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Job Satisfaction among Government and Private School Teachers

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Abstract

The aim of the present study was to investigate the Job Satisfaction of Government and Private school teachers with respect to gender and locale. Total 200 government and private school teachers were taken from Moga district of Punjab as sample. Job Satisfaction scale (2014) developed by investigator were used to collect data. Significant differences were found in the mean scores of private school teachers with respect to gender and locale. No Significant differences were found in the mean scores of government school teachers with respect to gender and locale.

Key Words: Job Satisfaction, Government School Teachers and Private School Teachers

Introduction

Job satisfaction is the contribution of two words-‘job’ and ‘satisfaction’. Job is an occupational activity performed by an individual in return for a reward. Satisfaction refers to inner containment or happiness for the person engaged in any job. It shows the relationship between ‘what one expects’ and ‘what one achieves’. No task can effectively be accomplished unless a person derives enough of satisfaction out of it because the work plays an important role in the life of a man.

According to Feldman & Arnold professional satisfaction is the amount of overall positive affect or feelings that individuals have towards their profession. Job satisfaction is one of the most widely discussed enthusiastically studied constructs in such related disciplines as industrial-organizational psychology, organizational behavior, personal and human resource management. Job satisfaction is a complex phenomenon & its determinants are also varied and complex. Job satisfaction is the attitude of an employee which results from specific factors related with job such as wages, supervision, steadiness of employment, conditions of work, opportunities for advancement, recognition of ability, fair evaluation of the job, prompt with grievances, fair treatment by employer and other similar items.

Review of Related Literature

John (2010), Mehta (2012) and Zilli et al. (2012) studied on Job Satisfaction among teachers to know whether the perception of Job Satisfaction among teachers was affected by the types of organization (Private v/s Government) and the gender (Male v/s Female) and found that there would be significant difference in the level of Job satisfaction of Government and private school teachers. Chen (2010) found that there exists no significant difference in the mean scores of Government school teachers with respect to gender and there exists significant differences in private school teachers with respect to gender. Veldman et al. (2013) studied that job satisfaction and teacher student relationship across the teaching career, pay development of teacher-student relationships and teacher’s job satisfaction throughout the careers of four veteran teacher who retained high job satisfaction.

Rationale of the study

The present study has been undertaken to a comparative study of job satisfaction among government and private school teachers. The teachers place in the society is of vital importance. He acts

as the pivot for transmission of intellectual traditions and technical skill from generations to generation and helps to keep the lamp of a civilization burning. Quality of education is directly linked with quality of teacher. The teacher is indeed the architect of our future. Teachers are the sculptors who shape the young ones into individuals of potential and worthy characteristics. A teacher who is satisfied with his job can perform his duties efficiently and effectively and has a positive attitude towards teaching, but if he is under stress then he cannot work effectively and has a negative attitude towards his job. A number of external and internal factors act upon a teacher and influences his/her behavior in implementing the education policy of nation. So there is need to identify these factors which influence the teacher. A teacher can do miracles, which can shape raw material into new finished products. It is therefore imperative that those Individuals who join the teaching line are dedicated and competent. Our society also needs confident and satisfied teachers. Satisfaction from doing anything related to job will give extra energy and inspiration to a teacher to love his job more. It is very essential to know that how far they are professionally committed and satisfied from their job.

Objectives

1. To study the Job Satisfaction of Government and Private School Teachers.
2. To study the Job Satisfaction of Government School Teachers with respect to gender.
3. To study the Job Satisfaction of Government School Teachers with respect to locale.
4. To study the Job Satisfaction of Private School Teachers with respect to gender.
5. To study the Job Satisfaction of Private School Teachers with respect to locale.

Hypotheses

The following will be the hypotheses of the study:-

1. There will be no significant difference in the mean scores of Job Satisfaction among Government School Teachers with respect to gender.
2. There will be no significant difference in the mean scores of Job Satisfaction among Government School Teachers with respect to locale.
3. There will be no significant difference in the mean scores of Job Satisfaction among Private School Teachers with respect to gender.
4. There will be no significant difference in the mean scores of Job Satisfaction among Private School Teachers with respect to locale.

Delimitations

- 1- The present study will be delimited to the Government and Private School Teachers of Moga district (Punjab).
- 2- The study will be confined to 200 Government and Private School Teachers.

Method

Keeping in view the nature of the present study, descriptive survey method was used.

Sample

In the present study, keeping the limited sources of time and money, only 200 teachers from Moga district were randomly selected. Out of, selected 100 Government teachers, 50 were taken from urban area and 50 from rural area. Out of 50, 25 male and 25 female were selected from urban area, similarly 25 male and 25 female were selected from rural area. Out of, selected 100 Private teachers, 50 were taken from urban area and 50 from rural area. Out of 50, 25 male and 25 female were selected from urban area, similarly 25 male and 25 female were selected from rural area.

Tool Used

Self made test was used for present study. It comprises 30 statements. All the items except 5 and 30 are positively worded. All these items are given a score of '1' for positive responses except items 5 and 30, in which case reverse is applicable. The sum of these given values will be the job satisfaction scores for the subject. The total score varies from 0 to 30, showing lowest job satisfaction to higher job satisfaction for the subject.

Analysis and Interpretation of Data**Table I****Job Satisfaction of Government school teachers with respect to gender**

Variable	N	Mean	S.D.	S.E _D	t-value	Level of Significance
Govt. School Teachers (Male)	50	25.24	2.99	0.64	1.25	Non significant at 0.05 level
Govt. School Teachers (Female)	50	26.04	3.38			

From the table it is evident that calculated 't' value is 1.25 which is non-significant at 0.05 level of confidence. Thus, the null hypothesis is accepted. Hence, There is no significant difference in the mean scores of job satisfaction among Government school teachers with respect to gender.

Table II**Job Satisfaction of Urban and rural Government school teachers**

Variable	N	Mean	S.D.	S.E _D	t-value	Level of Significance
Govt. School Teachers (Urban)	50	25.82	2.78	0.55	0.65	Non significant at 0.05 level
Govt. School Teachers (Rural)	50	25.46	2.72			

From the table it is evident that calculated 't' value is 0.65 non-significant at 0.05 level of confidence. Thus, the null hypothesis is accepted. Hence, there is no significant difference in the mean scores of job satisfaction among Government school teachers with respect to locale.

Table III**Job Satisfaction of male and female Private school teachers**

Group	N	Mean	S.D.	S.E _D	t-value	Level of Significance
Private school teachers (Male)	50	23.82	3.93	0.93	3.72	Significant at 0.05 and 0.01 level
Private school teachers (Female)	50	20.36	5.23			

From the table it is evident that calculated 't' value is 3.72 which is significant at 0.01 level of confidence. Thus, the null hypothesis is rejected. Hence, there is significant difference in the mean scores of job satisfaction among Private school teachers with respect to gender.

Table IV
Job Satisfaction of Urban and rural Private school teachers

Group	N	Mean	S.D.	S.E _D	t-value	Level of Significance
Private school teachers (Urban)	50	22.64	4.88	0.95	2.21	Significant at 0.01 level
Private school teachers (Rural)	50	20.54	4.62			

From the table it is evident that calculated 't' value is 2.21 which is significant at 0.01 level of confidence. Thus, the null hypothesis is rejected. Hence, There is significant difference in the mean scores of job satisfaction among Private school teachers with respect to locale.

Discussion Of Results

The findings of the present study were supported by John (2010), Mehta (2012) and Zilli et al. (2012) that there is no significant difference in the mean scores of Government school teachers with respect to gender as well as locale and there is significant difference in the mean scores of Private school teachers with respect to gender as well as locale. In the study of Chen (2010) it was revealed that there exists no significant difference in the mean scores of Government school teachers with respect to gender and there exists significant differences in private school teachers with respect to gender

Summary And Conclusions

- 1- Government female school teachers showed higher job satisfaction as compare to government male school teachers.
- 2- Government urban school teachers showed higher job satisfaction as compare to government rural school teachers.
- 3- Private male school teachers showed higher job satisfaction as compare to private female school teachers.
- 4- Private urban school teachers showed higher job satisfaction as compare to private rural school teachers.

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