

# A Study of Job Satisfaction of Teachers Working at Higher Secondary Schools in Sagar city

## Abstract

The main purpose of this research study was to study the job satisfaction of Teachers working at Higher Secondary Schools in Sagar city. For this purpose 100 teachers, 50 male and 50 female teachers from Government and Private schools were selected by using Random Sampling method. Normative survey was used for the study. T- test technique of significance at 0.01 and 0.05 level was used for comparison between the job satisfaction of Government schools' teachers and private schools' teachers. On the basis of this it was found that there is a significant difference between the job satisfaction of teachers working at Government Higher Secondary schools and Private Higher Secondary schools in Sagar city. From the study it has been cleared that Private schools' teachers are more satisfied than Government schools' teachers. There are many reasons behind this: to engage them in non educational duties - election and census, appointment of teachers into different cadres, as a result imbalance in salary structure and lack of basic amenities in schools. whereas the private schools' teachers are free from all these restraints and constraints.

**Keywords :** Job Satisfaction, Higher Secondary School and teacher.

## Introduction

Teacher is the real dynamic power of the school and educational process. In the progress of nation, the role of teacher is becoming increasingly important. It is for this reason that teacher is considered as pivot of the national development. The standard of education in India depends on the quality and competence of teachers. This is true to say that teacher is the heart of every educational institution and success of an institution is the attainment of educational goals that depends largely on the quality of its teachers.

On seeing the importance of teacher particularly every commission which has examined the educational problems of the country has drawn specific attention to the teachers. The Secondary Education Commission (1952-53) said " we are, however, convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place, he occupies in the school as well as in the community. The Education Commission (1964-66) also gave a respectable status to teachers when it observed - "Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant.

In present scenario, especially, in 21st century the role of teacher has changed completely. Now the teacher's work is not only limited to merely giving the subject knowledge and education but also he has to inspire students for noble deeds, sublime character and to live ideal life. Now the teacher has to play many roles like a philosopher, a guide, a physician and an artist. By giving importance to these roles NCF (2005), has also recommended that in the present scenario a teacher should be like a facilitator. So teacher's job satisfaction plays an important role in their competency. Unless a teacher is satisfied with his job he can not be able to develop desirable attitudes values, work habits and adequate personal adjustment in his pupils.

## Objectives of the study

There are following objectives of the study:

1. To measure the job satisfaction of teachers working at higher secondary schools.
2. To compare the job satisfaction between government and private schools teachers.
3. To compare the job satisfaction between government and private schools male teacher.

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4. To compare the job satisfaction between government and private schools female teachers.
5. To compare the job satisfaction between male and female teachers working at government schools.
6. To compare the job satisfaction between male and female teachers working at private schools.

**Hypothesis**

1. There is no significant variation between the job satisfaction of teachers working at government and private higher secondary schools.
2. There is no significant variation between the job satisfaction of male teachers working at government and private higher secondary schools.
3. There is no significant variation between the job satisfaction of female teachers working at government and private higher secondary schools.
4. There is no significant variation between the job satisfaction of female and male teachers working at government higher secondary schools.

5. There is no significant variation between the job satisfaction of male & female teachers working at private higher secondary schools.

**Delimitations of the study**

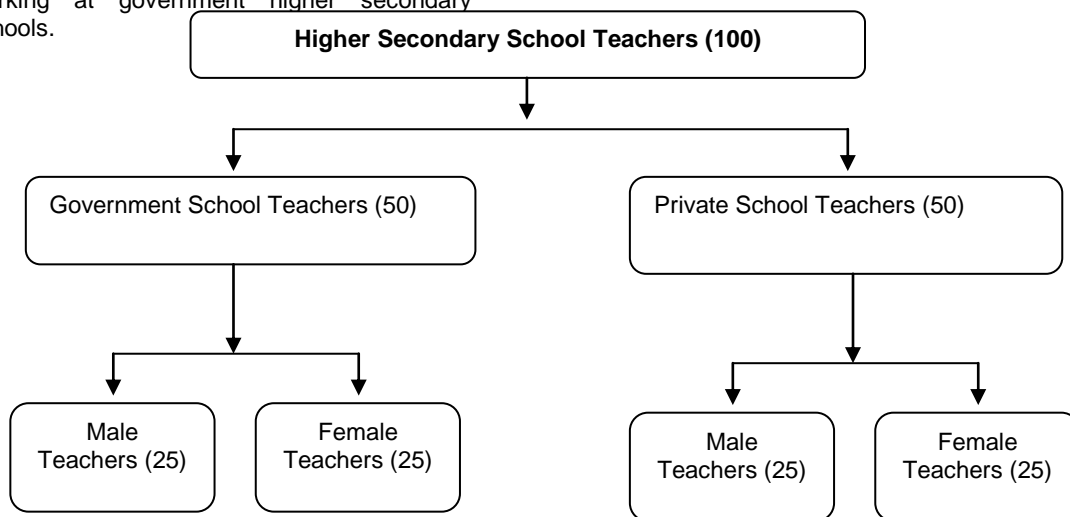
1. The present study is limited to the teachers working at higher secondary schools of Sagar city only.
2. Only 100 teachers of Sagar city were included in the sample.
3. The job satisfaction was studied only in the context of government and private schools.

**Research Method**

In the present investigation normative survey method was used.

**Sample**

In the present study the sample consisted of 100 teachers of higher secondary schools of Sagar city. It consisted of almost equal numbers of male and female teachers from government and private schools.



The random sampling technique was used at two levels.

1. Taking institution as the sampling unit.
2. Selecting male and female teachers from private and government higher secondary schools.

**Tool**

Job satisfaction- Questionnaire developed by Dr. Amar Singh and Dr. T.R. Sharma (Patiyala) has been used in the present investigation. Through this questionnaire the investigator studied 8 factors of job satisfaction. Salary and fringe benefits, profession, institutional facilities, social status, achievement, advancement opportunities, freedom and relation with school authority & staff. There are total 30 items in this questionnaire, positive and negative type. All the items except 4, 13, 20, 21, 27 and 28 are positive type. For positive items are given score of 4, 3, 2, 1 and 0. For negative items reverse is applicable. The sum of these values gives the job satisfaction score for the subject.

**Statistical Analysis**

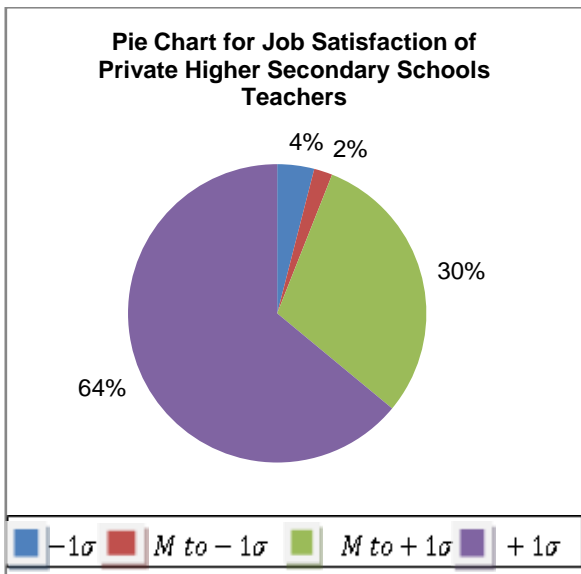
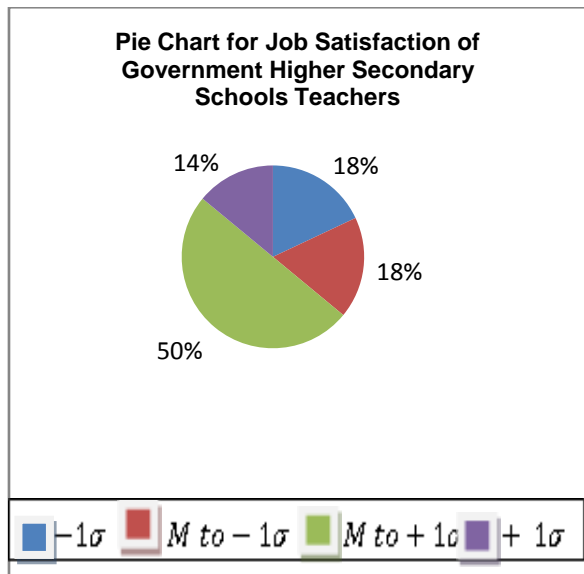
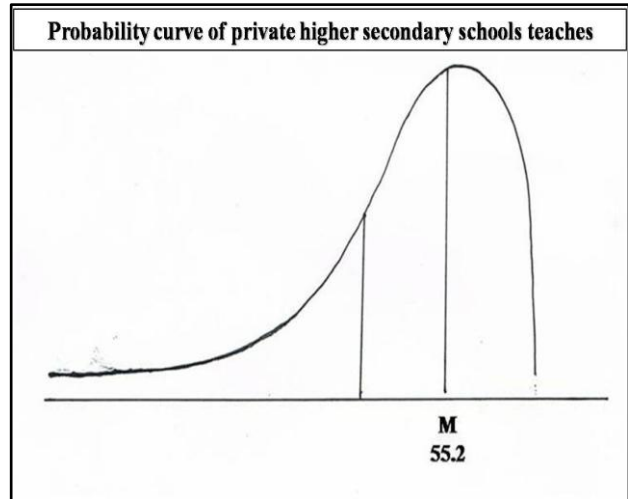
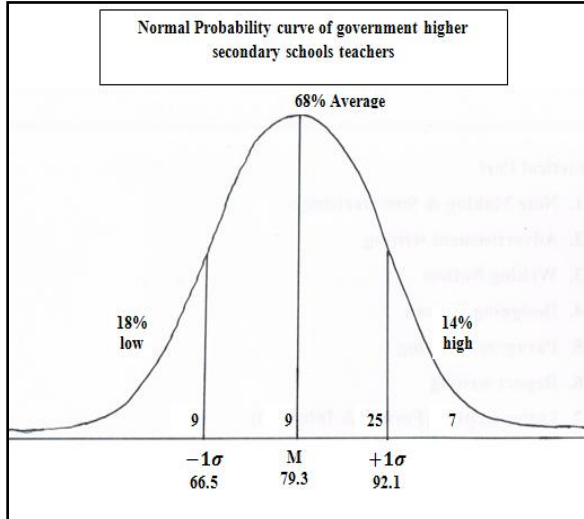
For the study of job satisfaction of government schools teachers, Private schools teachers, male and female teachers of different types of schools and same types of schools Mean and Standard Deviation were calculated. The results were used to estimate the percentage of teachers showing high, average or low job satisfaction towards their job by normal probability curve & Pie chart and t-test technique of significance of difference between two uncorrelated means have been used to compare the job satisfaction of higher secondary schools male and female teachers.

**Presentation and Analysis of Data**

**A comparative study of job satisfaction between Government and Private higher secondary schools Teachers.**

**Table – 1**

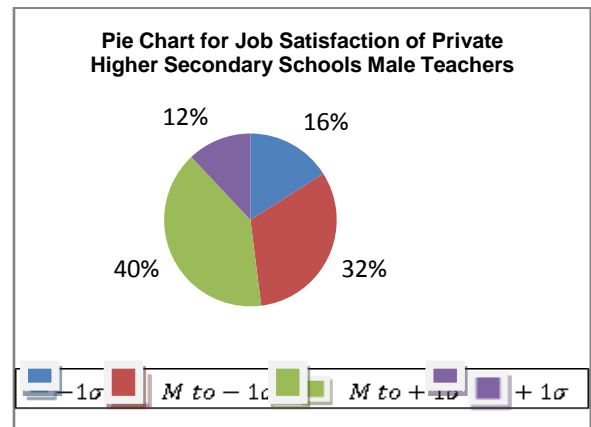
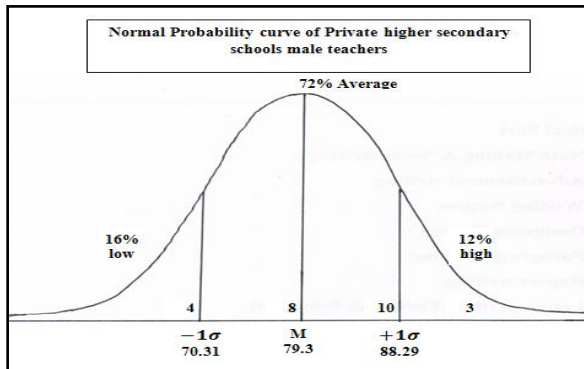
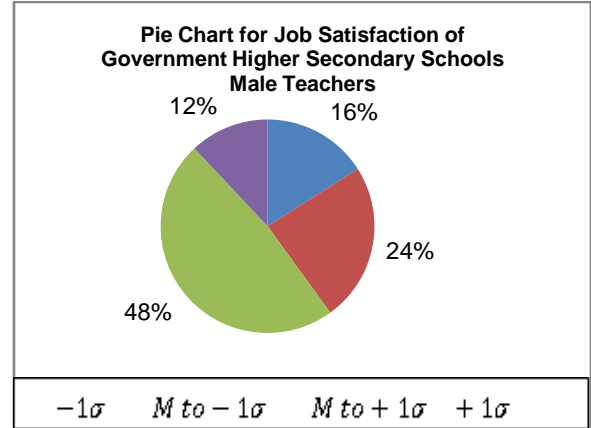
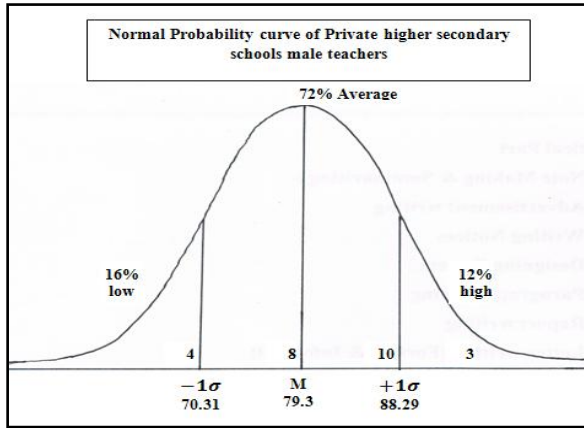
Group	N	Mean	S.D.	S.E.	tvalue	0.05	0.01	Interpretation
Government schools teachers	50	79.3	12.8	1.81	9.56	1.98	2.63	Significant
Private schools teachers	50	55.2	12.5	1.76				



**A comparative study of job satisfaction between Government and Private schools Male teachers.**

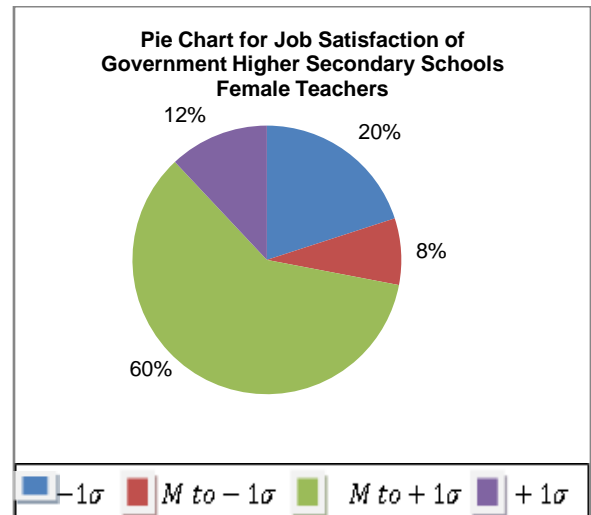
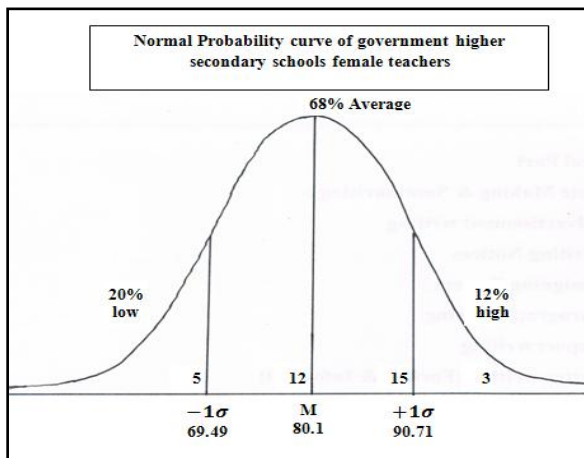
**Table – 2**

Group	N	Mean	S.D.	S.E.	tvalue	0.05	0.01	Interpretation
Government schools male teachers	25	78.5	14.69	2.93	0.71	2.01	2.68	Not Significant
Private schools male teachers	25	67.7	12.8	2.56				



**Table – 3**  
A comparative study of job satisfaction between Government and Private schools Female teachers.

Group	N	Mean	S.D.	S.E.	tvalue	0.05	0.01	Interpretation
Government schools female teachers	25	80.1	10.61	2.12	0.28	2.01	2.68	Not Significant
Private schools female teachers	25	79.3	8.99	1.79				



**A comparative study of job satisfaction between Male and Female teachers working at Government higher secondary schools.**

**Table – 4**

Group	N	Mean	S.D.	S.E.	T value	0.05	0.01	Interpretation
Government schools female teachers	25	78.5	14.69	2.93	0.44	2.01	2.68	Not Significant
Government schools Male teachers	25	80.1	10.61	2.12				

**A comparative study of job satisfaction between Male and Female teachers working at Private higher secondary schools.**

**Table – 5**

Group	N	Mean	S.D.	S.E.	tvalue	0.05	0.01	Interpretation
Private schools female teachers	25	67.7	12.8	2.56	3.71	2.01	2.68	Significant
Private schools male teachers	25	79.3	8.99	1.79				

**Conclusions and findings**

The conclusions drawn from the results obtained by statistical analysis of the data collected during present study are as following:

1. Out of all the 50 teachers working at government higher secondary schools, 14% teachers are found to possess high job satisfaction, 68% teachers are found to possess average job satisfaction and 18% teachers are found to possess low job satisfaction towards their job/teaching profession.
2. Out of all the 50 teachers working at private higher secondary schools, 64% teachers are found to possess high job satisfaction, and 4% teachers are found to possess low job satisfaction towards their job/teaching profession.
3. Out of all the 25 male teachers working at government higher secondary schools, 12% teachers are found to possess high job satisfaction, 72% teachers are found to possess average job satisfaction and 16% teachers are found to possess low job satisfaction towards their job/teachings profession.
4. Out of all the 25 male teachers working at private higher secondary schools, 12% teachers are found to possess high job satisfaction, 72% teachers are found to passes average job satisfaction and 16% teachers are found to possess low job satisfaction towards their job/teaching profession.
5. Out of all the 25 female teachers working at government higher secondary schools, 12% teacher are found to possess high job satisfaction, 68% teaches are average job satisfaction and 20% low job found to possess satisfaction towards their job/teaching profession.
6. Out of all the 25 female teachers working at private higher secondary schools, 16% teachers are found to possess high job satisfaction, 72% teachers are found to

possess average job satisfaction and 12% teachers are found to possess low job satisfaction towards their job/teaching profession.

In the same way the conclusions drawn out after analyzing the data comparatively are as follows:

1. According to the results obtained from table no.1 the null hypothesis has been rejected, therefore it may be interpreted there is significant variation between the job satisfaction of government and private schools teachers.
2. According to the result obtained from table no.2 the null hypothesis has been accepted, therefore it may be interpreted that there is no significant variation between the job satisfaction of government and private schools male teachers.
3. According to the results obtained from table no.3 the null hypothesis has been accepted, therefore it may be interpreted that there is no significant variation between the job satisfaction of government and private schools female teachers.
4. According to the results obtained from table no.4 the null hypothesis has been accepted therefore it may be interpreted that there is no significant variation between the job satisfaction of male and female teachers working at government higher secondary schools.
5. According to the results obtained from table no.5 the null hypothesis has been rejected, therefore it may be interpreted that there is significant variation between the job satisfaction of male and female teachers working at private higher secondary schools.

**Educational Implications**

From the above results of the study it has been cleared that the teachers of private higher secondary schools are more satisfied than the Government higher secondary schools' teachers especially private schools' female teachers are more satisfied than government schools' female teachers. There are many reasons behind this. Among them the prominent are : to engaged them into non educational duties like

election, census, economical census etc, appointment of teachers into different cadres because of this imbalance in salary structures, excessive political interfere and unnecessary administrative and departmental control, irregularity of the students in the class resulting decreasing level that creates un interest in teachers. In the monitoring lack of support to the hard working teachers and creative activities, insufficient staff that creates extra Burdon, improper balance of student teacher ratio and lack of basic amenities. Whereas the private school teachers are free from all these restraints and constraints.

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