

# An Investigation of Job Satisfaction among Government and Non-Government Secondary School Teachers in Respect to Gender and Educational Qualification

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## Abstract

The basic objectives of the study were to study the level of job satisfaction among teachers of Government and Non-Government secondary schools on the basis of their qualifications among male and female teachers as measured by the questionnaire. 120 numbers of teachers from Government and Non-Government secondary schools were selected randomly as the sample for study. A descriptive survey research design was used to study the level of job satisfaction and the extent to which that influenced the motivation level of teachers. The study revealed while comparing the mean difference of job satisfaction scored between B.Ed. & higher qualifications teachers' that both the groups were almost equally satisfied with their jobs; the government teachers were more satisfied than the non-government teachers; 30% of teachers believed that this profession is suitable only for females. The present study reveals the term job satisfaction a very complicated and depends of on many factors like work, pay, promotions, recognition, working conditions, benefits, supervision and co-workers.

**Keywords:** Government and Non-Government Teachers; B.Ed. and Higher Qualified Teachers; Male and Female Teachers; Job Satisfaction.

## Introduction

Teacher is an important resource for schools, colleges and universities as well as an important factor for national development, **Indian Education Commission (1966)**. From the era of “Guru” it was teachers who teach and guide the student and prepare them to face the challenges of life. He is respected for his knowledge. He is the translator who translates all the knowledge of educational philosophy and objectives into skills. When teachers are happy, devoted and committed, they bring out their best qualities for the benefit of schools, students, parents, and the society as a whole. These commitment and effectiveness of teachers depend

on their job satisfaction. It is found that the quality of education in schools and colleges is going down. In these circumstances no scheme of improvement in teaching and learning can be successful and fruitful only if we have good number devoted and committed teachers in our surroundings with us. Today's we feel that teachers are unsatisfied with their jobs and showing discontent towards their job through burnout, absenteeism, apathy and turnover. All of these negative aspects lead to poor quality teaching and learning. On the other hand job dissatisfaction leads to gloom, despair, anger, resentment and futility. Thus, it has a serious impact on the teacher, as well as on the educational system. Expectation is always high from the teacher, with a very little recognition and insufficient facilities. In this situation, it is essential that the proper understanding concerning dissatisfaction emanating from the job be obtained.

### **A Critical Appraisal of Review Literatures**

To understand the attitude of teachers, job satisfaction is the most interesting field for researchers. In order to give a creative foundation to this problem related research studies were reviewed. From the review we found that teachers above 55 years of age have greater level of job satisfaction as compared to the young, childless and inexperienced teachers because of less work load and pressure, Weinroth (1977); high attitude towards teaching with low job satisfaction teacher's group showed highest mean scores whereas low attitude towards teaching teachers with low job satisfaction teacher's group showed lowest mean in the teacher effectiveness score, Mishra (1999); teachers were favorable attitude towards teaching profession and they were satisfied with their jobs, social status of teachers should be raised and they should be given various monetary and non-monetary benefits, Bibhuti Bhushan Panda (1996); there was a positive correlation between the role perception and job satisfaction of college and university teachers belongs to urban and rural, male and female and older and younger, Sonkamble M.B. (2003); factors that affected teachers' job satisfaction and retention are compensation, pre service preparation, external forces, school culture, in-service training, motivation to teach, and emotional factors; teacher's satisfaction level and choice of leaving in the profession is highly determined by emotional factors like stress, burnout, motivation, self confidence, and commitment; attractive salaries and other benefits will surely help in retaining some teachers in this field, Karen S. Myers Giacometti (2005); unaided teachers were more satisfied with respect to interpersonal communication than aided school teachers; salary, working conditions, working hours led to dissatisfaction, Lata Murthy (2007); as compare to female Physical Education teachers male teachers are more satisfied; teachers from rural areas school were found satisfied in their jobs then the teachers from urban area; job satisfaction level was found high with the Physical Education teachers working in government schools then in private and public schools, Ranjit Singh (2010); no significant relationship and association was found in between adjustment, job satisfaction, and administrative problems of secondary school Head Masters, Lalita Kumari (2010); degree of job satisfaction was found high in special education teachers, no significant

effect was found in the degree of teacher's self-efficacy due to the teaching setup like collaborative, resource, combination, Brenda C. Voris (2011); the degree of job satisfaction had found better among women teachers in government schools than women teachers in private schools, Sunita Bhadoria(2011); female teachers were more effective because they were more pupil oriented, stronger in relation, strong personal attitudes, good public relation skills, demonstrate cooperation, motivated towards work and sensitive as compared to male teachers, urban school teachers were more effective as compared to rural teachers, teachers were found highly effective, high degree of job satisfaction, high in decisiveness, responsibility and heterosexual personality, job satisfaction and personality dimensions were found to be positively correlated, Sunita Goel (2011); degree of job satisfaction among the teaching faculty affected through working place conditions, professional development and infrastructure, D. Sugumar (2011); teachers were found significantly differed with each other on dimensions of organizational climate like disengagement, controls, production emphasis and humanized thrust, teaching attitude, adjustment, job satisfaction, Zeenat Zahoor (2011); job satisfaction level was more in private school teachers as compared to government school teachers, no significant difference was found between job satisfaction level of teachers belonging to different socio-economic status, Ramakrishnaiah (1980); because of the poor salary both male and female teachers were found highly dissatisfied, large number of male teachers did not like this profession, whereas a few male teachers became a teacher because there was no other option left, stability brings a large number of male and female teachers to satisfied with this profession, male and female teachers having higher degrees than the required qualifications are dissatisfied, Shamima Tasnim(2006); higher the levels of job satisfaction gave higher levels of commitment in the study area, external factors have more influence than internal factors on the teachers' job satisfaction, Desta Ayele (2014); teachers belongs to very high economic background rank last in the job satisfaction; female teachers were more satisfied than the male and the teachers of aided schools were more satisfied with job than the teachers from municipal and government schools, Bernard and Kulandaivel (1976); no significant relationship found between the years of service as a principal either teacher in rating of subjects teaching and their overall job satisfaction, Anand (1977); no significant difference was found in the level of job satisfaction of married and unmarried female teachers of urban and rural areas, K. Nayak (1982); no significant difference was found between government and privately managed secondary school teachers in regards to job satisfaction, no significant interactive effect of sex and management of school was found on teachers' job satisfaction, Senapaty, Panda and Pradhan (1995); gender was not a significant factor which affect the degree of job satisfaction directly, Oshagbemi (2000); sources of job satisfaction seemed to have a greater impact on teaching performance of teachers, Ololube (2006); co-workers and supervisors are the two groups of people in an organization who affect job satisfaction, Tillman and Tillman (2008); variables like sex, level of teaching, subject of teaching, teaching experience, type of school management, location of school and marital status of school teacher did not have any significant influence on the life satisfaction of the teachers, Sooch(2009); male teachers are less satisfied with their jobs as

compare to female; location of the school, working conditions, compensation, advancement, and supervision/human-relations was not a significant factor for job satisfaction, Mahmood et al. (2011); self-efficiency, status and respect were the main motivational factors for teachers to pertaining job satisfaction, Bogler and Nir (2012); association between teacher professional development and teacher job satisfaction was found not significant, Meager (2011); various reasons that prompted educator whittling down. Schools that prepared educators have been separated to this present reality of instructing. Their instructing techniques that furnished systems were not with regards to the truth in schools. These encouraging techniques courses, however good natured, neglected to set up the starting educators because of the limitations that are set on them when they enter the universe of instruction, like obligatory prearranged plans, absence of planning time, and absence of managerial and partner support. It is of most extreme significance that acceptance and tutoring programs become collectively executed in all local schools, John O'Brien (2013); instructors' showed a huge and positive connection between their work fulfillment and responsibility. Higher the degrees of occupation fulfillment gave more significant levels of responsibility in the examination region. The mean and standard deviation of instructors, chiefs, VPs and directors' uncovered that the outside factors have more impact than interior components on the educators' work fulfillment, Desta Ayele (2014); investigated the elements of occupation fulfillment among instructing staffs of Indian Business schools. The components of the investigation and the examining technique received for the current examination was taken as Independent Job Dimensions that comprised of Satisfaction on Salary (SS), Satisfaction with Work-Schedule (SW) and Dependent Job measurement as Job Satisfaction (JS). The current investigation estimated effects on Job fulfillment among the Teachers in B Schools, Dr. P.G. Panneerselvam (2014);

## Need of the Study

Ample researches have been conducted in the area of teachers' job satisfaction. Analysis of the related studies on job satisfaction among teachers shows that studies are there on different aspects of job satisfaction, their effects on teaching, necessary measures to improve the job satisfaction level among teachers, to improve teacher's efficiency and effectiveness, to find out causes of job dissatisfaction among teachers. These studies come up with different findings like teachers are satisfied with their job while others say the opposite; some studies related are under investigation, to which the researcher has tried to lay his hands upon. The objectives of the present study was to rediscover the facts with the dependent variables (Government and Non-Government Teachers; B.Ed. and Higher Qualified Teachers; Male and Female Teachers) and independent variables (Job Satisfaction). The present study therefore can be considered as an extension of previous researches with the title, **“An Investigation of Job Satisfaction among Government and Non-Government Secondary School Teachers in respect to Gender and Educational Qualification”**

## Objectives

01. To study the level of job satisfaction among teachers of Government and Non-Government secondary schools.
02. To study the level of job satisfaction on the basis of qualification of teachers.
03. To study the level of Job Satisfaction among Male and Female Teachers.

## Hypothesis

01. There will be a significant difference of job satisfaction in Government and Non-Government secondary school Teachers.
02. There will be a significant difference of job satisfaction on the basis of qualification of Teachers.
03. There will be a significant difference of job satisfaction among Male and Female Teachers

## Sample

The present study data was collected from different Secondary Schools of Sambalpur District of Odisha. The Government and Non-Government Secondary Schools taken for sample were both Hindi and English medium of rural and urban areas. From the secondary schools 120 male and female teachers were selected randomly. Equal numbers of samples were taken in all the three categories i.e. **60** male and **60** female teachers; **60** B.Ed. and **60** higher qualify teachers and; **60** government and **60** non-government teachers were chosen for the research study.

## Tools and Technique

The questionnaire developed by Dr. Amar Singh and Dr. T. R. Sharma (Manual for Job Satisfaction Scale) was used as tools to collect data from the secondary school teachers. The following areas were deal in the tools:

1. Job Intrinsic Statements (factor inherent in the job). Total Statements = 13
  - (a). Job concrete statements such as excursion, place of posting, working conditions:  
Sr. Nos. 6, 11, 13, 19, 23 and 25, Total = 06
  - (b). Job abstract statements such as cooperation, democratic functioning:  
Sr. Nos. 8, 15, 16, 17, 20, 21 and 27, Total = 07
2. Job Extrinsic Statements (factor residing outside the job). Total Statements = 17
  - (a). Psycho-Socio such as intelligence, social circle:

Sr. Nos. 1, 3, 4, 7, 10, 12, 26 and 30, Total = 08

(b). Economic such as salary, allowance:

Sr. Nos. 2, 5, 9, and 18, Total = 04

(c). Community/National Growth such as quality of life, national economy:

Sr. Nos. 14, 22, 24, 28 and 29, Total = 05

**Variables of the Problem:** Dependent Variables (Government and Non-Government Teachers; B.Ed. and Higher Qualified Teachers; Male and Female Teachers) Independent Variables (Job Satisfaction)

### Scoring

The positive statements carry a values of 5,4,3,2,1 and 0 and the negative ones a values of 0,1,2,3,4 and 5. The total score gives a quick measure of satisfaction/dissatisfaction of a worker towards his job. The minimum and maximum range of score is 0 to 120.

Positive	5	4	3	2	1	0
Negative	0	1	2	3	4	5

### Results Analysis

**Table 4.1. Level of job satisfaction in teachers of government and non-government secondary schools**

Variables	Number	Mean	SD	CR
Government secondary school Teachers	60	65.95	6.95	.480
Non-Government secondary school Teachers	60	65.2	6.77	

**Hypothesis-1:** There is a significant difference of job satisfaction in government and non-government secondary school teachers.

Result shows from the Table 4.1 that means scores of Government secondary school teachers was 65.95 and means scores of Non-Government secondary school teachers was 65.2 Standard Deviation of Government secondary school teachers and Non-Government teachers was 6.95 and 6.77 respectively. Thus Job Satisfaction in the Government secondary school teachers was found more than the Non-Government secondary school teachers. To find the significance difference, Critical Ration (CR) was calculated and found .480. The Degree of Freedom of the data was calculated value 118 in .05 level. Table Value of CR 1.98 is more than calculated value .480, Hence there is no significant differences between the Mean of the two scores, **so the hypothesis is rejected.**

**Table 4.2. Level of job satisfaction on the basis of qualification of teachers**

Variables	Number	Mean	SD	CR
B.Ed. Secondary School Teachers	60	65.56	7.8	.016
Higher Qualification Secondary School Teachers	60	65.58	5.8	

**Hypothesis-2:** There will be a significant difference of job satisfaction on the basis of qualification of Teachers.

Table 4.2 revealed that mean of B.Ed. teachers were found 65.56 and mean of Higher Qualification teachers was found 65.58. Standard Deviation of B.Ed. teachers and Higher Qualification teachers were found 7.8 and 5.8 respectively. Thus Job Satisfaction in the Higher Qualification teachers was found more than the B.Ed. teachers. To find the significance difference, Critical Ration (CR) was calculated which was .016. Degree of Freedom of the data was calculated value 118 in .05 level. Table Value of CR 1.98 is more than calculated value .016. Hence there is no significant difference between the Mean of the two, **so the hypothesis is rejected.**

**Table 4.3. Level of job satisfaction among Male and Female teachers**

Variables	Number	Mean	SD	CR
Male Secondary School Teachers	60	64.16	6.10	1.28
Female Secondary School Teachers	60	65.8	7.86	

**Hypothesis-3:** There is a significant difference of job satisfaction among Male and Female teachers.

From the Table 4.3 it is cleared that mean score of Male Secondary School Teachers were found 64.16 whereas mean score of Female Secondary School teachers was found 65.8. Standard Deviation of Male Secondary School Teachers and Female Secondary School Teachers were found 6.10 and 7.86 respectively. Thus Job Satisfaction in the Female teachers was found more than the Male teachers. To find the significance difference, Critical Ration (CR) was calculated which was 1.28 Degree of Freedom of the data was calculated value 118 in .05 level. Table Value of CR 1.98 is more than calculated value 1.28. Hence there is no significant difference between the Mean of the two, **so the hypothesis is rejected.**

## Main Findings

- a. Most of the respondent opined that teacher ship is not a best profession.
- b. Many teachers were of the opinion that too much clerical/office work besides teaching is a burden on teachers.
- c. Many teachers were happy being in children’s company.
- d. Most of the teachers got satisfaction in their contribution to national development.
- e. Some teachers disliked to be called “Masterji” in the street/market by anyone.

- f. Many agreed that imparting knowledge is a source of happiness for them.
- g. Forty percent agreed they enjoy teaching.
- h. Thirty percent believe that this profession is suitable only for females.
- i. There will be no single teacher under the low job satisfaction level. The teacher of Sambalpur City and Municipality were average and highly satisfied with their jobs.
- j. While comparing the mean difference of job satisfaction scored between B.Ed. & Higher qualification teachers, it was found that both the groups were almost equally satisfied with their jobs.
- k. As regards the mean difference of job satisfaction between government and non-government teachers, it was found that the govt. teachers were more satisfied than the non-govt. teachers with their jobs.

## Summary

The present study reveals the term job satisfaction a very complicated and depends of on many factors like work, pay, promotions, recognition, working conditions, benefits, supervision and co-workers etc. A highly satisfied teacher can give justice to the roles of a friend or a guide and counselor. Teacher's content knowledge, practice on pedagogy and educational qualification raised the level of student progression, Fuller and Miskel (1972); in the process of teaching and learning teachers are the main stake holder and need to be satisfied with his job as it is the basic requirement for the profession, Donald M. Medley (1982); Digufarti Bhaskara Rao and Damera Sridhar, (2003).

**“Education is manifestation of perfection already in man”**

**Swami Vivekananda**

## Suggestions

On the basis of the findings of the study following suggestions can be proposed

- Level of Job Satisfaction can be enhanced by better working conditions.
- Job Satisfaction in teachers can be enhanced by equal promotions opportunities.
- Teachers are more satisfied in friendly, co-operative and conductive atmosphere.
- Recognition of a teacher and his work acts like a catalyst in enhancing level of Job satisfaction.
- Level of Job Satisfaction in teachers can be enhanced by giving suitable benefits time to time.
- Change in system and adapting new advanced technologies can also increased the satisfaction level of teachers.



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