

# “Gender and Length of Experience depend on Job Satisfaction of Higher Secondary School Principals”

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## ABSTRACT

Attention should always be paid to teacher job satisfaction since it is fundamental to student academic achievement, teacher attrition and retention, student wellness, school cohesiveness, and the preservation of the school's standing or reputation. It makes sense that it is made clear that the entire educational system as well as the painstakingly constructed social framework will collapse if the key component—teachers—fails. Therefore, there will undoubtedly be a number of significant and long-lasting effects from teacher job satisfaction. In this study, the length of teaching experience and gender are two demographic parameters that the researchers examined in relation to the job satisfaction of higher secondary school principal in the Howrah region of West Bengal. 500 teachers at higher secondary schools in West Bengal, Howrah District and south 24pargana district participated in the study. The findings show that gender and experience level have a substantial impact on principal' job satisfaction.

**Key Words:- Higher Secondary School, Principal, Job satisfaction, Gender, Experience.**

Studies have indicated that educators who report a fair level of job satisfaction are less likely to experience stress and burnout, which enables them to lead happy and healthy lives (Kyriacou & Sutcliffe, 1997; Shaalvik & Shaalvik, 2011). Furthermore, encouraging evidence indicates that the more content principals are, the better their instruction will be and the more effectively they will assist their students' learning (Klusman, Kunter, Trautwein, Ludtke & Baumert, 2008; Kunter, et al, 2013). Last but not least, contented educators show greater dedication to their work and are less likely to quit (Blosseke, Houang, Hsiek & Wang, 2017; Klassen & Chiu, 2011). This is especially important during periods of significant teacher turnover. Concerns about rising teacher turnover rates and the lack of skilled educators are becoming more widespread in practically every country (Ingersoll, 2017). The terms "Principals migration" and "teacher attrition," which are related to one another and refer to teachers migrating to different schools and leaving the profession entirely, respectively, are combined to form teacher turnover (Ingersoll, 2001; Rinke, 2008). Consequently, it is important to understand what factors affect teachers' job satisfaction before making any attempts to address the issue of teacher turnover.

The first step in answering this question is to define what job satisfaction means. Evans (1997), for example, defines job satisfaction as 'the degree to which an individual perceives their job-related needs to be satisfied'. Evans goes on to state that there are two main components of teacher job satisfaction: 'job comfort' and 'job fulfillment'. Job comfort refers to how 'satisfactory' an individual feels about the job's conditions and circumstances, while job fulfillment refers to the degree of satisfaction an individual feels when they achieve something meaningful in their job.' According to Bascia (2011), 'working conditions in schools are not only important for principals' motivation, effectiveness, and job satisfaction, but also for students' opportunities to learn'. Some of the key factors that ensure quality of a teacher's work include: adequate resources; feasible workload; collegial cooperation; professional development opportunities; leadership support; and decision-making opportunities. According to an international study, 'TALIS 2013', 'Student discipline and teacher collaboration were positively associated with teacher job satisfaction across all countries'.

In addition, some of the teachers' personal characteristics are said to influence their decision to quit their job. Sims (2018) provides cross-country evidence that teachers' age correlates with job satisfaction, gender does not. Some of the professional characteristics are also said to influence teachers' decision to quit their jobs. Allen (2005) found that math and science teachers were more likely to quit their jobs than those in other fields. Previous research has found that teacher motivational beliefs (MES) correlate with job satisfaction and job retention plans. Higher levels of MES were associated with higher job satisfaction and lower job turnover intentions. Klassen (2010) and Klassen (2011) also found that MES correlates with lower levels of teacher Self efficacy, indicating that teachers' self-efficacy is less likely to be affected by stressful working conditions. All of this suggests that 'job satisfaction' is a key teacher characteristic that can determine the future direction of a teacher's teaching career, as well as assess the current challenges before them quickly and change their mode of reaction in such a way to win over them and emerge successful from the turmoil. Thus the Researcher has inducted such a powerful mental and emotional characteristic as an independent variable of school organizational climate.

### Objectives

1. To find the Job Satisfaction among higher secondary school principal with respect to gender.
2. To find the Job Satisfaction among the higher secondary school principal with respect to length of experience.

### Hypothesis

1. There is no significant difference in Job Satisfaction of higher secondary school principal in terms of Gender.
2. There is no significant difference in Job Satisfaction of higher secondary school principal in terms of Length of teaching experience.

### Population

All the higher secondary school teachers working in the schools recognized by Government of West Bengal in Howrah district and south 24pargana district form the population of the study.

### Sample

Stratified random sampling method was followed for selecting sample for the present study. 5% to 10% of the population was chosen by random. The sample of the study consists of 500 higher secondary school teachers taken.

### Method

The present study is use of Descriptive Survey method for realizing the objective of the study.

### ANALYSIS AND INTERPRETATION

#### Hypothesis-I

There is no significant difference in Job satisfaction of higher secondary school principals in terms of Gender.

Variable	Gender	N	Mean	S.D.	Calculate "t" value	"p" value
Job Satisfaction	Female	225	122.35	21.00	5.28	0.00
	Male	275	132.29	132.29		

Significance level is 0.01

From the above table and figure it is found that the mean score obtained for male higher secondary school principals was 132.29 and that of female higher secondary school principals was 122.35. The obtained t value 5.28 was found to be statistically highly significant at 0.01 levels, which indicates that the Job Satisfaction was higher in female principals than that of male higher secondary school principals.

#### Hypothesis-II

There is no significant difference in Job satisfaction of higher secondary school principals in terms of length of teaching experience.

Variable	Teaching Experience	Mean	Calculate "F" value	"p" value
Job Satisfaction	10 Years	122.47	4.51	0.01
	11-20 Years	129.12		
	Above 21 Years	125.89		

Significance level is 0.05

From above table it is found that significant difference is found among the higher secondary school principals with different years of experience.

However the successive Schaffer test has revealed that higher secondary school principals with 11-20 years of experience have scored significantly higher than the higher secondary school principals with 21 years and above who are in turn significantly leading.

## **CONCLUSION**

Naturally, after 10 years, the recruits with experience, energy, and middle age will always be giving off a mixed vibe. This is true in every kind of work environment. Experience in the desired field will provide the person a lot of energy to give the task at hand their best effort, without worrying about obstacles in their way. The mentor approach has been popular in many schools for on-the-job teaching as a way to give novices methodical advice in understanding the nuances of the field and the school's culture. As a result, after 10 years of experience, they will have a deeper comprehension of the work, the characteristics of the pupils, the senior teachers, and environment.

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