

**Job Satisfaction and Motivation among Secondary School Teachers in Theni
District of Tamil Nadu**

C.Prabakaran *

Ph.D., Research Scholar (Full-Time), School of Management Studies,
The Gandhigram Rural Institute- Deemed to be University, Gandhigram-624302. Tamil Nadu,
prabakaranmba30@gmail.com.

Dr.M.Soundarapandian **

** Professor and Dean, School of Management Studies,
The Gandhigram Rural Institute-Deemed to be University, Gandhigram- 624302. Tamil Nadu,
msprimgri@yahoo.com

Introduction

Education is an important for all the countries to increase and prosper socially, intellectually and efficiently. The secondary school teachers can contribute seriously to this prosperity by maintaining the value of the education process, so it is essential for educational authorities at all levels to optimize the quality and effectiveness of Secondary school teachers' performance. With the intention to implement educational policies successfully and to achieve targets, secondary schools need motivated and committed teachers who are secure in their work and who are able to perform their duties to a high standard. It has recently undergone more than a few decades of rapid and comprehensive alter in the economic, social and educational fields. One may deduce that if the aim is to improve the educational process, then secondary school teachers and teaching practices should also be better since the success of any educational process

must depend significantly on teachers' performance and efficiency. To this end, it is commonly considered essential that teachers are satisfied and motivated at their job¹.

This study on job satisfaction and motivation among secondary school teachers has concerned the interest of many researchers. Much literature addresses the importance of teachers' job satisfaction and motivation, including its effects on their retention, attrition and absenteeism. Thus, in Theni District and away, teachers' job satisfaction and motivation can be seen to affect not now the teachers themselves, but their students, the excellence of the educational process, the development of the educational system and the happiness of the more extensive district. In the Tamil Nadu education system, the secondary school level represents the final stage of general education, so secondary school teachers face the pressure of preparing students for higher education. However, they have limited access to modern technological tools and feel that the usual traditional teaching methods do not adequately stimulate students, while the role of teachers, in general, is undermined in terms of student's cultural progress and development. Perhaps unsurprisingly, some teachers are reluctant to work at the secondary level, preferring the elementary and intermediate stages other Theni. Teachers also appear to be abandoning teaching, preferring different administrative roles or early retirement while teachers holding postgraduate degrees are particularly prone to seeking better opportunities in other sectors. There is a need for research to identify the factors job satisfaction and motivation among secondary school teachers in Theni district Tamil Nadu to address the issues mentioned above. In a similar vein, while interest in job satisfaction and motivation has been extensively manifested

¹ Madhu Gupta, Manju Gehlawat., A Study of the Correlates of Organizational Commitment Among Secondary School Teachers, *Issues and Ideas in Education* Vol. 1, No. 1 March 2013pp. 59–71.

in research carried out in developed countries, a limited number of studies have focused on these topics in developing countries.

Statement of Problem

Many studies have explored employees' job satisfaction and motivation from a variety of perspectives. Researchers and managers alike look to put substantial efforts into influential and exploratory the factors affecting job satisfaction. In the educational context, teacher's job satisfaction has been extensively researched, especially in a developed nation such as the UK and the USA. The topic is equally important to develop countries, for the same underlying reasons. Indeed, teachers in various regions of the world have been found to vary in their level of satisfaction at work. In the identified a fall in teachers' job satisfaction, when extrinsic factors such as salary, buildings and equipment were largely responsible for teachers' dissatisfaction, whereas their counterparts were more preoccupied with intrinsic factors including time pressure and students' behavior. Thus, employees who appear satisfied with work now could well be dissatisfied in the future and vice versa. This suggests an ongoing need for research to determine how satisfied employees are with their jobs and to identify the factors affecting changes in satisfaction levels.

Meanwhile, studies of job satisfaction among teachers in Theni District, the area of the research confined with Aundipatti, K.Myladumparai, Periyakulam, Theni, Bodinaickanur, Uthamaplayam, and Cumbum have been few and limited in scope; furthermore, they seem unlikely to reflect the current level of job satisfaction accurately, especially in the light of the unprecedented economic, social and educational developments in the Theni in recent years. Following rapid economic growth, education has been heralded as a significant vehicle for continued progress, presenting teachers with many challenges in their work. The researcher also

recalls his formal and informal meetings with many teachers and head teachers, who voiced a multitude of concerns regarding their jobs. Also, several conversations with administrators and supervisors led him to identify several outstanding issues facing teachers, such as their social status, development opportunities, working conditions, workload and students' behavior and motivation. Therefore, it appears that there is scope for such research in developing countries in general, therefore a little attempt taken by the researcher to make study in Theni District for research. Moreover, it seems that no study has so far paid attention to teacher motivation when examining satisfaction. Indeed, the only two studies conducted into motivation among Theni teachers were limited to female respondents. The current research aims to bridge the gap in the existing research literature on Theni secondary school teachers' job satisfaction and motivation. The present researcher's interest in teachers' satisfaction and motivation and his belief in the need for an in-depth analysis of this topic in Theni,

Objectives:

The specific objectives of the study are:

- To study whether there's a relationship between the teacher's common work fulfillment and their motivation; and
- To analyze whether there are contrasts in work fulfillment and motivation between instructors based on age, capabilities, work review, length of involvement, range of benefit at display school, subject instructed and whether they have gotten in benefit preparing.

Design of the study:

The research considers comprised two stages, quantitative and subjective, using surveys and interviews individually to gather information. This area offers an outline of these strategies and their significance. The researcher has coded all the data gathered in response to the questionnaire, and then point recorded them electronically, using the SPSS program for their analysis, as reported. As for the statistical analysis techniques used, they were as follows. Cronbach's alpha was calculated to determine the internal reliability of the questionnaire items. Descriptive statistics in the form of frequencies, percentages and means were used to interpret and draw comparisons about the group responses and how they were distributed in the questionnaire.

Table -1 Reliability Co-efficient

S.No	Section	No. of. Items	Alpha
1	Job satisfaction factor	48	.96
2	General Job satisfaction	3	.87
3	Motivation factor	9	.92
4	General motivation	3	.89

*Significance level of <.001

These values illustrate that the device was solid. In the expansion, the degree to which the survey things allude to each other is worthy, and the affiliation between these things can be said to be exceptionally high. Agreeing to the commonplace Cronbach's alpha values alluded to over, the degree of the closeness or inner unwavering quality inside the constituents of the survey can be said to be high or exceptionally high.

Table -2 Responses Concerning General Job Satisfaction

No	Items	SD	D	U	A	SA	Mean
		%	%	%	%	%	

1	In general, I am satisfied with my job	1.6	9.2	10.9	60.4	17.9	3.83
2	If I had to start my career again, I would take my current job	3.8	15.7	24.8	39.1	16.6	3.48
3	If a good friend of mine was interested in working in my job, I would encourage him to take it.	5.3	15.9	22.4	41.7	14.8	3.44
	Overall	3.5	13.6	19.3	47.0	16.4	3.58

SD=Strongly Disagree; D=Disagree; U=Undecided; A=Agree; SA=Strongly Agree; F=Frequency; % = Percentage.

Based on the Appears teacher's reactions concerning their common work fulfillment. In response to thing 1, it can be seen that nearly four-fifths of instructors communicated fulfillment with their occupations in common, with a cruel score of 3.83, among whom 17.9% were exceptionally fulfilled. More than half (55.7%) of instructors shown that they would take their current work on the off chance that they had to begin their careers once more, with a cruel score of 3.48. Most too showed that on the off chance that a great companion was inquisitive about working in their job, they would energies him to require it: 41.7% concurred, and 14.8% unequivocally concurred with this suggestion. Things 2 and 3 get decently tall 'undecided' reactions of 24.8% and 22.4% separately. The by and large cruel of 3.58 shows that instructors were for the most part reasonably fulfilled with their occupations.

Table -3 Teacher's responses on issues of general motivation

No	Items	SD	D	U	A	SA	Mean
		%	%	%	%	%	
1	I work hard at my job	1.8	5.3	11.0	55.2	26.7	3.99
2	In general, I am motivated to do my job	3.4	10.0	12.6	54.7	19.3	3.76
3	I would rather do teaching than change to another job	7.3	12.9	23.1	35.0	21.7	3.50

	Overall	4.2	9.4	15.6	48.3	22.6	3.75
--	----------------	------------	------------	-------------	-------------	-------------	-------------

SD=Strongly Disagree; D=Disagree; U=Undecided; A=Agree; SA=Strongly Agree; F=Frequency; %=Percentage.

The teachers' reactions with respect to their common inspiration in common, respondents have shown a high level of motivation, with a mean score of 3.75. Nearly three-quarters demonstrated understanding (19.3%) or solid assertion (54.7%) with the recommendation that they were persuaded to proceed in their employment. More than half (55.2%) concurred and more than a quarter (26.7%) unequivocally concurred that they worked difficult at their occupations. A clear lion's share (57.7%) of instructors have expressed that they would not wish to alter careers, though as it were around a fifth answered that they would. Nearly a quarter (23.1%) was uncertain, which was the next rate of vulnerability than for any other thing in this category.

Table – 4 Differences by Training

Categories	Source of variance	Sum of squares	Df	Mean square	f	Sig
Job satisfaction	Between group	.038	1	.038	0.050	0.822
	Within group	548.091	735	.746		
	Total	548.129	736			
Motivation	Between group	.821	1	.821	1.206	0.273
	Within group	500.704	735	.681		
	Total	501.525	736			

Demonstrates the non-appearance of critical contrasts is generally work fulfillment and inspiration between instructors who had gone to educator preparing programs and those who had

not. This proposes that developing plans had no impact on the motivation of instructors in this study.

The Findings are summarized below:

The findings summarized here are drawn from the quantitative data gathered during the study, The findings show that teachers were generally satisfied with their jobs and that interpersonal relationships made the greatest contribution to their satisfaction, followed by school administration and the nature of the work

- The broad on common satisfaction, both quantitative and qualitative, indicate that the teachers were fairly fulfilled with their job.
- The interview data indicated that religion was a third motivational factor.
- Three factors (interpersonal relationship, school administration, and nature of the work) were found to contribute strongly to teacher's job satisfaction, while six of the ten factors contributed moderately or inconclusively to their satisfaction.

Conclusion

The current study has investigated Job Satisfaction and Motivation among Secondary School Teachers in Theni District of Tamil Nadu, with a number of aim to determine their general levels of job satisfaction and motivation, to identify factors that might influence their job satisfaction and motivation, to establish whether there is any relationship between satisfaction and motivation, and to determine whether level of satisfaction and motivation vary with demography variables such as age, qualifications, length of experience of services, subject taught and training. As per the research conclusions, outlines the contribution of this research to

knowledge, offers some recommendations for policy to enhance teachers satisfaction and motivation in Theni district.

References

1. Abd-El-Fattah, S. M., Longitudinal effects of pay increase on teachers' job satisfaction: A motivational perspective. *Journal of International Social Research*, Vol. 3(10), 2010, pp.11-21.
2. Abraham, N. M., et. al., Teacher job satisfaction for secondary school effectiveness in ABA Education Zone, South-East Nigeria. *Journal of Curriculum and Teaching*, Vol.1 (2), 2012, pp.1-7.
3. Adebayo, A, S., and Gombakomba, T., Dimensions of teachers' job satisfaction in primary schools in Gweru District, Zimbabwe: a factor analysis. *European Scientific Journal*, Vol. 9(25), 2013, 309-317.
4. Kallio and Kallio., Management-by-Results and Performance Measurement in Universities Implications for Work Motivation, *Studies in Higher Education*, Vol. 39(4),2014,pp. 574-589.
5. Akhtar, S. N., Hashmi, M. A., A comparative study of job satisfaction in public and private school teachers at the secondary level. *Procedia - Social and Behavioral Sciences*, Vol. 2(2),2010, pp.4222-4228.
6. Bal, M., Visser, M.S., When are teachers motivated to work beyond retirement age? the importance of support, change of work role and money, *Educational Management Administration and Leadership*, Vol. 39(5), 2011, pp. 590-602.

7. Chandrasekar, K., Workplace environment and its impact on organizational performance in public sector organizations, Alagappa University, Karaikudi, India, International Journal of Enterprise Computing and Business Systems, Vol. 1, pp. 1-20.
8. Aneet Kumar., Work Motivation among Secondary School Teachers, International Journal of Education and Multidisciplinary Studies, Vol.07, Issue 02,2017, pp. 166-173.
9. Gupta, Madhu and Gehlavat Manju, Job Satisfaction and Work Motivation of Secondary School Teachers in Relation to some Demographic Variables: a Comparative study. Journal of Education and Research for Sustainable Development, Vol. 1 (1),2013, pp.8-17.