

Comparative Study of Job Satisfaction of School Teachers

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Abstract:

The progress of the country depends upon the quality of its teachers and for this reason teaching is the noblest among all the professions. A teacher is the nation builder in the real sense in the Modern democratic set up. The importance of the teachers cannot be minimized because education has been regarded as one of the most important aspect of democracy. A good teacher is very important for the students. Young age is very impressionable and it is in these years that a student is shaped to become a good citizen and more importantly a good human. Job satisfaction of teachers is very important aspect in the present scenario of teaching organizations. Keeping all these views in mind the present study was conducted on 200 school teachers. Data was collected with the help of standardized tool of job satisfaction. The results were analyzed with the help of statistical tools. The results found that there is no significance of difference on the basis of gender. But it is significant on the basis of types of school.

Key words: Job satisfaction, teachers, primary and secondary.

Introduction:

Teaching is highly noble profession. Teachers are always born for society. Through their intelligence, patience and wisdom, they attempt to not only develop the learner's intellect and aptitude but also, create a well rounded personality. Teaching has an influence in developing ones mind and character and also gives the satisfaction of having sparked the light of knowledge age and dispelled the clouds of ignorance.

Job satisfaction:

Every profession has got certain aspects conducive for Job satisfaction. At the same time, it has other aspect that leads to dissatisfaction. Teaching profession is not an exception. There is no denying the fact that unless the teacher is satisfied with his occupations, he can not deliver the goods satisfactory. Wartenberg, Aldrup, Grund, and Klusmann (2023) studied on teachers' job satisfaction; the review included 105 records and examined relationships between job satisfaction and teachers' professional functioning. The results indicated that higher job satisfaction was related with lower turnover intentions and absenteeism and with more positive teacher-student interactions. Job satisfaction was also positively correlated to teachers' instructional support, classroom management, student motivation, and student achievement. The researcher emphasized that job satisfaction is an important component of teachers' occupational well-being and professional functioning. Job satisfaction is in regards to ones feelings state-of-mind regarding the nature of their work. Job satisfaction be influenced by a variety of factors

e.g. the quality of the physical environment in which they work degree of fulfillment in their work etc. Anjaneyulu (1971) pointed out that in addition to the loss of special recognition; the profession has been infested with a number of other evils. Enormous rise in the work load, lack of security of service especially under private managements, growing indiscipline among the students and too much domination by the non-official political bosses are only some of the evils. Pagel and Price (1980) listed different cause for the dissatisfaction of the teachers. They were: (i) lack of planning time, (ii) tedious paper and clerical work, (iii) and out-of touch and autocratic administration, (iv) disruptive and unmotivated students, (v) non-teaching activities, such as faculty meeting and time wasting workshops, (vi) un-cooperative parents, (vii) lack of autonomy to prescribe curriculum, (viii) felling of failure, and (xi) low occupational prestige. Therefore, a better understanding of the causes for job satisfaction/dissatisfaction is the desirable not because it will enables us to make them completely satisfied, but because it may help the administrations to relieve that intense and painful dissatisfaction which injures both individual and the society in which he lives.

Ramakrishanaiah and Rao (1998) highlighted importance of job satisfaction & could be overlooked. It is one of the most important problems which an administrator faces when he engages in a plan to achieve higher effectiveness. A number of studies have shown that teachers is a very important factor, for an effective teaching requires that a feeling of satisfaction and positive identification with the school. Thus it becomes imperative that the teaching profession is given all the consideration and attention. Teaching job is an activity which is performed under a contract and for which one gets paid. Satisfaction essentially cannot be one of the most pleasant and keenly sought after states of mind. Gruenberg (1976) said that job-satisfaction is the favorableness or un-favorableness with employees view their work. It expresses the amount of agreement between one's expectations of the job and the rewards that the job provides. Since job-satisfaction involves expectations, it relates to equity theory of psychological contract and motivation. Near, Rice and Hunt (1978) reported that job-satisfaction is a part of life satisfaction. The nature of one's environment of the job does effects one's feeling of the job. Similarly, since job is an important part of life, job-satisfaction influences one's general life satisfaction.

Jerrim (2024) suggested that teachers who reported greater job satisfaction also tended to report higher perceived lesson quality. However, the relationship was considerably weaker when teaching quality was evaluated by students or independent observers. Lam (1994) described that job-satisfaction which can be defined as a positive emotional state, results from the personal analysis of one's work or work experience. It is an attitude that has potential to effect performance, productivity, motivation, interpersonal relationships and quality of life. Pillai (1995) job-satisfaction is one thing that is missing among the large number of teachers due to some professional conditions which have been pointed out as: Lack of security in job, Over pressure of work, Posting at a far distant place, Monotonous nature of work, Inadequate and irregular payment of salary, Unconnected assignment and so many clerical duties, lack of social status, Too much interference of political leaders and autocratic administration and supervision. While keeping in view of the different definitions and view suggested by various investigations, Singh (1995) concluded that job satisfaction was not a unitary thing or entity but a composition of many factors including personal judgment of a worker. It is governed to a large extend by perception and expectations. Men work to satisfy their needs and aspire or expect their work life to fulfill their needs. For perfect job satisfaction there should exist a one to one relationship between the perception of, how well the job life fulfills various need or expectations or aspirations of an individual and the extent to which these needs are actually fulfilled.

Thus, it can be concluded from the above definition that the job satisfaction is the result of various attitudes that a person holds towards his job, towards related factors and towards life in general. Job-satisfaction has great economic importance because it affects productivity, influence and turn over of workers. Satisfaction does not determine the consequence of failing to exert effective control over events.

Review of Literature:

Zhou, Slemp, and Vella-Brodrick (2024) concluded that the study focused on teacher well-being rather than job satisfaction alone, job satisfaction emerged as an important positive consequence of teacher well-being. The study found that factors such as autonomous motivation, psychological capital, hope, competence, interpersonal relationships, and supportive work environments were strongly associated with teacher well-being, while burnout was a major negative correlate. The results suggest that teachers' job satisfaction should be considered within a broader framework of occupational well-being and psychological resources.

Gupta(1980) conducted a study on job satisfaction at three levels of teaching. Attitude towards teaching as a career and personality maturity were positively related to the job-satisfaction of Primary, Secondary School teachers and College teachers,

Marital status, age and teaching experience were not associated to the job-satisfaction of Primary and Secondary School teachers. Unmarried College teachers were more satisfied than married College teachers. Teaching experience was not associated significantly with the job-satisfaction of College teachers.

Reddy and Jobjan (1981), while studying the degree of job-satisfaction among married and unmarried teachers, it was noticed that unmarried teachers were more satisfied than married teacher's. Sneh (1982) found that women teachers are more satisfied with their jobs than men teaches. She also found that Government School teachers have greater job-satisfaction than Private School teachers. Lim (1985), carried out a study to compare the responses regarding job-satisfaction of 3617 teachers on the basis of years of experience. He noted that older teacher were having more job-satisfaction. Lousie (1986) conducted a study on the relationship between job burnout, job stress among School teachers. The purpose of the study was to increase the understanding of all three concepts, by understanding their relationship to one another, specifically job burnout, job stress and job-satisfaction are best viewed as three separate concepts.

Horne and Merl. (1987) conducted a study on relationship of job-satisfaction. Silence and Voluntary absenteeism among elementary teachers. This study investigated the relation among job-satisfaction, demographic, job related and group/personal variables and elementary teacher's absenteeism. The findings revealed that only one satisfaction variable, that the satisfaction with the Principals consideration was significantly correlated with elementary teachers absenteeism. However a normative variable, personal attitude towards absenteeism also proved to be significantly correlated with the one day measure of absenteeism. None of the variable entered into either regression equation, were significantly related to elementary absenteeism.

Norman and Moore (1988) undertook a study on a school based merit pay-plan on student achievement and teacher job-satisfaction. The results showed that there were no detrimental effects from a school wide merit pay-plan programme on student's achievements on teacher's job satisfaction.

Austin (1990) investigated the relationship between perception of school climate and level of job-satisfaction on Secondary teacher of Mississippi Public School. Findings of the study showed that teachers with high level of job-satisfaction indicated more favourable impression on school climate. The variable of subject taught, type of school, district, appointed or elected superintendent did not make difference in relationship between level of job-satisfaction and perception of school climate.

Ria (1995) conducted a survey on the impact of personality dimensions of job-satisfaction. The purpose of study was to determine the effect of personality like extra version, neuroticism and psychoticism on job-satisfaction. The study concluded that the person's high or low on personality dimension of extra version neuroticism and psychoticism differed significantly in their job-satisfaction. Eryilmaz, et.al (2025) demonstrated significant relationships between school working conditions and teacher job satisfaction. Effective school leadership, better student behaviour/discipline, and lower perceived workload were associated with higher teacher job satisfaction. Improving school working conditions, leadership practices, mentoring, and classroom-support mechanisms may be relevant to teacher satisfaction and retention.

Singh (1997) conducted a study on socio-psychological characteristics as moderators of leadership behaviour of Secondary School Principals in the prediction of organizational climate, teacher's job-satisfaction and pupil's academic achievement. Rohal (2005) conducted a study of job-satisfaction of Government Secondary School teachers of Panipat. She found that Rural and Urban teachers differ significantly in relation of their job-satisfaction and Male and Female teacher differ significantly in their job-satisfaction. Qiwen (2007) conducted a study on job satisfaction he found that there is a high level of job satisfaction in Primary and Senior Secondary School Teachers. Shukla (2009) Conducted a study on Job satisfaction of Primary teachers in Delhi. She found that there was very high positive correlation between commitment to profession and job satisfaction level of Primary Teachers. This means that teachers who are satisfied with their job are also equally committed to their profession.

Rationale of study:

In Educational research, the selection of the problem is generally conditioned by the scope for improvement in the field of education, but the problem selected must have an impact for improvement in academic as well as physical area.

Although considerable research has been done in the field of job-satisfaction among school teachers in foreign countries and in India, but little deliberation is there on job-satisfaction among teachers teaching in Primary and Secondary schools. Now it is clear that job-satisfaction is a complex phenomenon with several inter-related factors like personal, social, economic etc. But dissatisfaction among the workers of any profession is as dangerous, as it is undesirable.

Objectives of the study:

1. To find out the difference between Private and Government School teachers in relation to Job-satisfaction.
2. To find out the difference between Male and Female School teachers in relation to Job-satisfaction.

Methodology:

The destiny of the problem depends upon its procedure adopted by the investigator. The reliability of the result depends upon the choice of right method to solve the problem. The selection of adequate methods,

tools and techniques is a very difficult task and must be handled with very caution, care and profound consideration in respect of time, cost, ability, experience and the need of investigation. This methodology is the sheer anchor of any research.

Sampling:

It is decided to select the sample from Primary and Senior Secondary School teachers of Haryana state. In the present study 200 Primary and Senior Secondary School teachers were selected through simple random sampling technique.

Tools used:

A few tools were available for measuring job-satisfaction of teachers teaching in Schools. Due to short time, scattered Schools and subjective nature of data, a standardized Questionnaire entitled, “Job-satisfaction Questionnaire (JSQ) for higher and Secondary School Teachers” was used in the present study.

Job satisfaction questionnaire(JSQ):

This questionnaire was constructed and standardized by Kumar and Mutha in 1978 and later revised in 1982. For the development of the test, they initially selected 40 Yes/No type items on the basis of previous studies followed by interviews with the teachers and Principals of higher Secondary Schools and teachers educators. These required the subject to express their satisfaction with different aspects of their job. These are:

- a. Job-satisfaction with work and working conditions.
- b. Satisfaction with salary, security and promotion policies.
- c. Satisfaction with institution plan and policies.
- d. Satisfaction with authority including school management.

These 40 items were not classified into four different aspects and were given to experts. After analyzing the test, 11 items were rejected. At present the test contained 29 Yes/No type questions.

Statistical tools used:

The purpose of the study was to investigate the difference between Primary and Senior Secondary School teachers in respect to their job-satisfaction. In order to analyze the differentials in various groups on the variables under investigation, ‘t’ test was applied. The investigator adopted the following statistical procedures:

1. Mean Standard deviation and Standard Error.
2. T-test to find out the significant difference of job-satisfaction of Primary and Senior Secondary teachers towards their jobs.

Results and Discussion:

In the present study, measure of the center tendency (arithmetic) mean and the measure of the dispersion (S.D.) were applied to study the nature of the data.

The purpose of the study was to investigate job-satisfaction of teacher in relation to sex, experience, nature of job and type of school ‘t’ test was applied to fulfill the major objectives of the study.

The tabulated data shows the comparison of the job-satisfaction scores among teachers with respect to their type of school in which they are teaching nature of job, gender.

Table1: Significance of difference between Private and Government School Teachers:

Group	N	M	S.D.	S.E.	't'- Ratio
Private School Teacher	100	22.3	4.06	0.6	3.16
Government School Teacher	100	24.2	4.11	06	

*p<0.05, ** p<0.01

It can be observed from the above that difference between Primary and Senior Secondary School Teacher's Job-Satisfaction are Found to have mean scores of 22.3 and 24.2 and with SD of 4.06 and 4.11 respectively. The t-ratio among between the mean scores of these two groups come out to be 3.16 which is not significant differences of mean in Job-Satisfaction between Primary and Senior Secondary School Teachers

Table2: Significance of difference between Male and Female Teachers:

Group	N	M	S.D.	S.E.	't'- Ratio
Male Teacher	100	23.6	4.21	0.7	1.14
Female Teachers	100	22.8	4.54	0.7	

*p<0.05, ** p<0.01

It can be observed from the above that difference between Primary and Senior Secondary School Teacher's Job-Satisfaction are found to have mean scores of 23.6 and 22.8 and with SD of 4.21 and 4.54 respectively. The t-ratio among between the mean scores of these two groups come out to be 1.14 which is not significant differences of mean in Job-Satisfaction between Primary and Senior Secondary School Teachers.

Conclusion:

On the basis of analysis and interpretation of the data, the following main findings emerged as an outcome of the present study.

Significant difference was found between Private School teachers and Government School teachers. It indicated that Government teachers were more satisfied than private school teachers. No significant difference was found between male teachers and female teachers teaching in Primary and Senior Secondary Schools.

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