



Work Satisfaction of Government and Private School Teachers at the Secondary Level

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ABSTRACT

The present paper tried to compare the “Work Satisfaction of Government and Private Teachers at the Secondary Level.” The Job Satisfaction of teachers was measured by the Job Satisfaction Scale developed by Meera Dixit. This scale considers eight dimensions related to their teaching job. The scale was administered to teachers to know their work satisfaction. The result of the study showed significant differences in the dimensions of I. Intrinsic aspect of the job, II. Salary, Promotional avenues & service condition, III. Institutional Plans & Policies, IV. Satisfaction with authorities, V. Satisfaction with social status and family welfare, and VI. Relationship with co-workers whereas insignificant difference was found between Physical facilities and Rapport with students. The study also reflected significant differences in work satisfaction between government and private secondary school teachers in their overall work satisfaction. The study indicated that government school teachers are more satisfied than their counterparts.

Keywords: Work Satisfaction, Private School Teachers, Government School Teachers, Secondary Schools.

Introduction

Every institution provides a unique work culture to its employees. These differences are more when the nature of management is dissimilar. It is generally observed and felt that work satisfaction in the teaching profession is less among private secondary school teachers. But there are some private quality institutions also which provide satisfactory conditions for teachers and students. The Job Satisfaction of secondary school teachers is one of the important variables that needs to be studied. There are studies that reflect that the Job Satisfaction of teachers affects teachers and students in many ways. It affects their social and emotional well-being. It is important to remember that job satisfaction varies from teacher to teacher. In the same school under the same environment, the factors that help one teacher feel good about his work may not be the same as another teacher. For this reason, it is essential to have a multidimensional approach to teacher satisfaction. Job satisfaction is defined as the level of contentment employees feel with their job. This goes beyond their routine duties to cover satisfaction with team teachers/principals, satisfaction with school rules, and the impact of their job on teachers’ personal lives. Job Satisfaction is a broad area. Dr. Meera Dixit included eight areas to measure the Job Satisfaction of teachers. These eight areas are — I. An intrinsic aspect of the job, II. Salary, Promotional avenues & service condition, III. Physical facilities, IV. Institutional Plans & Policies, V. Satisfaction with authorities, VI. Satisfaction with social status and family welfare, VII. Rapport with students, VIII. Relationship with co-workers. In the present study, the researchers believe that the research tool prepared by Dr. Meera Dixit is quite appropriate for studying the Job Satisfaction of Government and Private secondary school teachers

Review of Related Literature

Joshi (2010) studied job satisfaction and emotional intelligence of teachers teaching in senior secondary schools and reported that there exists a positive correlation between emotional intelligence and job satisfaction. The study further indicated that male and female teachers have no significant difference in their job satisfaction.

Joshi and Thapliyal (2014) studied the job satisfaction and emotional intelligence of secondary school teachers and reported a positive relationship between these two variables. The study further indicated that male and female teachers have no significant difference in their job satisfaction.

Joshi and Thapliyal (2016) studied the job satisfaction and teacher effectiveness of secondary school teachers. The scale used in the study was standardized by Dr. Meera Dixit. The study reported a positive relationship between job satisfaction and teacher effectiveness.

Varca et al. (2017) studied sex differences in job satisfaction and reported that sex differences in job satisfaction revolve around organizational rewards and that such differences are moderated by occupational level. Results showed that upper-level men and lower-level women are more satisfied with their pay and promotions.

Sudha and Kalpana (2022) studied job satisfaction on gender, types of management, and marital status among higher secondary teachers and reported that there exists a significant difference in the level of job satisfaction between male and female higher secondary school teachers. It also reported a significant difference between government and private higher secondary school teachers. On the other hand, no significant difference was found between married and unmarried teachers in their job satisfaction.

Thapliyal et al. (2022) studied the job satisfaction of secondary school teachers teaching in different types of school management and reported significant differences in job satisfaction of government and private school teachers.

Objectives of the Study

1. To compare the work satisfaction dimension-wise between government and private secondary school teachers.
2. To compare the overall work satisfaction between government and private secondary school teachers.

Hypotheses of the Study

1. There exists no significant difference in the dimensions of work satisfaction between government and private school teachers.
2. There exists no significant difference in overall work satisfaction between government and private school teachers

Delimitation of the Study

1. The research was delimited to ten Senior Secondary Schools in Delhi.
2. The study was delimited to five Private and five Government Senior Secondary Schools.
3. The study was delimited to 100 teachers.

Methodology of the Study

The descriptive Survey Method was used in the present study.

Sample of the Study

The sample of the research consisted of five senior secondary government schools and five senior secondary private schools selected purposively. From each school, five male teachers and five female teachers were selected randomly. The sample consisted of a total of 100 teachers out of which fifty are males and fifty are females.

Research Tools Used

Job Satisfaction was assessed by Job Satisfaction Scale (JSS) developed and standardized by Meera Dixit. The JSS contains 52 items and measures the Job Satisfaction of all teachers through eight areas — I. An intrinsic aspect of the job, II. Salary, Promotional avenues & service condition, III. Physical facilities, IV. Institutional Plans & Policies, V. Satisfaction with authorities, VI. Satisfaction with social status and family welfare, VII. Rapport with students, VIII. Relationship with co-workers.

Scoring Procedure

The scale is a self-administering scale with 52 items. It is a five-point likert scale i.e. 'strongly disagree' (1), 'moderately disagree' (2), 'undecided' (3), 'moderately agree' (4), and 'strongly agree' (5). The scores were given from 1 to 5. Every dimension has certain items, therefore, scores are collected dimension-wise in all eight areas.

Collection of Data

The data for the research was collected by administering the job satisfaction scale to the selected teachers as per the instructions provided in the manual of the tool.

Statistical Techniques Used

Descriptive statistics such as Mean and Standard Deviations were used, along with inferential statistics (t-test) were used.

Results and Discussions of the Study

The findings of the study are reported and discussed below with the help of the table provided.

Table -1

The difference in the mean scores of Job Satisfaction between Private and Government secondary school teachers.

S. No.	Job Satisfaction	Teachers Group	No	Mean	S.D.	t-ratio	Result
1.	Intrinsic aspect of the job	Private Schools	50	22.10	4.2	4.5	Significant
		Govt. Schools	50	25.8	4.1		
2.	Salary, Promotional avenues & service conditions	Private Schools	50	25.15	5.5	3.83	Significant
		Govt. Schools	50	29.25	5.2		
3.	Physical facilities	Private Schools	50	33.8	5.9	1.07	Insignificant
		Govt. Schools	50	35.10	6.2		
4.	Institutional Plans & Policies	Private Schools	50	20.80	3.2	5.52	Significant
		Govt. Schools	50	23.50	3.5		
5.	Satisfaction with authorities	Private Schools	50	16.9	3.5	3.33	Significant
		Govt. Schools	50	19.2	3.4		
6.	Satisfaction with social status and family welfare,	Private Schools	50	17.20	3.2	4.46	Significant
		Govt. Schools	50	20.10	3.3		
7.	Rapport with students	Private Schools	50	22.50	4.5	0.77	Insignificant
		Govt. Schools	50	23.10	3.9		
8.	Relationship with co-workers	Private Schools	50	30.50	3.9	3.25	Significant
		Govt. Schools	50	32.00	4.1		
9.	Total (Overall)	Private Schools	50	174.95	15.5	5.04	Significant
		Govt. Schools	50	192.15	18.5		

An independent samples t-test was used to test the hypotheses. Table 1 shows significant differences in the dimensions of 'Intrinsic aspect of the job', 'Salary, Promotional avenues & service condition', 'Institutional Plans & Policies', 'Satisfaction with authorities', 'Satisfaction with social status and family welfare', and 'Relationship with co-workers' whereas the insignificant difference was found in 'Physical facilities' and 'Rapport with students' dimensions. The study also reflected significant differences in work satisfaction between government and private secondary school teachers in their overall work satisfaction. The study indicated that government school teachers are more satisfied than their counterparts. The findings of the study supported by findings of Thapliyal et. al. (2022) but contradicted by Sudha and Kalpana (2022).

Educational Implications

The finding of the study revealed that there was a significant difference in the job satisfaction of private and government secondary teachers. The Job Satisfaction of teachers needs to be studied to give proper attention to teachers' well-being and positive educational outcomes. The study showed that private school teachers are less satisfied as compared to government teachers. It may be because of salary and other benefits of government teachers are far better than those of private teachers. It is high time for policymakers, educational administrators, and governments to come forward and ensure the salary of private teachers is at par with government teachers. The teachers in the private sector need to be given support from the government by making teacher-friendly policies in the running of private schools.

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