

Job Satisfaction among School Teachers in Tirupur District, Tamil Nadu

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ABSTRACT

Teachers serve as the foundation of our society. They are crucial in nurturing the knowledge and abilities of young individuals. This research seeks to explore the job satisfaction levels among school educators. A total of fifty participants from private schools and fifty from government schools took part in this study. The data gathered was analyzed using descriptive statistics with SPSS. Upon comparing the job satisfaction levels of teachers from private and government institutions, it was determined that there is no significant difference in their satisfaction levels, regardless of gender.

Keywords: Job satisfaction, Government School Teachers and Private school Teachers.

INTRODUCTION

The role of Teachers within society and the educational system may evolve, yet the significance of their role remains unchanged. Attracting and retaining high-quality teachers presents a considerable challenge for educational institutions. In the realm of education, a fundamental quality of a teacher is to maintain a positive outlook. Each Teacher must possess the capability and a clear intention to fulfill their responsibilities with the highest level of dedication in order to find fulfillment in their work. Job satisfaction encompasses both emotional and psychological experiences associated with any occupation. It represents the correlation between individual expectations and actual achievements. No task can be performed effectively without a sense of satisfaction. School teachers play a crucial role in shaping the nation and nurturing its future citizens. Therefore, job satisfaction is a vital concept that pertains not only to individuals but also to the overall well-being of society. Job satisfaction is a key factor that influences classroom performance and the productivity of schools. Teachers are more likely to engage effectively with their students when they experience satisfaction in their roles. Similar to India, other nations worldwide are striving to enhance their educational quality to meet the demands of globalization. Educators will only reach their full potential if they have knowledge in their positions. Thus, job satisfaction is a significant phenomenon across all sectors, particularly within the teaching profession.

Review of Literature

1. **Dorman and Zapf (2001)**, Job satisfaction is among the most extensively studied topics. It serves as a moderator in establishing the connection between working conditions and individual outcomes.

2. **Ahmed, Raheem, and Jamal (2003)** conducted a research study focusing on the job satisfaction of 236 secondary school teachers. The findings indicated that female teachers reported a higher level of satisfaction compared to their male counterparts. Additionally, teachers employed in government schools exhibited greater satisfaction than those in private institutions.
3. **Agarwal (2004)** conducted research on the job satisfaction levels of primary and secondary school teachers. The findings revealed that experienced and married teachers in government schools reported higher satisfaction levels compared to those in private schools. Furthermore, it was found that age and marital status did not have a significant relationship with job satisfaction.
4. **R.D. Sharma and Jeevan Jyoti (2006)** conducted a survey involving 120 teachers from both private and government schools in Jammu city. The study revealed that the overall level of satisfaction among teachers was not high, with private school teachers expressing greater satisfaction compared to their government school counterparts.
5. **Gupta and Sahu (2009)** carried out a study examining job satisfaction, specifically addressing the correlation between job satisfaction, organizational stress, and locus of control among vocational teachers. The results indicated that there was no significant difference in organizational stress and locus of control based on gender among vocational school teachers.
6. **Muchhal and Satish (2010)** conducted a study on the job satisfaction of primary school teachers in the Bagpat district. The findings indicated a significant difference in job satisfaction levels between female and male teachers.
7. **Kumar and Bhatiya (2011)** suggest that the level of satisfaction among teachers and their attitudes towards teaching are influenced by factors such as gender, marital status, and minimum qualifications.
8. **Mehta (2012) and Zilli (2012)** carried out a survey to investigate whether the type of organization affects teachers' job satisfaction. The findings revealed a significant disparity in satisfaction levels between teachers in government and private schools.
9. **Iqbar and Akhtar (2012)** performed a study to compare satisfaction levels between male and female secondary school teachers in public institutions in Pakistan, specifically in the Lahore district. A T-test was utilized for this comparison, and the results indicated that female teachers reported higher satisfaction levels than their male counterparts.
10. **Raj and Lalitha (2013)** conducted a survey examining job satisfaction levels among teachers in both private and government schools. Their findings indicated no significant difference in satisfaction levels between the two groups of teachers.
11. **Neog & Barua (2014)** identified several factors contributing to job satisfaction, including the relationship between job satisfaction and fair compensation, working environment, and job security. They noted that salary emerged as a crucial factor influencing job satisfaction, with employees reporting an average level of satisfaction.

Statement of the Problem

Education is the foundation of any society, and teachers play the most crucial role in shaping the future of students. The effectiveness of the teaching-learning process largely depends on the job satisfaction of teachers. A satisfied teacher is more committed, motivated, and productive, whereas dissatisfaction can lead to stress, absenteeism, and attrition. In Tiruppur District, both Private and Government schools

operate with different management systems, salary structures, workload, infrastructure, and working conditions. These variations may influence how teachers perceive their job and overall satisfaction.

Further, school management practices such as leadership style, support, recognition, and decision-making are key factors that directly affect a teacher's morale and satisfaction. Moreover, gender is also considered an important factor, as male and female teachers may experience different challenges related to work-life balance, workload, and organizational support, which could result in differences in their level of job satisfaction. Despite the importance of this issue, there is limited empirical evidence on the level of job satisfaction among school teachers in Tiruppur District, especially in comparison between Private and Government schools and Male and Female teachers.

Therefore, the present study seeks to assess the measure of satisfaction among educators in both Private and Government Schools in Tiruppur District, to evaluate job satisfaction in relation to school management, and to conduct a comparative analysis between male and female teachers concerning their job satisfaction.

Objectives of the Study

1. To assess the satisfaction among educators in both Private and Government Schools in Tiruppur District.
2. To evaluate the job satisfaction of school teachers in relation to their school management.
3. To conduct a comparative analysis between male and female teachers concerning their job satisfaction.

Significance of the Study

The current research seeks to evaluate the job satisfaction levels of teachers in private versus government schools. The significance of teachers in our society cannot be overstated. The caliber of education is intrinsically linked to the quality of its educators. Teachers serve as the architects of their students' futures. A teacher who experiences job satisfaction is likely to execute their responsibilities both effectively and efficiently.

Conversely, if teachers operate under stress, their job satisfaction diminishes, leading to adverse effects on their performance. Therefore, it is essential to identify the factors that contribute to teachers' job satisfaction. Educators possess the potential to transform students from raw potential into well-rounded individuals and responsible citizens. Enhanced energy and productivity can be fostered when teachers are content in their roles.

Research Methodology

Research Design

The current research is descriptive in nature. The primary objective of this study is to compare the satisfaction levels of male and female employees in both government and private educational institutions. To achieve this, primary data results are utilized. A self-structured questionnaire was employed to gather the primary data. This questionnaire was formulated using a 5-point Likert scale, which ranges from strongly disagree to strongly agree. It comprised two sections: the first section focused on the demographic profiles of the respondents, while the second section examined the factors related to job satisfaction.

Sample Design

In this research, the sampling unit comprised the educators from 10 private institutions and 10 public schools located in the Tirupur District. The sample size was determined to accurately reflect the entire population and to provide a true representation. The overall sample size amounted to 100. The samples were gathered utilizing a Random Sampling method. Among the 100 samples, 50 were sourced from Private schools, which included 25 male educators and 25 female educators. The remaining 50 responses were obtained from the teachers of government schools, which also included 25 male educators and 25 female respondents.

S. No	Type of School	Male	Female	Total
1	Private School	25	25	50
2	Government School	25	25	50
Total		50	50	100

Hypothesis

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.

Limitations of the Study

- The current research relies on data gathered from the Tirupur District.
- This study has a restricted sample size.
- Certain responses from the participants may exhibit bias.
- The use of questionnaires as the primary means of obtaining information may present some limitations.

Results and Discussion

Demographic Profile

Organizational psychologists assert that the likelihood of being satisfied with a job can be seen as equivalent to a personality trait (Redman and Wilkinson 2002). The participants, who were secondary school teachers, were asked to provide information regarding their gender, age, marital status, and teaching experience. This information was necessary to determine if these variables influenced job satisfaction.

Table-1
Demographic Profile

Age (Years)	% to total	Education	% to total	Teaching Experience	% to total
<25	16	Induction course	7	1to10	35
26-35	30	Diploma	10	11 to 20	27
36-45	15	UG with B.Ed	52	21 to 30	58
>46	39	PG with B.Ed	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

The age classification of the respondents indicates that 46% of teachers are classified as young, specifically those aged 35 and below, while 15% fall into the middle-aged category (between 36 to 45 years). The remaining teachers are categorized as older, being 46 years and above. Age is a significant factor in one's professional career. This is particularly relevant in relation to employee job satisfaction, which tends to increase with age. Furthermore, demographic information regarding marital status reveals that the majority of respondents are married individuals (80%), likely with families to support, whereas 20% of the teachers remain single.

Regarding the teaching experience, it is evident that the majority of teachers have been in their positions for 21 to 30 years (38 percent). 35 percent possess teaching experience ranging from one to ten years, while the remaining 27 percent have experience spanning 11 to 20 years. Okumbe and Kamina (2002) indicated that teachers with extensive experience tend to have higher job satisfaction. The educators involved in this study are predominantly highly experienced, with over 21 years of service in their current school.

The participants were classified into four categories based on their educational qualifications: Induction course, Diploma, Bachelor's degree, and Master's degree. The findings revealed that 52 percent of the participants held a Bachelor's degree. 31 percent of the respondents had obtained a Master's degree in education, 10 percent possessed diplomas, and only 7 percent had completed an induction course. Literature indicates that as one's educational level increases, the level of dissatisfaction also tends to rise. Wasonga (2018) asserts that teacher motivation is crucial for retention in the profession, and it has also been found that motivated teachers experience greater 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 between co-workers	100	3.80	.910
Freedom in the workplace	100	3.88	.927
Monthly benefits	100	3.61	1.004
Professional ability	100	3.81	1.032
Contribution from Management	100	3.65	.989

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 Management	100	3.65	.936
Considering profession change	100	3.50	1.124
Transfers	100	3.43	1.148

The table presented above illustrates the degree of satisfaction across different facets of their employment. A mean score of 3 or higher, as indicated in the table reflects a positive response. Notably, the statement regarding Freedom in my workplace demonstrates a higher level of satisfaction (mean=3.88, SD=.927). The findings indicate that the mean score for all factors representing the level of satisfaction exceeds the 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 illustrates the disparity in the average job satisfaction scores between teachers from private and government schools. The average score for government school teachers is recorded at 110.2 with a standard deviation of 27.08, while private school teachers have an average score of 91.08 and a standard deviation of 30.64. Government school teachers demonstrated a higher level of satisfaction in comparison to their private school counterparts because government school teacher are enjoy more benefits from government. The computed t-value is 1.24, which exceeds the 0.05 significance threshold. Therefore, the null hypothesis is upheld. Consequently, there is no significant difference in the average scores of job satisfaction between 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		Not significant

Female	50	98.04	32.08	0.41	
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The above table depicts the disparity in the average job satisfaction scores between male and female teachers. The findings demonstrate that male teachers report a higher level of job satisfaction (mean=100.12, SD=29.952) in comparison to their female counterparts. The t-test value exceeds the 0.05 significance level, suggesting that there is no statistically significant difference in job satisfaction between male and female school teachers.

Conclusion

The study with lighted that organizational support, autonomy in the workplace and a positive work environment play a vital role in the enhancing teachers job satisfaction.

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