

A STUDY OF LEVEL OF JOB SATISFACTION AMONG THE HEADS OF HIGHER SECONDARY SCHOOL

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ABSTRACT

The headmaster's responsibilities are extensive and vital. The impact of a headmaster on a one's life is long-lasting. Job happiness improves an employee's competence and production, which benefits the institution as well. If a headmaster is happy in his position, he can help to the pupils' development. Dissatisfied headmasters, on the other hand, might have a detrimental impact on the teaching-learning process as well as the students' well-being. The purpose of this study is to determine the degree of job happiness among headmasters of upper secondary schools and to identify significant differences in job satisfaction based on gender, school location, management style, medium of instruction, and teaching stream. The study's findings conclude that all headmasters have an average level of job satisfaction, with no significant differences in job satisfaction based on gender or other factors such as school location, type of administration, medium of instruction, or teaching stream.

Keywords: Headmaster, Job Satisfaction; Higher Education; Teaching; Knowledge

I. INTRODUCTION

In the realm of education, the performance of heads is critical. The heart and soul of school is the headmaster. "A nation's quality is determined by the quality of its inhabitants, and citizens' quality is determined by the quality of their headmasters." Headmasters are inextricably linked to transformation, not just as transmitters of information and culture. Headmasters educate the next generation, and the extent of their passion, loyalty, and dedication determines the society of the future. Any occupation requires a high level of satisfaction. It is quite difficult for a guy to carry out his tasks honestly and properly unless he is content with his employment.

A school head's responsibilities are critical in ensuring the effective operation of the school through creating a positive atmosphere, enough resources, good connections, and excellent student achievement. School leaders cannot effectively carry out their tasks and obligations unless they are satisfied and secure in their employment. Leaders with issues can have a variety of bad and unpleasant outcomes for businesses and their employees, all of which have a detrimental impact on the organization's overall success. As a result, job satisfaction is the most important factor since it is linked to both organisational production and individual success.

II. OBJECTIVES

1. To study the level of job satisfaction among the head of senior secondary schools.
2. To study the level of job satisfaction among males and females in senior secondary schools.
3. To study the difference in job satisfaction among rural and urban area of higher secondary school headmasters.
4. To study the level of job satisfaction among them regard to their type of management of higher secondary schools.
5. To study the level of job satisfaction among them with regard to their medium of instruction.
6. To study the level of job satisfaction among the higher secondary school headmaster with regard to their teaching stream.

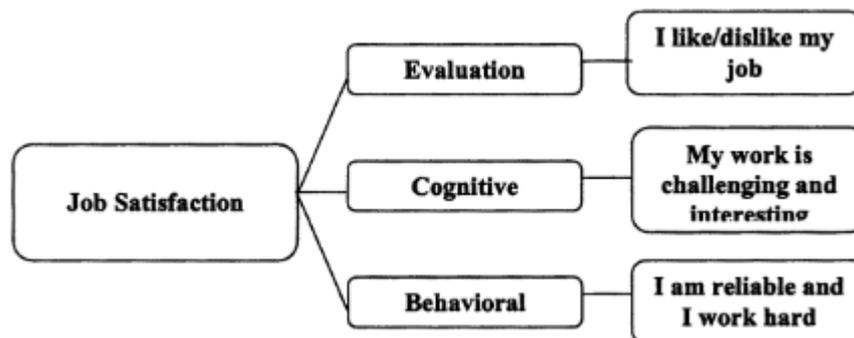


Figure 1: Components of Job Satisfaction

III. JOB SATISFACTION

Job has a central role in people's life. Apart from the fact that it occupies a lot of their time, it also provides the financial basis of their life. Thus, the context of employees' job should be attractive and contribute to their satisfaction. It is believed that satisfaction at work may influence various aspects of work such as efficiency, productivity, absenteeism, turnover rate and

intention to quit and finally employees' wellbeing, this premise holds for a variety of employees, including qualified educational staff. Indeed, educators' well-being has serious implications on the quality of education they provide, satisfied headmasters are expected to hold their job longer to be able to engage in more responsive, positive and consistent interaction with students and to influence positively students' performance, Thus, it is easy to understand why performance and job satisfaction among headmasters continue to be an enduring research issue. job satisfaction can be viewed as the degree of an employees' effective orientation towards the work role 4 occupied in the organization on his part defines job satisfaction as the extent to which a staff member has favorable or positive feeling about work or the work environment. The relevance of job satisfaction and performance are very crucial to the long-term growth of any educational system around the world. They probably rank alongside professional knowledge and skill, centre competencies, educational resources and strategies as the veritable determinants of educational success and performance.

Job satisfaction is increasingly imperative in the working environment and has been associated with numerous factors, including efficiency, productivity, non-attendance, turnover, and so on. Employees' job satisfaction is indispensable in confronting the dynamic and ever-increasing complications and challenges of maintaining profitability of an organization by keeping their employees regularly engaged and inspired. The occupation of school head has become more demanding and intense. The importance of job satisfaction has been recognized as increasingly dire in educational settings because both head masters and educators are managing the future of the society in which they work. Therefore, the responsibilities of a school head are very crucial to ensure the successful performance of school by ensuring a favorable climate, provision of adequate resources, and ensuring strong relationships and satisfactory performance of students. School heads cannot accomplish their duties and responsibilities successfully until they are satisfied and secure in a workplace. Leaders with problems can lead to various negative and undesirable consequences for organizations and its workforce, which negatively affect the overall organizational achievements.

IV. METHOD AND SAMPLING FRAME

The investigator used a survey approach to achieve the study's aims. The current study focused on headmasters of higher secondary schools. The population for the current study was made up of headmasters from government, government-aided, and private schools. The current investigation employs a basic random sampling approach. The sample size is 300 people. The investigator also created a personal data sheet to learn about the gender, location, kind of management, medium of instruction, and teaching stream of the upper secondary school headmaster.

Tool

A personal data sheet generated by the researcher was used to collect samples. Dr. Brayfield and Rothe's work satisfaction measure was used to assess job satisfaction. There were 18 things on the scale. It was a 5-point likert scale (strongly agree, agree, uncertain, disagree, and strongly disagree). To calculate an individual's work satisfaction score, the scores of all the elements were added together. The scale runs from 18 to 90. The reliability of the scale on work satisfaction among higher secondary school headmasters was assessed using the Test-Retest technique, and the value of reliability was 0.92.

V. DATA ANALYSIS

Table 1: Level of Job Satisfaction of Higher Secondary School Headmasters

Variables	Sample	N	MEAN	SD	Level
Gender	Male	168	63.67	16.16	Average
	Female	132	59.80	16.84	
Locality of School	Rural	128	62.69	16.63	Average
	Urban	172	61.35	16.50	
Type of Management	Government	110	61.82	16.45	Average
	Govt Aided	114	62.01	16.88	
	Private	78	62.15	16.36	
Medium of Instruction	Tamil	118	69.52	16.56	Average
	English	127	63.43	16.05	
	Both	57	61.74	17.69	
Teaching Stream	Science	135	63.19	16.91	Average
	Maths	106	59.98	16.01	
	Arts	59	52.60	16.51	
Entire Sample		300	61.93	16.54	

It was also noted in Table 1 that the mean work satisfaction score for the total sample of higher secondary school headmasters was secured, with scores ranging from 45.42 to 78.5 (-1 to +1) being categorised as average job satisfaction. As a result, it was discovered that the complete sample of headmasters of upper secondary schools had an average work satisfaction. As a result,

it is discovered that upper secondary school headmasters, regardless of their gender, school location, management style, medium of instruction, or teaching stream, have an average degree of work satisfaction.

Table 2: Significant Difference between Male and Female Higher Secondary School Headmasters with regard to their Job Satisfaction

Gender	N	Mean	SD	"t" Value	LS
Male	168	63.65	16.16	2.032	S
Female	132	59.78	16.84		

Table-2 shows that the computed t-value is 2.032. At the 0.05 level, this is significant. Male and female higher secondary school headmasters are thought to have different levels of work satisfaction. As a result, there is a large disparity in work satisfaction between male and female higher secondary school headmasters.

Table 3: Significant Difference between Rural and Urban Higher Secondary School Headmasters with regard to their Job Satisfaction

Locality of School	N	Mean	SD	"t" Value	LS
Rural	128	62.73	16.63	0.699	N S
Urban	172	61.38	16.50		

Table-3 shows that the computed t-value is 0.699. At the 0.05 level, this is not significant. It is assumed that work satisfaction among higher secondary school headmasters in rural and urban areas is similar. As a result, there is no substantial difference in work satisfaction between rural and urban higher secondary school headmasters.

Table 4: Significant Difference in Job Satisfaction among Higher Secondary School Headmasters with regard to their Type of Management

Group	Sum of Squares	df	Mean Square	'F' Value	LS
Between Groups	6.951	2	3.475	0.013	NS
Within Groups	81870.569	297	275.658		
Total	81877.520	299			

Table-4 shows that the computed F-value is 0.013. At the 0.05 level, this is not significant. As a result, the null hypothesis is accepted in its framed form. As a result, there is no discernible difference in work satisfaction among higher secondary school headmasters based on their management style.

Table 5: Significant Difference in Job Satisfaction among Higher Secondary School Headmasters with regard to their Medium of Instruction

Group	Sum of Squares	df	Mean Square	'F' Value	LS
Between Groups	516.204	2	256.102	0.942	NS
Within Groups	81361.316	297	273.944		
Total	81877.520	299			

Table-5 shows that the computed F-value is 0.942. At the 0.05 level, this is not significant. As a result, the null hypothesis is accepted in its framed form. As a result, there is no substantial variation in work satisfaction among headmasters of upper secondary schools based on their medium of instruction.

Table 6: Significant Difference in Job Satisfaction among Higher Secondary School Headmasters with regard to their Teaching Stream

Group	Sum of Squares	df	Mean Square	'F' Value	LS
Between Groups	668.264	2	334.132	1.222	NS
Within Groups	81209.256	297	273.432		
Total	81877.520	299			

Table-6 shows that the computed F-value is 1.222. At the 0.05 level, this is not significant. As a result, there is no substantial variation in work satisfaction among headmasters of higher secondary schools based on their teaching stream.

VI. CONCLUSION

Higher secondary school headmasters were found to have an average degree of work satisfaction in the current survey. The headmasters in the "others" group, on the other hand, were unsatisfied with their jobs. They should be given a proper salary range, job security, and working atmosphere. Teaching is a unique profession that contributes to the welfare of society by developing decent people and responsible citizens. Headmasters must carry out this difficult task with the utmost care and experience. As a result, their personal contentment with the job and other things associated with it is critical. There are no substantial differences in the work satisfaction between rural and urban area headmasters but on the other hand male and female headmasters regarding their job satisfaction have a large disparity. In some situations they are significant and in other situation they are not significant. All the things depends on the style of work of headmasters of higher secondary school.

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