



RELATIONSHIP BETWEEN JOB SATISFACTION AND ROLE EFFICACY OF SECONDARY SCHOOL TEACHERS

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ABSTRACT

In the present paper an attempt has been made to find out the relationship between job satisfaction and role efficacy of secondary school teachers. Two hundred secondary school teachers comprising 100 Male and 100 Female teachers from selected schools of Belagavi district were selected as sample of the study. The schools were selected through stratified sampling technique and the teachers using random sampling technique. Descriptive method was adopted for carrying out this study. The data were collected using Job Satisfaction Scale constructed and standardized by Pramod Kumar and Mutha (1975) and Role Efficacy Scale constructed and standardized by Udai Pareek (2002). The collected data were analyzed by using unpaired 't' test, one way ANOVA followed by Trukeys multiple post hoc procedures. The results of the study reveal that, female teachers have higher job satisfaction and role efficacy scores as compared to male teachers.

Key words: Job satisfaction, self efficacy, stratified sampling technique, random sampling technique etc.,

INTRODUCTION

Teachers are the indispensable cornerstones of the society. The qualifications of the teachers are the fundamental determinants of the development and organization of the service. Rendering effective service in teachers depends on the human resource.



Job satisfaction of the teachers, who are an important place in the information society, will affect the quality of the service they render. In this respect, the question of how the material and moral elements affect the job satisfaction of teachers gain importance.

Teachers are always been vital to education as a source of knowledge. In fact the very education system exists because of the tremendous efforts of teachers, their expertise and efficiency. The most important factor contemplated in the educational re-construction is the teacher, his personal qualities, his educational qualification, his professional training and the place that he occupies with the school as in the community. Particularly the future of our nation depends on the continuation and advancement of knowledge from one generation to the other. This process is again based on the educational institutions, with the teacher as the inner core of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important.

Studies conducted on job satisfaction suggest that teacher's status could be enhanced to the highest set up in the educational ladder since he is the pioneer in the socialization of the pre-adolescents of the society and also he transmits a body of knowledge and skills appropriate to the abilities and needs of the child in modern complex world and that is what every child should possess to enter the competitive world.

Need and Importance of the Study

Investigated by several disciplines such as Psychology, Sociology, Economics and Management Sciences, job satisfaction is a frequently studied subject in work and organizational literature. This is mainly due to the fact that, many experts believe that job satisfaction trends can affect labor market behavior and influence work productivity, work effort, employee absenteeism and staff turnover. Moreover, job satisfaction is considered a strong predictor of overall individual well being as well as a good predictor of intentions or decisions of employees to leave a job.

Beyond the research literature and studies, job satisfaction is also important in everyday life. Organizations have significant effects on the people who work for them and some of those effects are reflected in how people feel about their work. This makes job satisfaction an issue of substantial importance for both employers and employees. As many studies suggest, employers benefit from satisfied employees as they are more likely to profit from lower turnover and higher productivity if their employees experience a high level of job satisfaction. However, employees should also 'be happy in their work, given the amount of time they have to devote to it throughout their working lives'.



The importance of job satisfaction is a universally known phenomenon. In a rapidly developing society, its significance need not be over emphasized because it is important to teachers and to the community at large. Number of investigations showed that when a man is satisfied with his work the employer profits and the nation prosper.

It is established fact that job satisfaction usually leads to qualitative and quantitative improvement in performance. Satisfaction in job induces motivation and interest in work. When work becomes interesting, the worker gets pleasure from work. More from a job of this choice gives teachers tremendous psychological satisfaction.

Work occupies an important place in the life of man. It is a major source for the satisfaction of the biological, psychological and social needs of the individual, as well as the best single determinant of social class, suitability of work, therefore, is very important for job satisfaction and the general mental health of the individual.

Understanding the job satisfaction is undoubtedly a vital phenomenon for secondary schools as it is for any other organization. Hence, a concerted effort is required to study job satisfaction purpose, which our traditional job design principles are based.

Understanding the job satisfaction is undoubtedly a vital phenomenon for secondary schools as it is for any organization. Studies conducted in this area have not yielded conclusive results and the researcher did not find any studies on relationship between job satisfaction and role efficacy in the field of education. It is appeared that there is a research gap so far as the relationship between these variables. This prompted the researcher to undertake the present study.

Objectives of the Study

- (1) To find out the differences, if any, between Male and Female teachers of secondary schools with respect to their job satisfaction scores.
- (2) To find out the differences, if any, between Male and Female teachers of secondary schools with respect to role efficacy scores.

Delimitations of the Study

- (1) The present study is only confined to teachers working in selected secondary schools of Belagavi district.



(2) The present study determines the job satisfaction and role efficacy of Male and Female teachers working in selected secondary schools of Belagavi district.

Variables

Dependant variable : Job satisfaction and its dimensions
Independent variable : Role efficacy and its dimensions
Moderator variable : Gender (Male/Female)

Population and Sample

Population

All the teachers who are working in the secondary schools for the academic year 2018-19 constitute the population of the study.

Sample

Two hundred secondary school teachers comprising 100 male and 100 female teachers of selected schools of Belagavi district were selected as sample for the study. The schools were selected through stratified sampling technique and the teachers using random sampling technique.

Methodology of the Study

Descriptive method was adopted for carrying out this study.

Tools used for Data Collection

Job Satisfaction Scale constructed and standardized by Pramod Kumar and Mutha (1975) and (a) Role Efficacy Scale constructed and standardized by Udai Pareek (2002).

Statistical Techniques Used

The collected data were analyzed by using unpaired 't' test, one way ANOVA followed by Tukey's multiple post hoc procedures.

Hypotheses

H^1 : There is no significant difference between Male and Female teachers of secondary schools with respect to their job satisfaction scores.

To test this hypothesis the unpaired ‘t’ test was applied and the results obtained there from are presented in the following table.

Table 1: Results of ‘t’ test between Male and Female teachers of secondary schools with respect to their job satisfaction scores.

Gender	n	Mean	SD	‘t’ value	p-value	S/NS
Male	100	21.50	6.08	-4.3491	<0.05	S
Female	100	24.51	3.31			

From the results of the above table, a significant difference was observed between Male and Female teachers of secondary schools with respect to their job satisfaction scores ($t=-4.3491$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and the alternative hypothesis is accepted. It means that, the Female teachers have higher job satisfaction scores as compared to Male teachers.

H²: There is no significant difference between Male and Female teachers of secondary schools with respect to role efficacy scores.

To test this hypothesis the unpaired ‘t’ test was applied and the results obtained there from are presented in the following table.

Table 2: Results of ‘t’ test between Male and Female teachers of secondary schools with respect to role efficacy scores.

Gender	n	Mean	SD	‘t’ value	p-value	S/NS
Male	100	30.67	2.75	-3.4577	<0.05	S
Female	100	32.27	3.73			

From the results of the above table, a significant difference was observed between Male and Female teachers of secondary schools with respect to role efficacy scores ($t=-3.4577$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and the alternative hypothesis is accepted. It means that, the Female teachers have higher role efficacy scores as compared to Male teachers.

Findings



- (1) The Female teachers have higher job satisfaction scores as compared to Male teachers.
- (2) The Female teachers have higher role efficacy scores as compared to Male teachers.

CONCLUSION

The results of the study reveal that, female teachers have higher job satisfaction and role efficacy scores as compared to male teachers. The present study proves that, job satisfaction of teachers is due to the influence of role efficacy. High job satisfaction would lead not only to the better performance of school student and teachers but also good quality educational institutions. The teachers should be satisfied fully to get high quality of role efficacy.

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