

A Study of Secondary School Teachers with Respect to Shifting Jobs in Private Sectors

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Abstract: Teaching is a fun as well as serious task because nurturing innocent brain is not simple. To mould these brain in best shape it need complete one academic year. But in our educational field that to private secondary school teachers shifting their jobs from one school to another school with in a month. This is hot buring problems in private schools. The present study focus on secondary school teachers shifting their jobs eary without completing one academic year. The hypotheses formed 1. There is no significant difference between male and female secondary school teachers with respect to shifting their teaching job without completing one academic year. 2. There is no significant difference between kannada and english secondary school teachers with respect to shifting their teaching job without completing one academic year. 3. There is no significant difference between rural and urban secondary school teachers with respect to shifting their teaching job without completing one academic year. The study revealed that the private secondary school female teachers significantly high in 'Shifting Job' score ($t=20.0102$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, The female teachers shifting their jobs more as compared to male. Also english medium secondary school teachers significantly high in 'shifting job' 'score' ($t=23.0503$, $p<0.05$) at 0.05% level of significance as compared to kannada medium secondary school teachers. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, English medium secondary school teachers has more problems to leave their jobs. The study reflects that the urban area secondary school teacher significantly high in 'shifting job' scores ($t=21.1913$ $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, uban secondary school teacher shift their jobs more as compared to rural area secondary school teachers.

Key words: Academics, Ethics, Exceed, Innocent, Performance, Professional

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I. INTRODUCTION

The success of education field is depending up on teacher's performance. The one great teacher can change thousands of innocent lives. The teacher's professional and personal life also matters how they influence on students. The students unknowingly innocently follow and imitate and have bonding with teacher which motivates students to study and show better in academics. If teachers changes or shifts their teaching job within a month or six months or within a year. Here great loss is for students. The students who are studying under the guidance of particular teacher may face many difficulties in learning. Now a day at private secondary school teachers are firing from management or many of them shifting their jobs from one school to another schools because of many reasons. The present paper focus on why teachers change their jobs without completing academic year.

II. REVIEWS

The study conducted by Dale Ballou and Michael Jhon Podgursky, University of Missouri. On the topic 'Teacher recruitment and retention in public and private schools'

June 1998 Journal of Policy Analysis and Management 17(3):393-417 DOI:10.1002/(SICI)1520-6688(199822)17:3<3.CO;2-9. **Abstract:** Private school salaries are substantially below those in public school systems. Nonetheless, private school heads are as satisfied as public school principals with the quality of their new teachers and substantially more satisfied with their experienced instructors. This difference remains after controlling for school and community characteristics and for the principal's tenure and educational priorities. In addition, appraisals of experienced and new teachers suggest that private schools are more successful in retaining the best of their new teachers and in developing the teaching skills of their faculties. Apparent reasons include greater flexibility in structuring pay, more supervision and mentoring of new teachers, and freedom to

dismiss teachers for poor performance. These findings suggest that improvement in the quality of public school performance will require the use of accountability tools such as pay-for-performance and dismissal.

2. The study conducted by Tumaini J. Mbonea*, Akech Eric, Ogega Ounga, Cosmas Nyarusanda University of Arusha Tz, (E.A), Arusha, Tanzania. DOI: 10.4236/jss.2021.96032 , on the topic

‘Factors Affecting Secondary School Teacher’s Job satisfaction in Lushoto District, Tanga Region in Tanzania’ **Abstract:** The main purpose of this study was to investigate factors affecting job satisfaction level for secondary school teachers in Lushoto District, Tanga region, in Tanzania. The research design applied was survey. Purposive sampling technique was adopted in finding secondary schools and teachers that present all secondary schools in the region. 119 teachers (respondents) were surveyed from both private secondary schools and public secondary schools. Satisfaction or dissatisfaction among categories (groups) of secondary school teachers was calculated in term of means, while then ANOVA test was applied to find job satisfaction difference among categories of secondary school teachers. Research findings revealed that Secondary school teachers were affected by job satisfaction factors which are: pay, social simulation, opportunity for promotion, job condition and job security. Finally by means of ANOVA test with the alpha 0.428 greater than 0.01 and 0.05 it revealed also that there is no significant difference in job satisfaction level among, art department teachers, science department teachers and other department teachers. According to such results the researcher therefore recommends that for raising job satisfaction level for secondary school teachers in all affected areas, for effectiveness and efficiency in the workplace as to have positive academic performance of the students (boosting student’s academic performance), the policy should be formulated to make adjustment on the following: 1) Secondary school teachers should be paid and given their returns in regard with time value of money and without delay, given enough time for social simulation (to meet their family, friends, shopping, etc.), promoted equally without delay, to offer good job condition, for example, housing and transport for teachers should be of importance and educational leaders (administrators) should use no kind of threat to their subordinators. 2) Science secondary school teachers, art secondary school teachers and other secondary school teachers in other departments should be recognized, appreciated and given priority equally.

III. GENESIS OF THE STUDY

The researcher was guiding an 8th standard student who is her cousin sister. In everyday guidance and taking tuitions, came to know was that within six months six teachers are changed for science subject. For 8th standard students it is very difficult to adjust and understand the every new method of teaching of every new teacher for every month. So the cousin’s tension and frustration and struggling to forget previous teacher’s love and affection, the academic suffering of cousin student made researcher to peep in the area of ‘job shifting of teachers’. The question arises here is why teachers are shifting or leaving jobs and flying from one schools to another? is it only for high salary of any perks or attractive environment which is providing from different schools. The researcher organized pilot study, a clinical approach with secondary school teachers with approach on ‘Professional ethics’ which was been taught during teacher training course. All secondary school teacher given different responses. This made researcher to conduct research on this burning area.

IV. OBJECTIVES OF THE STUDY

1. To study the gender difference among secondary school teachers with respect to their ‘shifting job’ from one school to another school
2. To study the difference in medium of instruction among secondary school teachers with respect to their ‘shifting job’ from one school to another school
3. 2. To study the difference in the areas among secondary school teachers with respect to their ‘shifting job’ from one school to another school

V. HYPOTHESES

1. There is no significant difference between male and female secondary school teachers with respect to shifting their teaching job without completing one academic year.
2. There is no significant difference between kannada and english secondary school teachers with respect to shifting their teaching job without completing one academic year
3. There is no significant difference between rural and urban secondary school teachers with respect to shifting their teaching job without completing one academic year.

VI. METHODOLOGY

A. Population and Sample: Among all teacher population only secondary school teachers who has five to ten year of experience are acted as samples. The present study conducted on only two hundred private/unaided secondary school teachers of Vijayapura and Kalaburgi district of Karnataka.

B.Research Tool: Researcher standardized a research tool ‘Teacher Job Shifting Scale’(TJSS) followed by likerts five point scale. The main indicators are 1.Mental Harassment2.Increased Class Size3.Parents Problem4.Clerical duty burden5.Non cooperative Administration6.Modern curriculum7.Exceed duty hours. Every indicator include three itemsand total 21 item scale prepared to collect data. The reliability test done with Chronbatch reliability test 0.8.and internal consistency checked and pilot study done.

VII. DATA COLLECTION

The data was collected by simple random sampling method. The researcher visited to ten private/unaided secondary schools cbse and state english and kannada medium and rural and urban schools.Fifty samples from urban schools and fifty samples from rural schools and fifty samples from english medium and fifty samples from kannada medium schools.The researcher took teachers in confidence and instructions given the data is used only for research purpose and only interested teachers are responded to :Teacher Job Shifting Scale ‘The overall secondary school teachers shown better performance to respond. They were very curious and very much interested to express their opinion. Many teachers responded with frustration and expressed their gratitude and reverence that this type of study is very essential. Badly they need support and guidance. It was wonderful experience talking the private unaided secondary school teachers and trying to understand their problem standing on their shoes.

VIII.DATA ANALYSIS

1.There is no significant difference between male and female secondary school teachers with respect to shifting their teaching job without completing one academic year

Table No.1.Results of t-test between male and female teachers with regard to their ‘Shifting job’

Group	N	Mean	SD	t-value	p-value	Signi.
Female teachers	50	79.7720	11.4207	20.0102	<0.05	S
Male teaches	50	53.7260	09.2741			

From the results of the above table, we observed that, the private secondary school female teachers significantly high in ‘Shifting Job’score ($t=20.0102$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, The female teachers shifting their jobs more as compared to male .The responses were analyzed with real opinion of teachers .

2.There is no significant difference between kannada and english secondary school teachers with respect to shifting their teaching job without completing one academic year

Table No.2: Results of t-test between kannada and English medium secondary school teachers with respect to their ‘shifting job’

Group	N	Mean	SD	t-value	p-value	Signi.
English	50	87.7822	13.6407	23.0503	<0.05	S
Kannada	50	75.8583	10.4640			

From the results of the above table, we observed that, english medium secondary school teachers significantly high in ‘shifting job’ ‘score ($t=23.0503$, $p<0.05$) at 0.05% level of significance as compared to kannada medium secondary school teachers . Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, English medium secondary school teachers has more problems to leave their jobs. The responses were analyzed properly.

3.There is no significant difference between rural and urban secondary school teachers with respect to shifting their teaching job without completing one academic year

Table No.3: Results of t-test between rural and urban secondary school teachers with respect to their ‘job shifting’

Group	N	Mean	SD	t-value	p-value	Signi.
Urban	50	96.6700	11.5918	21.1913	<0.05	S
Rural	50	85.7362	09.3771			

From the results of the above table, we observed that, the urban area secondary school teacher significantly high in ‘shifting job’scores ($t=21.1913$ $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected

and alternative hypothesis is accepted. It means that, urban secondary school teacher shift their jobs more as compared to rural area secondary school teachers. The responses were analysed properly.

IX. INTERPRETATION AND ANALYSIS

1. The study revealed that the private secondary school female teachers significantly high in 'Shifting Job' score ($t=20.0102$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, The female teachers shifting their jobs more as compared to male teachers. The response of female teachers scores with regard to mental harassment is high this reflects that the female teacher who works in private schools suffers more mentally and burnout emotionally and increased class size made her to quit the job. The less salary also problem for her to manage her family. But the cross sectional study conducted by **Rajat Deb and Samit Roy Chaudhuri** on the topic 'Limiting job satisfaction of private school teachers' with 88 participants, National Journal of Education ISSN-09729569 July 2023 reveals that teachers job satisfaction and teachers professional commitment to students performance are significantly related. But if teachers personal dignity and respects spoiled then everything will be vanished. It is also observed only few teachers expressed with highly committed to their professional ethics.

2. The present study resulted that English medium secondary school teachers significantly high in 'shifting job' score ($t=23.0503$, $p<0.05$) at 0.05% level of significance as compared to Kannada medium secondary school teachers. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, English medium secondary school teachers has more problems to leave their jobs. The responses of English medium secondary school teachers were analysed. They responded high expectations with regard to salary. The unhealthy competition of schools management increased. So they attract teachers with high salary and other benefits. The teachers expressed that extra working hours and clerical duty made them to quit job. Initially the schools and management shows better relation and taking care but after few days they start assigning extra clerical work and extra hours. Many of the schools not paying salary monthly. Many teachers shared their experience that they were not received six month salary. The problem arises here not only teacher life but also innocent students suffered academically mentally and cognitively.

3. It is observed that, the urban area secondary school teacher significantly high in 'shifting job' scores ($t=21.1913$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, urban secondary school teacher shift their jobs more as compared to rural area secondary school teachers. The urban area secondary school teacher expressed that without training urban school forcing to teach new curriculum without hiking salary. Many teachers not paid increment and perks, even served honestly. Harassment, No exposure, No training, Unhealthy competition and Senior teachers harassment made them to quit the job. But here in reality the innocent smiles and our future kids are sufferers and teachers, parents, management have an escaping mechanism.

X. RECOMMENDATIONS

1. The same study can be conducted in the area of pre-primary, primary and college level. Many educationists and government and NGOs studying and paying attention to student centred education. But it is essential to peep in the teachers problems, tried to find solution for their problems, specially in private and unaided school teachers.

2. The study conducted by Tumaini J. Mbonya*, Akech Eric, Ogega Ounga, Cosmas Nyarusanda University of Arusha Tz, (E.A), Arusha, Tanzania. DOI: 10.4236/jss.2021.96032, on the topic 'Factors Affecting Secondary School Teacher's Job satisfaction in Lushoto District, Tanga Region in Tanzania' Research findings revealed that Secondary school teachers were affected by job satisfaction factors which are: pay, social simulation, opportunity for promotion, job condition and job security. So It is government and educationist duty to pay attention to job satisfaction of teachers of private sector.

3. The teachers go on shifting their job twelve times in one year twelve schools like very much one school, just think of students who studying under their guidance. The education journey of one academic year suffers and there will be academic failure. The whole education life of child spoils. The private school management should be guided and directed by government. Badly need of some strict guidelines of private and unaided schools.

4. There is unhealthy competition among different schools to have skilled teachers so they attract teachers by giving high salary and perks. The teachers should serve for students must have strong professional commitment and professional ethics and should not leave job before completion of one academic year.

XI. CONCLUSION

The innocent smiles are more important than any other in the world because kids are our future lights. So private secondary school teachers and private school management must think on humanity line to give healthy academic life for our children who make our world bright in future. The every teacher should have

strong teaching ethics and school mangment should expose ethical administration tasks may have strong positive impact on learner.

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