



A Comparative Study of Job Satisfaction of Government and Private Secondary School Teachers.

Dr. Sapna Tripathi

Principal, Shaheed Sheikh Bikhari College of Education, Ranchi, India

ABSTRACT

The current paper studied the Job Satisfaction of Government and Private Secondary School Teachers. New Education Policy 2020 is going to be implemented soon in India but still, the conditions of private school teachers are pathetic due to the heavy workload and stressful environment. In most of the schools, they are paid much less as compared to their counterparts in government schools. As the teacher is the most powerful ingredient in any educational institute to achieve institutional and educational objectives, it is the duty of the government to frame teacher friendly policies, especially for private sector. Equitable financial remuneration should be provided to all teachers irrespective of type of the management of school. The inequality in salary and work pressure may lead to dissatisfaction towards job which could affect the teacher effectiveness also. Therefore, this study is envisaged to compare the job satisfaction of teachers working in different type of managements. The study revealed that the job satisfaction of private teachers is much less than compared to government teachers. The government should make proactive policies to improve the conditions of teachers in the private sector.

Keywords: Job Satisfaction, Comparative Study, Private School Teachers, Government School Teachers.

Introduction

New Education Policy 2020 is going to be implemented soon in India but still, the conditions of private school teachers are pathetic due to the heavy workload and stressful environment. In most of the schools, they are paid much less as compared to their counterparts in government schools. As the teacher is the most powerful ingredient in any educational institute to achieve institutional and educational objectives, it is the duty of the government to frame teacher friendly policies, specially for private sector. Equitable financial remuneration should be provided to all teachers irrespective of type of the management of school. The inequality in salary and work pressure may lead to dissatisfaction towards job which could affect the teacher effectiveness also. Therefore, this study is envisaged to compare the job satisfaction of teachers working in different type of managements.

Review of Related Literature

Joshi (2010) in his study of job satisfaction and emotional intelligence of teachers indicated that job satisfaction positively affects the emotional intelligence of teachers at the secondary level.

Joshi and Thapliyal (2014) through their study of job satisfaction and emotional intelligence indicated that job satisfaction affects emotional intelligence and therefore, there is a need to improve the working conditions of the teachers.

Joshi and Thapliyal (2016) through their study on job satisfaction and teacher effectiveness at secondary school teachers revealed that there exists a positive correlation between teacher effectiveness and job satisfaction and suggested that educational administrators should come forward to frame such policies whereby job satisfaction can be improved.

Kumari and Chaudhari (2019) studied Job Satisfaction among Senior Secondary Schools the findings revealed significant differences in senior secondary school teachers. Government school teachers scored significantly higher mean scores than Private school teachers and about locale rural teachers were found more satisfied than urban teachers. Significant differences were also observed concerning gender. Male teachers scored significantly higher mean scores than female teachers.

Tribhuvan S (2017) studied Job Satisfaction and Occupational Stress among Permanent and Temporary School Teachers and reported that permanent school teachers have significantly higher job satisfaction than temporary school teachers. It is also reported that temporary school teachers have significantly higher occupational stress than temporary school teachers. Further, the study reported that there is a negative correlation between job satisfaction and occupational stress among school teachers.

Thapliyal et al. (2022) through their study on the job satisfaction of secondary school teachers teaching in different types of school management, indicated that private school teachers have less job satisfaction as compared to government teachers and suggested pro-teacher policies for 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 Ranchi.
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 the Teacher's Job Satisfaction Questionnaire (TJSQ) developed and standardized by P. Kumar and D. N. Mutha.

This questionnaire consists of 29 items divided into four areas–I. Profession (item no.'s- 1,2,3,4,5,6), II. Working condition (item no.'s- 7,8,9,10,11,12,13,14,16,17), III. Authority (22,23,24,25,26,27), IV. Institution (15,18,19,20,21,28,29). It was administered to secondary school teachers.

Scoring Procedure

The scale is a self-administering scale with 29 items. Each item has 'yes' / 'no' type alternatives. The scale consisted of positive worded items except 6 and 29. All these items are given a score of „1“ for positive response except for items 6 and 29, in which case the reverse is applicable. The sum of these values gives the job satisfaction scores for the subject. The total score varies from 0 to 29.

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

S. No.	Job Satisfaction	Teachers Group	No	Mean	S.D.	t-ratio	Result
1.	Profession	Private Schools	50	3.20	1.2	7.40	Significant
		Govt. Schools	50	4.90	1.1		
2.	Working condition	Private Schools	50	4.50	1.5	12.11	Significant

		Govt. Schools	50	7.80	1.2		
3.	Authority	Private Schools	50	3.10	2.3	4.40	Significant
		Govt. Schools	50	5.10	2.2		
4.	Institution	Private Schools	50	3.50	1.2	11.11	Significant
		Govt. Schools	50	6.50	1.5		
9.	Total (Overall)	Private Schools	50	14.30	2.50	16.60	Significant
		Govt. Schools	50	24.30	3.50		

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

An independent samples t-test was used to test the hypotheses. Table 1 shows significant differences in all dimensions of Job satisfaction viz. Profession, Working Conditions, Authority, and Institution between private and government school teachers. There is a significant difference in overall job satisfaction between private and government teachers. The level of Job satisfaction of private school teachers is very low in comparison to government school teachers. The results reflected that the job satisfaction of government school teachers is far better than that of private school teachers. The findings are similar to previous studies like Thapliyal and others (2002).

Educational Implications

Teachers' job satisfaction levels appear to have hit an all-time low in the pandemic period due to no salary given to private school teachers. New Education Policy 2020 is going to be implemented soon in India but still, the conditions of private school teachers are pathetic due to the heavy workload and stressful environment. In most of the schools, they are paid much less as compared to their counterparts in government schools. As the teacher is the most powerful ingredient in any educational institute to achieve institutional and educational objectives, the government must frame teacher-friendly policies, especially for the private sector. Equitable financial remuneration should be provided to all teachers irrespective of the type of the management of school. The inequality in salary and work pressure may lead to dissatisfaction with the job which could affect the teacher's effectiveness also. Therefore, this study correctly reveals that teachers in the private sector need support and empathy from society and the government. It's high time that the government at every level stands for private school teachers.

References

- [1] Joshi, A. (2010). Emotional intelligence & job satisfaction of teachers teaching in senior secondary schools. *Perspective in Psychological Researches*, 33, 211-214.
- [2] Kumar, P., & Mutha, D. N. (2012). *Manual for Teachers' Job Satisfaction Questionnaire*. Kacheri Ghat, Agra: National Psychological Corporation.
- [3] Kumari, M., & Chaudhari, S. (2019). Job Satisfaction among Senior Secondary School Teachers. *International Journal of Research in Social Sciences*, 9(6), 106– 115. Retrieved from https://www.ijmra.us/project%20doc/2019/IJRSS_JUNE2019/IJMRA-15626.pdf.
- [4] Thapliyal, P., & Joshi, A. (2014). Job Satisfaction of Secondary School Teachers in Relation to Their Emotional Intelligence. *Bhartiyam International Journal of Education & Research*, 3(3), 25-33, (2014). Retrieved from <http://www.gangainstituteofeducation.com/NewDocs/june-2014/Job-Satisfaction.pdf>.
- [5] Thapliyal, T., & Joshi, A. (2016). Job Satisfaction of secondary school teachers in relation to teacher effectiveness. *International Journal of Advanced Research and Innovative Ideas in Education*, 2(3), 4648-4650.
- [6] Thapliyal, P., Kumar, S., & Rana, S. (2022). Job Satisfaction of Secondary School Teachers in Relation to Their Emotional Intelligence. *Bhartiyam International Journal of Education & Research*, 3(3), 25-33, (2014).
- [7] Tribhuvan S (2017). Job Satisfaction and Occupational Stress among Permanent and Temporary School Teachers. *International Journal of Indian Psychology*, 4(2), 82-88. Retrieved from https://ijip.in/wp-content/uploads/ArticlesPDF/article_84d5ee08a2f4b0b574_f7d1ee7d4881ae.pdf.