Study of the Status of Job Satisfaction among Secondary School Teachers of Delhi State

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Abstract: Present descriptive survey explores the status of job satisfaction among the school teachers at secondary school level in Delhi state. By random sampling 132 Government and 88 private school teachers teaching at secondary level were selected as the sample. A standardized tool to measure the job satisfaction was employed for data collection. It was found out that Government secondary school teachers had significantly better job satisfaction than private secondary school teachers. With respect to gender it was reported that female secondary teachers of Government and private schools had significantly better job satisfaction in comparison to male teachers of Government and private schools. As far as the school management was concerned, the male secondary teachers of Government schools had significantly better job satisfaction than male secondary teachers of private schools. Also, the female secondary teachers of Government schools had significantly better job satisfaction than female secondary teachers of private schools. The study had educational implications for different stakeholders.

Keywords: Job satisfaction, secondary school teachers, Government schools, private schools.

*Introduction*
The present millennium is witnessing exponential growth in science, technology, management and corporate sectors. In education, there have been transformative reforms to cope with this phase of development. Teachers, as practitioners, need to be empowered by equipping with the latest upgradation in technology, information, administration and management aspects associated with their profession to develop job satisfaction among them. Job satisfaction refers to the satisfaction of a person on some job and motivates him/her to work. Job satisfaction is a generalized attitude developed towards the job keeping in view certain aspects associated with it (Bhat, 2018). Job satisfaction keeps the person committed for the job, generates the sense of belongingness and motives him/her to participate enthusiastically in the activities at job place (Sivakumar & Anbazhagan, 2019). Job satisfaction is associated with the productivity and performance of a person at job place and it
depends on certain factors (Bamundo & Kuppleman, 1980) like feelings of the person concerned (Kumar, 2015). Job satisfaction depends on some factors like promotional aspects, relationship with higher officials and colleagues, salary and respect in the society. In education, teachers having good rapport with the colleagues and students can better adjust at work place and feel job satisfaction (Basak & Ghosh, 2011). Job satisfied teachers are less susceptible to burnouts and stress (Skaalvik & Skaalvik, 2011) and offer qualitative instructions and better learning support for their students (Klusmann et al., 2008 and Kunter et al., 2013). School management and positive teacher-student relationships are positively associated with teachers’ job satisfaction. But do teachers feel job satisfaction with all these kinds of measures associated with their professional growth? What is the status of job satisfaction among the teachers of Government and private schools? To explore these aspects the investigator conducted this study.

* Literature Review

The literature review showed that for the gender (male and female), educational qualifications (undergraduate and postgraduate), nature of school (unisex and mixed), major subject (arts and science) and type of school (middle and high) the job satisfaction among the school teachers does not vary significantly (Sivakumar & Anbazhagan, 2019). However, for research variables like locality of school, the job satisfaction was at significantly better level among the rural school teachers in comparison to the urban school teachers. Also, the teachers with teaching experience of above five years had better job satisfaction than teachers with teaching experience below five years (Sivakumar & Anbazhagan, 2019). Other studies also reported that the male and female high school teachers do not significantly differ for job satisfaction (Bhat, 2018 and Nigama et al., 2018) but some studies found a significant difference for the job satisfaction in the favour of female teachers than male teachers of high schools (Sharma & Jyoti, 2006 and Kumar, 2015) and other studies showed that male teachers of secondary schools have significantly higher level of job satisfaction than female teachers of secondary schools (Singh & Goyal, 2012 and Basu, 2013). Regarding the school management, it was found that there was more or less similar satisfaction associated with the job among the Government teachers and private teachers (Sharma & Jyoti, 2006; Bhat, 2018 and Nigama et al., 2018) but another study reported that there was significantly higher job satisfaction among the secondary teachers of Government schools than secondary teachers of private schools (Basu, 2013). A significant interaction was reported between the gender and school management (Bhat, 2018). Correlational studies have reported that job satisfaction has a significant positive correlation with the locality of the school (Kumar, 2015) and school
environment (Basak & Ghosh, 2011) and significant negative correlation with occupational stress (Basu, 2013) and locus of control (Basak & Ghosh, 2011).

Research Questions:
The above discussion supported the investigator to frame the following research questions:
* Do the teachers employed in the Government secondary schools feel satisfaction with their job?
* How do the private school teachers feel satisfaction with their job?

* Research Objectives
Following research objectives were formulated by the investigator:
- To study the job satisfaction among the Government secondary teachers and private secondary teachers of Delhi state.
- To study the job satisfaction among the male secondary teachers of Government schools and male secondary teachers of private schools of Delhi state.
- To study the job satisfaction among the female secondary teachers of Government schools and female secondary teachers of private schools of Delhi state.
- To study the job satisfaction among the male and female secondary teachers of Government schools of Delhi state.
- To study the job satisfaction among the male and female secondary teachers of private schools of Delhi state.

* Methodology
This study employed the descriptive survey design to explore the phenomena.

* Sample
Three Government Girls Senior Secondary School, three Government Boys Senior Secondary School, six private schools were randomly selected from directorate of Education, Delhi. From these schools, the final sample consisted of 64 male & 68 female secondary school teachers teaching in Government schools and 35 male and 53 female secondary school teachers teaching in private schools.

* Variables
- Independent variable: Gender and school management were treated as the independent variables.
- Dependent variable: It was job satisfaction in the study.

* Tools
For this study, the following standardized tool was used for the data collection:
- **Teacher Job Satisfaction Questionnaire (Kumar and Mutha, 1996):** In this test, there are twenty-nine (29) yes-no type items in the areas of attitude towards profession (6 items), attitude towards working conditions (10 items), attitude towards authority (6 items) and attitude towards institution (7 items). The reliability of the test is 0.95 and 0.73 by split-half reliability method (with index of reliability 0.97) and test-retest method (with index of reliability 0.85) respectively. The test can be administered on secondary school teachers.

**Procedure**

As per the manual, the Teacher Job Satisfaction Questionnaire test was administered on the selected sample. The scoring of responses was done as per instructions given in the manual. Then, skewness of the scores was calculated and which was found to be 0.35 and it shows that the selected sample was approximately symmetrical and the collected data can be subjected to parametric tests.

**Results & Discussion**

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<th>S.N.</th>
<th>Dependent Variable</th>
<th>Independent variables</th>
<th>N</th>
<th>Mean</th>
<th>σ</th>
<th>σd</th>
<th>D</th>
<th>t-value</th>
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<td>0.61</td>
<td>6.05</td>
<td>9.91*</td>
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<td></td>
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<td>10.02</td>
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* .01 level of significance  
* .05 level of significance

\((σ_d = \text{standard error of difference between the means}; \ D = \text{the difference of the two-means}).

**Table 1:** t-test for the job satisfaction of the school teachers
It can be seen from the table that

* for job satisfaction of Government secondary teachers and private secondary teachers, the t value 9.91 is significant at.01 level of significance and it favours Government secondary teachers. This finding differs from the research work by Sharma & Jyoti (2006), Bhat (2018) and Nigama et al (2018) who reported that Government and private school teachers do not differ with respect to job satisfaction. But this finding supports the research work of Basu (2013) in which it was found that Government secondary teachers have significantly higher job satisfaction than private secondary teachers. The plausible reason for the above finding may be job security, better salary, provision of pension, transfer facility for Government school teachers and the provision of Departmental promotions and selection by Union Service Public Commission (UPSC) for becoming a class I gazetted officer that is school principal.

* for job satisfaction of male secondary teachers of Government schools and male secondary teachers of private schools, the t value 10.65 is significant at.01 level of significance and is in the favour of male secondary teachers of Government schools. The plausible reason for this finding may be better salary structure, job security, provision of leave and pension, housing loan facility from the Department etc.

* for job satisfaction of female secondary teachers of Government schools and female secondary teachers of private schools, the t value 7.61 is significant at.01 level of significance and is in the favour of female secondary teachers of Government schools. The plausible reason for this finding may be the availability of Government schools nearby the residence, provision of transfer from one school to another and pension, salary structure etc.

* for job satisfaction of male and female secondary teachers of Government schools, the t value 3.18 is significant at.01 level of significance and is in the favour of female secondary teachersteaching in Government schools. This finding differs from the research work by Bhat (2018) and Nigama et al (2018). This finding also differs from the results of research of Singh & Goyal (2012) and Basu (2013) who found that male secondary teachers have significantly higher level of job satisfaction than female secondary teachers. This finding is in consonance of the research work by Sharma & Jyoti (2006) and Kumar (2015) where a significant difference for job satisfaction in the favour of female higher secondary teachers.
than male higher secondary teachers was reported. The plausible reason for this finding might
be early job hours for girl schools.

* for job satisfaction of male and female secondary teachers of private schools, the t value 8.51
is significant at .01 level of significance and is in the favour of female secondary teachers. The
plausible reason for this finding might be the comparatively a greater number of female
teachers than male teachers in private schools so it helps in building a good rapport with
fellow female colleagues.

*Educational Implications

The present study has the following educational implications for the teachers and school
administrators:

* Educational implications for teachers: The aspirants for the teaching profession should
join teaching profession by passion and not by compulsion. The intrinsically motivated
persons are better adjusted to the profession, feel less occupational stress and hence
contribute more and enjoy job satisfaction. In-service teachers may need to adopt a friendly
attitude with the students, have tolerance for the colleagues, show obedience for the Head of
the School (HoS).

* Educational implications for School administrators: The school administrators that is
school principals or HoS should have a balanced attitude for the teachers as staff members.
The school administrators and the school teachers should realize that they all together are
working, as their duty, for the betterment of the Department and welfare of the students.
Besides the Departmental measures, as an initiative, the school administrators may reward the
teachers on any of their academic accomplishment like better board results, award winning in
games and sports etc. On Teacher’s Day, the school administrators may honour the teachers
for their contribution as it gives a sense of recognition among the teachers and hence a spirit
of belongingness among them.

*Conclusion

Better salary structure, job security, provision of pension and transfer, availability of a
number of Government schools nearby the residence, housing loan facility from the
Department, Departmental promotional provision and selection by UPSC for becoming a
class I gazetted officer are the plausible reasons for the significantly better job satisfaction
perceived by the secondary school teachers employed in Government management schools.
*References


