

Type of School and Job Satisfaction among Secondary School Teachers

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Abstract: *The present investigation was undertaken to study the job satisfaction among secondary school teachers teaching in government and private schools of Solan district of Himachal Pradesh. For conducting this investigation, survey method was employed and a sample of 100 teachers serving in private and government schools of district Solan was included in the study. For measuring the degree of job satisfaction of teachers, a standardized job satisfaction questionnaire, developed by Parmod Kumar and D. N. Mutha, was used. The data were analyzed by employing 't' - test. The finding revealed that the majority of Govt. School teachers which is 66.68% and 65.11% of private school teachers were having very high level of job satisfaction and no significant difference between government and private secondary school teachers in their level of job satisfaction was found.*

Keywords: Secondary school Teachers, Job Satisfaction, Type of School

1. Introduction

The efficiency of an organization directly depends upon the efficiency of its employees and the efficiency of the employees depends upon their job satisfaction. The employees of an organization are its true assets. If an organization wants to have full utilization of its human resource with other physical resources then their satisfaction is must. High job satisfaction leads to factors, like improved performance, lesser absenteeism, lesser strikes, and improved efficiency of an organization in all respects. All those factors which lead to dissatisfaction must be identified and all the discrepancies need to be corrected in the organization. Same is the case with an educational institution where teacher is regarded as an important source or transmitter of knowledge and a creator of values.

Improving the quality of education depends on first improving the recruitment, training, social status and conditions of workplace of teachers, they need the appropriate knowledge and skills, personal characteristics, professional prospects and motivation if they are to meet the expectations placed upon them. A teacher, who is happy with his job, plays a vital role in the upliftment of society. A satisfied teacher can contribute a lot to the well being of his / her students whereas a dissatisfied teacher may create tensions which can have negative influence on the students' learning process and it consequently may affects their academic growth. Job satisfaction of the teachers at the secondary stage as a motivating factor has been acknowledged time and again. In this regard, the Secondary Education Commission (1952 - 53) has recommended that "Service conditions of teaching personnel should be improved". Teacher's job satisfaction influences his job performance, attrition and ultimately students' performance. A teacher's job life is not absolutely separate from his personal life, but rather these two aspects of life are interrelated with each other. In fact, job satisfaction of a teacher on one side affects his job behaviour and on the other side, it also has a notable impact on his personal well-being. Teachers are the most important group of professionals for our nation's future and hence it is

disturbing to find that many of today's teachers are dissatisfied with their jobs. Job satisfaction of the teachers is considered to have a major role in imparting excellent education to the students in today's world of globalization.

2. Review of Related Literature

Panda (2002) studied the level of job satisfaction among teachers of government and non - government colleges. A sample of 110 college teachers (48 from government, 62 from non - government aided and un - aided colleges) was administered the job satisfaction scale by Saxena. Analysis revealed that the college teachers both from government and non - government colleges were satisfied with their job. Type of management of the college had no significant effect on job satisfaction.

Bakhshi (2008) conducted a study on job satisfaction as predictor of life satisfaction: a study on lecturers in government and private colleges in Jammu. Results indicated a significant difference in the job satisfaction of government and private college lecturers with government college lecturers having higher job satisfaction. Government and private college lecturers did not differ significantly on life satisfaction scores. A significant positive correlation between job - satisfaction and life - satisfaction of overall sample was found

Mehta (2012) investigated on job satisfaction among teachers to know whether the perception of job satisfaction among teachers was affected by the type of organization (private vs. Govt.) and the gender (male vs. female). Descriptive analysis was made to study the perception of job satisfaction of male vs. female and t - test was used. Result showed that there was significant difference in the level of job satisfaction of Govt. and private school teachers. **Raj & Lalita (2013)** investigated the level of job satisfaction among the private and govt. school teachers. In this research, 50 Govt. and 50 Private teachers, 100 in total, working in different govt. & private schools were examined. The obtained data were analyzed based on the descriptive statistics using SPSS Version 16. Researchers used t - test to

analyze the job satisfaction level among male & female teachers and Govt. & Private school teachers. The study revealed no significant difference in the level of satisfaction of male and female teachers. Furthermore, it was again revealed that there was no significant difference in the level of satisfaction of govt. and private school teachers. **Malik (2014)** investigated job stress and job satisfaction of male physical education teachers in relation to Type of Schools. It was observed that the teachers working in public schools were facing significantly more job stress than their counterparts, but at the same time they were enjoying better job satisfaction than others. **Nigama et. al. (2018)** investigated the job satisfaction among school teachers. Fifty respondents from the private school and 50 from the government school participated for the purpose of this study. Data collected was analyzed with descriptive statics using SPSS version 16. On comparing the job satisfaction level between private and government school teachers, it was found that there was no significant difference in their level of satisfaction irrespective of gender. **Devi (2019)** conducted a comparative study of job satisfaction of different categories of secondary school teacher. For this study One hundred twenty teachers of government secondary school and privately managed secondary school of Kangra (H. P) were selected through purposive sampling. Results revealed a significant difference between the different categories of teachers.

Significance of the Study

Teachers are considered as nation builders. Job satisfaction among teachers is very important for growth of educational institutions. It leads to efficient running and performance of these institutions. Job satisfaction is linked with motivation, performance, turnover and general life satisfaction. All these factors are important for growth and development of educational institutions. This necessitates a comprehensive study on the job satisfaction of secondary school teachers of Himachal Pradesh. It is in this context that the need of the present study has been established. The investigator has, therefore, studied the job satisfaction among secondary school teachers in Himachal Pradesh and that too with reference to type of school.

Objective of the Study

- 1) To study the level of job satisfaction of secondary school teachers with respect to type of school.
- 2) To study and compare job satisfaction among government and private secondary school teachers.

Hypotheses

The following hypothesis was formulated corresponding to the objectives:

- 1) There will be no significant difference in job satisfaction of secondary school teachers in terms of their type of school.

3. Research Method

In order to investigate the problem in a scientific way, the right methodology should be used. In view of the objectives of the study the investigator selected descriptive method of research for conducting the present study. A descriptive study describes and interprets. Such studies describe and interpret what conditions or relationships exist at present.

Population

Population can be explained as a comprehensive set of components, individuals or items having some shared features set by the sampling criteria established by the researcher. It consists of all the subjects researcher wants to study. Statistically, it may be defined as a list of elements from which sample is drawn. The secondary school teachers teaching in different private and government schools of district Solan of Himachal Pradesh constituted the population of the study.

Sampling

A representative sample of secondary school teachers was selected from the population. Since, it was impossible to survey all the schools of Himachal Pradesh state. Hence, district Solan of Himachal Pradesh was selected by the researcher. The researcher has done purposive sampling for collecting data of 100 secondary school teachers from randomly selected private and government schools of Solan district. Out of 100 teachers 57 were government school teacher & 43 were private school teachers.

Research Tools Used

A standardized job satisfaction questionnaire, developed by Parmod Kumar and D. N. Mutha, was used for measuring the degree of job satisfaction of teachers. The Teacher Job Satisfaction Questionnaire (TJSQ) consists of 29 highly discriminating 'Yes - No' items. These items were classified into 'four different aspects of job satisfaction in teaching.

Statistical Techniques

Statistical technique is the body of mathematical technique or process of gathering, describing, organizing and interpreting numerical data. For the analysis of data following statistical techniques were used;

- a) Mean
- b) S. D
- c) t - Test

4. Data Analysis and Interpretation

Level of job satisfaction with respect to Type of School

The following table shows the level of job satisfaction among secondary school teachers teaching in government and private secondary schools.

Table 1.1: Level of job satisfaction with respect to Type of School

Type of School	Level of Job Satisfaction						
		Lowest	Low	Average/ Moderate	High	Very High	Total
Govt.	Frequency of Responses	0	2	2	15	38	57
	%	0	3.50%	3.50%	26.32%	66.68%	100%
Private	Frequency of Responses	0	1	12	2	28	43
	%	0	2.33%	27.91%	4.65%	65.11%	100%

It is evident from the above table that the majority of Govt. School teachers which is 66.68% and 65.11% of private school teachers were having very high level of job satisfaction. 26.32% of govt. school teachers and 4.65% of private school teachers were having high level of job satisfaction. 3.50% of govt. school teachers and 27.91% of private school teachers were having average moderate level of job satisfaction. 3.50% Govt. School teachers and 2.33% of private teachers were having very low satisfaction with their job. It is also clear that no private and govt. school teachers were found with lowest level of job satisfaction.

Hence it can be concluded that majority of the secondary school teachers working in government and private schools in totality have shown very high level of job satisfaction. Moreover no teacher, whether working in a government or a private school was found to have lowest level of job satisfaction.

Difference in Mean Scores on Job Satisfaction of Secondary School Teachers with respect to Type of School:

The following table shows the difference in mean scores on job satisfaction of secondary school teachers with respect to type of school:

Table 1.2: Difference in Mean Scores on Job Satisfaction of Secondary School Teachers with respect to Type of School

Type of School	N	Mean	σ	Df	't'	Result
Government School Teachers	57	26.85	3.98	98	.001	NS
Private School Teachers	43	26.86	3.91			

NS: Not significant at 0.05 Level

It is observed from the above table that the 't' value for the significance of difference between the means job satisfaction scores of government and private secondary school teachers is .001 whereas the required 't' value with df 98 to declare the difference as significant is 1.98 at .05 level. Since the calculated 't' value is lower than the critical 't' value, it can be concluded that there is no significant difference between government and private secondary school teachers in their level of job satisfaction. Therefore, it can be concluded that the hypothesis, "There is no significant difference in job satisfaction of secondary school teachers with reference to their type of school is accepted".

5. Findings

With regard to the type of school 66.68% of the government secondary school teachers and 65.11% of private school teachers were having very high level of job satisfaction. 26.32% of govt. school teachers and 4.65% of private school teachers were having high level of job satisfaction. 3.50% of govt. school teachers and 27.91% of private school teachers were having average moderate level of job satisfaction. 3.50% Govt. School teachers and 2.33% of private teachers were having very low satisfaction with their job. No teacher whether working in government or a private school was found to have lowest level of job satisfaction. With regard to type of school no significant difference between government and private secondary school teachers in their level of job satisfaction was found.

6. Educational implications

The extent to which an individual is satisfied at the workplace determines his or her degree of overall satisfaction in life. It also results in the improvement in the attitude of the employees toward their jobs. It improves the sense of belongingness and sense of participation which leads to increase in the productivity of the organization.

The findings of the present study may be utilized by authorities at the levels of educational administration and planning to assess the teachers' job satisfaction and to develop strategies for toning up the educational atmosphere in the schools.

The findings of the study may be beneficial to those teacher training institutions interested in bringing a change in their academic and administrative practices in order to generate satisfied teachers for the institutions of the society. The present study may be beneficial to teachers and principals in getting feedback about their functioning in order to improve performance and practices.

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