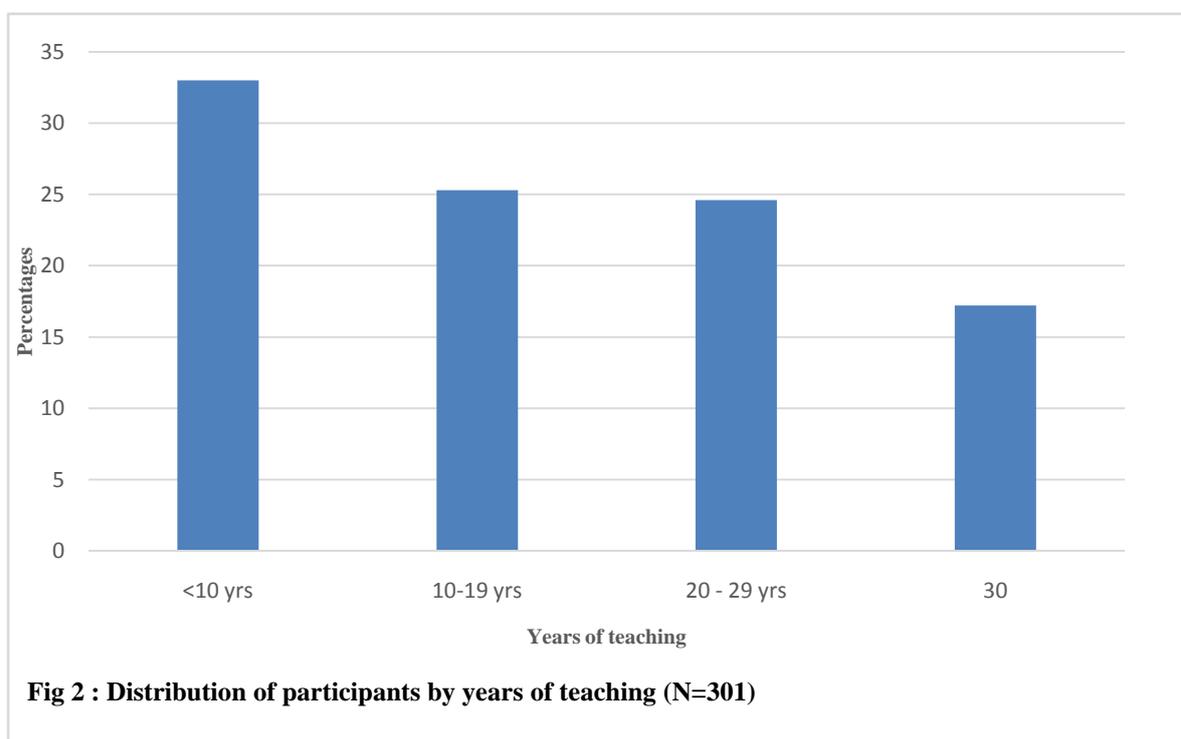


Fig 2 : Distribution of participants by years of teaching (N=301)

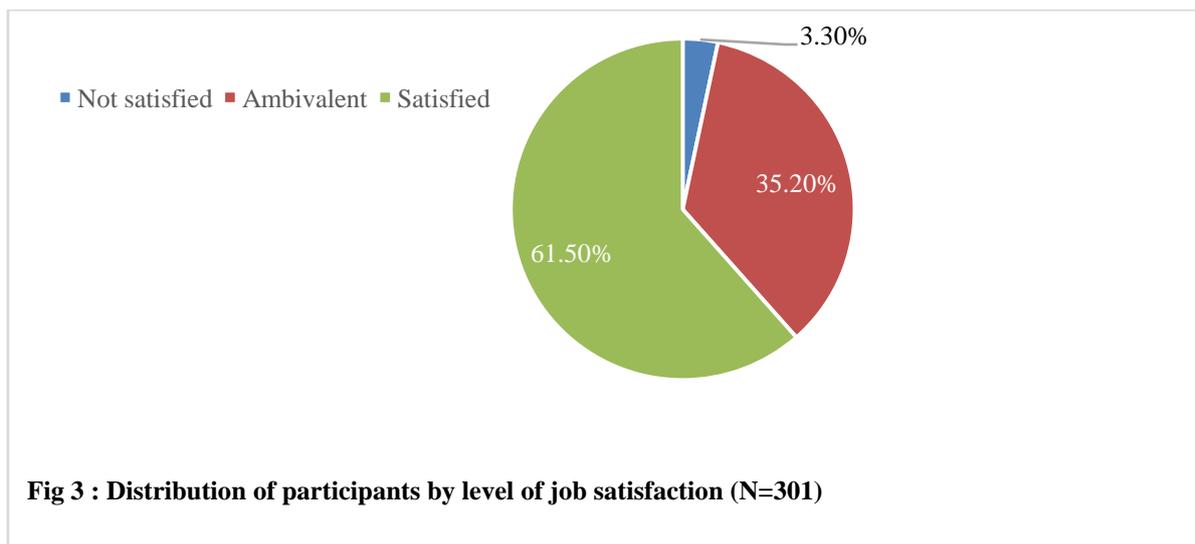


Fig 3 : Distribution of participants by level of job satisfaction (N=301)

Table no. 1: Association between background characteristics and job satisfaction (N=301)

Characteristics	Job satisfaction			p-value
	Satisfied n(%)	Ambivalent* n(%)	Not satisfied* n(%)	
1. Gender Males Females	36 (48.0) 149 (65.9)	31 (41.3) 75 (33.2)	8 (10.7) 2 (0.9)	0.00
2. Age < 43 years ≥ 43 years	87 (59.2) 98 (63.6)	54 (36.7) 52 (33.8)	6 (4.1) 4 (2.6)	0.42
3. Family type Nuclear Joint	101 (64.7) 84 (57.9)	50 (32.1) 56 (38.6)	5 (3.2) 5 (3.4)	0.22
4. Type of school Government Private	92 (59.0) 93 (64.1)	59 (37.8) 47 (32.4)	5 (3.2) 5 (3.4)	0.35
5. Type of school by students' gender Girls Boys Co-ed	29 (56.9) 36 (63.2) 119 (62.0)	19 (37.3) 20 (35.1) 67 (34.9)	3 (5.9) 1 (1.8) 6 (3.1)	0.62
6. Classes taught Upto Class X Classes XI & XII	159 (61.9) 22 (57.9)	88 (34.2) 16 (42.1)	10 (3.9) 0	0.63

Table no. 1: Continued

7. Number of periods in a day <4 periods ≥4 periods	72 (54.5) 113 (66.9)	56 (42.4) 50 (29.6)	4 (3.0) 6 (3.6)	0.02
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8. Years of teaching < 15 years ≥ 15 years	85 (57.8) 100 (64.9)	55 (37.4) 51 (33.1)	7 (4.8) 3 (1.9)	.20
9. Nature of job Contract Regular	23 (60.5) 162 (61.6)	15 (39.5) 91 (34.6)	0 10 (3.8)	0.89
6. Educational qualification Graduate Postgraduate	55 (35.5) 61 (41.8)	100 (64.5) 85 (58.2)	3 (5.9) 1 (1.8)	0.26

*ambivalent and not satisfied groups combined in analysis

Table no. 2: Multiple logistic regression analysis (N=301)

Characteristics	Job satisfaction			Adj. OR	CI
	Satisfied n(%)	Ambivalent* n(%)	Not satisfied* n(%)		
1. Gender Males Females	36 (48.0) 149 (65.9)	31 (41.3) 75 (33.2)	8 (10.7) 2 (0.9)	0.39	(0.22-0.68)
2. Age < 43 years ≥ 43 years	87 (59.2) 98 (63.6)	54 (36.7) 52 (33.8)	6 (4.1) 4 (2.6)	0.79	(0.48-1.30)
3. Family type Nuclear Joint	101 (64.7) 84 (57.9)	50 (32.1) 56 (38.6)	5 (3.2) 5 (3.4)	1.55	(0.945-2.54)
4. Type of school Government Private	92 (59.0) 93 (64.1)	59 (37.8) 47 (32.4)	5 (3.2) 5 (3.4)	1.26	(0.58-2.74)
5. Number of periods in a day <4 periods ≥4 periods	72 (54.5) 113 (66.9)	56 (42.4) 50 (29.6)	4 (3.0) 6 (3.6)	0.39	(0.01-0.85)

*ambivalent and not satisfied groups combined in analysis

IV. Discussion

The participants in the present study were older than in the study by Usop AM et al⁸ (mean age: 43.9 years Vs 38.8 years). Females were more in number in the present study while the study by Raj T⁹ had equal number of females and male teachers (50 females and 50 males). Majority of them were married in this study, similar to the findings of Singh SP¹⁰ (57%). Majority of the respondents in the present study (33%) had an experience of less than 10 years which is similar to the findings (85.3%) in Singh SP⁹. 185 (61.5%) were satisfied with their jobs while 10 (3.3%) were not satisfied, rest of them were ambivalent which is similar to the finding of Rana A et al¹¹ where 64% of the teachers were satisfied with their job but different from the findings of Sharma RD¹² where majority of them (88%) had secured above the average level of job satisfaction. The results of the study by Singh SP¹⁰ showed that females had more job satisfaction than males which is comparable to our study. This might be because female teachers feel fulfilled as they get holidays when students are on vacation which enable them to have time for themselves. Studies have also found that most males feel that teachers get low salary and opt for other professions^{13,14}. No significant difference between the level of job satisfaction among government and private school teachers were seen in this study which was similar to the findings of Ghosh M⁶ and Rao JV¹⁵. The study by Sangeeta M¹⁶ found that government school teachers were more satisfied with their jobs as compared to private school teachers but there was no association between type of schools and job satisfaction in the present study.

V. Conclusion

Three out of 100 teachers were not satisfied with their jobs. Significant association was seen between job satisfaction with female gender and ≥ 4 classes taken in a day. A limitation of the study using a quantitative design, that didn't explore the different aspects of job satisfaction. So a qualitative study assessing the different areas of job satisfaction is recommended.

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