

A Peer Reviewed Refereed Journal

A COMPARATIVE STUDY OF JOB SATISFACTION OF GOVERNMENT AIDED AND PRIVATE SCHOOL TEACHERS AT SECONDARY LEVEL IN WEST BENGAL

MR. MOHANTA BISWAS*

*Assistant Teacher, Department of Education, Singer High School (H.S) , Singer, Nabagram, Murshidabad , 742184 , West Bengal, India.

ABSTRACT

The present study was conducted to investigate a comparative study of job satisfaction of government aided and private school teachers. 'Job satisfaction' refers to the attitudes and feelings people have about their work. Positive and favourable attitudes towards the job indicate job satisfaction. Negative and unfavourable attitudes towards the job indicate job dissatisfaction. Researches support that teacher's job satisfaction has been found one of the very important variable related to positive teaching behaviour toward their job. There has also been considerable interest in the complex relationship between an individual's job satisfaction and satisfaction with other aspects of his or her life. It was hypothesized that a comparative study of job satisfaction in government aided and private school teachers. To test this hypothesis the researcher conducted this study to investigate the sense of teacher's job satisfaction. For this purpose the researcher developed a questionnaire of 25 items and 5 options. A sample of 150 government aided and private school teachers was conveniently selected for the study. Data analysis was conducted through 't-test'.

KEY-WORDS: Job satisfaction, Government aided school teachers, Private school teachers, Gender, Rural and Urban school.

INTRODUCTION

Job satisfaction is the favorable or unfavorable subjective feeling 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. Job satisfaction is defined as an effective or emotional response toward various facts of one's job. Job satisfaction is in regard to one's feelings or state-of-mind regarding the nature of their work. It can be influenced by a variety of factors, the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, degree of fulfillment in their work, etc.

Like many other countries of the world there is a general feeling that the teachers do not have satisfaction in their jobs. There seems to be a growing discontentment towards their job as a result of which standards of education are falling. Teachers are dissatisfied in spite of different plans and programs which have been implemented to improve their job. 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, the teacher's job satisfaction.

Teacher's job satisfaction which is linked to teachers' work performance, includes teachers' involvement, commitment, and motivation in the job. It is not only important for teachers, but empirically influential on students and schools in general.

Teachers' satisfaction with their career may have strong implications for student learning. Specifically, a teacher's satisfaction with his or her career may influence the quality and stability of instruction given to students.

Satisfaction is almost important in teaching profession where he is to deal with another human being, the student and the satisfaction and dissatisfaction of the teachers is likely to be transferred. Teacher's key role is to teach or help students and it depends on the ability and motivation of the teachers to teach as it does on the ability and motivation of the students to learn.

The level of job satisfaction is affected by intrinsic and extrinsic motivating factors, the quality of supervision, social relationships with the work group and the degree to which individuals succeed or fail in their work. As is the case with all white collar positions, both intrinsic and extrinsic factors affect teacher's satisfaction., intrinsic satisfaction can come from classroom activities. Extrinsic factors have been associated with teacher's satisfaction, including salary, perceived support from administrators, school safety, and availability of school resources, among others.

When teachers perceive a lack of support for their work, they are not motivated to do their best in the classroom, and that when teachers are not satisfied with their working conditions; they are more likely to change schools or to leave the profession together. Some other variables have significant interactions with teacher's job satisfaction, namely; gender, age, experience and position.

The researcher selected this topic to investigate the job satisfaction of government aided and private school teachers and also find out the attitude of teachers towards their job. The study also provided guideline to teachers to increase and maintain their sense of satisfaction in job to achieve desired results.

OBJECTIVES OF THE STUDY

This study is carried out to analyze the job satisfaction of secondary school teachers in relation to government aided and private school.

- To measure the level of job satisfaction of the teachers.
- To undertake a comparative study between male and female teachers regarding job satisfaction.
- To undertake a comparative study between government aided and private school teachers regarding job satisfaction.
- To undertake a comparative study between rural and urban school teachers regarding job satisfaction.

HYPOTHESES OF THE STUDY

In view of the above objectives, following hypotheses have been formulated:

Ho1: There is no significant difference in the job satisfaction of government aided and private school teachers in Murshidabad district of West Bengal.

Ho2: There is no significant difference in the job satisfaction of male teachers of government aided and private school in Murshidabad district of West Bengal.

Ho3: There is no significant difference in the job satisfaction of female teachers of government aided and private school in Murshidabad district of West Bengal.

Ho4: There is no significant difference in the job satisfaction of rural school teachers and urban school teachers in Murshidabad district of West Bengal.

Ho5: There is no significant difference in the job satisfaction of rural teachers of government aided and private schools in Murshidabad district of West Bengal.

Ho6: There is no significant difference in the job satisfaction of urban teachers of government aided and private schools in Murshidabad district of West Bengal.

METHODOLOGY

Method and Procedure of the study:

In the nature of the study, the descriptive survey method of educational research is adopted for the completion of the present study. It has undoubtedly true that the descriptive survey method has been the most popular and most widely used research method in education.

Population:

Population of the study covers secondary school teachers at Berhampore Sadar, Jangipur, Kandi and Lalbagh sub-division in Murshidabad district of West Bengal.

Sample:

For the present study a sample of 130 teachers of different secondary schools were selected. Out of which 66 were male teachers of secondary schools, 64 were female teachers of secondary schools and 69 were government aided school teachers, 61 were private school teachers and 63 were rural teachers, 67 were urban school teachers. The representation of the sample as given below

Table No. 1: Demographic Sample Profile

Sample	Gender Wise		Locale		Total No. of Sample
	Male	Female	Rural	Urban	
Government aided	35	34	31	38	69
Private school	31	30	32	29	61
Total	66	64	63	67	130

Tools for data collection:

By keeping the Objectives and Hypothesis in the mind with the suitable sampling techniques investigator visited different schools to collect the data. To collect the data investigator is adopted the survey method. Job satisfaction questionnaire is prepared by the investigator with the help of "Teacher's Job Satisfaction Scale (TJSS)" 2012 constructed and standardized by P. Bhatia, Y. Mudgil and I.S. Mubar was used for collecting the data pertaining to the problem.

Statistical Techniques Used:

For analyzing and interpretations the data Mean, Standard Deviation (SD), t-test have been computed.

RESULT AND DISCUSSION

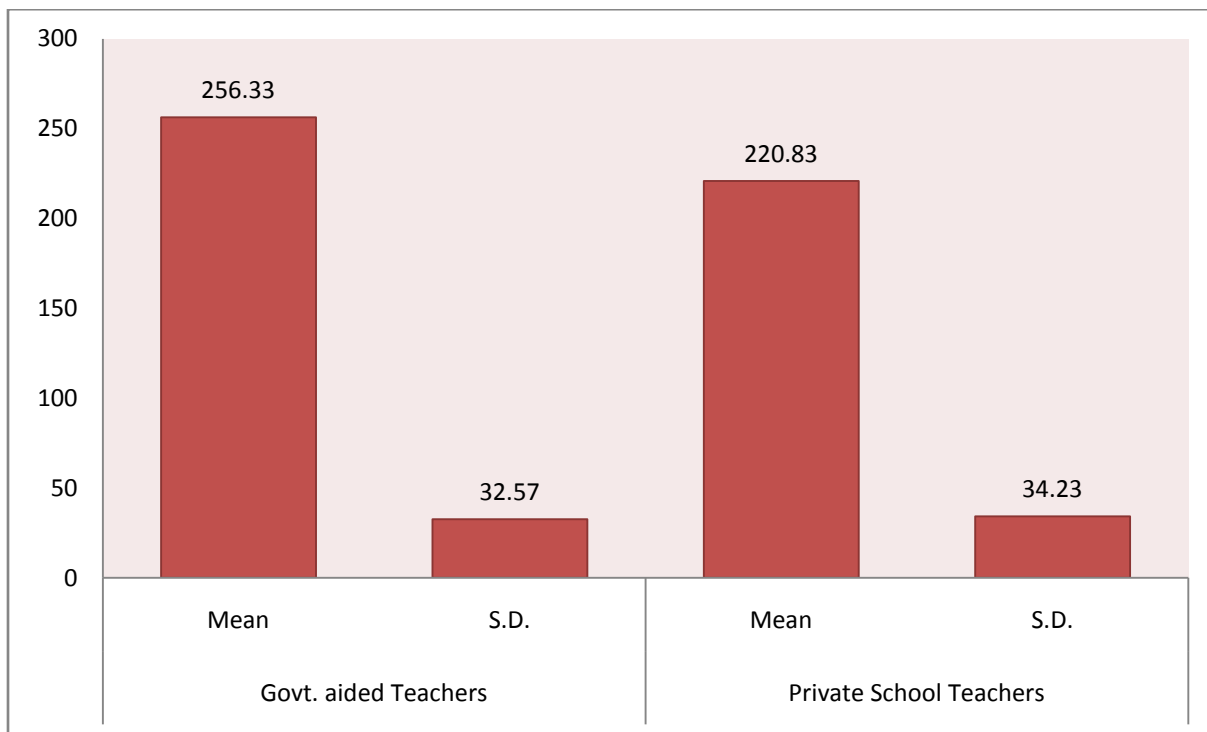
In order to measure the job satisfaction among the secondary school teachers in relation to government aided and private school basis. “Teacher’s Job Satisfaction Scale (TJSS)” 2012 constructed and standardized by P. Bhatia, Y. Mudgil and I.S. Mubar was used on selected sample teachers and t-value was computed. The detail analysis is given as per hypothesis.

Hypothesis 1: There is no significant difference in the job satisfaction of government aided and private school teachers in Murshidabad district of West Bengal.

Table No.2: Levels of job satisfaction among government aided and private school teachers

Stream	N	Mean	S.D.	t-value	Degree of freedom	p-value	Level of significance	Result
Govt. aided	69	256.33	32.57	6.037	1000	2.58 at 0.01 & 1.96 at 0.05 level	At 0.01 & 0.05 level	Significant at both (0.05&0.01) levels of confidence
Private School	61	220.83	34.23					

Figure -1: Levels of job satisfaction among government aided and private school teachers



The result in table no. 2 and figure 1, the calculated ‘t’-value 6.037 is greater than the table value (2.58) at 0.01 level and the table value (1.96) at 0.05 level of significance. It is found that there exists a significant

difference in the level of job satisfaction among government aided and private school teachers at both (0.05 & 0.01) levels of significance.

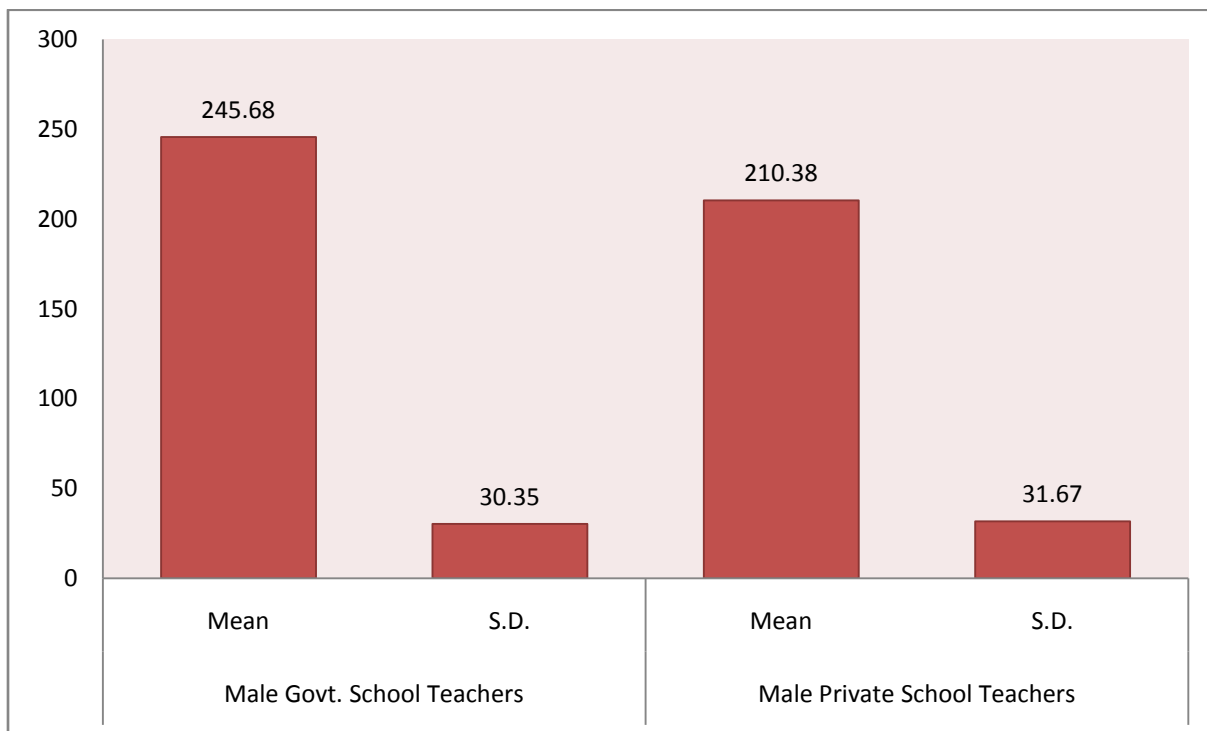
The mean score of government aided school teachers (256.33) is greater than the mean score of private school teachers (220.83). It is inferred that the government aided school teachers have higher job satisfaction than private school teachers. Hence the null hypothesis Ho1 is rejected.

Hypothesis 2: There is no significant difference in the job satisfaction of male teachers of government aided and private school.

Table No.3: Levels of job satisfaction of male teachers of government aided and private school

Gender	N	Mean	S.D.	t-value	Degree of freedom	p-value	Level of significance	Result
Male Teachers Govt. aided	35	245.68	30.35	5.35	1000	2.58 at 0.01 & 1.96 at 0.05 level	At 0.01 & 0.05 level	Significant at both (0.05&0.01) levels of confidence
Male Teachers Private	31	210.38	31.67					

Figure -2: Levels of job satisfaction of male teachers of government aided and private school



The result in table no. 3 and figure 2, the calculated ‘t’-value 5.35 is greater than the table value (2.58) at 0.01 level and the table value (1.96) at 0.05 level of significance. It is found that there exists a significant difference in the level of job satisfaction among the male government aided school teachers and private school teachers at both (0.05 & 0.01) levels of significance.

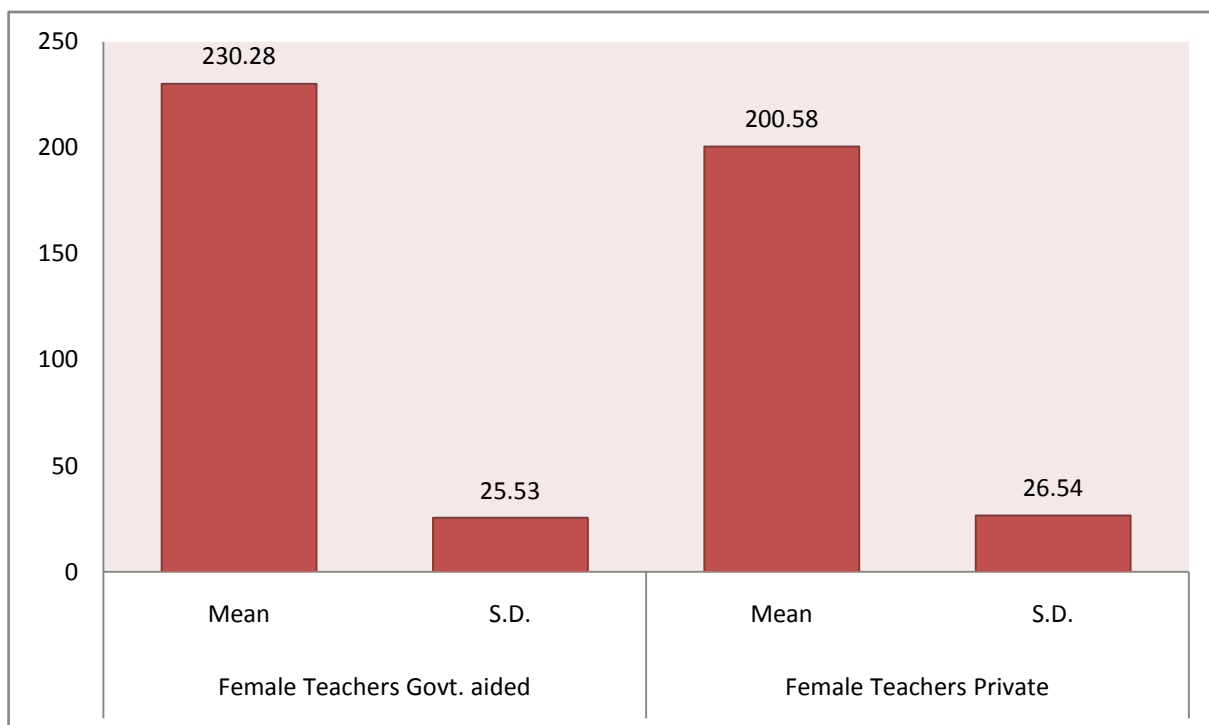
The mean score of male government aided school teachers (245.68) is greater than the mean score of male private school teachers (210.38). It is inferred that the male government aided school teachers have higher job satisfaction than male private school teachers. Hence the null hypothesis Ho2 is rejected.

Hypothesis 3: There is no significant difference in the job satisfaction of female teachers of government aided and private school.

Table No.4: Levels of job satisfaction of female teachers of government aided and private school

Gender	N	Mean	S.D.	t-value	Degree of freedom	p-value	Level of significance	Result
Female Teachers Govt. aided	34	230.28	25.53	4.65	1000	2.58 at 0.01 & 1.96 at 0.05 level	At 0.01 & 0.05 level	Significant at both (0.05&0.01) levels of confidence
Female Teachers Private	30	200.58	26.54					

Figure -3: Levels of job satisfaction of female teachers of government aided and private school



The result in table no. 4 and figure 3, the calculated 't'-value is 4.65 is greater than the table value (2.58) at 0.01 level and the table value (1.96) at 0.05 level of significance. It is found that there exists a significant difference in the level of job satisfaction among the female teachers of government aided school and the female teachers of private school at both (0.05 & 0.01) levels of significance.

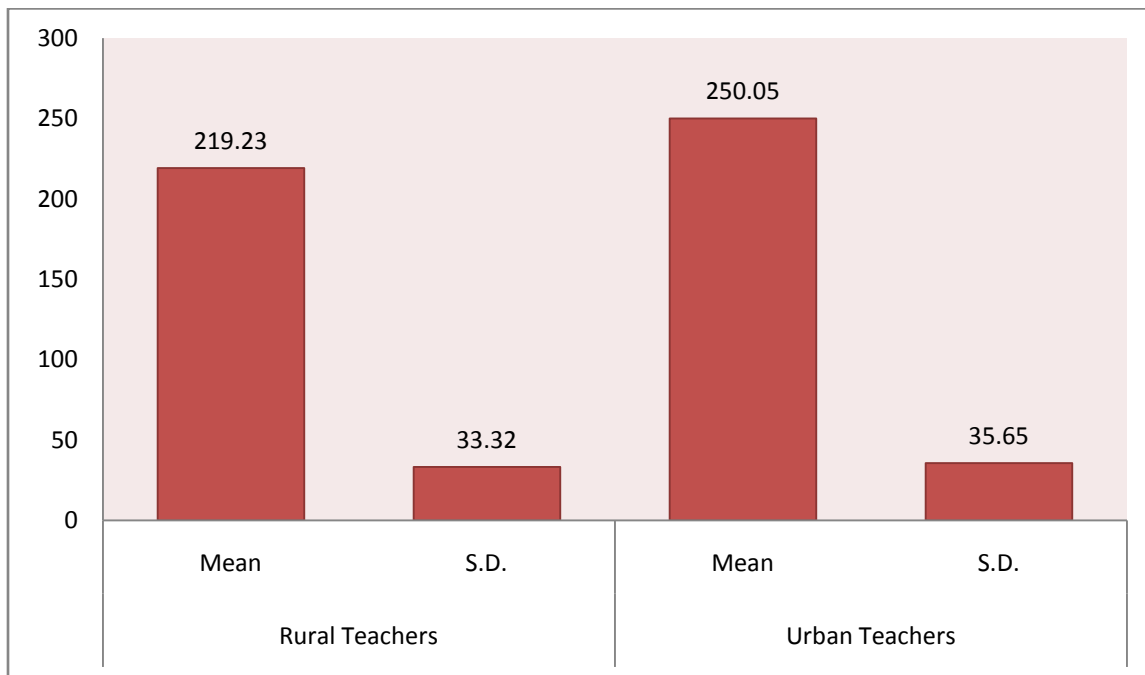
The mean score of female teachers of government aided school (230.28) is greater than the mean score of female teachers of private school (200.58). It is inferred that the female teachers of government aided school have higher job satisfaction than female teachers of private school. Hence the null hypothesis Ho3 is rejected.

Hypothesis 4: There is no significant difference in the job satisfaction of rural school teachers and urban school teachers

Table No.5: Levels of job satisfaction of rural school teachers and urban school teachers

Gender	N	Mean	S.D.	t-value	Degree of freedom	p-value	Level of significance	Result
Rural Teachers	63	219.23	33.32	4.974	1000	2.58 at 0.01 & 1.96 at 0.05 level	At 0.01 & 0.05 level	Significant at both (0.05&0.01) levels of confidence
Urban Teachers	67	250.05	35.65					

Figure -4: Levels of job satisfaction of rural school teachers and urban school teachers



The result in table no. 5 and figure 4, the calculated ‘t’-value is 4.974 is greater than the table value (2.58) at 0.01 level and the table value (1.96) at 0.05 level of significance. It is found that there exists a significant difference in the level of job satisfaction among the rural school teachers and urban school teachers at both (0.05 & 0.01) levels of significance.

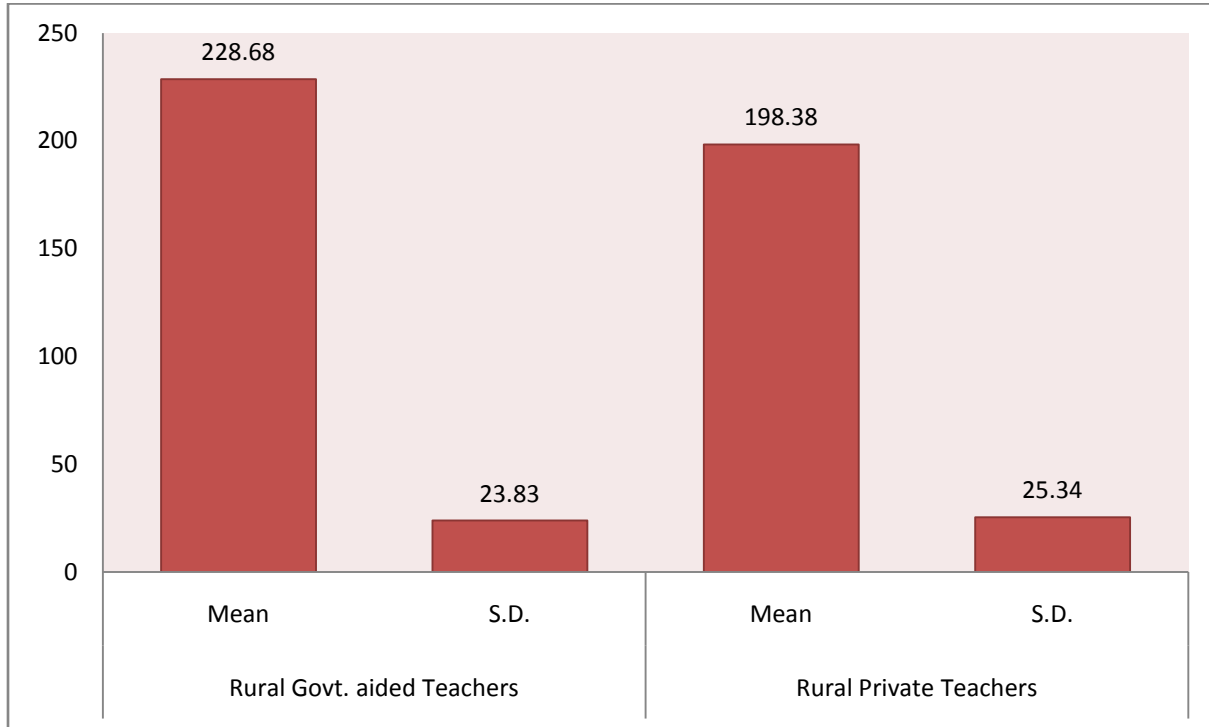
The mean score of urban school teachers (250.05) is greater than the mean score of rural school teachers (219.23). It is inferred that the urban school teachers have higher job satisfaction than rural school teachers. Hence the null hypothesis Ho4 is rejected.

Hypothesis 5: There is no significant difference in the job satisfaction of rural teachers of government aided and private schools

Table No.6: Levels of job satisfaction of rural teachers of government aided and private schools

Gender	N	Mean	S.D.	t-value	Degree of freedom	p-value	Level of significance	Result
Rural Govt. aided Teachers	31	228.68	23.83	4.92	1000	2.58 at 0.01 & 1.96 at 0.05 level	At 0.01 & 0.05 level	Significant at both (0.05&0.01) levels of confidence
Rural Private School Teachers	32	198.38	25.34					

Figure -5: Levels of job satisfaction of rural teachers of government aided and private schools



The result in table no. 6 and figure 5, the calculated ‘t’-value is 4.92 is greater than the table value (2.58) at 0.01 level and the table value (1.96) at 0.05 level of significance. It is found that there exists a significant difference in the level of job satisfaction among the rural teachers of government aided and private schools at both (0.05 & 0.01) levels of significance.

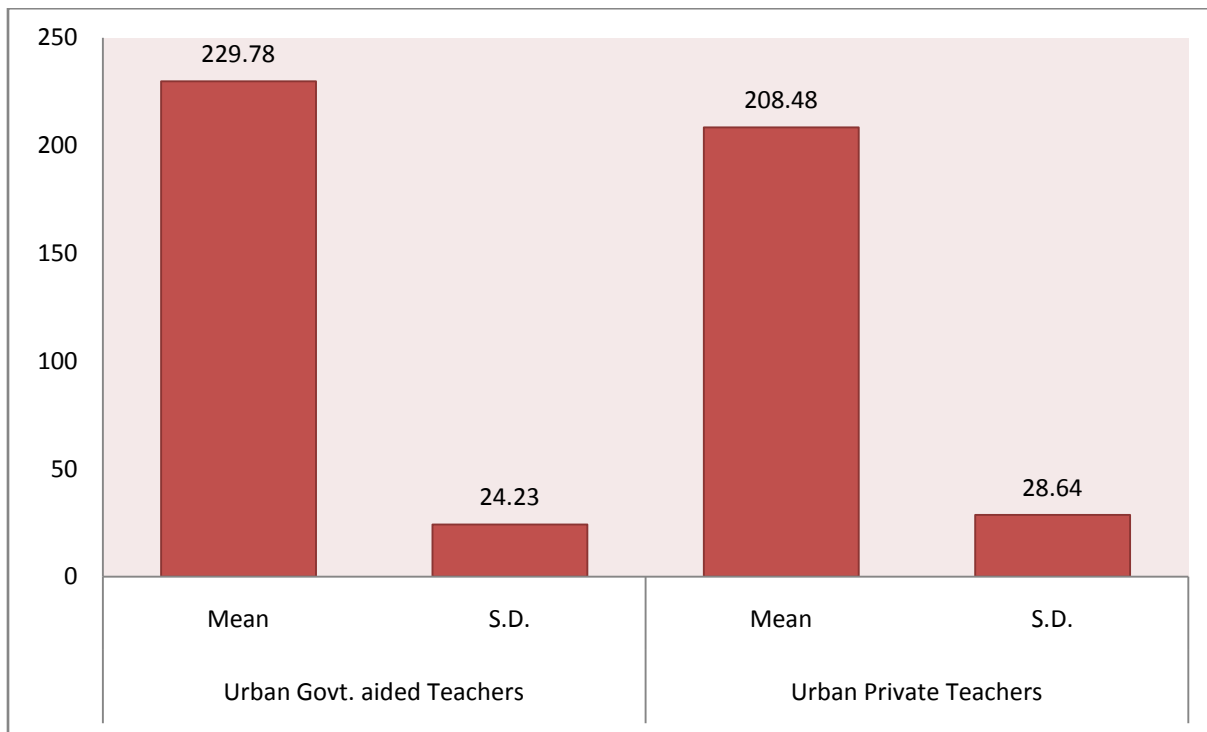
The mean score of rural teachers of government aided (228.68) is greater than the mean score of rural teachers of private schools (198.38). It is inferred that the rural teachers of government aided have higher job satisfaction than rural teachers of private schools. Hence the null hypothesis Ho5 is rejected.

Hypothesis 6: There is no significant difference in the job satisfaction of urban teachers of government aided and private school

Table No.7: Levels of job satisfaction of urban teachers of government aided and private school

Gender	N	Mean	S.D.	t-value	Degree of freedom	p-value	Level of significance	Result
Urban Govt. aided Teachers	38	229.78	24.23	4.67	1000	2.58 at 0.01 & 1.96 at 0.05 level	At 0.01 & 0.05 level	Significant at both (0.05&0.01) levels of confidence
Urban Private School Teachers	29	208.48	28.64					

Figure -6: Levels of population growth awareness between urban female and rural female in higher secondary level school teachers



The result in table no. 7 and figure 6, the calculated ‘t’-value is 4.67 is greater than the table value (2.58) at 0.01 level and the table value (1.96) at 0.05 level of significance. It is found that there exists a significant difference in the level of job satisfaction among the urban teachers of government aided and private schools at both (0.05 & 0.01) levels of significance.

The mean score of urban teachers of government aided (229.78) is greater than the mean score of urban teachers of private schools (208.48). It is inferred that the urban teachers of government aided have higher job satisfaction than urban teachers of private schools. Hence the null hypothesis Ho6 is rejected.

CONCLUSION

The conclusion of the study was drawn on the basis of the findings of the research study. Majority of the teachers of government aided and private school agreed that they were satisfied with their jobs. But female teachers tend to be more satisfied than male school teachers and less qualified teachers tend to be more satisfied than high qualified teachers. The research findings made it clear that the teachers of government aided schools were satisfied as compare to private school teachers.

Regardless of the school status, teacher’s qualification or teaching experience, a safe working environment, supportive administration, and involved parents are connected with high levels of teacher satisfaction. Equally important are the teachers’ feelings of sovereignty. The results of this study imply that involving teachers in school policy, decisions and giving them some degree of control in their classrooms

are associated with high levels of career satisfaction. It is not possible to say, however, whether these factors result in high levels of teacher satisfaction, or whether highly satisfied teachers seek out or create environments that provide them with greater satisfaction.

In the end of the conclusion of this research, the researcher want to open this fact that most teachers of government aided and private schools do not share their responses in a sincerely manners. So these insincerely responses of the teachers may effect the results of this research.

REFERENCES

1. **Bandhana, B. (2011).** “Job satisfaction and values among kendriya vidalaya teachers”. Journal of Education and Practice, 2(11 & 12): pp. 17-24.
2. **Bhatia, P, Mudgil,Y, & Mubar, I.S. (2012).** Manual for Teacher’s Job Satisfaction Scale, National Psychological Corporation, Agra.
3. **Biswas, Mohanta. (2017).** A Study of Teacher Effectiveness of Secondary School Teachers in Relation to Gender, Location and Academic Stream. International Education & Research Journal, 3(9): pp. 47-48.
4. **Francis, G., & Jr., G.M. (1982).** Job satisfaction. Human Behavior in the Work Environment A Managerial Perspective. pp. 70-82. California: Goodyear Publishing Company, Inc. Santa Monica, California.
5. **Gowri, P. A., & Mariammal, K. (2011).** College Teachers’ Attitudes towards Teaching and Job Satisfaction. Journal of Community Guidance & Research, 28(1): pp. 99-106.
6. **Gupta, C.B. (2009).** Human Resource Management. Sultan Chand & Sons. New Delhi.
7. **Koul, Lokesh., (2009).** Methodology of Educational Research. Vikash Publishing House Pvt. Ltd., New Delhi.
8. **Lal, R., & Shergill, S. S. (2012).** A comparative study of job satisfaction and attitude towards education among male and female teachers of degree colleges. International Journal of Marketing, Financial Services and Management Research,1(1): pp.57-65.
9. **Leelavathy, K. (2012).** Job Satisfaction of Women Teachers, Abhinav, National Monthly Refereed Journal of Research in Arts & Education, 1(12).
10. **Mehboob, F., Sarwar, M. A., & Bhutto, N. A. (2012).** Factors affecting job satisfaction among faculty members, Asian Journal of Business and Management Sciences, 1 (12): pp. 1-9.
11. **Mehta, D.S. (2012).** Job Satisfaction among Teacher, International Journal of Research in Commerce & Management, 2 (4): pp. 77-83.
12. **Mishra P.K (2013).** Job Satisfaction, IOSR Journal of Humanities and Social Science, 14(5): pp. 45-54.



Author's Biography

I, Mohanta Biswas live in Kalyani of West Bengal in India.

Correspondence address:

Balaji Apartment Flat No 102

101,R.N.Tagore Road

P.O+P.S- Berhampore

Dist- Murshidabad

Pin- 742101

West Bengal, India.

E-mail id- mohantabiswas79@gmail.com

Mobile- 09681113817 / 9851980990

I am an enthusiastic, self-motivated, reliable, responsible, dedicated, flexible, punctual, hard working, honest and optimistic person by nature. I am joyful, polite, helpful, truthful and friendly person having a good sense of humor. I am able to work in every kind of situation both independently and in co-ordination with others. I am determined, decisive and I always want to be better than yesterday. I want to learn and adapt every new & newer thing so that I can make the most of it. My strength is my passion for comprehensive learning and most importantly my adjustment capability with any kind of hostile environment. My Weakness is I am not comfortable until I finish my work in the given time.