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A comparative study of job satisfaction among government and private school teachers of Chandigarh

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Abstract

The study aimed to evaluate and distinguish job satisfaction levels between government and private teachers in Chandigarh. A total of 200 (n=200) teachers from government and private schools in Chandigarh were selected through random sampling techniques. These participants were then categorized into two groups: newly recruited teachers with less than 5 years of experience (n=100), and teachers with 5 or more years of experience (n=100). The Teacher's Job Satisfaction Questionnaire, developed by Dr. Mrs. Nasrin and Dr. Afshan Annes in 2017, was utilized for data collection. Mean, SD, and 't'-value were computed to determine the significance of differences between the two groups, with a significance level set at 0.05. Experienced government and private teachers exhibited significant difference, as indicated by the findings. Conversely, new public and private teachers with less than 5 years of experience displayed insignificant difference.

Keywords: Job satisfaction, Chandigarh teachers, questionnaire

Introduction

The recently published 2020 Global Teachers Status Index (GTSI) highlights India's commendable position as the 6th country among the top 10 nations worldwide that highly value their teaching workforce. This comprehensive report, based on a survey conducted in 35 countries, sheds light on the social status of teachers. According to the GTSI, China leads the pack with the highest social status for teachers, followed by Malaysia, Taiwan, Russia, Indonesia, South Korea, Turkey, India, New Zealand, and Singapore. Interestingly, the survey reveals that Indian teachers rank eighth in terms of their social status. Additionally, it is worth noting that around 55% of teachers in India expressed a high level of job satisfaction.

The role of teachers in society and education may evolve, but the significance of their position remains constant. Educational institutions face a significant challenge in attracting and retaining high-quality teachers. A crucial quality for teachers in education is to maintain a positive approach. It is essential for every teacher to possess the potential and a clear intention to fulfill their duties with utmost dedication in order to find fulfillment in their work. Job satisfaction encompasses emotional and psychological experiences in any workplace. It is the correlation between expectations and achievements. Without satisfaction, work cannot be effectively carried out. School teachers play a vital role in shaping the nation and its citizens. Therefore, job satisfaction is not only an individual concern but also crucial for the well-being of society. Job satisfaction directly impacts the performance and productivity of schools. Teachers are more likely to engage effectively with their students when they are content in their roles. Just like India, other countries worldwide are striving to enhance the quality of education to meet the demands of globalization. Teachers can reach their full potential only when they are satisfied with their jobs. Hence, job satisfaction is a critical aspect in every sector, particularly in the field of education.

Education plays a pivotal role in the development of human resources. The well-being of a nation's people is ultimately dependent on the quality of its workforce. Education has proven to be a decisive factor in achieving rapid progress and technological advancements, serving as the primary means to nurture human potential and foster a society built on principles of

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freedom, social justice, and equal opportunities.

The caliber of school education stands as a crucial benchmark for progress, as a high standard of knowledge, competencies, and skills are fundamental prerequisites for active citizenship, employment, and social unity. Moreover, the quality of education impacts students' learning experiences through the expertise and dedication of educators, classroom dynamics, and the overall ethos of the institution. Teachers play a pivotal role in nurturing well-rounded individuals and wield significant influence over societal advancement. The indispensable role of teachers in the educational realm cannot be overstated. Securing proficient educators is an inherent priority and responsibility of the education sector. With competent teachers in place, the prospects of achieving favorable educational outcomes are greatly enhanced.

The most common method of assessing an employee's contentment with their job is by directly asking them if they are satisfied with the work they are doing. From this perspective, job satisfaction can be described as a combination of psychological, physiological, and environmental factors that lead a person to honestly say, "I am satisfied with my job." Job satisfaction refers to an individual's overall positive outlook towards their current work responsibilities. This understanding suggests that job satisfaction is a singular concept, but it doesn't mean that the factors influencing this attitude are not diverse. It is possible for someone to be content with one aspect of their job while being dissatisfied with another.

Job Satisfaction

According to Statt (2004) ^[17] job satisfaction can also be described as the level of contentment a worker experiences with the benefits they receive from their job, specifically in relation to their internal drive and motivation.

According to Armstrong (2006) ^[3] job satisfaction encompasses the emotions and outlook individuals hold towards their work. When individuals possess positive attitudes toward their job, it signifies job satisfaction. Conversely, if individuals hold negative attitudes toward their job, it indicates job dissatisfaction.

Overall, it is clear from these descriptions that job satisfaction is all about feeling content with your job. To truly feel satisfied at work, it is important to believe that your job aligns with your core values and meets your personal needs. Researchers in the education sector are not only interested in understanding teachers' satisfaction levels, but also in identifying the key factors that influence these levels. Recognition, achieving goals, and engaging in meaningful work are crucial for creating a positive work environment. Work-related aspects can sometimes provide avenues for personal growth, professional advancement, and overall job satisfaction.

Objectives of Study

- To compare job satisfaction among government and private teachers of Chandigarh.
- To compare job satisfaction among government and private teachers of Chandigarh on the basis of their experience.

Hypothesis of Study

- There would be no significant difference among government and private teachers of Chandigarh with regard to their job satisfaction.
- There would be no significant difference among

government and private teachers of Chandigarh on the basis of their service years with regard to their job satisfaction.

Review of Literature

Gupta and Jain (2003) ^[8] undertook a comprehensive investigation to assess the level of job satisfaction among teachers in both government and private schools. Their findings revealed that various factors, such as physical condition, security, salary, promotion, and recognition, significantly influenced the overall job satisfaction of these educators.

In a groundbreaking study conducted by Bull (2005) ^[5], it was revealed that teachers' overall job satisfaction was alarmingly low. The research also highlighted the crucial connections between organizational commitment and job satisfaction, such as the impact of advancement opportunities, pay, co-worker relationships, and supervisor interactions. Interestingly, the study emphasized that gender played a significant role in determining job satisfaction levels. On the other hand, age did not show any significant correlation with teachers' job satisfaction.

In their study, Mary and Raj (2005) examined the level of job satisfaction among teachers in government schools. Their findings indicated that there were no notable variations in teachers' job satisfaction across various factors, including the medium of instruction, gender, educational qualification, locality, salary, type of schools, subjects, and experience. Additionally, the study revealed that the overall job satisfaction of government school teachers was moderate rather than high.

Ishwara and Laxmana (2008) ^[10] discovered that most teachers expressed dissatisfaction with several aspects of their jobs, including salary, professional development opportunities, acknowledgment for their efforts, working conditions, creativity, and job stability.

According to the study conducted by Bhandari and Patil (2009) ^[4], the work conditions, job situation, and salary were found to be satisfactory for most female teachers. However, a small number of them encountered difficulties arising from a lack of cooperation and coordination in the workplace.

In a study conducted by Akhtar, Hashmi, and Naqvi (2010) ^[1], it was discovered that there were no notable variations in job satisfaction among teachers in private and public schools. The research introduced a new approach called Necessary Condition Analysis (NCA). A total of 395 educators from various engineering institutions participated in the study. The results revealed that the satisfaction levels of teachers significantly impact their short-term and long-term career achievements.

Dhobi *et al.* (2018) ^[6] conducted a research study to explore the levels of job satisfaction among teachers in private and government schools in the Anantnag district. The study revealed that the average score for cognitive job satisfaction was 5.06, whereas the average score for affective job satisfaction was 4.81. These results indicate that teachers are highly content with their jobs in terms of the cognitive aspect. Furthermore, the study identified a noteworthy correlation between cognitive and affective dimensions of job satisfaction.

Methodology

Sample

In order to accurately study the characteristics of the population under investigation, it was crucial for the

researcher to select the right samples. For the current study, a sample of 200 government and school teachers from Chandigarh was chosen using random sampling methods. These 200 subjects were then divided into two categories: newly hired teachers with up to 5 years of experience, and teachers with 5 or more years of experience, for a detailed analysis. Both of these groups were also selected through random sampling.

Procedure

The success of the research project hinged on the tools utilized for data collection. The investigator meticulously calibrated and standardized the tool for use in the study. The

Teacher's Job Satisfaction Questionnaire was expertly developed by Dr. Mrs. Nasrin and Dr. Afshan Annes in 2017.

Research Design

Our study aims to explore the levels of job satisfaction among teachers in both government and private schools in Chandigarh. By analyzing the data using descriptive statistics and t-test, we will be able to determine if there are any notable differences in job satisfaction based on their years of experience.

Result and Discussion

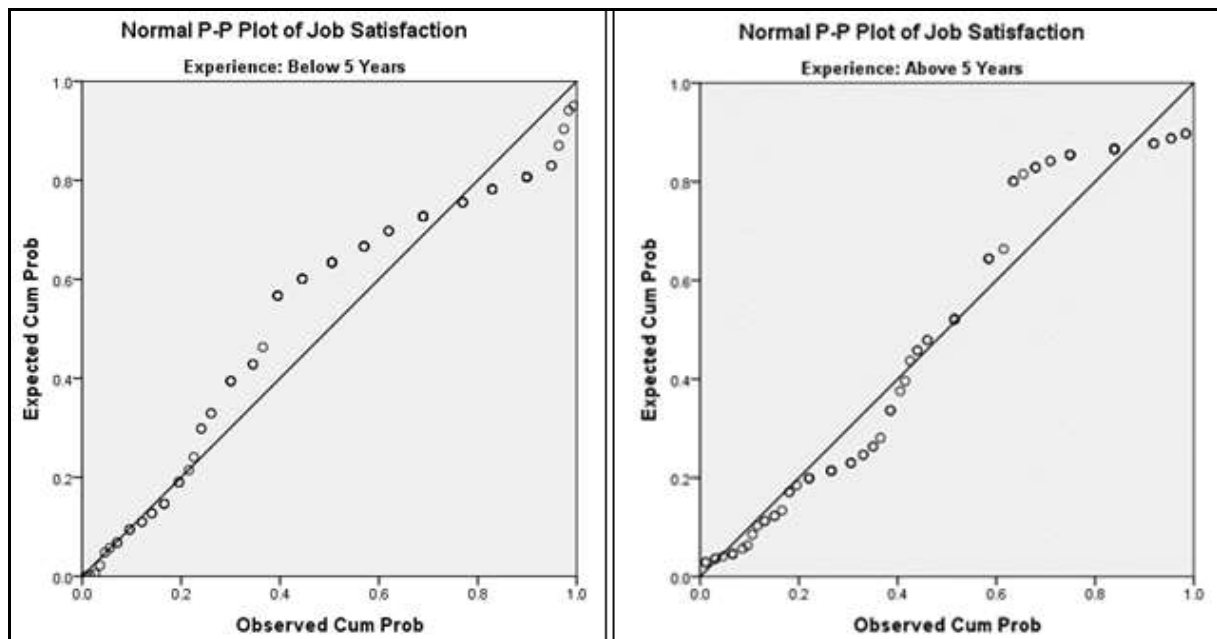


Fig 1: Normal P-P plot of job satisfaction among teachers with experience below 5 years and above 5 years

Figure 1 shows a normal P-P-plot for job satisfaction among teachers with experience below 5 years and above 5 years. Most of the data points lie far away from the straight line for job satisfaction of teachers below 5 years as well as above 5 years of experience, hence distribution of job satisfaction is not normally distributed. Also, the Kolmogorov-Smirnov test

has been applied to check the normality of job satisfaction for both groups. Since p-values (0.001 and 0.003) for both groups were less than 0.05, hence normality of job satisfaction for below 5 years and above 5 years' experience has been violated.

Table 1: Descriptive statistics for job satisfaction

	Below 5 Years		Above 5 Years	
	Mean (SD)	Skewness (Kurtosis)	Mean (SD)	Skewness (Kurtosis)
Job Satisfaction	190.1 (11.5)	-1.63 (4.1)	181 (19)	-0.27 (-1.26)
Quality of Teaching	50.7 (4.7)	-1.55 (3.54)	49.4 (5.2)	-0.69 (-0.52)
Innovative Teaching	32.1 (2.7)	-1.37 (4.11)	31.9 (2.8)	-0.72 (0.44)
Responsibility for Teaching	18.3 (1.7)	-1.19 (1.67)	17.1 (2.6)	-0.62 (-0.15)
Co-operative Teaching Behavior	13 (1.3)	-1.54 (3.3)	12.1 (1.7)	-0.52 (-0.66)
Teaching Attitude	23.9 (1.8)	-2.34 (5.85)	22.1 (3.6)	-1.2 (0.33)
Group Relationship	11.4 (2)	-0.42 (-0.31)	9.5 (1.8)	0.75 (0.88)
Job Acceptance	13.7 (1.2)	-1.08 (1.93)	12.9 (2.6)	-1.13 (0.16)
Classroom Behavior	9.6 (0.8)	-2.81 (8.72)	9.5 (1)	-1.68 (1.67)
Social Behavior	14 (1.1)	-1.63 (4.01)	13.3 (1.5)	-0.58 (-0.49)
Observational Skill	3.3 (1.3)	0.32 (-1.56)	3.4 (1.3)	0.27 (-1.71)

Table 1 represents the descriptive statistics for job satisfaction among teachers with experience below 5 years and above 5 years, separately. The new teachers have experience below 5 years (190.1) reported more job satisfaction than teachers with experience above 5 years (181) with a standard deviation of 11.5 and 19, respectively. If we look for the sub-dimension

of job satisfaction such as quality of teaching, responsibility for teaching, cooperative teaching behavior, group relationship, job acceptance, social behavior, innovative teaching, teaching attitude, classroom behavior, and observational skill; we found that new teachers with experience below 5 years reported more scores for all of the

sub-dimensions of job satisfaction except innovative teaching, teaching attitude, classroom behavior, and observational skill than the teachers with experience above 5 years. However, innovative teaching, teaching attitude, classroom behavior, and observational skills were approximately the same in both types of teachers. The distributions of job satisfaction among the teachers with experience below 5 as well as above 5 years

were negatively skewed with the coefficient of skewness as -1.63 and -0.27, respectively. The curve for job satisfaction among new teachers with experience below 5 years was leptokurtic, while job satisfaction among teachers with experience above 5 years was platykurtic, as coefficients of kurtosis were 4.1 and -1.26, respectively.

Table 2: Significance of difference in job satisfaction among government and private teachers

School		Below 5 Years			Above 5 Years		
		Mean (SD)	95% Cis	Mann-Whitney (p-value)	Mean (SD)	95% Cis	Mann-Whitney (p-value)
Job Satisfaction	Government	193.4 (6.75)	191.4 (195.3)	1026 (0.122)	165.4 (12.72)	161.8 (169)	73.5 (0.000**)
	Private	186.8 (14.08)	182.8 (190.8)		196.6 (8.27)	194.2 (198.9)	
Quality of Teaching	Government	51.9 (3.3)	51 (52.9)	979.5 (0.060)	45.5 (4.52)	44.2 (46.7)	155.5 (0.000**)
	Private	49.5 (5.58)	48 (51.1)		53.3 (1.98)	52.7 (53.8)	
Innovative Teaching	Government	32.6 (2.41)	31.9 (33.2)	1005 (0.087)	30.3 (2.67)	29.5 (31)	432 (0.000**)
	Private	31.7 (2.93)	30.8 (32.5)		33.5 (1.89)	32.9 (34)	
Responsibility for Teaching	Government	18.2 (1.2)	17.9 (18.6)	1060 (0.178)	15.3 (2.26)	14.6 (15.9)	219 (0.000**)
	Private	18.3 (2.13)	17.7 (18.9)		19 (1.3)	18.7 (19.4)	
Co-Operative Teaching Behaviour	Government	13.4 (0.83)	13.1 (13.6)	958 (0.034*)	10.9 (1.44)	10.4 (11.3)	175 (0.000**)
	Private	12.7 (1.55)	12.2 (13.1)		13.4 (0.8)	13.1 (13.6)	
Teaching Attitude	Government	24.2 (1.13)	23.9 (24.6)	1052 (0.139)	19.7 (3.81)	18.6 (20.8)	333 (0.000**)
	Private	23.5 (2.2)	22.9 (24.1)		24.4 (0.73)	24.2 (24.6)	
Group Relationship	Government	12.8 (1.42)	12.4 (13.2)	254 (0.000**)	8.7 (1.64)	8.2 (9.2)	548.5 (0.000**)
	Private	10.1 (1.45)	9.7 (10.5)		10.3 (1.51)	9.9 (10.7)	
Job Acceptance	Government	13.6 (1.05)	13.3 (13.9)	1076.5 (0.205)	11.3 (2.84)	10.5 (12.1)	425.5 (0.000**)
	Private	13.8 (1.42)	13.4 (14.2)		14.4 (0.97)	14.1 (14.7)	
Classroom Behaviour	Government	10 (0)	10 (10)	625 (0.000**)	8.9 (1.26)	8.6 (9.3)	675 (0.000**)
	Private	9.2 (1.06)	8.9 (9.5)		10 (0)	10 (10)	
Social Behaviour	Government	13.9 (1)	13.7 (14.2)	1150 (0.465)	12.3 (1.41)	11.9 (12.7)	366.5 (0.000**)
	Private	14 (1.22)	13.7 (14.4)		14.2 (0.89)	14 (14.5)	
Observational Skill	Government	2.7 (0.71)	2.5 (2.9)	625 (0.000**)	2.6 (0.78)	2.4 (2.8)	535 (0.000**)

As the concerned variable i.e. job satisfaction didn't follow normal distribution, the non-parametric Mann-Whitney test has been applied to investigate the difference in job satisfaction between government and private schools. As shown in Table 2, a non-significant difference was observed in job satisfaction among government and private teachers with experience below 5 years, whereas private teachers with experience above 5 years reported significantly more job satisfaction than government teachers with a significant p-value (0.000<0.01).

For experience above 5 years, government teachers reported significantly less quality of teaching (p-value = 0.000), responsibility for teaching (p-value = 0.000), cooperative teaching behavior (p-value = 0.000), group relationship (p-value = 0.000), job acceptance (p-value = 0.000), social behavior (p-value = 0.000), innovative teaching (p-value = 0.000), teaching attitude (p-value = 0.000), classroom behavior (p-value = 0.000), and observational skill (p-value = 0.000) as compared to private teachers with significant p-values.

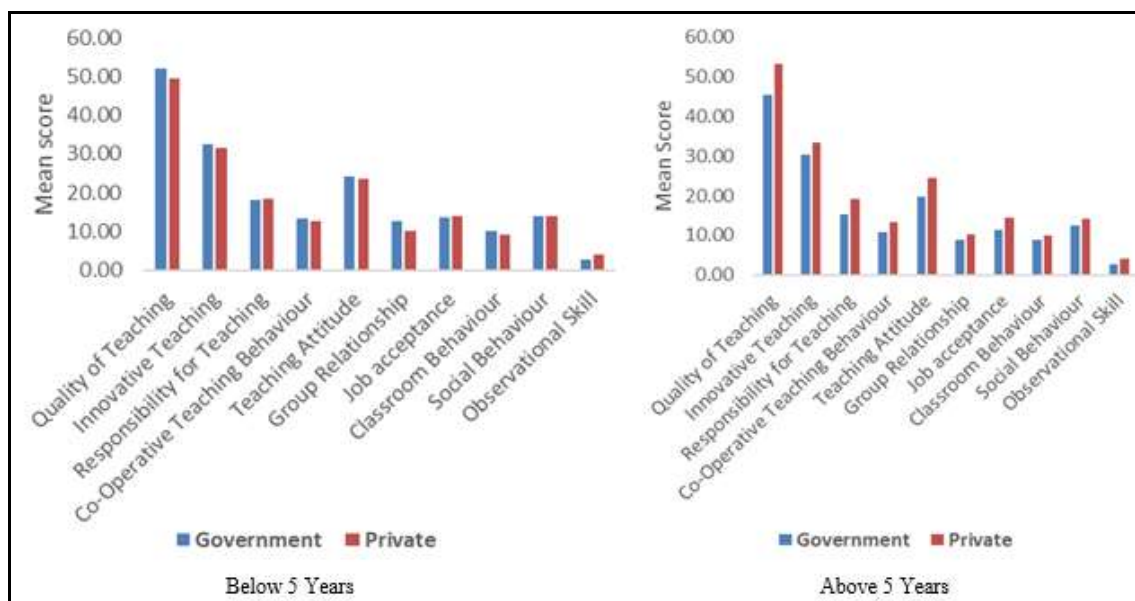


Fig 2: Relating to the action or process of closely observing or watching something or someone

The sub-dimensions of job satisfaction like the quality of teaching, responsibility for teaching, job acceptance, social behavior, innovative teaching, and teaching attitude were approximately the same among the government and private teachers having experience below 5 years; however, with the same experience group, government teachers reported significantly more cooperative teaching behavior, group relationship, and classroom behavior than private teachers.

Conclusion

- Government teachers reported lower levels of job satisfaction in contrast to private teachers, who expressed significantly higher levels of satisfaction.
- The disparity in job satisfaction between government and private teachers is evident, with government teachers reporting lower levels of satisfaction. A study conducted by the National Council of Educational Research and Training (NCERT) in 2019 suggests that this difference may stem from variations in duties, such as elections and census, between public and private schools. The survey revealed that government teachers in India often feel burdened by excessive paperwork, administrative tasks, and a lack of resources and support. Astonishingly, 70% of teachers reported spending more than 20 hours per week on administrative tasks, leaving them with limited time to dedicate to teaching and lesson planning. On the contrary, private teachers are assigned fewer administrative and record-keeping responsibilities. Moreover, many teachers expressed feelings of stress and being overwhelmed due to challenges like large class sizes, diverse student populations, and difficulties in managing student behavior. It is crucial to address these issues and provide government teachers with the necessary support and resources to enhance their job satisfaction and overall well-being.
- Experienced government teachers are facing lower job satisfaction levels, while private teachers with more years of experience are enjoying higher levels of job satisfaction. On the other hand, private teachers who are relatively new to the profession are experiencing lower job satisfaction.

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