

Job Satisfaction Scale for School Teachers

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Abstract—Job Satisfaction plays an important role in employee or workers life. A satisfied worker or employee may be a productive worker. Job satisfaction reflects the employees or workers overall feelings about his/her job. It is a measure of an employee's overall contentment, enjoyment, and fulfillment derived from their work. The present study attempts to construct a Job Satisfaction Scale for School Teachers (JSSST). Psychometric properties of the scale were calculated. Split half coefficient of reliability was found to be 0.73. The present scale was validated with Teacher Job Satisfaction Questionnaire (TJSQ) (Lester, 1984) and a correlation of 0.69 was obtained.

Index Terms—Job satisfaction, attitude, job appraisal, job experience, job dissatisfaction, motivation.

I. INTRODUCTION

Job Satisfaction, according to Locke (1976), is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Job satisfaction is a person's overall evaluation of his or her Job as favorable or unfavorable. It reflects an attitude towards one's job, and hence includes affect, cognitions and behavioral tendencies. Favorable attitude indicates job satisfaction whereas unfavorable attitude indicates job dissatisfaction.

Several theories have been propounded to explain job satisfaction. These theories have been classified under two broad theories content theories and process theories. Content theories are based on what motivates people at work, in other words, identifying the needs, drives, incentives, goals etc. and prioritization by the individuals to get satisfaction and thus perform effectively. Prominent content theories include Maslow's (1943) theory of motivation and Herzberg's (1959) two-factor theory. Process theories are more concerned with "how the motivation takes place?". The concept of 'expectancy' from 'cognitive theory' plays dominant role in the process theories of job

satisfaction. Process theories try to explain how the needs and goals are fulfilled and accepted cognitively.

II. LITERATURE REVIEW

Literature review (Luthans, 2000; Robbins, 2005) reveals that there are 5 main dimensions of Job satisfaction. These are:

- (a) Nature of the work itself: the extent to which job provides the individuals with interesting tasks, opportunities for learning and the chance to accept responsibility. It also includes the perceived importance of the work and the extent to which the job provides intrinsic enjoyment and fulfills the need for recognition, creativity and skill building;
- (b) Pay and Promotional Opportunity: the amount of financial remuneration that is received and the degree to which it is viewed as equitable in comparison to others in the organization, and the chances for the advancement in the hierarchy of the organization;
- (c) Working Conditions: It includes both the structure of the work experience (flexibility of hours, teacher-child ratio, substitutes and teaching materials as well as context (aesthetic quality of the physical environment);
- (d) Supervision: the abilities of the supervisor to provide technical assistance and behavioral support, perceived quality and quantity of encouragement and helpful support from the supervisor;
- (e) Satisfaction with Co-workers: the degree to which fellow workers are technically proficient and socially supportive and the worker has formed close relationship with colleagues.

III. ITEM POOL

Considering the above five dimensions of job satisfaction, item pool of 64 items was constructed keeping in mind Edward & Kilpatrick (1948) criteria

for item construction. After discussion with fellow colleagues and repeated refinement, the total number of items were reduced to 46. Thereafter, these items were presented before 3 judges. These judges were asked to rate these 46 questions on a 5-point scale regarding the extent to which these items were related to Job Satisfaction and the extent to which the items were clearly constructed. The judges gave their responses, and the basis of the responses given by these judges, the number of items were reduced from 46 to 39.

Table 1: Showing the Inter-judge correlation on relatedness of the items (N=39, df=37).

	Judge 1	Judge 2	Judge 3
Judge 1	-	0.48**	0.70**
Judge 2	-	-	0.57**
Judge 3	-	-	-

** p < 0.01

Table 2: Showing the Inter-judge correlation on the clarity of the items (N=39, df=37).

	Judge 1	Judge 2	Judge 3
Judge 1	-	0.33*	0.35*
Judge 2	-	-	0.44**
Judge 3	-	-	-

* p < 0.05 ** p < 0.01

III. ITEM ANALYSIS

After the ratings given by the Judges, the scale with 39 items was administered to 186 teachers of secondary and higher secondary schools from different government and aided schools.

As a part of item selection, skewness of every item was calculated. Also, the item-total correlation was calculated to determine the relative contribution of each item. To determine the discriminating power of the items, t value was calculated between Q1 and Q4. These values are shown in Table 3

Table 3: Showing the values of skewness, item-total correlation and t-test value (N=186).

Item No.	Skewness	Item-total correlation	t value
1.	- 1.372	0.66**	2.21 *
2.	-1.123	0.68 **	7.80 **
3.	-1.074	0.75 **	9.33 **
4.	-2.059	0.49 **	2.18 *

5.	-1.250	0.62 **	5.89 **
6.	-0.901	0.61 **	7.16 **
7.	-0.658	0.38 **	1.58
8.	-1.210	0.55 **	1.61
9.	-1.480	0.59 **	4.98 **
10.	-1.206	0.60 **	6.09 **
11.	-1.718	0.63 **	6.76 **
12.	0.301	0.30 **	2.97 **
13.	-1.353	0.68 **	8.48 **
14.	0.001	0.38 **	3.81 **
15.	-0.066-	0.53 **	8.99 **
16.	-1.056	0.66 **	7.86 **
17.	-0.723	0.714 **	12.66 **
18.	-1.703	0.638 **	7.55 **
19.	-0.614	0.733 **	9.91 **
20.	-1.545	0.549 **	4.94 **
21.	-1.303	0.415 **	5.38 **
22.	-1.450	0.498 **	6.15 **
23.	-1.120	0.512 **	4.96 **
24.	-1.024	0.606 **	3.91 **
25.	-1.115	0.754 **	9.56 **
26.	-1.433	0.110	0.64
27.	-1.151	0.556 **	6.49 **
28.	-1.125	0.577 **	3.89 **
29.	0.873	0.255 **	2.96 **
30.	-0.885	0.723 **	8.66 **
31.	-0.936	0.653 **	5.27 **
32.	-2.197	0.523 **	0.12
33.	-0.528	0.494 **	0.30
34.	0.898	0.165	2.66 **
35.	-0.391	0.550 **	5.13 **
36.	0.198	0.158	3.86 **
37.	-1.262	0.324 **	4.23 **
38.	-0.898	0.595**	6.69 **
39.	-0.613	0.449 **	7.29 **

* p < 0.05 ** p < 0.01

Item nos. 34, 36 were rejected as their Item-total correlation value was not significant, item nos. 7, 8, 32, 33 were rejected as their t-value was not significant, and Item no. 26 was rejected as the Item-total correlation value and t-value, both, were not statistically significant. Finally, the number of items in the scale was reduced to 32.

IV. RELIABILITY & VALIDITY

The final scale was again administered to 216 teachers of secondary and higher secondary schools from different government and aided schools, along with Teacher Job Satisfaction Questionnaire (TJSQ)

(Lester, 1984), for standardization of scale. Split half coefficient of reliability was found to be 0.73. The present scale was validated with Teacher Job Satisfaction Questionnaire (TJSQ) (Lester, 1984) and a correlation of 0.69 was obtained.

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