

A Comparative Study of Job Satisfaction of Government Aided and Non- Government Aided Secondary School Teacher

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Abstract

It is said that "Guru Bramha, Guru Vishnu, Gurudevo Maheshwarah; which implies that the teacher is the creator, the sustainer and ultimate liberator. The present study was conducted for studying job satisfaction of the teachers of government aid and non government aid secondary schools of Kanpur city Total sample of 80 teachers were selected by simple random sampling. The teachers working in government aided secondary school and non-government aided secondary schools did not differ in the level of their job satisfaction.

Keywords: Job Satisfaction, Secondary School Teachers, Government Aided Secondary Schools (GASS), Non government Aided Secondary Schools (NGAS).

Introduction

Teacher is a perfect role model for the student in every aspect of life. He is totally responsible for shaping the designing of the nation in class room. From ancient times, the teacher was paid highest reverence by all people including the rulers. It is said that "Guru Bramha, Guru Vishnu, GurudevoMaheshwarah; which implies that the teacher is the creator, the sustainer and ultimate liberator.

Every profession has got certain aspects for job satisfaction. At the some time it has other aspects that lead to dissatisfaction.

Dissatisfaction in teaching results professional stagnation. A dissatisfied teacher is like a disaster of the countries future. It is just suicidal if it occurs in the teaching professional. Job satisfaction in teaching profession results happiness and success.

Definition of the Term Used

1. Job Satisfaction: Job satisfaction involves liking for the work and acceptance of the pressures and aspirations connected with that work. It promotes happiness, success and efficiency in one's professional activity.
2. Secondary school teachers: The teachers who are eligible to teach the students graduate teachers (TGTs) or Post Graduate teachers (PGTs).
3. Government aided secondary schools (GASSs): The secondary schools that get grants from central government and governments of their respective states. The salary of the teachers of these schools is provided by government.
4. Non government aided secondary schools (NGASS): The secondary schools that do not get grants from central government or the government of the state. The salary of the teachers of these schools is arranged from the fees given by students and other recourses. Hence the welfare of the teacher should be of supreme concern to the educational administrators, the government and the society. Though the government has been doing moderately good work to enhance the prestige of the teacher by increasing the salaries, much remains yet to be done.

Objective of the study

1. To compare the job satisfaction of the male teachers of government aided and non government aided secondary schools.
2. To compare the job satisfaction of female teachers of government aided and non government aided secondary schools.

- To compare the job satisfaction of teachers of government aided and non government aided secondary schools.

Hypothesis

- There is no significant difference between job satisfaction of male teachers of government aided and non government aid secondary schools.
- There is no significant difference between job satisfaction of female teachers of government aided and non government aided secondary schools.
- There is no significant difference of teachers of government aided and non government aided secondary schools.

Reviews of Literature

Singh, R.K. (2017) "A Study on Job Satisfaction among teachers at various levels" Journal of Educational and Psychological Researches. 7(1) 32-35

In his study results show that male respondents were found more satisfied than their female counterparts. The study also revealed that government school teachers are more satisfied than private school teachers.

Juang Meng, Bruce K.Berger. (2019)"The Impact of Organizational culture and leadership performance on PR professionals job satisfaction; Testing the joint mediating effects of engagement and trust"

The study examines the impact of critical organizational factors(organizational culture and excellent leader performance) on public relations professionals overall job satisfaction by focusing on testing the joint mediating effects work engagement and trust could generate.

Ali, S.A.(2021) "Financial Elements in Job Satisfaction of Special Education Teachers in Malaysia"Turkish Journal of Computer and Mathematics.turcomat.org

Through Results it can be stated that the financial element is also one of the important element in influencing the level of job satisfaction among PPKI teachers.

Meera Dixit (1983) conducted the study "A comparative study of job satisfaction among primary teachers and secondary school teachers" the findings are:

Primary school teachers of Hindi medium were more satisfied than secondary school teachers of Hindi Medium.

In English medium schools the level was same between primary and secondary school teachers.

Shekhar G and Ranganathan S. (1988) studied "Job satisfaction of graduate teachers in Coimbotore". The findings are:

Salary, nature of work, personal pdicies, personal achievement in the profession, job security, recongition, appreciation and working condition were identified as factor for job satisfaction.

Out of 75 teachers 12 were highly satisfied, 27 satified, 29 less satisfied and 7 were not satisfied with their job.

The relationship between types of school and level of job satisfied were found to be significant.

Methodology

Descriptive method is used in the present study.

Population

The present study was conducted for studying job satisfaction of the teachers of government aid and non government aid secondary schools of Kanpur city.

The teachers of pure government inter college, Kendriya Vidyalayas and Navodaya Vidyalayas are not included in the population. In only includes government private partnership and purely private management colleges.

Sampling Technique

Total sample of 80 teachers were selected by simple random sampling. Thus four secondary schools of government aided and four non government aided secondary schools has been taken in which two of boys and two of girls of both type secondary schools.

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Table-1: sample selection

Mode of Management	Name of schools	No. of teachers	
GASS	Boys	1.B.N.S.D. Inter College, Kanpur	10
		2.D.A.V. Inter College, Kanpur	10
	Girls	3.Jwala Devi VidyaMandir Inter College, Kanpur	10
		4. Poorna Devi Girls Inter College, Kanpur	10
	Boys	1.B.N.S.D. ShikshaNiketan Girls Inter College, Kanpur	10
		2.Maharan Pratap Inter College, Kanpur	10
	Girls	3. B.N.S.D. Shiksha Niketan Inter College, Kanpur	10
		4.Subhash Balika Inter College, Kanpur	10
	Total	80	

Description of tool: Job satisfaction scale (DJSS) is used for the present study. This scale was constructed by Dr. (Mrs.) Meera Dixit of National Degree College, Lucknow. This scale is a likert five

point scale which measured satisfaction with 8 different aspects of the job.

These aspects are:

1. Intrinsic aspect
2. Salary, service condition and promotion
3. Physical facilities
4. Institutional plans and policies.
5. Satisfaction with authorities
6. Social status and family welfare
7. Rapport with students.
8. Relationship with co-workers.

Reliability of the scale was determined by split half method of English Hindi version. It was found 0.92 & 0.93 respectively. Validity was found by Item test correlation method using pearson's.

Collection of Data

Researcher collected the data from eight the teachers of secondary schools. Booklet with instruction has been given to teachers by researcher after sufficient time, test was over and booklet were collected.

Results and Findings

After collecting the data results were analysed by using relevant statistical techniques like analysis of central tendency (mean), variance (S.D.) and critical ratio (C.R.)

Table-2 Showing mean, S.D. and C.R. for male teachers of GASS and NGASS.

Mode of Management	N	M	S.D.	Df	Diff. between mean	C.R.		
GASS	20	200	18.80	38	0.29	1.83*	Non significant at 0.01 and 0.05 level of significant	Hypothesis accepted
NGASS	20	189	19.09					

Table-3 Showing mean, S.D. and C.R. for female teachers of GASS and NGASS.

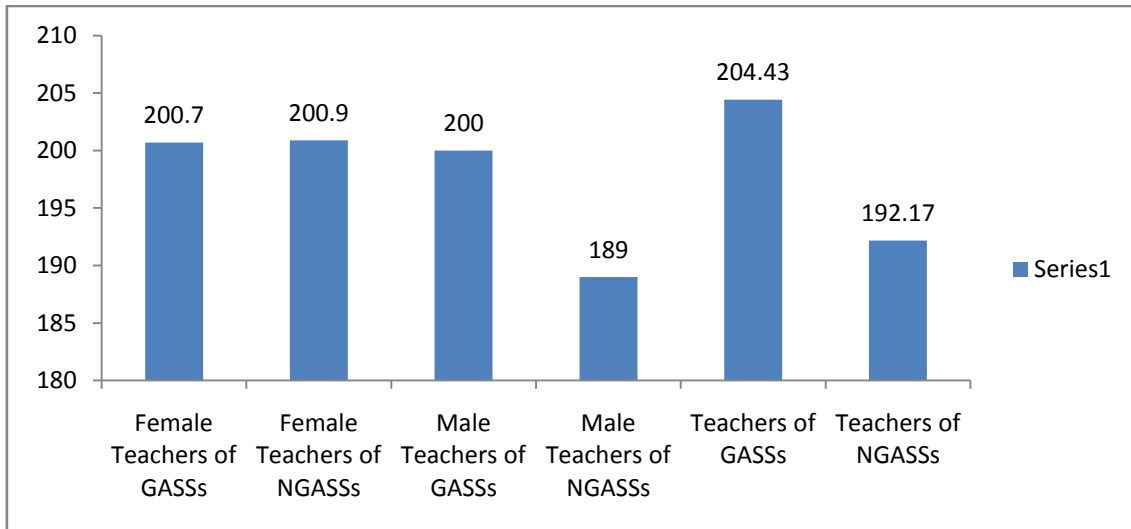
Mode of Management	N	M	S.D.	Df	Diff. between mean	C.R.		
GASS	20	200.9	14.46	38	0.20	0.02	Non significant at 0.01 and 0.05 level of significant	Hypothesis accepted
NGASS	20	200.9	24.74					

Table-4 Showing mean, S.D and CR. for teachers of GASS and NGASS.

Mode of Management	N	M	S.D.	Df	Diff. between mean	C.R.		
GASS	40	204.43	17.74	78	12.26	2.34	significant at 0.05 level	Hypothesis rejected
NGASS	40	192.17	21.70					

From the table 2 and 3 it is seen that male and female teachers of GASS and NGASS are not differ in job satisfaction. Mean of GASS males are higher that NGASS. This indicates that males of GASS are more satisfied in their job than males of NGASS. Similarly females of NGASS are less satisfied that GASS. From table 4 NGASS teachers were less satisfied with their job. Than GASS teachers. Though qualifications are equal for both mode of management secondary school teachers, the later get a high pay and enjoy a higher status than the teachers of NGASS. This is a reason behind the dissatisfaction of job of NGASS teachers.

Educational Implications: A satisfied and happy teacher work with enthusiasm and more efficiently than dissatisfied teachers. He/She makes his pupils efficient, satisfied, enthusiastic and happy. Dissatisfaction is like a contagious disease as a maladjustment. From informal discussion with the teachers, the investigator come to know that the teachers were not happy with the groupism, casteism, political affiliations etc. Under the above circumstances. It would be well if the government applies a suitable policy and passes an act so that dissatisfaction the NGASS is eliminated.



It could be seen from the table that the obtained Critical Ratio (CR) for management was 2.34, non significant at 0.01 level for 58 df. From the table it maybe seen mean over all job satisfaction score of teachers working in GASS was 204.43.

The mean score (192.17) of those working in the private schools (NAGASS) was slightly lower than that of the government aided secondary schools teachers. However, the difference between the two means was not significant as indicated by the 'CR' value of 2.34 which is not significant at 0.01 level.

Venkatarami Reddy and Krishna Reddy (1978); Venkatarami Reddy and Babjan (1980); and Venkatarami Reddy ad Ramakrishnaiah (1981) reported that teachers under private management were more satisfied than those working in government institutions. The result of the present study were not in line with those of the above studies.

Similar results were obtained by Naik (1992) in his study on teaching assistance of the M.S. University, Baroda.

Conclusions

From the results of this investigation the following conclusions were drawn:

1. The teachers working in government aided secondary school and non-government aided secondary schools did not differ in the level of their job satisfaction. Hence, the third hypothesis 'There exists no significant difference between the job satisfaction of the teachers of government aided secondary schools and non-government aided secondary schools was accepted.

2. Similarly, female teachers of both the managements did not differ significantly in their job satisfaction.

Therefore, the second hypothesis, 'There exists no significant difference between the job satisfaction of the female teachers of government – aided secondary schools and non-government aided secondary schools was accepted.

3. Male teachers of the managements did not differ significantly in their job satisfaction.

The first hypothesis viz., 'There exists no significant difference between the job satisfaction of the male teachers of government aided secondary schools and non government aided secondary schools was accepted.

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