

A Study of Job Satisfaction among Government and Private School Teachers with reference To Darbhanga District, India

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Abstract: The present study was aimed at studying the job satisfaction among government and private school teachers with particular reference to Darbhanga district. It is undoubtedly fact that in recent years our governments, educator's organizations and other groups have sought to improve the public image of the teaching occupation so as to attract more people in to the occupation. Hence, the present piece of research work is of utmost value. For the present investigation total sample consisted of one hundred eighty (N=180) comprising Government School teachers (n=90) and Private School Teachers (n=90) were randomly selected from different government and private schools of Darbhanga district. Data were collected through questionnaire, developed by Singh and Sharma [1] and tabulated according to procedure of the scale for giving statistical treatment. Results revealed the fact that there is a significant difference between the government and private school teachers in their degree of perceived reactions on job satisfaction as t-value has been found statistically highly significant at .01 level of confidence. It is interesting to note that Govt. school teachers were found more satisfied with their work than private school teachers comparatively. Finally, obtained results were discussed in detail by highlighting the probable reasons in the light of research diary prepared during investigation.

Keywords: private school teachers, statistic, Government School teachers

INTRODUCTION

These days research interest in job satisfaction, occupational stress, coping and health has grown considerably. It is because of the fact that job related stressors are unavoidable in working life. In many job situations, particularly in human services, one of the major sources of stress is whether the person is satisfied with the job or not. Job satisfaction has been defined as the degree to which employees have a positive affective orientation towards employment by the organization [2]. Another defines job satisfaction as an affective (emotional) reaction to a job that results from the incumbents' comparison of actual outcomes with those that are desired [3].

Job satisfaction is the favorableness or unfavorableness with which employees view their work. It results when there is congruence between job requirement, demands and expectations of employees. It expresses the extent of match between employees' expectation of the job and the reward that the job provides. The factors of physical conditions and social nature affect job satisfaction and productivity, hence, job satisfaction is defined as an affective or emotional response towards various facets of one's job [4].

These days, there is a general assumption that the teachers do not have satisfaction in their jobs. It seems to be a growing discontentment towards their job as a result of which standards of education are falling. It is generally observed that teachers are dissatisfied in spite of different plans and programs which have been implemented to improve their job, although, job satisfaction consists of the total body of feelings about the nature of the job promotion, nature of supervision etc. that an individual has about his job. If the sum total of influence of these factors gives rise to feelings of satisfaction, the individual has job satisfaction towards their job assigned.

Apart from the above context it is important to point out that job satisfaction is related to working conditions and level of professionalism is a key factor in successfully recruiting and retaining teachers [5].

A large number of studies conducted in different countries have shown that teacher autonomy is important for job satisfaction [6, 7]. Similarly, it can be viewed that teacher professionalism is not just about salaries, it is also about intrinsic benefits of teaching. Moreover, educators believe that recognizing teaching as a profession and developing professional teachers is

a possible solution to teachers' lack of motivation and satisfaction, professionalism and empowerments as well as teacher stress [8]. According to National Center for Education Statistics [9] near about 20 % of government school teachers and 28% of private school teachers left because they wanted to pursue other career opportunities, they were dissatisfied with the profession, or because they desired better salaries or benefits, of the teachers who reported being dissatisfied with teaching as a career, the majority specified concerns with inadequate support from the administration and poor student motivation to learn. In addition to it, Kaur [10] reported that teachers working under private management were found more satisfied than those in government school.

Objective of the present study

Having reviewed the literature on the variable "Job Satisfaction", it has been observed that various studies had been conducted so far but none has been found with particular reference to Darbhanga district – a well known district of North Bihar where education is considered as the key source of economy. Thus, the present study was aimed at studying the job satisfaction among government and private school teachers. The sample area chosen by the present investigators is still unexplored area; hence, the findings of the study will fill the void of knowledge in the area concerned. It is undoubtedly fact that in recent years our governments, educator's organizations and other groups have sought to improve the public image of the teaching occupation so as to attract more people in to the occupation. So, the present study was conducted to test the following hypotheses:

Hypotheses

- There will be no significant difference between the group of government and public school teachers on the degree of job satisfaction.
- Private school teachers will not differ from their colleagues who are engaged in government schools in terms of their perceived reactions towards job satisfaction.

METHODOLOGY

Sample

For the present piece of research work, total sample consisted of one hundred eighty (N=180) comprising Government School Teachers (n=90) and Private School Teachers (n=90) were randomly selected from different government and private schools located in and around Darbhanga district – a well known district of North Bihar.

Tools Used

To achieve the objective of the study the following tools were used.

- For measuring the job satisfaction, a scale developed by Singh and Sharma (1999) was used. The scale consisted of 30 items having five alternatives on 5-point scale from strongly agree to strongly disagree. Higher score indicates higher degree of satisfaction. Subjects' age were ranged from 21 – 55.
- Biographical Information Blank: For tapping information pertaining to biographical variables self-made biographical information blank was prepared for interpreting the results.

PROCEDURE

The questionnaires along with biographical information blanks were administered to one hundred teachers from populations of working teachers of government and private schools located in and around Darbhanga district. The scoring was done on the basis of weightages for each answer of the respective item. The obtained scores for job satisfaction were computed separately and the data was analyzed with suitable statistical techniques.

RESULTS AND DISCUSSIONS

In quest of obtaining the results table-1 revealed the clear cut picture regarding the differences between government school teachers and private school teachers in terms of their perceived reactions towards job satisfaction. From the table-1, it can be observed that there is significant difference between the group of government school teachers and private school teachers. The obtained results seem to be logical that the government school teachers obtained a mean of job satisfaction scores 79.93 with a standard deviation (SD) of 9.783 and at the same time private school teachers obtained a job satisfaction mean scores of 68.82 with SD of 8.513. Thus, it is found that there is significant difference between the two groups on perceived job satisfaction as the obtained t – value 8.086 has been found statistically highly significant at 0.01 level of confidence. Hence the proposed hypothesis i.e. "there will be no significant difference between the group of government school teachers and private school teachers on the degree of perceived job satisfaction stands rejected. From the table, it could be understood that the mean value of government school teachers is higher than private school teachers. Results of the table – 1 can be summed up that government school teachers are more satisfied with their jobs and they feel much better than private school teachers especially from where the present piece of research work has been completed. Discussing the table-1, it is important to point out that these days people are much more interested in getting job in the government sector, it is because of security needs as our union and state government have announced several programs for the benefit of teaching profession and by getting handsome salaries they seem to be committed towards their job. Therefore, government school teachers reported higher degree of

job satisfaction than those teachers working in private schools of Darbhanga district.

Table-1: Showing Mean, SD and t-value for the two groups of subjects on job satisfaction scores

Groups	N=180	Mean	SD	t - value	Level of significance
Govt. School Teachers	n =90	79.93	9.783	8.086	0.01
Private School Teachers	n = 90	68.8	8.513		

Table-2: Showing comparative levels of perceived Job Satisfaction between Government and Private School Teachers of Darbhanga District

Levels	Govt. School Teachers n=90		Private School Teachers n=90	
		Percentage		Percentage
High	53	58.89 %	43	47.78 %
Moderate	20	22.22 %	25	27.78 %
Low	17	18.89 %	22	24.44 %

In addition to the above obtained results, table-2 also point out the comparative levels of perceived job satisfaction between government and private school teachers. From the table, it can be observed that 58.89 percent of government school teachers have shown higher degree of job satisfaction in comparison to private schools teacher i.e. 47.78 percent which is low comparatively. 22.22 percent of government schools teacher reported moderate levels of perceived job satisfaction and 27.78 percent of private schools teacher comparatively which is higher than government schools teacher. So far as the low levels of perceived job satisfaction, only 18. 89 percent of government school teachers are found to have low levels in comparison to private schools teacher i.e. 24.44 percent which is higher than government schools teacher. Thus, the hypothesis i.e. “Private school teachers will not differ from their colleagues who are engaged in government schools in terms of their perceived reactions towards job satisfaction” also stand rejected.

The above obtained results seem to be logical and can be interpreted that government school teachers have shown better score on job satisfaction than private school teachers. So, there is a need of provision of better physical facilities in private schools and also some incentives such as job security, financial benefits, etc may be offered as per government rules.

CONCLUSIONS

- In the light of the obtained results and its interpretations the following conclusions have been drawn:
- Significance of difference has been found between the group of government school teachers and private school teachers in terms of perceived job satisfaction in Darbhanga district.
- Government school teachers have shown higher degree of job satisfaction in comparison to private school teachers in Darbhanga

- Observations have revealed the fact that there is a need of provision of better physical facilities such as job security, financial benefits, etc for maintaining the job satisfaction.

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