International Journal of Multidisciplinary Research and Development

Volume: 2, Issue: 8, 454-457
Aug 2015
www.allsubjectjournal.com
e-ISSN: 2349-4182
p-ISSN: 2349-5979
Impact Factor: 3.762

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Job Satisfaction Scale

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Abstract
The present paper shows the procedure of construction and standardization of operational measure of Job Satisfaction scale .The final form of the test has 20 statements which is bi- dimensional instrument in which 12 items are worded positively and 8 items worded negatively. It is a 5-point Likert type instrument that assesses positive and negative dimensions of job satisfaction. Job satisfaction scale has split- half reliability of 0.84 and Cronbach's alpha 0.86. The content validity of the job satisfaction Scale was established along with the construct validity.

Keywords: job satisfaction, tryout, item analysis, reliability, validity.

1. Introduction
Job satisfaction amongst teachers is a multifaceted construct that is critical to teacher retention and has been shown to be a significant determinant of teacher commitment, and in turn, a contributor to school effectiveness. It is a complex variable and is influenced by situational factors of the job as well as the dispositional characteristics of the individual. Hence, Job satisfaction is an attitude towards job taking into account feelings, beliefs and behaviours. Lowered job satisfaction believed to influence teachers' commitment, morale and turnover and this is particularly salient to the teaching profession. Thus, if we wanted to measure how satisfied the teachers in a school, we would usually start by measuring their satisfaction with important facts of the job such as pay, promotion, recognition, teacher-pupil relationship and teacher-authority relationship and then total our results to obtain a measure of the teachers' overall satisfaction. From research undertaken by Duke (1988) [2], Richford and Fortune (1984) [8] and Mercer and Evans (1991) [6], there is a worldwide tendency towards job dissatisfaction in education. However, Hillebrand (1989) [5], Steyn and van Wyk (1999) [10], Theunissen and Calitz (1994), and Van Wyk (2000) [12] contend that contrary to expectations, teachers experience greater work satisfaction than was previously believed.

2. Job Satisfaction Defined
Job Satisfaction is a degree to which one's important needs for health, security, nourishment, affiliation, esteem, and so on is fulfilled on the job or as a result of the job. Furnham (1997) [3] has been described job satisfaction as favourable or positive feelings about work or the work environment. It can also be explained as the psychological disposition of people toward their work – and this involves a collection of numerous attitudes or feelings (Schultz, 1999) [9]. Moreover, Weiss, H.M. (2002) [13] defined job satisfaction is a pleasurable emotional state of the appraisal of one's job; an effective reaction and an attitude towards one's job. No doubt job satisfaction is an attitude but one should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviours.

3. History of Job Satisfaction Scale Development
Several scales have been utilized to measure job satisfaction such as The MSQ (Minnesota Satisfaction Questionnaire) (Weiss *et al*. 1967) [13], The Need Satisfaction Questionnaire (Porter 1961), and the Job Diagnostic Survey (Hackman & Oldham 1975). The Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss, Dawis, England, and Lofquist (1967) was used to measure job satisfaction levels. A personal data questionnaire surveyed attributes including gender, age, years employed at present school, total years teaching, highest degree attained, salary level, route to certification (traditional college teacher preparatory program or an alternate route), location of school currently teaching in (rural, urban, suburban), and level of intent to remain in the classroom. Another one is Teacher Job Satisfaction Questionnaire (TJSQ) developed by Lester (1984). It explores two factors: (a) supervision, and (b) working conditions.

The demographic and work profiles are the respondent's gender, age, educational level, years of teaching experience, and salary. According to Lester and Bishop (2002), the original number of TJSQ was 120 items, later reduced to 66 items. "Vaguely defined words, words with double meanings, emotionally loaded words, double negatives, and unclear words were eliminated, resulting in clear, concise, and direct statements of no more than 20 words" (Lester & Bishop, 2002, p. 147). They reported the Cronbach's alpha scale for subscales of teacher job satisfaction were 0.93 for the Teacher Job Satisfaction scale is 0.93. Coefficients of internal consistency were 0.92 (supervision), and 0.83 (working conditions). Lester and Bishop (2002) and Liu (2005) reported that the values ranged from the average of 0.71 to 0.93 in factor loadings, which established construct validity.
Index of Job Satisfaction developed by Bray field and Rothe (1951). This index was developed to provide a global appraisal of job satisfaction applicable across occupational categories. This 18-item instrument was designed to measure the individual's attitude toward his work. Reliability of the Job Satisfaction Index was 0.77 and when corrected by application of the well-known Spear- man-Brown formula was 0.87. Later, the job satisfaction scale developed by Singh & Sharma (1986). The scale has a very wide acceptance in measuring psychological aspects of functioning in any profession. It consisted of 80 statements in the pilot study. After try out only 30 statements were retained in the final. The scale has been standardized on engineers, doctors and teachers. The test retest reliability of the scale works out to be 0.98.According to Stanton et al. (2002), job satisfaction has been measured in several ways, ranging from single item measures (Kunin 1955, Scarpello & Compbell, 1983) to general multi-item measures (Ironson, et al. 1989) to multifaceted, multi-item measures (Smith, Kendall & Hulin 1969, Vroom 1964, Warr & Routledge 1969, Weiss, *et al*., 1967). Singh (1989) developed Job Satisfaction Questionnaire. This questionnaire consists of 20 items that measures the degree of job satisfaction. Each item was rated on five point rating scale ranging from highly satisfied to highly dissatisfied with a weighted score of 5 to 1, the total score of an individual varies from 20-100. Teacher Job Satisfaction Survey (TJSS) which consisted of 36 five Likert scale items related to various facets of job satisfaction was developed by Ngimbudzi (2009). The reliability of the instrument was computed using SPSS and Cronbachs Alpha was 0.88 higher than conventional or recommended reliability which is Cronbachs Alpha 0.80.

4. Purpose of the Study

The purpose of the present study is to develop a theoretically and methodologically sound bi-dimensional instrument of job satisfaction with high psychometric qualities, specifically item total correlation, internal consistency, reliability and validity.

5. Procedure

In the first step towards the construction of Job Satisfaction Scale, sixty statements expressive of teachers' satisfaction towards their job were written after a careful study of related literature and discussion with several experienced teachers and teacher-educators. The draft form thus prepared was released for experts opinions who were requested to judge the worth of each statement against the following criteria:

1. The statement should be in simple and understandable language.
2. The statement should be clear and unambiguous semantically so that it is interpreted uniformly by all respondents.
3. The statement should not be double barrelled; it should express one single idea or issue.
4. The statement should be relevant i.e. there should be congruence between the statement and the definition of the concept of Job Satisfaction as accepted in the study.

As a result of experts' comments some of the statements were modified and some omitted and finally 30 statements were taken. Instructions to the subjects required them to respond to each of the items on a 5-point scale, the response categories being "strongly agree", "agree", "undecided", "disagree" and "strongly disagree". For construction of scale, Likert's technique was preferred to Thurstone's technique because the former is simpler and less time consuming and does not involve judgments for scaling the statements.

6. Try-out

The initial form (30 items) of Job Satisfaction Scale was administered on 115 teachers, which included 73 (63%) male and 42 (37%) female teachers, randomly sampled from seven secondary schools located in New Delhi. Nunnally (1970) recommends that the number of individuals for tryout of tests should be three to four times the number of items. Thus, the sample used for tryout of Job Satisfaction Scale was quite adequate. These schools belong to different categories of management and range from good to poor in regard to standard of performance of their pupils. Thus, the sample selected for tryout of the Job Satisfaction Scale form constituted a cross-section of the secondary school teachers. After permission was obtained from the Principals of the schools, the questionnaires were distributed to the teachers of these schools. From the approximately 135 teachers in the seven schools, 115 completed questionnaires were received representing an 85% response rate.

7. Scoring

Responses are made on a 5- point scale and the response categories are assigned weights from 1 to 5. The scoring scheme used was to give a score of 5 to each response marked under 'strongly agree', a score of 4 to each response marked under 'agree', a score of 3 to each response marked under 'undecided', a score of 2 to each response marked under 'disagree' and a score of 1 to each response marked under 'strongly disagree'. This was done for positive statements. In case of negative statements the scoring method was reversed. The summation of scores earned by a teacher on all statements was taken as his job satisfaction score. The higher is the score, the more satisfaction towards the job and the lower is the score shows less satisfaction towards the job.

8. Item analysis

An item analysis was done to determine the discriminating power of each item with the total test by using Pearson Product Moment Correlation techniques (Table 1). In addition, Cronbach alpha coefficient of the total scale after each item deleted is also reported. The aim was to make the Job Satisfaction Scale homogeneous by checking consistency of each item with the total test and discarding all such items as were found inconsistent. To achieve this end, scores on each item of the subjects were correlated with their total test scores. The items found to have a correlation of 0.30 or less with the total test were discarded. Such items were 10 in number. To remove the effect of the eliminated items scores of the

subjects on them were deducted from their total score and item total correlation again computed in respect of the remaining 20 items. The reiterative procedure increased the original coefficient such that none of the 20 items were found to have a correlation of less than 0.36 with total test. It was considered sufficiently high size for retaining an item for the final form of the Job Satisfaction Scale. Out of 20 items, 19 had item total correlations above 0.36, and the highest being 0.68. This suggested that most of the items contributed to the total inventory. Cronbach alpha correlation of each item with total test was also calculated and given in table 1.

High item total correlation indicates that all items measure consistency with the total scale, suggesting a strong item discrimination power.

Table 1: Item total correlation of the 20 items of Job Satisfaction Scale

S.NO.	Statements	Dimension	Correlation Coefficient	Cronbach's alpha
1	Teachers lead vocationally unsatisfied lives.	Negative	0.41	.85
2	People give me much respect when they know that I am a teacher.	Positive	0.60	.85
3	It would have perhaps been better if I had joined some other profession.	Negative	0.47	.85
4	The salary in teaching job is not in keeping with my abilities and qualification.	Negative	0.37	.86
5	Given fresh opportunity for choosing a career, I will again choose teaching.	Positive	0.51	.85
6	No profession is as good as teaching.	Positive	0.58	.85
7	Teaching is boring because of repetition of similar work.	Negative	0.42	.85
8	The work of teachers is interesting because of variety of activities.	Positive	0.53	.85
9	Society appreciates teacher's work.	Positive	0.63	.85
10	The teaching profession is one among the few noble profession.	Positive	0.66	.84
11	Teaching profession provides opportunities for satisfaction of my abilities and capacities.	Positive	0.67	.84
12	Economic condition of a teacher makes me dislike this profession.	Negative	0.36	.84
13	To control student is headache for me.	Negative	0.42	.86
14	Kind treatment of teachers spoils the students.	Negative	0.37	.86
15	I like to attend seminars within and outside the school.	Positive	0.68	.86
16	The school authorities are fair and impartial.	Positive	0.53	.84
17	My teacher colleagues are good and cooperative.	Positive	0.58	.85
18	I always keep track of my progress.	Positive	0.61	.85
19	I sometimes feel my job is meaningless.	Negative	0.61	.85
20	I am satisfied with my chances of promotion.	Positive	0.54	.85

Table 2: Mean, SD of both dimensions and total test

Dimensions	Items	Mean Score	Average of per items	SD
Positive	12	43.93	3.66	7.64
Negative	8	26.93	3.36	4.56
Total	20	70.86	3.54	1.06

It is of interest to note that overall the positive items tend to have higher item total correlations (from 0.53 to 0.68 with a medium of 0.60) than the negative items (from 0.36 to 0.61 with a medium of 0.52). The instrument in its finished form consisted of 20 items (12 items positive and 8 items negative toward job satisfaction). The Mean, SD of both dimensions and total test and average of per item is given in table 2.

8. Reliability

Reliability of Job Satisfaction Scale was calculated by using the scores of 115 subjects on 20 items of the final form. A split-half reliability coefficient was found by correlating scores of the subjects on odd items of the test with their scores on even items. The correlation coefficient thus obtained was 0.73 which when corrected by Spearman Brown Profecy Formula increased to 0.84. Yet another method i.e. Cronbach's alpha coefficient accessing the internal consistency of the instrument for the total scale was found to be 0.86, indicating a high degree of internal consistency for group analysis, which is acceptable (Anastasi & Urbina, 1998) [1]. The higher the value of, the more reliable the test is, with regard to internal consistency.

9. Validity

The method employed for establishing validity of the Job Satisfaction Scale was based on principals' judgement. The principals of schools whose teachers had participated in this study were approached. They were asked to read carefully the descriptions of more satisfied and less satisfied teachers' behaviour towards job and identify those of the teachers of their respective schools whose behaviour matched clearly with either of the two descriptions. In this way two groups of teachers, one having more satisfied and the other less satisfied towards job were identified. In this way the means of job satisfaction scores of those two groups (each group having 15 teachers) were compared to test the hypothesis that the mean of job satisfaction scores of the group judged as having more satisfied would be significantly higher than the mean of job satisfaction scores of the group judged as having less satisfied towards job. For this purpose a t-test of the difference of the means of two independent, small samples was applied and the value of t calculated by using one-tailed test. The result of the comparison is contained in table 3.

Table 3: Comparison of means of job satisfaction score of teachers judged as more and less satisfaction level towards job

Judged satisfaction level	N	Mean Mean Job Satisfaction score	SD	df	t-value	P
More satisfied	15	87.60	4.71	28	24.16	0.01
Less satisfied	15	51.86	3.24			

The validation procedure yielded a t-value of 24.16 which was found significant at the 0.01 level with 28 df indicating, thereby, that the difference in the two means was significant and in the predicted direction. This result shows that the JOB SATISFACTION SCALE is a bi-dimensional and valid instrument to measure teachers' satisfaction level with both positive and negative effects.

10. Usefulness

This tool has 20- items which cohere to produce a scale of Job Satisfaction Scale for use to know the satisfaction level of teachers towards teaching job. It appears to be useful for teachers and research scholars. The teachers of education and psychology can also use it to study the development of satisfaction level toward teaching job. The data, supporting the reliability, homogeneity, content validity and construct validity of this scale commend the instrument for further use. Further, studies are now needed in order to test the usefulness of this scale in specific research context. Job Satisfaction Scale seems to represent a promising measure of teachers' satisfaction towards teaching job. This tool will prove a valuable additions to psychometric units of Indian schools and universities and abroad also.

11. Final Form

The final form of the test has 20 statements of different areas such as pay, promotion, recognition, teacher-pupil relationship and teacher-authority relationship which is design to measure job satisfaction of secondary school and senior secondary school teachers. Job Satisfaction Scale as a bi- dimensional and shorter instrument in which 12 items are worded positively and 8 items worded negatively, 5-point Likert type instrument that assess positive and negative dimensions of job satisfaction. The range of scores was from 20-100 and high scores would indicate more satisfaction level. Job Satisfaction Scale has split- half reliability of 0.84 and Cronbac's alpha 0.86. Job Satisfaction Scale can be measured on this bi-dimensional scale with positive and negative affect items which will be more accurate to measure the job satisfaction towards job on sample of teachers with negative and positive affect. In other words, both more satisfied and less satisfied teachers can respond well to this bi-dimensional scale. There was no time limit but generally teachers took 20 minutes.

12. Some findings using this scale

This job satisfaction scale was administered 206 secondary school teachers, males 122 and females 84. Table- 4 shows a significant difference between job satisfaction score of males and females (df=204, t=4.46, p<0.001). More specifically, female students scored significantly higher (M= 77.12, SD=9.52) than males (M=70.91, SD= 10.00).

Table 4: Comparison of Means of job satisfaction Scores of Male and Female Teachers

Groups	N	Mean	SD	df	t-value	P
Male	122	70.91	10.00	204	4.46	0.001
Female	84	77.12	9.52			

When t-test was applied (Table-5) to compare each mean with every other mean of job satisfaction score, significant difference was obtained between the mean of elementary and secondary school teachers (t = 2.91, P <0.01, df = 150). But no significant difference was obtained between the job satisfaction of elementary and senior secondary school teachers. However, elementary school teachers have recorded a more mean job satisfaction score than the senior secondary teachers, hence a trend noted for elementary school teachers to be more satisfied. Likewise no significant difference was found between the secondary and senior secondary teachers.

Table 5: A comparison of Job Satisfaction level of Elementary, Secondary and Senior Secondary School Teachers.

Position	N	Mean	SD	t		
				Elementary	Secondary	Senior Secondary
Elementary	76	76.32	9.81	X		
Secondary	76	71.75	11.49	2.91	X	
Senior Secondary	54	74.48	8.85	.099	1.46	X

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