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## Job Satisfaction and Value System of Male and Female Secondary School Teachers in Mizoram

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### *Abstract*

*The purpose of the present study was to find out the relationship between the job satisfaction and valuesystem of male and female secondary school teachers in Mizoram. It was found that the male teachers' job satisfaction is notsignificantly related with their theoretical, aesthetic, political and religious values but is related with their economic and social values. It was also found that the job satisfaction of femaleteachers teaching in secondary schools of Mizoram is not having a significant relationship with their theoretical, aesthetic and political values while it is found that there is significant relationship between their job satisfaction and their economic, social and religious values.*

**Keywords:** *Job satisfaction, Value system, Secondary school teachers.*

### **Introduction**

Job satisfaction is a widely accepted psychological aspect of functioning in any profession which describes how content an individual is with his or her job. It is the result of various attitudes possessed by an employee towards his job. These attitudes may be related to job factors such as wage, job security, job environment, nature of work, opportunities for promotion, prompt removal of grievances, opportunities of participation in decision making and other fringe benefits. Job satisfaction has been defined as “an attitude which results from a balancing summation of many likes and dislikes experienced in connection with the job” (Bullock 1952).

The term job satisfaction has been defined by Guion (1958) as “the extent to which the individual's needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from his total job situation.” In the present study Job Satisfaction refers to the satisfaction of teachers on job - intrinsic factors

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(factors lying in the job itself) and extrinsic factors (factors lying outside the job). Job intrinsic factor area was further conceptualised as job concrete e.g. excursions, working conditions etc., and job abstract e.g. cooperating, democratic functioning etc., and job extrinsic area as consisting of three components, viz. psycho-social aspects, financial aspects and community/nation growth aspect.

A value system means how an individual or a group of individuals organize their ethical or ideological values. Value System in the present study refers to the classification based on the six (6) values viz., theoretical, economic, aesthetic, social, political and religious.

### **Rationale of the study**

Teachers are arguably the most important group of professionals for the nation's future and hence it is disturbing to find that many of today's teachers are dissatisfied with their jobs. The teacher's job satisfaction influences his job performance, attrition and ultimately students' performance. A teacher's job life is not absolutely separate from his personal life, but rather these two aspects of life are interrelated to each other. The value system of teachers may be one of the many factors for job satisfaction among the secondary school teachers of Mizoram. In this study an attempt was made to find out the relationship between job satisfaction and the value system of both the male and female secondary school teachers in Mizoram.

### **Objectives of the study**

1. To find out the relationship between job satisfaction and value system of male secondary school teachers in Mizoram.
2. To find out the relationship between job satisfaction and value system of female secondary school teachers in Mizoram.

### **Hypotheses**

1. There is no significant relationship between job satisfaction and value system of male secondary school teachers in Mizoram.
2. There is no significant relationship between job satisfaction and value system of female secondary school teachers in Mizoram.

### **Method of Study**

The present study belongs to the category of descriptive research with composite characteristics of inter-group comparison as it involves survey and fact finding enquiry

relating to the job satisfaction of secondary school teachers in Mizoram in relation to their value system.

### Population

The population of the present study comprises of all the teachers teaching in all the government and non-government secondary schools of both urban and rural areas of Mizoram. There are 502 secondary schools in the state out of which 2 are Central Schools, 194 are Government schools, 9 are Deficit Schools, 10 are Adhoc Aided Schools, 107 Private Aided and 182 are Private Unaided Schools. Among these 502 secondary schools 273 are in the urban areas while the rest 229 are in the rural areas. The total number of teachers teaching in such schools is 3768 out of which 2691 are males and 1077 are females.

### Sample

The sample for the study was selected in a scientific and objective manner following Random Sampling Design from the eight (8) districts of the state. The sample selected consists of 418 teachers from 91 secondary schools of Mizoram out of which 211 are male teachers and 207 are female, 210 are government school teachers and 208 are non- government teachers, 211 are from urban areas and 207 are teaching in rural areas.

The sample distribution of District wise Schools and sample distribution of teachers are given in Table -I and table –II respectively.

**Table No – 1**  
**District-wise schools and sampled schools**

| Districts    | No. of schools available |            |            |            | No. of schools selected for the |           |           |           |
|--------------|--------------------------|------------|------------|------------|---------------------------------|-----------|-----------|-----------|
|              | Govt.                    | Non- govt. | Urban      | Rural      | Govt.                           | Non-Govt. | Urban     | Rural     |
| Aizawl       | 64                       | 123        | 133        | 54         | 18                              | 17        | 22        | 13        |
| Lunglei      | 33                       | 55         | 51         | 37         | 7                               | 5         | 8         | 4         |
| Saiha        | 13                       | 17         | 16         | 14         | 2                               | 2         | 4         | 1         |
| Champhai     | 29                       | 41         | 27         | 43         | 10                              | 11        | 12        | 9         |
| Kolasib      | 12                       | 15         | 14         | 13         | 4                               | 2         | 3         | 3         |
| Serchhip     | 15                       | 16         | 15         | 16         | 2                               | 3         | 3         | 5         |
| Mamit        | 13                       | 17         | 5          | 25         | 2                               | 2         | 1         | 3         |
| Lawngtlai    | 15                       | 24         | 12         | 27         | 2                               | 2         | 3         | 1         |
| <b>Total</b> | <b>194</b>               | <b>308</b> | <b>273</b> | <b>229</b> | <b>47</b>                       | <b>44</b> | <b>56</b> | <b>36</b> |

**Table – 2**  
**Sample of the study**

| Districts    | Urban      |           |                |           | Rural      |           |                |           |
|--------------|------------|-----------|----------------|-----------|------------|-----------|----------------|-----------|
|              | Government |           | Non-government |           | Government |           | Non-government |           |
|              | Male       | Female    | Male           | Female    | Male       | Female    | Male           | Female    |
| Aizawl       | 18         | 20        | 20             | 20        | 11         | 13        | 12             | 6         |
| Lunglei      | 6          | 10        | 11             | 8         | 7          | 4         | 5              | 4         |
| Saiha        | 4          | 2         | 2              | 1         | 5          | 4         | 4              | 5         |
| Champhai     | 15         | 14        | 13             | 10        | 3          | 5         | 3              | 7         |
| Kolasib      | 5          | 5         | 4              | 5         | 2          | 9         | 2              | 5         |
| Serchhip     | 2          | 2         | 8              | 7         | 4          | 5         | 9              | 2         |
| Mamit        | 2          | 2         | 2              | 2         | 3          | 9         | 3              | 2         |
| Lawngtlai    | 1          | 2         | 5              | 3         | 10         | 10        | 10             | 7         |
| <b>Total</b> | <b>53</b>  | <b>54</b> | <b>65</b>      | <b>56</b> | <b>45</b>  | <b>59</b> | <b>48</b>      | <b>38</b> |

#### **Tools for Data collection**

The tools used for the present study were :-

#### **1. The Job Satisfaction Scale (JSS) constructed by Dr. Amar Singh and Dr. T.R. Sharma (2006).**

The research instrument used in this study measures the job satisfaction of any category of employees all at one time. The level of job satisfaction is measured in two areas – job intrinsic and job extrinsic. The scale contains 30 statements each of which has five alternatives from which a respondent has to choose one which candidly expresses his response. The scale in its totality or in parts depending upon the requirements can be administered to any category of professionals. It is comprehensive and omnibus in nature.

#### **2. Teacher Values Inventory (TVI) (English Version)**

The Teacher Values Inventory developed by Dr. (Mrs.) Harbhajan L Singh and Dr. S.P. Ahluwalia (1980) has been originally constructed for teachers specially and standardised on teachers working in schools. It has been based on the six(6) values – *theoretical, economic, aesthetic, social, political and religious*.

#### **Data collection**

The data for the study were collected from 91 secondary schools of Mizoram by the investigator visiting the schools and meeting the teachers personally in all the districts of Mizoram.

### **Mode of analysis**

The data collected from the 418 secondary school teachers of Mizoram were scrutinised and tabulated after scoring the responses on job satisfaction and value system using the standard scoring procedures given in the respective manuals. Each teacher was assigned a serial number and details based on gender, locale and type of management. The scores of the teachers on the different variables were entered in the tabulation sheet and were subjected to statistical treatment by employing the following statistical techniques.

#### **1. Descriptive Statistics Measure**

Measures of Central Tendency and Percentages were employed to know the nature of score distribution

#### **2. Test of significance for mean difference**

The difference between the mean scores of the groups based upon the variables such as job satisfaction, value system, gender, locale and type of management were tested for significance by applying the t-test.

#### **3. Pearson Product Moment Correlation**

The Pearson product moment method was applied to compute the correlation between the scores on various variables. The coefficient of correlation was tested for significance by comparing the value with the table for corresponding degree of freedom and was interpreted following the critical values suggested by Garrett (1981).

### **Analysis and Interpretation**

The data for the present study were collected by administering the Job Satisfaction Scale and the Teacher Value Inventory (TVI). The responses obtained from the subjects were scored following the standard scoring procedures described in the respective manuals. The scores were classified, tabulated analysed and the details are given below. The analysis of data was carried out with the help of appropriate statistical techniques keeping in view the objective of the study and the findings were meaningfully interpreted.

**1.2. Objective - 1:** To find out the relationship between job satisfaction and value system of male secondary school teachers in Mizoram.

In order to find out the relationship between job satisfaction and the value system of male secondary school teachers in Mizoram, coefficient of correlation was calculated by applying the Pearson Product Moment method of computing coefficient of correlation. The result is shown in the following way:-

### 1.3. Relationship between Job Satisfaction and six dimensions of Value System with regard to Male Secondary School Teachers in Mizoram.

The following table shows the relationship between job satisfaction and the six dimensions of value system in case of male secondary school teachers in Mizoram.

**Table No –3**

|                            | Job satisfaction<br>& Theoretical | Job satisfaction<br>& economic | Job satisfaction<br>& Aesthetic | Job satisfaction<br>& Social | Job satisfaction<br>& Political | Job satisfaction<br>& Religious |
|----------------------------|-----------------------------------|--------------------------------|---------------------------------|------------------------------|---------------------------------|---------------------------------|
| Male Teachers<br>(N - 211) | -0.02                             | -0.28**                        | 0.07                            | 0.22**                       | -0.05                           | 0.06                            |

\*\*significant at .01 level

Table No –3 reveals that the correlation between job satisfaction and the variables like theoretical, aesthetic, political and religious are all not significant at any level, However, the obtained  $r$  of -0.28 between job satisfaction and economic value has negative correlation and that  $r$  of 0.22 between job satisfaction and social value has positive correlation in case of male secondary school teachers and they are both significant at .01 level. Thus the null hypothesis that presumes there is no significant relationship between job satisfaction and six dimensions of value system of male secondary school teachers of Mizoram is rejected in case of job satisfaction and theoretical, aesthetic, political and religious values but not rejected in case of job satisfaction and economic and social values.

**1.4. Objective -2 :** To find out the relationship between job satisfaction and value system of female secondary school teachers in Mizoram.

In order to find out the relationship between job satisfaction and the value system of female secondary school teachers in Mizoram, coefficient of correlation was calculated by applying the Pearson Product Moment method of computing coefficient of correlation. The result is shown in the following way:-

### 1.5. Relationship between Job satisfaction and six dimensions of Value System with regard to Female Secondary School Teachers in Mizoram.

The following table shows the relationship between job satisfaction and the six dimensions of value system in case of female secondary school teachers in Mizoram.

**Table No – 4**

|                                 | Job satisfaction<br>& Theoretical | Job satisfaction<br>& Economic | Job satisfaction<br>& Aesthetic | Job satisfaction<br>& Social | Job satisfaction<br>& Political | Job satisfaction<br>& Religious |
|---------------------------------|-----------------------------------|--------------------------------|---------------------------------|------------------------------|---------------------------------|---------------------------------|
| Female<br>Teachers<br>(N – 207) | 0.06                              | 0.16*                          | 0                               | 0.58**                       | 0.04                            | 0.13*                           |

\*significant at .05 level

\*\*significant at .01level

Table No – 4 reveals that the obtained *rs* of 0.06, 0.00 and 0.04 between job satisfaction and theoretical, aesthetic and political values respectively in case of female secondary school teachers in Mizoram are all positive and are not significant at any level. However, the obtained *rs* of 0.16, 0.58 and 0.13 between job satisfaction and economic value, social value and religious value respectively in case of female secondary school teachers in Mizoram are found to be positive and their economic and religious values are found to be significant at .05 level, while their social value is significant at .01 level. Therefore, the null hypothesis that presumes there is no significant relationship between job satisfaction and six dimensions of value system of female secondary school teachers is rejected with regard to job satisfaction and theoretical, aesthetic and political values while it is accepted with regard to job satisfaction and economic, social and religious values.

### Findings and Discussion

On the basis of the extent of association between the variables as reflected through coefficients of correlation in the study, it can be said that the job satisfaction of male secondary school teachers in Mizoram is related with the two dimensions of value system namely economic value and social value. However, the relationship found between job satisfaction and economic value of male secondary school teachers although significant is low and negative. This shows that the male secondary school teachers who are satisfied with their teaching job are not having a high economic value and do not give much consideration to money matters. The finding indicates that the male secondary school teachers are found to be interested and satisfied enough with their job and they do not find it necessary to indulge themselves in material pursuit illustrating that those teachers who possess high job satisfaction do not hanker after money, power prestige and material possessions. This can be a challenge for those teachers who find their job unsatisfying and spend their time and energy for the possession of material things. The result of the study also reveals that the male teachers who are satisfied with their teaching job are also having high social value system. This indicates that the male secondary schoolteachers in Mizoram consider their job as a social service and activity where

they render help for the general benefit of the students and the school. This makes them enjoy their work and thus they find satisfaction in their teaching job.

With regard to female secondary school teachers in Mizoram their emphasis on useful and practical values which are characterised by a dominant interest in money matters, their love of others and service to people with a spirit of altruism and philanthropy are associated with their job satisfaction, and that those female teachers who are satisfied with their teaching job are characterised by the ethical principles founded in religious traditions and beliefs or norms. They are having interest in their religious rituals and activities. However, the analysis of female secondary school teachers in respect of their job satisfaction and theoretical value indicates that their satisfaction with the teaching job is not significantly related with their interest in the discovery of truth and their rational outlook towards life. It can also be said that the satisfaction of these female secondary school teachers with their teaching job is not significantly related with their values on the form and harmony of life and their attitude towards enjoying the beauty of fine arts, music etc. It can also be seen that these female secondary school teachers who are having job satisfaction although they are of the intellectual circle, are not interested in the political activities, political institutions, organisations, views and ideas resulting from the transforming creative socio-political practices of the social forces that meet the requirements of social progress and the development of human personality on a social scale.

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