

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

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Abstract:

Job satisfaction is a person's internal attitude towards their position or job at work. It is the effect or result of productivity and accomplishment at work. Declining work implementation, attendance, and self-esteem are signs of low satisfaction. An individual's job satisfaction in his work place may be defined as a common attitude towards his work. It is a connected state of mind regarding numerous parts of a work. The technique is applied to identify the aspects of a work that make people happy or unhappy. In this study, the main objective is to study the job satisfaction in government and private secondary school teachers and also to make a comparison study on satisfaction level of male and female teachers in both the schools. The Bodoland Territorial Region of Assam was the area of study for the research purpose. Job Satisfaction Scale which is developed by Meera Dixit was used for the study to evaluate Job Satisfaction of both Government and Private secondary school teachers. It had fifty-two items total, covering all eight elements of secondary school teachers' job satisfaction.

The survey comes to the conclusion that secondary school teachers in government schools are more satisfied with their jobs than teachers of private schools. It also discovered that male and female secondary school teachers did not show any significant difference in job satisfaction.

Keywords: Job Satisfaction, Government Secondary School. Private Secondary School.

INTRODUCTION

Individual feelings play a major role in job satisfaction. Each person's level of satisfaction varies depending on how they perceive the values that are currently in place. Individuals' satisfaction levels with an activity are positively correlated with their perceived level of judgement over the action and their level of conformity with their wishes. Thus, satisfaction is an assessment that clarifies a emotions of individual on the basis of happiness or unhappiness, contentment or discontentment with their occupations or pursuits. Job satisfaction is a person's internal attitude towards their position or job at work. It is the effect or result of productivity and accomplishment at work. Declining work implementation, attendance, and self-esteem are signs of low satisfaction. Job satisfaction is defined as a common attitude towards the work or as a connected constellation of attitudes regarding various parts of the effort. The facet technique is used to identify the aspects of a work that make people happy or unhappy. A dynamic work environment, fair compensation, encouraging colleagues, and supportive working circumstances are the more crucial elements that contribute to job satisfaction.

An individual's emotional and psychological response to their work environment is not merely tied to the work itself but also to the various conditions that surround it. For teachers, job satisfaction is determined by a combination of dimensions such as salary, working conditions, opportunities for professional development, administrative support, and the relationships they maintain with students, colleagues, and superiors. In both government and private secondary schools, these variables can differ greatly, which in turn impacts teachers' overall satisfaction and, consequently, their commitment to the profession. A satisfied teacher is more likely to be engaged, enthusiastic, and effective in their role, positively affecting student outcomes and school success. The sample was carefully selected to provide a balanced comparison between government and private school teachers, ensuring that insights from both sectors were equally represented. Therefore, the questionnaire is distributed to 120 secondary school teachers as a sample consisting 60 private teachers and 60 government teachers.

REVIEW OF LITERATURE

Ebrahim, Mustapa, Mustakim, Mokhtar, & Saudid (2018) studied how workplace support affected academic staff members' job satisfaction in five Malaysian public research universities. The study looked at the connection between academic staff members' job satisfaction and workplace support in five Malaysian public research universities. The convenience sampling method was used by the researcher to choose the sample. The Pearson's correlation approach has been employed to determine the correlation between these factors. The paper also indicated a favourable association between workplace assistance and job satisfaction.

An investigation on the association between leadership style and job satisfaction of library staff in private university libraries in South-West, Nigeria was conducted by Jerome (2018). This study concluded that there is poor job satisfaction among library professionals in southwest Nigeria. Research also revealed a significant relationship between leadership and work satisfaction.

A comparative study on job satisfaction between academicians at the higher secondary level in public and private schools in Amritsar was conducted by aur, Chaudhary, Singh, and Bedi (2018). The results of the hypothesis test indicated a substantial disparity in salary between public and private schools in terms of work satisfaction, qualification, and salary. There is a behavioural difference between public and private school salaries. When one variable rises, the other falls, indicating a negative relationship between the two variables.

Roy & Halder (2018) explored the Job Satisfaction of Secondary School Teachers. The primary goal of the research was to investigate the disparities in secondary school teachers' job satisfaction according to factors such as gender, school location, marital status, type of work, and degree of teaching experience. 400 secondary school assistant teachers were chosen where 256 were men, and 144 were women from the districts of Uttar Dinajpur, Dakshin Dinajpur, and Malda in West Bengal as a sample. the study found that there were no significant differences in the job satisfaction of the secondary school teachers with regard to gender, the location of the schools, marital status, or their prior experiences as educators.

A Comparative Analysis of Job Satisfaction Among Teachers in Public and Private Schools in Thirupalathurai Town was conducted by Shanthi and Rajandran in 2019. The survey revealed that public school instructors have higher levels of happiness than their private school instructors because of high salary, the favourable working environment, and individual preference etc.

Sartaj Ahmad Bhat (2021) conducted study on "a study of teacher effectiveness and job satisfaction among secondary school teachers". The goal of the study is to investigate the degree of job satisfaction and teacher

effectiveness among secondary school teachers in the Gwalior area of Madhya Pradesh (India). The study concluded that there are notable disparities in secondary school instruction efficiency and job satisfaction between public and private institutions. The job happiness of secondary school teachers is positively correlated with their efficacy as teachers.

Hawa Mpate a and Ally Sangoba (2024) studied on “Enhancing job satisfaction among heads of secondary schools: exploring perspective”. The objectives of this study is to find solutions for enhancing the job satisfaction of HSS in Tanzania by exploring their experiences. By using a mixed methods research strategy, the study collects data using both quantitative and qualitative methodologies. In addition to focus groups and interviews to obtain qualitative insights, a cross-sectional survey was used to collect quantitative data. The study included 78 Higher secondary school where 20 were from private secondary schools and 58 from public ones. The SPSS was used to analyse the quantitative data, while theme analysis was used to analyse the qualitative data. HSS insights emphasised how crucial it is to improve job happiness by offering remuneration benefits, offering crucial leadership training, eliminating political meddling in academic affairs, and allowing autonomy in decision-making. Appropriate recommendations were made in light of the study's findings.

Helsel and Herbert (1969) explored how teachers' perceptions of organizational climate related to their expectations of successful change in schools. They defined successful change as when the likelihood of desirable change surpasses that of undesirable change. Their study found significant relationships between the dimensions of climate related to principal-teacher interactions, but not teacher-teacher relations. This led to the conclusion that teachers perceive themselves as having limited influence over change within schools.

Evans (1973) compared staff perceptions of organizational climate in selected middle and junior high schools in Ohio. Using responses from 965 teachers and principals, the study identified nine dimensions of climate: Thrust, Disengagement, Intimacy, Hindrance, Production emphasis, Consideration, Esprit, Logistical support, and Aloofness. The findings showed that suburban schools had a more positive climate compared to urban or rural ones. Additionally, younger or less experienced staff were more critical of the organizational climate, while variables like district type, age, and experience had significant influence on these perceptions. Other variables had less impact.

OBJECTIVES

- To study the job satisfaction of teachers in government and private secondary schools.
- To compare Job Satisfaction between Male and Female Teachers in Private Secondary Schools.
- To compare Job Satisfaction between Male and Female Teachers in Government Secondary Schools.
- To compare Job Satisfaction between government and private Secondary School Teachers.

HYPOTHESES

- There will be no significant difference in job satisfaction between male and female teachers of private secondary schools.
- There will be no significant difference in job satisfaction between male and female teachers in government secondary schools.
- There will be no significant difference in job satisfaction between government and private secondary school teachers.

SIGNIFICANCE OF THE STUDY

This survey offers insightful information about secondary school teachers' job satisfaction in both government and private settings. By comparing experiences, the study aims to investigate whether there is a significant difference between male and female teachers in private secondary schools regarding job satisfactions and whether there is a significant difference between male and female teachers in government secondary school teachers.

Additionally, the comparative analysis between government and private secondary school teachers sheds light on the disparities in job satisfaction across these two sectors. Factors such as salary structure, job security, working conditions, opportunities for professional growth, administrative support, and workload are examined to determine their influence on job satisfaction. The study also considers the impact of school infrastructure, teacher-student relationships, and access to resources in shaping teachers' overall satisfaction. These insights can provide a clearer understanding of how institutional policies and environments in both sectors contribute to teacher well-being, retention, and performance, ultimately influencing the quality of education provided.

METHODOLOGY

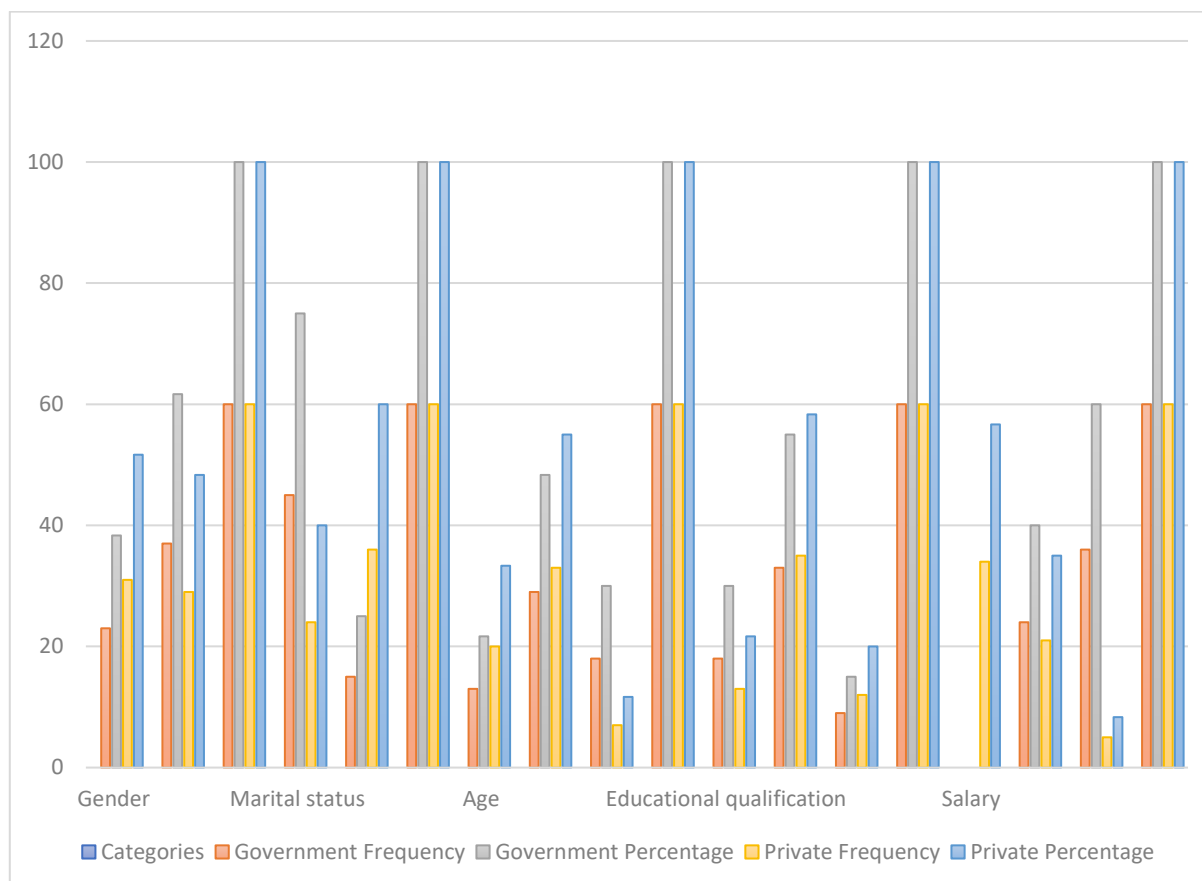
An exploratory study design was employed in order to achieve the goals. The Bodoland Territorial Region of Assam was the area of study for the research purpose. Job Satisfaction Scale developed by Meera Dixit was used for measuring Job Satisfaction of teachers. It had fifty-two items total, covering all eight elements of job satisfaction of secondary school teachers. There are five alternative terms for each item: "Strongly Agree," "Agree," "Undecided," "Disagree," and "Strongly Disagree." The questionnaire is distributed to 120 secondary school teachers as a sample consisting 60 private teachers and 60 government teachers.

DATA ANALYSIS

Socio-Demographic Profile of the Respondents

| | Categories | Government | | Private | |
|---------------------------|---------------|------------|------------|-----------|------------|
| | | Frequency | Percentage | Frequency | Percentage |
| Gender | Male | 23 | 38.33 | 31 | 51.67 |
| | Female | 37 | 61.67 | 29 | 48.33 |
| | Total | 60 | 100 | 60 | 100 |
| Marital status | Married | 45 | 75.00 | 24 | 40.00 |
| | Unmarried | 15 | 25.00 | 36 | 60.00 |
| | Total | 60 | 100 | 60 | 100 |
| Age | 20-30 years | 13 | 21.67 | 20 | 33.33 |
| | 31-40 years | 29 | 48.33 | 33 | 55.00 |
| | 41-60 years | 18 | 30.00 | 7 | 11.67 |
| | Total | 60 | 100 | 60 | 100 |
| Educational qualification | Graduation | 18 | 30.00 | 13 | 21.67 |
| | Master degree | 33 | 55.00 | 35 | 58.33 |

| | | | | | |
|--------|--------------|----|-------|----|-------|
| | M.Phil/ Ph.D | 9 | 15.00 | 12 | 20.00 |
| | Total | 60 | 100 | 60 | 100 |
| Salary | 10000-25000 | 0 | 0 | 34 | 56.67 |
| | 25001-35000 | 24 | 40.00 | 21 | 35.00 |
| | Above 35000 | 36 | 60.00 | 5 | 8.33 |
| | Total | 60 | 100 | 60 | 100 |



The table and graph showed the respondent's demographic profile. In government schools, the majority of respondents (75%) were married, while in private schools, majority respondents (60%) were unmarried. Between the ages of 31 and 40, the majority of respondents 48.33% in public schools and 55% in private schools attended public schools. 30% of respondents in Government schools and 21.67% of respondents in private schools are graduates. In government schools, there were 55% of master's degree holders and 15% of M.Phil./Ph.D. holders; in contrast, there were 58.33% of master's degree holders and 20% of M.Phil./Ph.D. holders. In government schools, the majority of teachers (60%) made over \$35,000. However, 56.67% of teachers make between \$10,000 and \$20,000 per year.

Comparison between male and female private secondary school teachers

| Gender | Mean | T value | Critical value | Significance at 0.05 level |
|--------|--------|---------|----------------|----------------------------|
| Male | 166.87 | .849 | 1.96 | Not Significant |
| Female | 168.33 | | | |

Above table reveals that mean scores of male teachers are 166.87 and mean scores of female teachers are 168.33. The t value is .849 which is not significant at .05 level. So null hypothesis is accepted at 0.05 level. It indicates that male and female teachers in private secondary schools had similarities in job satisfaction.

Comparison between male and female government secondary school teachers

| Gender | Mean | t value | Critical value | Significance at 0.05 level |
|--------|--------|---------|----------------|----------------------------|
| Male | 169.55 | .637 | 1.96 | Not Significant |
| Female | 170.53 | | | |

Above table shows that Mean scores of male is 169.55 and mean score of female teachers is 170.53 respectively. The t value found .637 is not significant at .05 level. So null hypothesis is accepted at 0.05 level. It indicates that male and female teachers in government secondary schools had similarities in job satisfaction.

Comparison between government and private secondary school teachers

| Gender | Mean | t value | Critical value | Significance at 0.05 level |
|------------|--------|---------|----------------|----------------------------|
| Government | 170.04 | 4.01 | 1.96 | Significant |
| Private | 158.83 | | | |

Above table reveals the Mean scores of government school teachers is 170.04 and private secondary school teachers, which mean score is 158.83. The t value of 4.01 is not significant at the .05 level. Thus, the null hypothesis is rejected. The data also shows that secondary school teachers in government and private schools have significantly different regarding job satisfaction.

FINDINGS

The study revealed that male and female teachers in government and private schools did not significantly differ in terms of job satisfaction. However, the data analysis highlighted a significant gap in satisfaction between teachers in government and private schools, with government school teachers feeling more content. Private school teachers, on the other hand, faced more challenges, contributing to their lower satisfaction levels.

CONCLUSION

The study concludes that job satisfaction of teachers who are working government school is higher than the teachers who are working in private schools. The study also found that Job Satisfaction between Male and Female teachers in Secondary Schools of Bodoland Territorial Council (BTR) has no significantly different. However significant difference was found between government and private Secondary School Teachers in respect of their job satisfaction.

This study highlights the necessity of addressing the factors that lead to job happiness, especially in the private school sector where teachers showed lower satisfaction levels. While the gender of the teachers did not significantly influence job satisfaction, the sector in which they worked played a pivotal role. The findings underscore the need for private institutions to improve working conditions, compensation, and other aspects to raise teachers' satisfaction levels. By doing so, they could enhance the overall quality of education. Government schools, on the other hand, should continue to maintain and further improve the factors that contribute to the higher satisfaction levels observed in this study.

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