



REVIEW OF RESEARCH

ISSN: 2249-894X

IMPACT FACTOR : 5.7631 (UIF)

UGC APPROVED JOURNAL NO. 48514

VOLUME - 8 | ISSUE - 9 | JUNE - 2019



“A STUDY OF JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS OF NORTHERN KARNATAKA IN RELATION TO THEIR SELF-CONCEPT AND SOCIO ECONOMIC STATUS”

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ABSTRACT:

In the present investigation an attempt has been made to study the Job Satisfaction of Secondary school teachers of Northern Karnataka in relation to their self concept and socio economic status. The sample consisted of 600 hundred Secondary School Teachers of Northern Karnataka. The Job satisfaction tool by Dr.Meera Dixit, Self concept tools by Dr. Pratibha Deo and socio economic status tool by Dr. Ashok K. Kalia and DR. Sudhir Sahu. The statistical techniques used are Mean, SD, correlation, T-test and ANOVA. The result shows that the female teachers of secondary schools have higher job satisfaction scores as compared to male teachers of secondary schools of Northern Karnataka.

The female teachers of secondary schools have higher self concept scores as compared to male teachers of secondary schools of Northern Karnataka. The female teachers of secondary schools have higher socio economic status scores as compared to male teachers of secondary schools of Northern Karnataka. The teachers of government and aided secondary schools of northern Karnataka have similar job satisfaction scores. The teachers of government secondary schools of northern Karnataka have significant higher job satisfaction scores as compared to teachers of unaided secondary schools of northern Karnataka. The teachers of government, aided and unaided secondary schools of northern Karnataka have different self concept scores. The teachers of government, aided and unaided secondary schools of northern Karnataka have different socio economic status scores.



KEYWORDS: *Self concept, Socio Economic Status and Job Satisfaction.*

INTRODUCTION

Self-concept is best conceived as system attitudes towards oneself. Just as a person, as a result of experience, form attitudes which he organizes into a self consistent system and depends against threats and attacks, so the person also forms attitudes towards himself. Self-concept consists

of all the perception, feelings, attitudes, aspiration and values of oneself concerning oneself.

Socioeconomic status is typically broken into three levels (high, middle, and low) to describe the three places a family or an individual may fall into. When placing a family or individual into one of these categories, any or all of the three variables (income,

c education, and occupation) can be assessed.

Generally job satisfaction is related with number of teacher's variables such as turnover, absence, age, occupation and size of the organization in which he works. The degree of satisfaction of job is largely depends on satisfaction of educational variables. Teacher's satisfaction

and morale are attitudinal variables that reflect positive or negative feelings about particular teachers or situations, satisfaction when applied to work context of teaching seems to refer to the extent to which a teacher can meet individual, personal and professional needs as an employees.

OBJECTIVES OF THE STUDY:

1. To identify the level of Job satisfaction of Secondary School Teachers of Northern Karnataka.
2. To Study the difference between Self-Concept and Socio Economic Status of Secondary School Teachers of Northern Karnataka.
3. To find out the relationship between Job satisfaction and Self-Concept and Socio Economic Status of Secondary School Teachers of Northern Karnataka.
4. To study the Self-Concept and Socio Economic Status of Secondary School Teachers of Northern Karnataka with respect to gender (Male and Female).
5. To study the Self-Concept and Socio Economic Status of Secondary School Teachers of Northern Karnataka with respect to type of management (govt, aided and unaided).

HYPOTHESES:

1. There is no significant difference between male and female teachers of secondary schools of northern Karnataka with respect to their job satisfaction.
2. There is no significant difference between male and female teachers of secondary schools of northern Karnataka with respect to self concept.
3. There is no significant difference between male and female teachers of secondary schools of northern Karnataka with respect to socio economic status.
4. There is no significant difference between teachers of government, aided and unaided secondary schools of northern Karnataka with respect to their job satisfaction.
5. There is no significant difference between teachers of government, aided and unaided secondary schools of northern Karnataka with respect to self concept.
6. There is no significant difference between teachers of government, aided and unaided secondary schools of northern Karnataka with respect to socio economic status.
7. There is no significant relationship between the job satisfaction and self concept, socio-economic status of teacher's of secondary schools in northern Karnataka

Variables: Independent variables are Self concept and Socio Economic Status Dependent variable is Job Satisfaction.

Limitations

The present study was confined to secondary school teachers of Northern Karnataka.

METHODOLOGY

The study was designed to find out Job Satisfaction of secondary school teachers of Northern Karnataka. The study conducted on sample of 600 students of secondary school teachers of Northern Karnataka. Stratified random sampling technique was employed.

TOOLS

The Job satisfaction tool by Dr.Meera Dixit, Self concept tools by Dr. Pratibha Deo and socio economic status tool by Dr. Ashok K. Kalia and DR. Sudhir Sahu.

Statistical Techniques used:

Mean, SD, correlation, T-test and ANOVA were calculated for analyzing the data.

Analysis of data:

Table 1: There is no significant difference between male and female teachers of secondary schools of northern Karnataka with respect to their job satisfaction.

Gender	Mean	SD	SE	t-value	P-value	Signi.
Male	176.97	2.02	0.12	-5.4540	0.0001	<0.05, S
Female	177.77	1.58	0.09			

Table 2: There is no significant difference between male and female teachers of secondary schools of northern Karnataka with respect to self concept.

Gender	Mean	SD	SE	t-value	P-value	Signi.
Male	155.19	26.50	1.53	-0.0359	0.9714	>0.05, NS
Female	155.26	25.87	1.49			

Table 3: There is no significant difference between male and female teachers of secondary schools of northern Karnataka with respect to socio economic status.

Gender	Mean	SD	SE	t-value	P-value	Signi.
Male	25.89	4.70	0.27	-2.3492	0.0191	<0.05, S
Female	26.78	4.58	0.26			

Table 4: There is no significant difference between teachers of government, aided and unaided secondary schools of northern Karnataka with respect to their job satisfaction.

Types of management	Government	Aided	Unaided
Mean	177.91	177.79	176.41
Government	-		
Aided	P=0.7321	-	
Unaided	P=0.0001*	P=0.0001*	-

Table 5: There is no significant difference between teachers of government, aided and unaided secondary schools of northern Karnataka with respect to self concept scores

Types of management	Government	Aided	Unaided
Mean	156.34	160.84	148.51
Government	-		
Aided	P=0.1866	-	
Unaided	P=0.0066*	P=0.0001*	-

Table 6: There is no significant difference between teachers of government, aided and unaided secondary schools of northern Karnataka with respect to socio economic status scores

Types of management	Government	Aided	Unaided
Mean	26.92	27.34	24.75
Government	-		
Aided	P=0.6294	-	
Unaided	P=0.0001*	P=0.0001*	-

Table 7: There is no significant relationship between the job satisfaction and self concept, socio-economic status of teacher's of secondary schools in northern Karnataka

Variables	Correlation coefficient between the job satisfaction of teacher's with			
	r-value	t-value	p-value	Signi.
Self concept	0.8930	48.5297	0.0001	S
Socio economic status	0.8489	39.2702	0.0001	S

From the table 1, the female teachers of secondary schools have significant higher job satisfaction scores as compared to male teachers of secondary schools of northern Karnataka.

From the table 2, the male and female teachers of secondary schools of northern Karnataka have similar self concept.

From the table 3, the female teachers of secondary schools have significant higher socio economic status as compared to male teachers of secondary schools of northern Karnataka.

From the table 4, the teachers of government and aided secondary schools of northern Karnataka do not differ significantly with respect to job satisfaction.

From the table 5, the teachers of government and unaided secondary schools of northern Karnataka differ significantly with respect to job satisfaction.

From the table 6, the teachers of aided and unaided secondary schools of northern Karnataka differ significantly with respect to job.

From the table 7, the teachers of government and aided secondary schools of northern Karnataka do not differ significantly with respect to self concept.

From the table 8, the teachers of government and unaided secondary schools of northern Karnataka differ significantly with respect to self concept.

From the table 9, the teachers of aided and unaided secondary schools of northern Karnataka differ significantly with respect to self concept.

From the table 10, the teachers of government and aided secondary schools of northern Karnataka have similar socio economic status.

From the table 11, the teachers of government and unaided secondary schools of northern Karnataka differ significantly with respect to socio economic status.

From the table 12,The teachers of aided and unaided secondary schools of northern Karnataka differ significantly with respect to socio economic status.

From the table 13,the job satisfaction and self concept scores of teachers of secondary schools in northern Karnataka are dependent on each other.

From the table 14, the job satisfaction and socio economic status scores of teachers of secondary schools in northern Karnataka are dependent on each other.

MAJOR FINDINGS

1. The female teachers of secondary schools have significant higher job satisfaction scores as compared to male teachers of secondary schools of northern Karnataka.
2. The male and female teachers of secondary schools of northern Karnataka have similar self concept.
3. The female teachers of secondary schools have significant higher socio economic status as compared to male teachers of secondary schools of northern Karnataka.
4. The teachers of government and aided secondary schools of northern Karnataka have similar job satisfaction scores.
5. The teachers of government secondary schools of northern Karnataka have significant higher job satisfaction scores as compared to teachers of unaided secondary schools of northern Karnataka.
6. The teachers of aided secondary schools of northern Karnataka have significant higher job satisfaction scores as compared to teachers of unaided secondary schools of northern Karnataka.

7. The teachers of government and aided secondary schools of northern Karnataka have similar self concept scores.
8. The teachers of government secondary schools of northern Karnataka have significant higher self concept scores as compared to teachers of unaided secondary schools of northern Karnataka.
9. The teachers of aided secondary schools of northern Karnataka have significant higher self concept scores as compared to teachers of unaided secondary schools of northern Karnataka.
10. The teachers of government secondary schools of northern Karnataka have significant higher socio economic status scores as compared to teachers of unaided secondary schools of northern Karnataka.
11. The teachers of aided secondary schools of northern Karnataka have significant higher socio economic status scores as compared to teachers of unaided secondary schools of northern Karnataka.
12. The self concept scores are increases /decreases with increase/decrease in job satisfaction scores of teachers of secondary schools in northern Karnataka.
13. The socio economic status scores are increases /decreases with increase/decrease in job satisfaction scores of teachers of secondary schools in northern Karnataka.

CONCLUSION

The teachers of government secondary schools of northern Karnataka have significant higher socio economic status scores as compared to teachers of unaided secondary schools of northern Karnataka. The teachers of aided secondary schools of northern Karnataka have significant higher socio economic status scores as compared to teachers of unaided secondary schools of northern Karnataka. The self concept scores are increases /decreases with increase/decrease in job satisfaction scores of teachers of secondary schools in northern Karnataka. The socio economic status scores are increases /decreases with increase/decrease in job satisfaction scores of teachers of secondary schools in northern Karnataka.

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