

## A Study of Job Satisfaction of Government and Private School Teachers

Dr. Daljit Singh<sup>1</sup> and Jagdeep Singh<sup>2</sup>

### Abstract

*Job satisfaction is one of the most researched areas of organizational behaviour and education. The present study attempt to find out the difference between Govt. And Private school teachers on job satisfaction. Sample of the study consists of 300 teachers in which 150 are Govt. and 150 are private. Job Satisfaction Questionnaire developed by Kumar and Mutha (1985) is used to collect the data. It consist of 29 highly discriminative 'Yes-No' type items. Result indicates the significant difference among Govt. and private school teachers on Job Satisfaction.*

**Key Word: Job Satisfaction**

### Job Satisfaction

The term 'job satisfaction' was brought to lime light in the research literature by Hoppock in 1935. He reviewed numerous studies on job satisfaction conducted prior to 1933 and found that job satisfaction is a combination of psychological, physiological and environmental circumstances that cause a person to say, "I am satisfied with my job". Such kind of descriptions indicate a variety of variables that influence the satisfaction of the individuals but it does not give more clear view about the nature of job satisfaction at the stretch.

Job satisfaction is an important phenomenon in the field of organizational behavior A large number of social scientists have endeavored to understand this aspect of work life Which is one of the prime factors related to work performance In the ultimate analysis, job satisfaction is linked up with the question of meaningfulness of existence of man not only on the job but in the organization for which he is working Additional factors such as employee's age, health, temperament, desires and level of aspiration are also important. Further, his/her family relationships, social status, recreational outlets, activity in organization like workers, political or social contribution ultimately pay to job satisfaction. Thus, job satisfaction is a general attitude which is the result of many specific attitudes in three areas namely, specific job actor, individual characteristic and group relationship outside job. While viewing the literature on job satisfaction, it is observed that the term job satisfaction has been used differently by different thinkers. According to Berry (1997) job satisfaction is derived as "an

---

<sup>1</sup> Assistant Professor, Department of Psychology, Govt. National College Sirsa (Haryana)

<sup>2</sup> Research Scholar, Department of Psychology, Singhania University (Rajasthan)

individual's reaction to the job experience". Robbins (1998) surmise that job satisfaction is based on "the difference between the amount of rewards workers receive and the amount they believe, they should receive". According to Shan (1998) teacher job satisfaction is a predictor of teacher retention, a determinant of teacher commitment and in turn a contributor to school effectiveness. According to Chelladurai, (1999) "job satisfaction is an attitude people have about their jobs".

Buitendach and de Witte (2005) proffer the view that job satisfaction relates to an individual's perceptions and evaluations of a job and this perception is in turn influenced expectations. Individuals therefore, evaluate their jobs on the basis of factors which they regard as being important to them. Essentially, job satisfaction is a person's attitude toward the job. Like any other attitude, it represents a complex assemblage of cognition (beliefs or knowledge), emotions (feelings or evaluations) and behavioral tendencies. A person with a high level of job satisfaction holds very positive attitudes about the workplace and conversely a person dissatisfied with the job embraces negative attitudes toward the job environment.

### **Review of Literature**

Shafaqat et al. (2010) conducted a study to investigate a comparative study of job satisfaction in public and private school teachers. A sample of 150 public and private school teachers were selected for the study. Data analysis was conducted through t-test and ANOVA which showed that there is no significance difference between teachers job satisfaction of public and private school teachers.

Sanchez et al. (2011) conducted a study on a national school leadership in Chile. Surveys were administered during the year 2009 to school directors and teachers in 649 urban elementary school across Chile's three education sectors i.e. municipal schools government subsidized private schools and non-subsidized private schools. While nearly all principals reported high levels of satisfaction and individual efficacy in the overall performance of their jobs, a substantial number expressed low confidence in their capacity to improve the quality of teaching and learning especially in municipal schools. Using correlation and regression analysis the study explored the relationship between survey measures of principals efficacy and job satisfaction professional educational years experience and practices in order to identify those factors that contribute to principal confidence in their ability to improve their schools. The analysis considers differences in school context (sector, size) and student performance (national achievement test scores) that may be linked to varying expressions of principals' sense of efficacy.

### Objective of the Study

To determine the difference between private and government schools teacher on job satisfaction.

### Hypothesis of the Study

Private and government school teachers will differ with each other on job satisfaction.

### Sample

In the present investigation the sample was randomly selected from various private and government schools of Sirsa District (Haryana). The sample consisted of a total 300 schools teacher, 150 each from private school and government schools.

### Tool

Job Satisfaction Questionnaire developed by Kumar and Mutha (1985) was used to collect the data. It consist of 29 highly discriminative 'Yes-No' type items.

### Result and Discussion:

#### Mean, SD and t-value of Private and Government School Teachers on Job Satisfaction.

| Variable            | Group      | N   | Mean  | SD   | t-value<br>(df=298) |
|---------------------|------------|-----|-------|------|---------------------|
| Job<br>Satisfaction | Private    | 150 | 23.82 | 4.20 | 11.71*              |
|                     | Government | 150 | 17.87 | 4.58 |                     |

\*Significant at 0.05 level.

The Mean and SD in the case of private school teachers on job satisfaction were found to be 23.82 and 4.20, while in the case of government school teacher they were found to be 17.87 and 4.58 respectively. The t-ratio between the two means was found to be 11.71 which were significant at 0.05 level. Thus, above findings proves that "private and government school teachers will differ with each other on job satisfaction."

The objective of the present research was “to determine the difference between private and government school teachers on job satisfaction.” The result obtained fully supported the above said objective as it revealed that the mean value of private school teachers was significantly higher than the mean value of government school teachers. Thus, it may be said that the teachers of private schools are having higher level of job satisfaction as compared to government school teachers. This may affect the performance of the school. Ayllaa and Zehava (1999) found in their study that private sector employees were more satisfied with their job if their pay level or fringe benefits are at a satisfactory level as compared to public sector employees who stress the importance of other job features such as job conditions and their quality of work life etc

### References

- Ayalla, R. & Zehava, R. (1999). Job insecurity among Israeli school teachers: Sectoral profiles and organizational implication. *Journal of Educational Administration* 37, 139 - 168
- Berry, Lilly M. (1997). *Psychology at Work*. San Francisco: McGraw Hill Companies Inc.
- Buitendach, J. & de Witte, H. (2005). Job insecurity, extrinsic and intrinsic job satisfaction and affective organisational commitment of maintenance workers in a parastatal. *South African Journal of Business Management*. 36, 27-37.
- Chelladurai, .P (1999). Human resource management in sport and recreation. Champaign, IL: Human Kinetics
- Hoppock, R. (1935). Job Satisfaction. New York: Harper & Bros. 127.
- Kumar & Mutha. (1985). Revised Manual for Job Satisfaction Questionnaire.
- Robbins, S.P. (1998). Organisational behavior (8th ed.). New Jersey: Prentice Hall.
- Sanchez, J.M., Anderson, A.E. & Kuper, A.H. (2011). Leadership efficacy, Job satisfaction and Educational Quality in Chilean: Elementary schools. *International Congress for school Effectiveness and School Improvement*. (Jan), Cyprus.
- Shafaqat, N.A, Mohammad, A.H. & Syed., I.H.N. (2010). “A comparative Study of Job Satisfaction in Public and Private School Teachers at secondary Level”. *Procedia Social and I Behavioural Sciences*. 2, 4222-4228.
- Shan, M.H. (1998). Professional commitment and satisfaction among teachers in urban middle schools. *Journal of Educational Research*, 67.