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JOB SATISFACTION AMONG GOVERNMENT AND PRIVATE SECONDARY SCHOOL TEACHERS OF PUNJAB



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ABSTRACT

In any organization if the employees are satisfied with their job then that organization grows day by day. If its employees are dissatisfied on any aspect of the job satisfaction then that organization is unable to grow as it ought to be. This means that there is a relationship between the job satisfaction among employees and the organization. Job satisfaction and motivation are very essential to the continuing growth of educational systems around the world. Everybody wants to lead happy and prosperous life. If the employees are satisfied with the job then they carry their duties honestly and efficiently. If the employees are not satisfied with the job then they do not carry their duties honestly and efficiently. The present study was taken up with the theoretical assumptions that the feeling of job-satisfaction is derived from, and is caused by, many and varied interrelated personal factors such as age, sex, education, and factors controlling management such as pay, opportunity for advancement, working conditions, etc. the trends of the research work indicate that the behaviour of the satisfied and dissatisfied teachers still remains to be known further through systematic research. Hence, it is essential to make behavioural studies of the satisfied and dissatisfied teacher. The present study is another step to know more about the complex nature of teacher effectiveness and its



associated variables which result into job satisfaction among the school teachers. It will prepare a base which will help in formulating policies on teacher's job satisfaction and teachers' effectiveness etc.

KEYWORDS :Job satisfaction, Teachers, Government and Private .

INTRODUCTION:-

Job satisfaction is the results of many interrelated factors which cannot be completely isolated from one another for analytical purposes. However, they can, by the use of statistical techniques, of their relative importance to job satisfaction. Most important factors among these could be classified into "personal factors and factors "inherent" in the job. Personal factors related to sex, age, education, intelligence, personality exclusive of intelligence and time on Job. Factors inherent in the job are type of work, skills required, occupational status, job security, pay, promotion opportunity, and geography etc.

True enough, it is said that a large number of teacher of present day have no interest in their

profession. They continue in the profession only as mechanical wage earners. The facilities and incentives offered in this profession are so meagre that many of the talented persons do not think of becoming teachers but seek positions elsewhere. Lack of recognition of the teachers in this country is a very sore point. They have not yet been given the same footing as a doctor, a lawyer or I.A.S. officer in the society. The significance of the role of the teacher is hardly recognized, though it has become a fashion to observe the teacher's day. The teachers of today suffer from neglect, indifference and insecurity we always expect a lot from a teacher who has so little power and alarmingly meagre facilities.

The net result is that there appears to be a widespread dissatisfaction at present in the teaching profession as a whole. Many seem to repent over their wrong choice and should be too willing to change their job in favour of some other lucrative one, if only opportunities are available.

Job satisfaction has become a serious problem in the management of educational institutions. Many teachers join teaching profession out of compulsion and always try to jump to other jobs as and when they get a chance. But with the passage of time neither they are able to get a better job nor they perform their duties with dedication which results in great harm to the students and to the teachers themselves. In view of this, the present problem was undertaken for investigation.

According to Blum, "Job satisfaction is the result of various attitudes the person holds towards his job, towards related factors and towards life in general." Job satisfaction is pleasant and the positive attitudes posed by an employee towards his job life. Job satisfaction is good not only for employees but employer too. It increases productivity and decreases staff turnover. A teacher, who is happy with his job, plays a vital role in the employment of society. Well-adjusted and satisfied teacher can contribute a lot to the well-being of his/her pupils. A dissatisfied teacher can become irritable and may create tension which can have a negative influence on the students' learning process and it consequently affects their academic growth. Job satisfaction implies the overall adjustment to work situation. Teachers are dissatisfied in spite of different plans and programs which have been implemented to improve their job. Job satisfaction consists of total body of feeling about the nature of job promotion, nature of supervision etc. that an individual has about his job. If the sum total of influence of these factors given arises to feeling of satisfaction, the individual has job satisfaction. It is a primary requisite for any success. Job satisfaction is a complex phenomenon involving various personal, institutional and social aspects. If the teachers attain an equal for job satisfaction, they will be in a position to fulfill the educational objectives and notional goals. It is defined as the positive emotional response to the job situation resulting from attaining what the employee wants from their job.

Nowadays, concept of job satisfaction is not only limited to employee sectors, where there is involvement of the employees and works. Job satisfaction likes of once job and its fulfilment what to one do.

At present job satisfaction has been an important issue. People are interested to work in the organization as well as the service where they get more satisfaction. It is a generalized affective orientation to all aspects of the job. In simple terms, it is the extent to which one feels good about the job. Job satisfaction is in regarding to one's feelings or state of mind regarding to the nature of their work. The source of the job satisfaction is not only the job; it also comes from working environment supervision style and organizational culture also. Supervision, interpersonal relationship etc. are other part of work environment as well as the culture of the school. The teacher's one directly under the head teacher's supervision. So head teacher plays a vital role to be satisfied with the job of subordinates teachers. The relationship between head teachers and assistant teachers is not so co-operative rather than directive it causes dissatisfaction. It means high power distance creates dissatisfaction to the job.

On the other hand if head teacher is co-operative democratic friendly the subordinate feels free to do any job and they become more responsible about their job. A male head teacher can hardly read the emotion of a female teacher; on the other hand, a male head teacher cannot overcome his masculine attitudes. Both this together cause the female teacher cause the female teachers dissatisfied with the supervision of the head teachers.

A number of studies have been conducted to investigate the relationship of job-satisfaction with different Characteristics of workers. Some of these studies are discussed as under:

Kumar, A. (2000) conducted study on "Job- satisfaction among school teacher". A sample of 300 primary and secondary school teachers were taken randomly. The sample comprised of 166 male teachers and 134 female teachers (Hindi version) by Dixit was used for collection data form primary and secondary school teachers. The results of the finding are as follows:-

- 1) Primary school teacher exhibit higher level of job satisfaction in comparison to secondary school teaches.
- 2) High paid and low paid teachers exhibit same level of job satisfaction.
- 3) High experienced and less experienced teachers exhibit same level of job-satisfaction.
- 4) Female teachers exhibit higher level of job satisfaction in comparison to male teachers.

Singh (2007) he conducted a study of job satisfaction of teachers of education in relations of their attitude toward teaching. He found that the job satisfaction on of teacher educator was positively but not significant related to their attitude towards teaching. He said that the job satisfaction of male and female teachers of educators was also positively but not significantly related to their attitude towards teaching.

Bagga (2006) conducted a study on 'job satisfaction of English teachers of secondary schools of Punjab' by taking a sample of 400 teachers (200 males and 200 female). She found that male teachers of urban area are more satisfied than the female teachers of urban area. Also urban school teachers have higher level of job satisfaction than the rural school teachers.

Bhardwaj (1990) studied the effects of motivation to work and job satisfaction on teachers effectiveness of secondary schools, investigator selected a sample of 100 secondary school Teachers of Shimla district. The main findings of the study were:

1. Teachers' effectiveness does not seem to be affected by the level of motivation to work.
2. Teacher effectiveness does not appeal to be significantly related with job satisfaction of teachers.
3. Teachers motivation to work and job satisfaction taken together do not seem to hang any significance effectiveness.

Dhillon, Ranu & Phutela (2009) studied the correlates of job satisfaction. The objectives of the study were:

- to study the relative degree of job satisfaction and dissatisfaction among teachers of colleges of education belonging to three universities of Punjab.
- To compare job satisfaction and job dissatisfaction among teachers of colleges of education of Punjab across certain selected demographic variables such as age and experience.
- To study and compare the interrelationship of content factors with context factors among teachers of different universities.
- To study the relative contribution of job content and job context factors to job satisfaction and job

dissatisfaction.

The findings of the study were that level of job satisfaction of teachers of college of education belonging to three universities of Punjab is higher than the level of their job satisfaction. There are no significant differences in the job dissatisfaction of teachers of college of education of three universities of Punjab.

Mohamed Imran Rasheed (2010) found that the factors like job design, work environment, feedback, recognition, decision making participation are the potential factor for satisfying teachers in higher education.

OPERATIONAL DEFINITIONS

Certain terms were used quite frequently in the text of the thesis. The operational meaning of the terms is given as below:

Job satisfaction: It refers to the score obtained by the primary school teachers on the job satisfaction scale developed by Dr. (Mrs.) Meera Dixit in 1993. This scale is again sub-divided into eight different dimensions on which different scores were obtained.

Secondary school teachers: It refers to all those teachers teaching in Government and Private Secondary Schools situated in Ludhiana district of Punjab state of India.

OBJECTIVES OF THE STUDY

The following objectives were formulated in the present study:

- A) To compare Government and Private Secondary school teachers in relation to their level of job satisfaction 'Intrinsic Aspect of the job'.
- B) To compare Government and Private Secondary school teachers in relation to their level of job satisfaction 'Salary, Promotional avenues and service conditions'.
- C) To compare Government and Private Secondary school teachers in relation to their level of job satisfaction 'Physical Facilities'.
- D) To compare Government and Private Secondary primary school teachers in relation to their level of job satisfaction 'Institutional Plan and Policies'.
- E) To compare Government and Private Secondary school teachers in relation to their level of job satisfaction 'Satisfaction with authorities'.
- F) To compare Government and Private Secondary primary school teachers in relation to their level of job satisfaction 'Rapport with students'.
- G) To compare Government and Private Secondary school teachers in relation to their level of job satisfaction 'Satisfaction with social status and family welfare'.
- H) To compare Government and Private Secondary school teachers in relation to their level of job satisfaction 'Relationship with Co-workers'.
- I) To compare Government and Private Secondary school teachers in relation to their level of job satisfaction 'Total components of job satisfaction.'

DELIMITATIONS OF THE STUDY

The present study was delimited on the following aspects:

- 1) The study was delimited to Government and Private Secondary school teachers only.
- 2) The study was restricted to one district of Punjab viz., Ludhiana
- 3) Only those teachers who readily provided information were included in the study.

Method and Procedure

The aim of the present study is to compare job satisfaction among primary school teachers on different dimensions of job satisfaction scale. To achieve this aim the data were collected from the government and private secondary school teachers situated in Ludhiana district of Punjab. Since the main purpose is to collect information with the help of standardized tool on Job satisfaction from the government and private secondary school teachers the survey method of research was used.

In the present study, all the government and private secondary School Teachers of district Ludhiana were the population. Twenty government and private secondary schools were included in the sample. All those teachers who had readily provided the information were included from the selected schools in the sample. Finally, 200 (100 from Government and 100 from Private schools were included in the sample).

Tools used for data collection

Following tools was used for collecting the data in the present study:

Job satisfaction scale (Hindi version) developed by Dr. (Mrs.) Meera Dixit which is sub-divided into eight different dimensions like 'Intrinsic Dimensions of job', Salary, Promotional Avenues and Service Conditions', Physical Facilities, Institutional Plan and Policies, Satisfaction with Authorities, Rapport with Students, Satisfaction with Social Status and Family Welfare, Relationship with Co-workers. This tool is for primary and secondary school teachers.

This scale consist or 52 items which are divided into eight factors, viz. intrinsic Aspect of the job, Salary, Promotional Avenues and Service Conditions Aspects, Physical Facilities Aspect, Institutional Plans and Policies Aspect, Satisfaction with Authorities Aspect, Satisfaction with Social status and Family Welfare Aspect, Rapport with students Aspects, Relationship with Co-workers Aspect.

Scoring is on a five scale from one to five (1 to 5). For the response of "strongly agree" scoring is 5 and for "agree" it is 4 for "undecided" 3 marks are allotted and for "disagree" scoring is 2 and for "strongly disagree" it is 1.

Analysis and Interpretation

Since the study aimed at to compare the level of job satisfaction among government and private secondary school teachers in terms of eight different dimensions of job satisfaction. For this purpose the data were available in terms of scores on different dimensions of job satisfaction scale. The frequency distributions of the raw scores were drawn. After this the scores in the frequency distribution were computed as per the norms provided in the manual. This provided the information with respect to the level of satisfaction in each dimension of job satisfaction scale. Government and private secondary school teachers were compared on mean scores obtained on the job satisfaction scale with respect to different dimensions of job satisfaction and were analyzed with the help of mean, standard deviation. Finally the t-test was used to check the significance of the difference in terms of scores on different dimensions of job satisfaction scale.

GENERAL CONCLUSIONS

On the basis of analysis and interpretation of data, the following conclusions were drawn:

1. Government and Private Secondary School Teachers exhibit same level of Job Satisfaction (Intrinsic Aspect of job).
2. Government and Private Secondary School Teachers exhibit same level of Job Satisfaction (Salary, Promotional Avenues and Service Conditions).

3. Government and Private Secondary School Teachers exhibit same level of Job Satisfaction (Physical Facilities).
4. Government and Private Secondary School Teachers exhibit same level of Job Satisfaction (Institutional Plans and Policies).
5. Government and Private Secondary School Teachers exhibit same level of Job Satisfaction (Satisfaction with Authorities).
6. Government and Private Secondary School Teachers exhibit same level of Job Satisfaction (Satisfaction with Social Status and Family Welfare).
7. Government and Private Secondary School Teachers exhibit same level of Job Satisfaction (Rapport with students).
8. Government and Private Secondary School Teachers exhibit same level of Job Satisfaction (Relationship with Co-workers).
9. Government and Private Secondary School Teachers exhibit same level of Job Satisfaction (Total Components of Job Satisfaction).

EDUCATIONAL IMPLICATIONS

Keeping in view the results of the present study and the conclusions drawn, following educational implications are made:

The teacher-pupil ratio should be brought down further by providing more teachers in single or double teachers' schools.

Apart from the above said implications there is also a need to improve the level of job satisfaction and attitude towards teaching of the teachers by laying down clear-cut policy by the Government with regard to their transfer, salary structure, etc. and helping teachers with rural background to have more access to the changing scenario in the field of knowledge so that they also become more knowledgeable and translate their knowledge into practice of teaching by showing marked improvement in their teaching strategies, etc. The teachers with more than twenty years teaching should be motivated for not showing laxity by fixing rewards for effective teaching. The government should fix more awards for teachers who are effective teachers.

SUGGESTIONS FOR FURTHER RESEARCH

The present study was aimed at finding out the level of job satisfaction among Government and Private Secondary School teachers of Punjab. The Study cannot be termed complete in all aspects. The investigator had to restrict himself to Ludhiana district of the state of Punjab due to limited economic and time resources at her disposal. Thus the investigator makes following suggestions for further research:

1. Tools measuring job-satisfaction may be developed in Indian and further on local situations.
2. The relationship between variable taken for this study and other variables like intelligence, socio-economic background, aspirations etc. may be studied for both elementary and secondary educators on a larger sample.
3. International studies may be designed on job satisfaction taking into account variables related to person and job itself.
4. A study may be conducted on the relation of job satisfaction and job efficiency on a sample consisting Science, Arts, and Commerce teachers at different level of School, college and University.
5. An investigation may be undertaken to study the relationship of work adjustment and job satisfaction

in-service teachers in schools.

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