

JOB SATISFACTION AMONG SCHOOL TEACHERS

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ABSTRACT

Teachers are the pillars of our nation. Teachers play an important part in developing the knowledge and skills of youth. This study aims at investigating the job satisfaction among school teachers. Fifty respondents from the private school and 50 from the government school participated for the purpose of this study. Data collected was analyzed with descriptive statistics using SPSS version 16. On comparing the job satisfaction level between private and government school teachers, it was found that there is no significant difference in their level of satisfaction irrespective of gender.

Key Words: Job satisfaction, Government School Teachers and Private school Teachers.

1. INTRODUCTION

Role of teachers in the society and in the education can change, but the importance of their position remains same. To attract and retain the quality teachers is a great challenge to the educational institutions. In education, the essential quality of the teacher is to have a positive approach. Every teacher must have the potential and clear intention to discharge their duty with utmost devotion to derive satisfaction from their work. Job satisfaction is the combination of emotional and psychological experience at any work. Job Satisfaction is the relationship between what everyone expects in accordance to what everyone achieves. Any work cannot be effectively done without satisfaction. School teachers are important in building the nation and budding citizens of the nation. So, job satisfaction is an important concept that is not only related to an individual but it is relevant for the society's well being. Job satisfaction is one factor that will ensure class performance and productivity of schools. The teachers would get interested to teach their students effectively when they are satisfied with their jobs. Like India, other countries in the world are trying to improve their quality of education, so that it meets the demand of globalization. Teachers would perform to maximum capacity, only if they are satisfied with their jobs. So, job satisfaction is an important phenomena in every sector especially in the teaching profession.

1.1 PROBLEM STATEMENT

Involvement and commitment of teachers is purely dependent upon morale, motivation and job satisfaction. In all organizations including schools, motivation and job satisfaction play an important role. In educational institutions, teachers are the key players who ensure achievement of goals and objectives of the organization and they are key people who mould the students to excel in their career. A survey was conducted on teacher's job satisfaction in 12 countries about the low job satisfaction of the teachers. It has been identified that absenteeism, irregularity and the shortage of commitment are all effects of low job satisfaction (Bennell & Akyeampong, 2007). Teacher's job satisfaction is not only important to the teachers but also important to the students. Teachers retention, commitment can be predicted by job satisfaction (Shann 2001). This shows that job satisfaction is important for school teachers.

1.2 RATIONALE OF THE STUDY

The present study aims to compare the job satisfaction among private and government school teachers. The role of the teachers in our society is very important. The quality of education is related to the quality of the teachers. Teachers are the architect of the students' future. A teacher who is satisfied with their job can perform their work effectively and efficiently.

If the teachers work under stress, they cannot be satisfied with their job and it will create a negative impact towards the job. So, it is necessary to identify the factors that influence the teachers to derive satisfaction from their work. Teachers can do wonders for transforming the student raw materials into excellent finished goods, that is as complete human beings and responsible citizens. Additional energy can be developed when the teachers are satisfied with their job.

Chen (2010) conducted a study on job satisfaction among teachers. The result revealed that there is no significant distinction in mean score among government teachers regarding gender and there exists a huge difference in mean score among private school teachers with respect to their gender.

1.3 OBJECTIVES OF STUDY

- To measure the level of satisfaction of teachers in both Private and Government Schools.
- To compare the job satisfaction of the school teachers with respect to their school management.
- To undertake a comparative study between male and female teachers regarding their job satisfaction.

1.4 RESEARCH METHODOLOGY

1.4.1 Hypotheses

H1: There is no significant difference in the job satisfaction of private and government school teachers.

H2: There is no significant difference in the job satisfaction of private and government school teachers with respect to their gender.

1.4.2 Research Design

The present study is a descriptive research. The main aim of this study is to compare the satisfaction level of male and female employees working in government and private schools. To execute the same, results of primary data is used. A self structured questionnaire has been used to collect the primary data. The questionnaire was designed on 5 point likert scale ranging from strongly disagree to strongly agree. The questionnaire consisted of two parts. First part was related to the demographic profile of respondents and second part contained study of factors associated with job satisfaction.

1.4.3 Sample Design

In this study, the sampling unit was the teachers of 10 private schools and 10 government schools of Thanjavur district. The sample size was selected to represent the whole population and also to give the real picture. The total size of the sample was 100. The samples were collected using Random sampling technique. Out of the 100 samples, 50 were taken from public schools, in which, 25 were male teachers and 25 were female teachers. The remaining 50 responses were collected from the teachers of government school, which also consisted of 25 male teachers and 25 female respondents.

1.4.4 Limitations of the study

- The present study is based on data collected from Thanjavur district
- This study has limited sample size
- Some of the replies from the respondents may be biased
- The use of questionnaires as the principle method of getting information may have few limitations.

1.5 REVIEW OF LITERATURE

Job satisfaction is one of the most widely researched subject. Job satisfaction acts as a moderator for generating the relationship between working conditions and individual outcomes (**Dorman and Zapf, 2001**).

Ahmed, Raheem , and Jamal(2003) conducted a study on job satisfaction of 236 teachers in secondary school. It was observed that the female teachers are highly satisfied when compared to the male teachers. The teachers working in the government school showed higher satisfaction than the teachers working in the private schools.

Gupta and Sahu(2009) conducted a study on job satisfaction. It deals with the relationship of job satisfaction with the organizational stress and place of control on vocational teachers. The results revealed that there is no significant gender difference between organizational stress and place of control on vocational school teachers.

Noll(2004) examined the factors which affect the job satisfaction of the teachers. It was observed that the motivation, teachers relationship with the administration and working environment were the factors that affect the job satisfaction of the teachers.

Agarwal(2004) had done his study on job satisfaction of primary and secondary school teachers. The results obtained that the experienced and married teachers of government schools are highly satisfied than the teachers of the private schools. It also revealed that the age and the marital status have no relationship with job satisfaction.

R.D.Sharma and Jeevan Jyoti (2006) conducted the survey among private and government school teachers in Jammu city and the sample contains 120 teachers. The study revealed the level of satisfaction among the teachers is not high and the private school teachers are highly satisfied when compared to government teachers.

Muchhal and Satish(2010) conducted their study on job satisfaction of primary school teachers in Bagpat district. The study reveals that there exists significance between female and male teachers.

Kumar and Bhatiya (2011) indicate teachers satisfaction level and their attitude towards teaching is affected by the gender, marital status and their minimum qualification.

John (2010), Mehta (2012), and Zilli (2012) conducted a survey regarding the teacher's job satisfaction to know whether the teacher's perception is affected by the type of organization. The result observed that there is a significant difference in the level of satisfaction of government and private school teachers.

Iqbar and Akhtar(2012) conducted their study to compare the level of satisfaction between male and female teachers in the public school secondary teachers employed in Pakistan and Lahore district. T test can be used to compare the satisfaction. The result showed that female teachers are satisfied when compared to the male teachers.

Raj and Lalitha(2013) conducted the survey on the level of job satisfaction among private and government school teachers. The results showed that there is no significant difference in the level of satisfaction of private and government school teachers.

Moorthy(2013) conducted an empirical study to find the satisfaction level of female employees. The result showed that the level of satisfaction is at a moderate level.

Achanta & Reddy(2014) conducted a survey on the level of satisfaction among primary school teachers. The result showed that male teachers gained high mean score when compared to female teachers

Neog&Barua(2014) found few factors which are accountable for job satisfaction, the relationship between job satisfaction and fair compensation, working environment and job satisfaction, job security and job satisfaction. They observed that salary was the major important factor that influences the job satisfaction and showed that the level of satisfaction is average among employees.

II.RESULTS AND DISCUSSION

Demographic characteristics

Organizational psychologists say that the prosperity to be glad about a task can be visible as equivalent to a character (Redman and Wilkinson 2002). The respondents, who were secondary faculty instructors, were required to volunteer facts associated with their gender, age, marital status, coaching experience. This was needed to check whether these variables had any effect on job satisfaction.

Table 1: Demographic details

Age (Years)	% to total	Education	% to total	Teaching Experience	% to total
<25	16	Induction course	7	1 to 10	35
26-35	30	Diploma	10	11 to 20	27
36-45	15	UG	52	21 to 30	38
>46	39	PG	31		
Total	100	Total	100	Total	100
Marital Status	% to total	School area	% to total	School Type	% to total
Single	80	Rural	50	Government	50
Married	20	Urban	50	Private	50
Total	100	Total	100	Total	100

Agewise classification of the respondents reveals that 46% of teachers are young, that is in the age group of 35 and below and 15% respondents are middle aged (between 36 to 45 years). Other teachers are older (46 and above). In association to one's employing career, age plays an important factor (Kamina 2002). This is especially so in association with employee job satisfaction, which increases with increase in age (Ingolo 1991, Sogomo 1993, and Madera 1995).

Demographic details on marital status shows that majority of the respondents are married men and women(80%) and probably had families to take care of, while 20% of the teachers were still single.

With respect to the teaching experience, it shows that majority of the teachers had been in their station of work from 21-30 years(38 percent).35 percent have teaching experience of one to ten years and remaining 27 percent had experience of 11-20 years. Okumbe and kamina(2002)stated that highly experienced teachers had high job satisfaction. The teachers in this study are fairly highly experienced with more than 21 years working in the present school.

The respondents were categorized into four groups depending on educational qualification - Induction course, Diploma, Bachelor's and Master's degree. The results showed that 52 percent of respondents possessed Bachelor's degree. 31 percent of respondents had Master's degree in education and 10 percent had diplomas while only 7 percent had pursued induction course.Literature shows thatwith a growth in the level of one's schooling, the level of dissatisfaction increases. Wasonga (2004) states that teachers motivation is important if they have to remain in the profession and it is also found that motivated teachers have higher job satisfaction.

Table 2: Level of Satisfaction of Teachers

Descriptive Statistics			
Dimensions of job satisfaction	N	Mean	SD
Promotion Opportunities	100	3.59	1.102
Fair procedures	100	3.55	1.029
Recognition	100	3.70	.969
Bonuses	100	3.40	1.054
Appreciations	100	3.53	1.243
Regulations and laws	100	3.45	.947
Cooperation	100	3.80	.910
Freedom in the work place	100	3.88	.927
Salary	100	3.61	1.004
Professional ability	100	3.81	1.032
Contribution	100	3.65	.989
Physical working environment	100	3.74	.960
Training opportunities	100	3.60	1.035
Rewards	100	3.55	.989
Geographical area	100	3.47	.834
Challenging nature of work	100	3.61	1.127
Support from administration	100	3.65	.936
Care	100	3.57	.977
Considering profession change	100	3.50	1.124
Transfers	100	3.43	1.148

The above table indicates the level of satisfaction in various aspects of their job. The mean score which is 3 and above in the table shows positive response. In this table, the statement about

Freedom in my work place shows higher satisfaction level(mean=3.88, SD=.927).The result reveals that, the mean score for all factors indicating the level of satisfaction is above average.

Table 3: Comparison of job satisfaction with respect to their school management

School Management	N	Mean	S.D	t-Test	Level of significance
Government	50	110.2	27.08	1.2	Not Significant
Private	50	91.08	30.64		

Table 3 indicates the difference between the mean score of private and government school teachers on job satisfaction. The mean of government school teachers has been found 110.2 and SD 27.08 whereas the mean of private school teachers has been found 91.08 and SD 30.64.The government teachers showed higher satisfaction when compared to private teachers. The calculated t-value is1.24 which is greater than 0.05 significance level. Thus, the null hypothesis is accepted. Hence, there is no significant difference in the mean score of government and private school teachers.

Table 4: Comparison of job satisfaction between male and female teachers

Gender	N	Mean	S.D	t-Test	Level of significance
Male	50	100.12	29.95	0.41	Not significant
Female	50	98.04	32.08		

Table 4 indicates the difference between the mean score of male and femaleteachers on job satisfaction. The results reveal that male teachers have higher job satisfaction (mean=100.12,SD=29.952) when compared to female teachers.The value of t test is greater than 0.05 significant levels.It indicates that there is no significant difference between the male and female school teachers.

Suggestions

- The present study is based on data collected from Thanjavur district
- This study has limited sample size

- Some of the replies from the respondents may be biased

The use of questionnaires as the principle method of getting information may have few limitations.

CONCLUSION

The present study is supported by Raj and Lalitha(2013). The results of this study predicted that there exists no significant difference between government and private school teachers on the job satisfaction and it is also revealed that there is no significant difference in the job satisfaction of private and government school teachers with respect to gender.

Thus, the study concludes that organisational support towards teachers in enhancing job satisfaction is very important. All efforts should be taken to improve the job satisfaction of teachers. Having inferred from this study that freedom at workplace is the most sought after characteristic of job satisfaction, organisation should create self motivated teams at school. Some suggestions towards achieving job satisfaction are self developmental opportunities, short term courses, seminars, workshops, high appreciation and rewards for commendable work are some of the ways in which job satisfaction can be improved.

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