

Measurement of Job Satisfaction Among Teachers: A Comparative Study of Public and Private Schools

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Abstract

Purpose – The purpose of this study is to find out the level of job satisfaction among male and female teachers of public and private schools of Chandauli District in U.P. An attempt has been made to find out the relationship between demographic and job satisfaction dimensions.

Design/methodology/approach – A sample of 200 teachers was collected through convenient sampling from the various schools of Chandauli District. For analysis and interpretation of data, statistical tools like Percentage, Mean, Standard Deviation and Independent t-test and chi-square test were used to test the hypotheses.

Findings – Female teachers are more satisfied with their jobs as compare to men based on the four dimensions i.e., salary, promotion structure, support from the superior authority and participation in decision-making. Study reveals that private school teachers are more satisfied than the public school teachers in respect of better working conditions, physical facilities which are provided to them. Out of demographic variables age and experience found to be positively associated with job satisfaction whereas gender and marital status has no significant relation.

Research limitations/implications – The study is only confined to school teachers of Chandauli District on selective demographic factors. A further research can be done to see the relationship between job satisfaction and commitment among teachers in rural or urban areas.

Originality/value – Seeing the tough job of attracting and retaining teachers in rural areas, it is imperative for the education department to have knowledge about their employees' job satisfaction. So that improvements can be made to motivate them.

Keywords – Male teacher, Female teachers, Public, Private School, Job Satisfaction, Demographics.

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1. INTRODUCTION

Schools are an integral part of the education and social infrastructure. It provides the complete education facility to the society. Education Service delivery is affected by a number of factors which includes human resources for education, education service system and education infrastructures. Among these factors human resource is a vital component in delivering education services as teachers. Education systems cannot function effectively without sufficient number of skilled, motivated and supported education workers. The presence of highly qualified and motivated staff is a key aspect of education system performance. Job satisfaction of the education workers is highly important in building up employee motivation and efficiency as it determine better employee performance and higher level of student's satisfaction. Conversely, job dissatisfaction would result in burn out and staff turnover which could exacerbate under staffing of education facilities.

Job satisfaction is very important because most of the people spend major portion of their time of life at their working place. Moreover, job satisfaction has its impact on general life of employee because a satisfied employee is contented and happy human being related it better work performance.

Job satisfaction is defined as an attitude of employee towards its job that may be positive or negative. Positive shows that employee are satisfied with own job component such as salary, fringe benefits, work environment, management style supportive colleagues etc. and negative attitude shows that employees are not satisfied with own job component. In other words, it can be considered as an effective feeling that depends on the interaction of employees, their personal characteristics, values and expectations with respect to their work environment and organization.

Job satisfaction portrays the perception of the person towards his or her job, job related activities and environment. It is a combination of psychological and emotional experiences at work. Job satisfaction of individual is influenced by various factors, which could be divided into two parts such as intrinsic factors and extrinsic factors. Intrinsic factors defined as the factors which derived from individual own self such as ability utilization, achievement, activity, authority, creativity and moral values etc. and extrinsic factors refers to those factors which derived from work environment where they worked such as advancement, organization policy, compensation, rewards and supervisor relation etc. that affects job satisfaction of employee and result moral performance of employee decreases.

2. LITERATURE REVIEW

The present study examines the job satisfaction, i.e. the degree to which job features that are highly valued by individuals are present in their work environment. Though a number of studies have been conducted in the field of academics but a few have been undertaken to compare the job satisfaction of male and female teachers in public & private schools. Among the several research studies undertaken in the subject, some of the important are as Mohdsuki and Suki (2011) examined on job satisfaction and organizational commitment: The effect of gender on employee perception of job satisfaction and organizational commitment. Study revealed that employee's gender has no significant effect on his/her perception of job satisfaction and men and women have the same level of organizational commitment. Mehta (2012) investigated on job satisfaction among teachers to know whether the perception of job satisfaction among teachers was affected

by the type of organization (private vs. Govt.) and the gender (male vs. female). Descriptive analysis was made to study, the perception of job satisfaction of male vs. female and t-test was used. Result showed that there would be significant difference in the level of job satisfaction of Govt. and private school teachers. Berns (1989) found that as the age of the teacher increased, so did his or her overall job satisfaction level. Grady (1985) found that as the number of years of teaching experience increased, overall job satisfaction increased as well. Berns (1989) discovered that a teacher's educational level also affected his or her overall job satisfaction level. Abdul Sattar and Jan, Farooq (2015) described that there are considerable association among job satisfaction, organizational commitment and demographics attributes such as gender, age, marital status, experience, designation and professional qualification but Pandey, Sachin, Gahwai, Dharmendra and Manwani, Vijay Kumar (2014) founded that there is no association between job satisfaction and socio-demographic factors. Kumari and Jafri (2011) mentioned a study on level of Organizational Commitment of Male and Female teachers of Secondary School to investigate the overall level of Organizational Commitment of Male and Female teachers of Secondary School of Aligarh Muslim University. Data analyzed by using t-test result revealed that overall percentage of female teachers Organizational Commitment was much higher than male teachers. Taruna and Pooja (2014) assessed level of job satisfaction among senior secondary school teachers on the basis of five demographic factors like type of school, gender, locality, academic qualification and socio-economic status. Researcher concluded that on the bases of type of school and gender, there is significant difference of job satisfaction among teachers but on the bases of locality, academic qualification and socio economic status, no significant difference. Miller (1992) found that the teacher's age, years in current position, total years teaching and degree status were not significantly related to overall job satisfaction. In general, both males and females were equally satisfied with their jobs. Nagar (2012) undertook a study on "Organizational commitment and job satisfaction among teachers during times of Burnout for developing and tests a model for Burnout and its effect on job satisfaction on organizational commitment". Research showed that in term of job satisfaction & organizational commitment the mean score for female teachers was higher than male teachers.

3. RESEARCH GAP

By going through the review of literature there seems a research gap as there are many studies based on job satisfaction with different variables and different methodologies but no study has been found by the researcher in education sectors comparing private and public school of the Chandauli district in the state of Uttar Pradesh. There are studies on comparison of job satisfaction among employees in private and public schools but a study combined with the view to assess the impact of demographic factors on job satisfaction in the focused area is hard to found. So there remains a dearth of an empirical study to assess the impact of demographic variables on the job satisfaction and also measured the level of job satisfaction among public and private schools between male and female teachers. This research work aims to address some of these gaps by testing the postulated relationship among the constructs.

4. OBJECTIVES

The objectives of research are as follows:



- To measure the level of job satisfaction of the teachers.
- To compare the level of job satisfaction between male and female teachers.
- To compare the level of job satisfaction between public and private school teachers.
- To assess the impact of demographic factors on the job satisfaction among teachers.

5. HYPOTHESES

H₀₁: There is no significant difference between the level of job satisfaction of male and female school teachers.

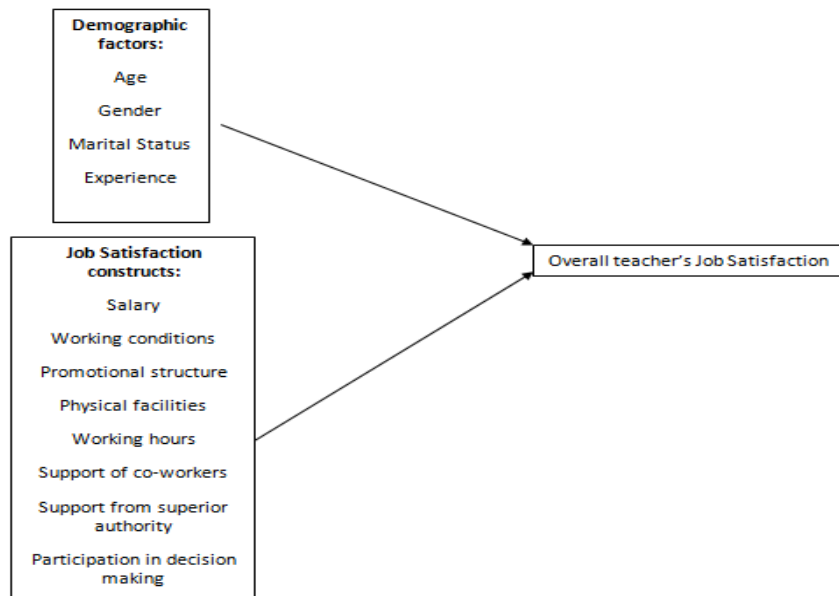
H₀₂: There is no significant difference between the level of job satisfaction of public and private school teachers.

H₀₃: There is no significant relationship between demographic factors and job satisfaction.

6. RESEARCH METHODOLOGY

Study covered all private and public schools of Chandauli District, Uttar Pradesh. The Study was based on primary data. A sample of 200 teachers consisting 100 private school teachers and 100 public school teachers were taken into consideration. Convenience sampling is used for sample selection. Questionnaire instrument and face to face interview method was used for data collection purpose. Questionnaire was divided in to two sections, Part- A consisting questions relating to personal profile of the respondents and Part-B consisting questions relating to job satisfaction on five point Likert scale.

7. CONCEPTUAL FRAMEWORK



For this study the demographic factors considered were age, gender, marital status and experience which were also the independent variables for establishing relationship with job satisfaction constructs. The dimensions which are selected for evaluating job satisfaction were

salary, working conditions, physical facilities, working hours, promotion structure, support from co-workers, support from superior authority and participation in decision making.

8. ANALYSIS OF DATA

Descriptive statistics was used to measure the level of job satisfaction. The Data was analyzed by calculating percentage and frequency. Mean scores were calculated by allocating values of 1,2,3,4,5 respectively to the responses “Strongly Disagree”, “Disagree”, “Neutral”, “Agree”, “Strongly Agree”. Hence Mean score greater than 3 on any statement implies positive response of the respondent. Independent sample t-test was used to study the significant difference between the mean score of different groups. And to show the relationship between demographic factors and job satisfaction constructs or dimensions chi square was used.

Table 1: Demographic profile of the respondents

S.NO	VARIABLES	N	PERCENT (%)
School	Private	100	50
	Public	100	50
Gender	Male	117	58.5
	Female	83	41.5
Age	18-25	32	16
	25-35	84	42
	35-45	58	29
	45-55	21	10.5
	55 above	5	2.5
Marital status	Married	164	82
	Unmarried	36	18
Experience	1-7	112	56
	7-15	60	30
	15-25	16	8
	25-35	8	4
	35 above	4	2

Table 2: Overall Teacher’s Satisfaction

S.No	Dimensions of Job Satisfaction	N	Mean	Standard Deviation
1	Salary	200	3.40	1.079
2	Working Conditions	200	3.11	1.238
3	Promotion Structure	200	3.22	1.094
4	Physical Facilities	200	3.11	1.198
5	Working Hours	200	3.82	1.029
6	Support of Co-workers	200	3.35	1.106
7	Support from Senior Authority	200	3.57	1.218
8	Participation in Decision-making	200	3.40	1.231

Table 2 indicates that the Mean and Standard Deviation of teachers. Mean score greater than 3 implies positive responses. Result shows that teachers’ satisfactions with the constraints are

approximately equal. They are satisfied but not highly satisfied as the mean is greater than 3 but have not reached 4. The highest level of satisfaction is regarding the working hours (Mean=3.82, S.D=1.029). The study finds that mean value for overall job satisfaction of teachers is 26.98 with a standard deviation of 9.193 which indicates that the satisfaction level of majority of the teachers is neither positive nor negative or slightly positive.

H₀₁: There is no significant difference between the level of job satisfaction of male and female school teachers.

To ascertain whether there is difference in the satisfaction of male and female teachers and satisfaction of govt. & private school teachers independent sample t-test was used. A P-value greater than 0.05 indicates that there is no significant difference in the satisfaction of male teachers & female teachers and there is no difference in the satisfaction of Public & private school teachers.

Table 3: Significance of difference between mean score of various dimensions of job satisfaction for Male vs. Female teachers

Dimensions of Job Satisfaction	Male (N=117)		Female (N=83)		Sig. t-test value
	Mean	S.D	Mean	S.D	
Salary	3.35	1.124	3.46	1.016	0.489
Working Conditions	3.11	1.285	3.10	1.175	0.933
Promotion Structure	3.17	1.061	3.29	1.143	0.459
Physical Facilities	3.38	1.121	2.72	1.203	0.000
Working Hours	3.84	1.058	3.81	0.993	0.836
Support of Co-workers	3.57	1.093	3.04	1.053	0.001
Support from senior authority	3.42	1.308	3.78	1.048	0.030
Participation in decision-making	3.29	1.253	3.54	1.192	0.152

Table 3 reveals that overall the level of satisfaction of female teachers is higher than male teachers. Female teachers are more satisfied regarding the dimensions like participation in decision making, support of senior authority, promotion structure and salary; for the other factors discussed above satisfaction level of male teachers is greater than female teachers and there is significant difference in the level of satisfaction of male & female teachers for the dimensions like physical facilities, support of co-workers and support of senior authority as p-value is greater than 0.05.

H₀₂: There is no significant difference between the level of job satisfaction of public and private school teachers.

Table 4: Significance of difference between mean score of various dimensions of job Satisfaction for Public vs. Private School teachers

Dimensions of Job Satisfaction	Private (N=100)		Public (N= 100)		Sig. value of T-test
	Mean	S.D	Mean	S.D	
Salary	3.29	1.149	3.50	1.000	.169
Working Conditions	3.35	1.201	2.86	1.231	.005
Promotion Structure	3.37	.981	3.07	1.183	.052
Physical Facilities	3.53	1.020	2.69	1.220	.000

Working Hours	3.57	1.183	4.08	.774	.000
Support of Co-workers	3.55	1.009	3.15	1.167	.010
Support from senior authority	3.50	1.168	3.64	1.267	.418
Participation in decision-making	3.24	1.296	3.55	1.149	.075

Result of Table 4 reveals that there is significant difference in the satisfaction level of govt. & private school teachers regarding the dimension like working conditions, physical facilities, working hours and support of co-workers as well as that satisfaction level of private School teachers is slightly greater than public school teachers.

H₀₃: There is no significant relationship between demographic factors and job satisfaction.

Age

As reported in Table 5, no significant relationships were found between age and two of the job satisfaction constructs, support from superior authority (*p-value* = .098 > 0.05) and participation in decision making (*p-value* = 0.066 > 0.05) whereas, a strong relationship is seen between age and other constructs.

Gender

There was no significant relationship between gender and the job satisfaction constructs. Satisfaction with physical facilities (*p-value* = .022) and satisfaction with support of co-workers (*p-value* = .001) were the only two job satisfaction constructs having strong relationships with gender. All other relationships were negligible.

Marital Status

A low significant relationship was found between marital status and the job satisfaction constructs. Four strong relationships were found. These relationships were found between marital status and salary (*p-value* = .007), working conditions (*p-value* = .027), physical facilities (*p-value* = .000) and between marital status and satisfaction with working hours (*p-value* = .032). All other relationships were negligible.

Experience

There seem to have a strong relationship among experience and job satisfaction constructs except two i.e., job satisfaction and support from superior authority (*p-value* = 0.072) and participation in decision making (*p-value* = .222). All other relations were very strong.

Table 5: Chi-square and p-value table for demographic factors and job satisfaction constructs

Independent Variables	df	Dependent Variables															
		X ₁		X ₂		X ₃		X ₄		X ₅		X ₆		X ₇		X ₈	
Chi-square and significance value		Chi-square value	Sig. value	Chi-square value	Sig. value	Chi-square value	Sig. value	Chi-square value	Sig. value	Chi-square value	Sig. value	Chi-square value	Sig. value	Chi-square value	Sig. value	Chi-square value	Sig. value
Age	16	38.35	.001	39.66	.001	37.07	.002	32.20	.009	27.30	.038	28.00	.032	23.64	.098	25.19	.066
Gender	4	7.935	.094	4.577	.334	2.622	.617	16.49	.022	3.442	.487	18.45	.001	7.764	.101	2.928	.570
Marital Status	4	14.25	.007	10.94	.027	3.180	.528	22.39	.000	10.57	.032	1.875	.759	8.361	.079	9.361	.053
Experience	16	54.20	.000	82.43	.000	37.90	.002	41.95	.000	46.57	.000	26.69	.045	24.86	.072	19.96	.222



9. CONCLUSION

Results show that female respondents were found more satisfied than their male counterparts. The study also revealed that private school teachers are slightly more satisfied than the public school teachers even though the difference is not much but it's still there. This is due to the better working conditions, physical facilities and promotion opportunities provided by the private schools management to their staff. Study also shows that private school teachers are not much satisfied with their salary and they are very sensitive as regards to wage payment. The Private Sector should revise the salary structure. The authorities should include teachers at the time of restructuring their salary. Firstly, in public schools the promotional opportunities are very rare and on the top biased decisions on promotion is the main reason for employee dissatisfaction. The physical facilities and working conditions provided by the public schools to their staff make them uneasy. Both public and private school teachers are deprived of their participation in decision-making.

Low relationships were observed between gender, marital status and the job satisfaction constraints, whereas age and experience showed a positive association with job satisfaction. Females rated salary, promotion structure, support from senior authority and participation in decision making; these constructs higher than males, indicating a higher level of satisfaction with growth opportunities at work and compensation.

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