

# Level of gratification among Secondary School Teachers from Private Institutions by Gender and Years of Service in Tiruppur City

**Dr. P. Radhamani<sup>1</sup>, J. Keerthana<sup>2</sup>**

<sup>1</sup>Associate Professor, Department of Commerce, Tiruppur Kumaran College for Women, Tiruppur, Tamil Nadu.

<sup>2</sup>Ph.D Research Scholar, Department of Commerce, Tiruppur Kumaran College for Women, Tiruppur, Tamil Nadu.

## Abstract

This research sought to examine the degree of gratification among educators in private schools. The significance of educators in our community cannot be overstated, as the caliber of education largely hinges on the caliber of these teachers. Educators are the foundation of a student's learning journey and are tasked with significant roles within educational institutions. Nonetheless, educators juggle numerous duties, which can lead to considerable stress and burden. As a result, this stress negatively impacts their job satisfaction. Thus, this study aimed to evaluate the level of gratification among Secondary School Teachers from Private Schools, considering factors such as gender and years of experience, as demographic variables. The investigation was conducted on 50 Secondary School Teachers from Tiruppur District in Tamil Nadu, India. The findings indicate a notable difference in job satisfaction among teachers based on gender and years of experience.

**Keywords:** Gratification Of School Teachers, Performance Of Teachers, Significant Of School Teachers

## INTRODUCTION

In educational settings, educators are crucial in shaping both individual students and the broader national community. They carry out a wide range of duties, such as instructing future leaders in various sectors like law, education, healthcare, banking, politics, and engineering. Education serves as a key tool for addressing societal challenges effectively. It goes beyond simply memorizing textbook knowledge; it enriches individuals with a broad understanding of life, including the acquisition of skills, a sense of duty, ethical principles, and more. Through education, learners are empowered to realize their potential, leading to behavioral changes. Educators play a critical role in facilitating this transformation. The absence of educators would hinder the progress of student development. The significance of educators is highlighted by the critical role they play in fostering a positive work environment. For any organization aiming for progress, ensuring educator job satisfaction is crucial. Generally, educators who are content with their work experience greater job satisfaction, benefiting both themselves and their students.

Contentment at work stems from the mix of emotional and mental experiences one has while employed. It's about the alignment between what individuals hope to accomplish and what they actually achieve.

It's clear that no work can be done efficiently without feeling content. Educators play a crucial role in shaping the future of a nation and its people. Thus, job contentment is a significant idea that touches not just the individual but also the well-being of the community. It's a key element that guarantees the success of a class and the effectiveness of a school. When teachers are happy with their jobs, they are more motivated to deliver quality education to their students. Similar to India, nations globally are striving to enhance the standard of education to keep up with the challenges of the globalized world. For teachers to perform at their best, they need to feel content in their roles. Therefore, job contentment is a vital aspect across all industries, especially in the field of education.

### REVIEW OF LITERATURE

1. Sahito & Vaisanen (2017), it was found that factors such as authoritarian management, lack of trust, inadequate organizational systems, poor interpersonal relationships, uncertainty about job stability, and a lack of recognition contribute to a mental imbalance affecting both the personal and professional aspects of educators, leading to dissatisfaction with their careers.
2. Tran (2018) found that the positive aspects of a teaching career are mainly internal to the job itself, including career progress, fulfillment, opportunities for advancement, sense of responsibility, job security, and support from students' families.
3. Nigamaet al. (2018) showed that there is no notable difference in satisfaction levels between genders in terms of their teaching careers.

### STATEMENT OF THE PROBLEM

Studies have indicated that educators are less likely to experience stress and exhaustion when they feel a high level of job contentment, leading to their ability to lead fulfilling and robust health lives. Additionally, it's encouraging to find that the more satisfied teachers are, the higher the quality of their teaching and the more effective their support for students. Lastly, content teachers are more dedicated to their roles and less inclined to quit, which is particularly important during periods of high teacher turnover. The rise in teacher turnover and the lack of qualified educators is a significant issue in nearly every country. Teacher turnover involves complex issues of teacher migration and attrition, with migration referring to teachers transferring to different schools, and attrition being the term for those leaving the teaching profession entirely. Thus, understanding what factors contribute to teacher job satisfaction is crucial before addressing the issue of teacher turnover.

To address the question of what job satisfaction entails, it's essential to first define it. Evans (1997) describes job satisfaction as "a mental state influenced by how well an individual feels their job-related needs are being met." Moreover, there are two primary elements that contribute to teacher job satisfaction: Job comfort and Job fulfillment. Job comfort relates to how content an individual is with their job conditions and circumstances, while job fulfillment measures how satisfied one feels with their personal achievements in meaningful job aspects.

Taking all this into consideration, one could conclude that 'job satisfaction' is a key factor that can shape a teacher's career trajectory and help them quickly assess and tackle current challenges, adapting their approach to overcome them and succeed in navigating through any difficulties. Hence, the researcher has identified this strong mental and emotional trait as a key independent variable in the school organizational climate.

**OBJECTIVES**

1. To explore the level of job gratification among secondary school teachers of different genders.
2. To investigate how the satisfaction with their jobs varies among secondary school teachers based on their years of experience.

**HYPOTHESIS**

1. There is no notable variance in job contentment among secondary school educators based on their gender.
2. There is no notable variance in job contentment among secondary school educators based on their years of teaching experience.

**METHODOLOGY AND SAMPLING**

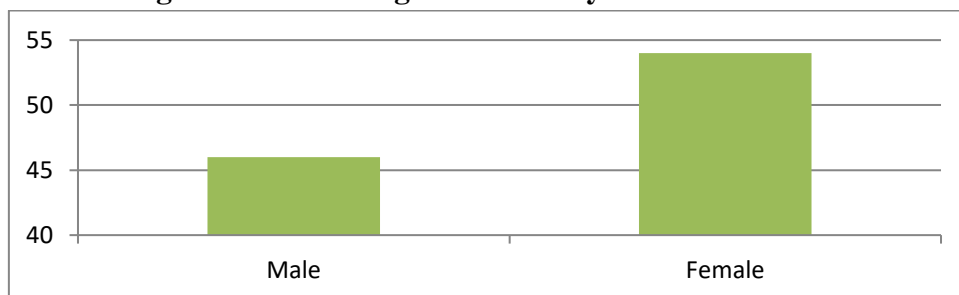
The present study would make use of Descriptive Survey method for realizing the objective of the study. A stratified random sampling technique was employed to select the participants for this research. A selection range of 5% to 10% was decided on randomly from the total population. A final sample size of 50 secondary school educators was chosen for this research.

**Table-1 Difference in Job gratification of higher secondary school teachers in terms of Gender**

Variable	Gender	N	Mean	S.D	Calculated 't' Value	'p' Value
Job gratification	Male	23	46.00	2.82	1.23	0.00**
	Female	27	54.00	3.36		

From the above table and figure it is found that the mean score obtained for female higher secondary school teachers was 54.00 and that of male higher secondary school teachers was 46.00. The obtained t value 1.23 was found to be statistically highly significant at 0.01 level, which indicates that the Job Satisfaction was higher in female teachers than that of male higher secondary school teachers.

**Chart-1 Difference in Job gratification of higher secondary school teachers in terms of Gender**



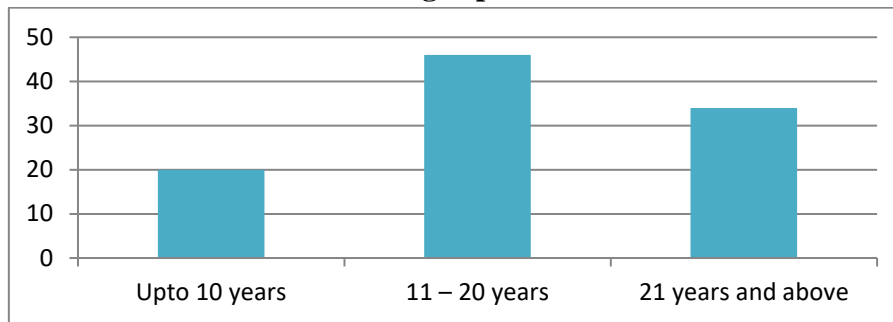
**Table-2 Difference in Job gratification of higher secondary school teachers in terms of year of teaching experience**

Variable	Teaching Experience	Mean	Calculated 'F' Value	'p' Value
	Upto 10 years	20.00	2.34	0.01*
	11 – 20 years	46.00**		

Job satisfaction	21 years and above	34.00*		
------------------	--------------------	--------	--	--

From the above table it is found that significant difference is found among the higher secondary school teachers with different years of experience. However the successive Scheffe test has revealed that higher secondary school teachers with 11 - 20 years of experience have scored significantly higher than the 21 years and above who are in turn significantly leading.

**Chart-2 Difference in Job gratification of higher secondary school teachers in terms of year of teaching experience**



**CONCLUSION**

It's natural for people in any type of job to feel a combination of satisfaction and dissatisfaction after ten years. Those with experience, energy, and who are in their middle years tend to experience this mix of emotions. Having spent ten years in the ideal job, an individual can often find themselves bursting with energy, eager to tackle their responsibilities without worrying about the difficulties they may face. In the field of teaching, particularly in many schools, the mentor approach is commonly used to guide new educators through the complexities of the profession and school culture. Thus, after this period, they are likely to gain a more comprehensive understanding of their role, the characteristics of their students, their colleagues, and the overall school environment.

**Reference**

1. Evans, (1997). Addressing problems of conceptualization and construct validity in researching teachers,, job satisfaction. Educational Research, 39(3), 319–331.
2. Glisson, Charles; James-Lawrence, R, (2002). "The cross-level effects of culture and climate in human service teams". Journal of Organizational Behavior. 23 (6): 767– 794.
3. Ingersoll, (2001). Teacher turnover and teacher shortages: An organizational analysis. American Educational Research Journal, 38(3), 499–534.
4. James, L. A., & James, L. R. (1989). Integrating work environment perceptions: Explorations into the measurement of meaning. Journal of Applied Psychology, 74(5), 739–751.
5. Johnson, Craft & Papay, (2012). How context matters in high-need schools: The effects of teachers,, working conditions on their professional satisfaction and their students,, achievement. Teachers College Record, 114