



## RESEARCH PAPER

# Development of scale for measurement of teacher's job satisfaction

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**Abstract :** Job satisfaction of the teachers working in educational institutions is an important aspect from providing quality education to the student's point of view. It was felt necessary to develop scale for measurement of teacher's job satisfaction considering that most of the scales available are older. The scale was developed by the technique of summated rating given by Likert. The statements formulated were sent to expert judges and their responses were obtained using five point continuum viz., strongly agree, agree, undecided, disagree and strongly disagree and were scored as 5,4,3,2 and 1, respectively for favourable statements while scoring was reversed for unfavourable statements. The 26 statements having relevancy per cent more than 70 were selected at first stage, the 't' values of statements were calculated and finally 15 statements were selected for inclusion in the scale. The validity and reliability of the scale was tested and found significant.

**Key Words :** Scale, Measurement, Teachers, Job satisfaction

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## INTRODUCTION

Job satisfaction is a set of favourable or unfavourable feelings and emotions with which employee pursue their work and the supervisors need to be alert about employee job satisfaction level. Job satisfaction refers to the feeling and emotions of employees in an organization. It includes behaviour pattern of people that can be favourable or unfavourable. The progress of work is directly related to job satisfaction. If employees are not satisfied with their jobs, the overall progress of system is adversely affected.

The administrators should periodically study the job

satisfaction of employees and try to improve it by promoting human values and dignity. The importance of job satisfaction in an education system is very vital than in any other organization. Education is not merely the transfer of information but overall development of human personality. This can only be possible if teachers are satisfied with their jobs. Quality education and human development is only possible if the people involved in the system are satisfied with their work.

According to Bavendam (2000) job satisfaction of teachers is too important because their attitude towards job affect the learning process of the students. Only satisfied teachers can perform well in the class room

and their quality of teaching improves. They become more industrious and show greater commitment to the teaching learning process.

A high-quality teaching staff is the cornerstone of a successful educational system. Daily interaction between teachers and students is at the center of the educational process; attracting and retaining high quality teachers is, thus, a primary necessity for education.

A teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well adjusted and satisfied teacher can contribute a lot to the well being of his/her pupils. A dissatisfied teacher can become irritable and may create tensions which can have negative influence on the students' learning process and it consequently affects their academic growth. Teachers having favourable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job.

It was noticed that the scales available for measuring job satisfaction are very old *viz.*, Lahariya (1978); Sabaratnam (1987); Daftuar (1988) and Anthony Malliled (1990). Secondly, no separate scale is available to measure job satisfaction of teachers. Considering this situation it was thought that the scale for measuring job satisfaction of teachers would be helpful for the researchers in future.

## MATERIAL AND METHODS

Among the various methods of scale development such as Likert's technique (Method of summated rating), Thurston's technique (Method of equal appearing interval), Scalogram analysis etc, Likert's (1932) technique *i.e.* method of summated rating was used which involves following steps.

### Collection of items or statements :

The statements were collected by the researcher based on his intuitions, own experiences, reading relevant literature like research journals, magazines, etc. as well as from the resource persons or experts who have knowledge or expertise in the area, either by personally interviewing them or by mailing request to do so.

### Editing of statements:

The statements collected were edited carefully on the basis of suggestions made by Edwards (1957) in terms of 14 criterions.

### Selection of scalable statements :

The list of initially developed statements was sent to judges and they were requested to elicit relevancy of statements for their inclusion in the scale and it was also requested to them to indicate favourableness of the statements. The judgments were secured on five point continuum namely strongly agree, agree, undecided, disagree and strongly disagree and were scored as 5,4,3,2 and 1, respectively for favourable statements while scoring was reversed for unfavourable statements. An individual's score in this scale is the sum total of the scores for all the statements by the judges *i.e.* summated rating. The relevancy score for each statement was calculated by adding the scores on the rating scale for all judges with the following formula :

$$\text{Relevancy per cent} = \frac{(\text{SA} \times 5) + (\text{A} \times 4) + (\text{U} \times 3) + (\text{DA} \times 2) + (\text{SD} \times 1)}{\text{Maximum possible score}} \times 100$$

Accordingly, statements having relevancy per cent more than 70 were considered for selection at first stage.

### Item/ statement analysis :

On the basis of total score obtained by each respondent, they were arranged in descending order of its magnitude of values. From this sequence, 25 per cent of each of the respondents with maximum and minimum total scores were identified and considered as two separate groups as criteria groups. The critical differences in responses of these high and low groups on each statements were worked out with 't' value. The value of 't' was considered as the measure of the extent to which given item differentiates between high and low groups. The 't' value equal or greater than 1.98 at 5 per cent level of significance indicates that the average response of high and low groups differs significantly and differentiates between responses of high and low groups. The critical value 't' for all the statements was arranged in descending order by considering the magnitude of 't' values. By this procedure, item values ( $t > 1.98$ ) were selected and included in final format of scale.

### Reliability of the scale :

A good scale must have both reliability and validity. A scale may be said reliable when it gives the same measurements under similar conditions. Among the various methods of testing reliability *viz.*, test-retest method, split half method and multiple form method, test-retest method was used to test reliability of the scale. The scale was administered on 20 respondents from non

sample area. The same scale was administered on same respondents about one month after first administration. The correlation co-efficient between two scores was found out and it was tested for significance with the help of student 't' test.

### Validity of the scale :

Validity is the extent to which a test measures that it proposes to measure to examine the validity of the test, content and cross validity was found out. Content validity involves essentially the systematic examination of the test content to determine whether it covers a representative sample of the behaviour domain to be measured. Moreover, content validity depends upon the relevance of the individuals test responses to the behaviour under consideration, rather than upon the apparent relevance of item content.

To determine the content validity of the test after preparing the first draft of the test it was given to different experts belonging to different descriptions for their opinion and suggestion regarding the appropriateness and relevance of the test items, type of items suitability, language clarity, ambiguity, difficulty level etc. thus, content validity is most often determined on the basis of expert judgment. The test analyst examines carefully on outline of the content and object of the unit for which the test was designed.

## RESULTS AND DISCUSSION

The schedule of 42 statements was prepared for obtaining responses from the Judges who are working as Assistant/ Associate Professor/Professors in different Agricultural Colleges and Universities. The responses from the selected judges were collected by approaching them personally as well as by email. The schedule of statements was distributed to 80 judges, out of which 68 judges responded for it. The scores of all the statements were summed up, the relevancy percentage of each statement was calculated and relevancy per cent more than 70 was used as base to select the statements at first stage. On the basis of values of relevancy percentage (Table 1), 26 statements were found to be relevancy percentage more than 70 and hence, selected for inclusion in the scale.

At the second stage, the sum total of scores of all the statements were calculated and arranged in descending order of its magnitude. Twenty five per cent of statements having highest values of total score (7

statements) and twenty five per cent of statements having lowest values of total scores are treated as criteria group, respectively as high and low group to calculate 't' value so as to find out the critical difference. The 't' value of each statement was also calculated (Table 2) and it is compared with table 't' value (1.98) as well as 't' value of high and low group (2.96), which showed that all the 26 statements have 't' values more than table 't' value and 't' value of high and low group.

It is observed from Table 2, that, all the 26 statements selected in first stage are eligible to include in final scale being the 't' values are greater than table 't' values (1.98) and 't' value of high and low group (2.96) at 0.05 level of significance. Though all the 26 statements would be selected, 15 statements having greater 't' values among these 26 statements are finally included in the scale.

### Validity of the scale :

Since the content of the scales was derived from authentic sources like books, journals and expert's opinion, it is assumed that the scores obtained by administering the scales of this study will measure what it intends to measure. Further 't' value being significant for the statements it is assumed that the scale is valid.

### Reliability of scale :

The test-retest method was used to test reliability of the scale. The scale developed with 15 statements was administered on 20 respondents from non-sample area. The scale was administered on same respondents about one month after first administration. The correlation co-efficient ( $r$ ) between two scores was found to be 0.754 which indicated that the scale has high reliability. Further the significance was tested with student 't' test and it was reported 2.80. it means that the Null hypothesis ( $H_0$ ) *i.e.* there is no correlation between two variables, is rejected because calculated value (2.80) is greater than table 't' (2.44) at 5 per cent level of significance.

### Conclusion :

The final scale consisting of 15 statements having significant validity and reliability may be used for measurement of the job satisfaction of the teachers working in senior colleges of any faculty especially in the private, unaided colleges. The scale may also helpful in studying the factors influencing the job satisfaction of the teachers. On this basis the policy makers could

**Table 1 : Relevancy per cent of statements**

Sr. No.	Particulars of statements	Relevancy per cent
1.	I have received gainful employment <i>i.e.</i> I got designation as per my qualification.	84.41
2.	The 'work itself' is interesting, challenging and exciting for employees and it is favourable to remain motivated.	85.88
3.	I have sufficient scope in my job to prove my abilities and skills.	80.88
4.	Work load allotted to me (hours/week) is very heavy	53.52
5.	I have to spend more time in activities other than my regular activities/ concerned to my designation.	51.17
6.	The freedom in decision making with regard to my job is poor.	58.23
7.	I have satisfied with the meaningfulness of my work which is in line with organization's goals and society.	72.94
8.	I get recognized/ awarded for better job performance which encourages me for improvement in future performance.	80.29
9.	Salary/ pay I am receiving is appropriate to my workload.	85.88
10.	I think there is bright future prospectus in this job	71.17
11.	I have good relation with my immediate supervisor and senior management team.	74.11
12.	My organization is committed to green workplace <i>i.e.</i> it is environmentally sensitive and resource efficient.	71.76
13.	The work environment in the organization is safe for employees especially for female employees	72.05
14.	I have received/ I will receive career development or career advancement opportunity.	70.88
15.	Salary/ pay I am receiving is as per standard norms.	62.35
16.	The work environment in the organization is safe for employees especially for female employees	57.05
17.	The increments in salary given to me at regular interval	72.35
18.	The working relationship I have with my colleagues in my organization is good.	62.35
19.	The benefits other than salary (E.g. Health care, scholarship for family members etc) I received in this organization is not satisfactory.	55.58
20.	The leave facilities I have received in this job are not satisfactory.	60.29
21.	I got sufficient flexibility to balance life and work issues such as adjustment in office timings.	65.29
22.	The status I enjoy in the organization is satisfactory	68.52
23.	There is no variety in my work/ activities and hence it is boring me.	76.17
24.	This is unique profession which gives me an opportunity to develop life of students who are future citizens of my country.	86.47
25.	I have opportunity for promotion/ vertical mobility in this present job.	67.64
26.	Job security is assured in my present job but I hope there should be career security.	71.47
27.	I got sufficient opportunity for knowledge up gradation through HRD trainings.	83.82
28.	My organization is contributing to the quality of life of its employees, local community and society at large.	77.64
29.	The co-operation received from non- teaching staff is not satisfactory.	81.17
30.	The increment in salary given to me is not as per my expectation.	80.58
31.	I am contributing in fulfillment of organization's goals which give me a clear sense of my role.	75.88
32.	The respect given by students to their teachers is unfortunately decreasing day by day.	79.70
33.	There is good communication between employees and employer in this organization	83.23
34.	Not economically but this job gives me pleasure socially and mentally.	78.82
35.	Most of the times, I come to know of the aims and future plans of the institute unofficially rather than through official information.	57.05
36.	The status I enjoy in the society is bothering me.	66.17
37.	The work environment is conducive for employees to be productive, satisfied and engaged in the workplace.	77.64
38.	I feel bore now a days in this job due to decline in studiousness among the students.	58.82
39.	There is lot of scope to use modern technology in my job.	55.29
40.	The required material and funds are provided to me by the management whenever demanded.	82.05
41.	When parents of students/ pass out students appreciate my work, I got satisfaction at extreme level.	87.35
42.	There is sufficient provision of remuneration for other academic work like supervision, paper checking etc.	54.70

**Table 2 : Sum total of scores and 't' values for the statements selected in first stage**

Sr. No.	Particulars of statements	Sum total of scores	't' values
1.	When parents of students/ pass out students appreciate my work, I got satisfaction at extreme level.	297	13.96
2.	This is unique profession which gives me an opportunity to develop life of students who are future citizens of my country.	294	10.97
3.	The 'work itself' is interesting, challenging and exciting for employees and it is favourable to remain motivated.	292	14.64
4.	Salary/ pay I am receiving is appropriate to my workload.	292	13.37
5.	The increment in salary given to me is not as per my expectation.	292	14.64
6.	I have received gainful employment <i>i.e.</i> I got designation as per my qualification.	287	09.64
7.	I got sufficient opportunity for knowledge up gradation through HRD trainings.	285	11.37
8.	There is good communication between employees and employer in this organization	283	12.18
9.	The required material and funds are provided to me by the management whenever demanded.	279	09.57
10.	The co-operation received from non- teaching staff is not satisfactory.	276	09.65
11.	I have sufficient scope in my job to prove my abilities and skills.	275	08.56
12.	I get recognized/ awarded for better job performance which encourages me for improvement in future performance.	273	09.40
13.	The respect given by students to their teachers is unfortunately decreasing day by day.	271	07.34
14.	Not economically but this job gives me pleasure socially and mentally.	268	08.19
15.	There is no variety in my work/ activities and hence it is boring me.	264	07.17
16.	My organization is contributing to the quality of life of its employees, local community and society at large.	264	07.13
17.	The work environment is conducive for employees to be productive, satisfied and engaged in the workplace.	259	07.03
18.	I am contributing in fulfillment of organization's goals which give me a clear sense of my role.	258	05.76
19.	I have good relation with my immediate supervisor and senior management team.	252	05.69
20.	I have satisfied with the meaningfulness of my work which is in line with organization's goals and society.	248	05.09
21.	The increments in salary given to me at regular interval.	246	04.15
22.	The work environment in the organization is safe for employees especially for female employees	245	05.40
23.	My organization is committed to green workplace <i>i.e.</i> it is environmentally sensitive and resource efficient.	244	04.71
24.	Job security is assured in my present job but I hope there should be career security.	243	04.05
25.	I think there is bright future prospectus in this job	242	04.44
26.	I have received/ I will receive career development or career advancement opportunity.	241	04.39

undertake necessary steps towards enhancing satisfaction of their staff which will lead to accomplish the ultimate goals of Institution.

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