



Job Satisfaction among Private School Teachers of Khanna Tehsil

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ABSTRACT

The present study aims at studying the levels of job satisfaction among Private School teachers of Khanna Tehsil. For this purpose a sample is taken which is the representative of the population. The conclusions are drawn and generalizations are made on examination of some part of the whole population and it is termed as sampling. The school teachers of Punjab constituted the universe of the present study. The investigator has used Job satisfaction scale by Singh and Sharma (2005) to collect the necessary data. In all, a sample of 100 private school teachers was drawn from the different schools of Khanna Tehsil. The result of the study shows that there is no significant difference exists in the job satisfaction of the private school teachers on the basis of gender and areas. The result of the study further shows that there is also no significant difference exists in the job satisfaction of the private school teachers on the basis of marital status.

KEYWORDS

Job Satisfaction, Private School Teacher's, Significance, marital status, Gender

Introduction

In modern era scientific and industrial development is going on, when an individual complete his study after that he thinks about the vocation/job. Job is very much important for an individual. Job helps to live a better life. But there are some problems which occur in our professional life related to the job. Sometimes few people are not satisfied with their job due to many reasons. Satisfaction is very much essential to lead a successful and happy life. Teacher lays the foundation of a country. So, Teachers are pillars of the society. They are the base for providing proper education to the students. The teacher's role is a dynamic aspect of his/her status. There is a general consensus of opinion that for success and effectiveness of the system of education, the teachers play an important role. Their knowledge, understanding and teaching methods on the one hand and healthy habits, desirable attitude and sense of commitment on the other effects the quality of their teaching. Successful and effective teachers are not only to know their subject method of teaching and understand their pupils, but they should also have favourable attitude and state of mental satisfaction towards their profession. It has been also defined as a pattern/sequence of teaching actions performed by a person in an interactive school situation and the commitment is the proper customary function to pledge of promise or obligation to work. The teacher's role is behaviour pattern of teachers, according to certain rules and norms concerning with imparting knowledge, values, balanced emotions, competencies, skills, discipline and guidance, etc. For the betterment of pupil and also for attaining of goals of education. A teacher having favourable attitude and satisfaction towards his job is likely to be more efficient in teaching and more effective in improving the overall teaching learning environment of the institution.

Job satisfaction spread goodwill about the organization from the point of view of an organization. An Individual can live with the organization when they have job satisfaction. On the other hand, a chronically upset individual makes organizational live vexations for others with whom he interacted job satisfaction reduces absenteeism and turnover. 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. The result showed that there would be significant difference in the level of job satisfaction of Govt. and private school teachers. Ahmed, Raheem and Jamal (2003) studied the job satisfaction of 236 teachers in senior secondary schools. Female teachers enjoyed greater satisfaction than their male counterparts did. Married

teachers showed more job satisfaction than unmarried teachers did. Teachers who were teaching in government schools showed greater job satisfaction than teachers teaching in private schools. There was no significant change in the job satisfaction due to change in the level of independent variables like sex, marital status and types of schools. Dhingra (2006) conducted a study on randomly selected sample of 100 teachers from different government and private schools of Patiala Tehsil to study the effect of organization climate on job satisfaction of secondary school teacher. It found that there is no significant difference in job satisfaction of government and private secondary school teachers. Further the difference between job satisfactions in relation to their organizational climate of secondary school teachers found to be significant. Above cited studies are on job satisfaction of school teachers. So a need was felt to conduct a study on job satisfaction of school teachers.

Objectives of the study

1. To study the job satisfaction of teachers of private schools in Khanna Tehsil.
2. To find out and compare the job satisfaction among the male and female teachers of private schools in Khanna Tehsil.
3. To find out and compare job satisfaction among the urban and rural teachers of private schools in Khanna Tehsil.
4. To find out and compare job satisfaction among the married and unmarried teachers of private schools in Khanna Tehsil.

Method

Sample

Sample for the present study is inclusive of 100 private school teachers of Khanna Tehsil. It consists of 50 male and 50 female school teachers from urban and rural areas. The sample was equally distributed between male and female school teachers from rural and urban areas. The probability method of sampling was used to select 10 private schools of khanna Tehsil and further, the school teachers from these private were selected on a random basis.

Measure

In the present study Job satisfaction scale by Singh and Sharma (2005) were employed by the investigator to collect the data.

Procedure

The study was designed to investigate the job satisfaction among private school teachers of khanna Tehsil. Descriptive survey

method of investigation was employed for the present study. Prior to the administration of job satisfaction scale, the investigator sought the cooperation of the head of the school teachers. First of all purpose of the test was clarified to the teachers and instruction given to them according to the manual and rapport established with them. The job satisfaction scale was administered to the manual, after getting the response sheet scoring was done with the help of scoring key.

Analysis and Interpretation of Results

Table 1. Showing Significance of the Difference in the Job Satisfaction on the basis of gender and areas among Private School Teachers

Variable	Category	Mean	S.D.	SE _p	t-ratio
Job Satisfaction	Male	65.2	7.29	1.19	1.85
	Female	67.4	4.72		
Job Satisfaction	Urban	66.04	6.36	1.28	1.15
	Rural	64.56	6.55		

It is evident from the Table 1 that the mean scores of job satisfaction among male and female teachers are 65.2 and 67.4 respectively. S.D. is 7.29 and 4.72 respectively. The t-value was calculated as 1.85 which is non significant at 0.05 and 0.01 levels of significance. Further, it was also shown that the mean scores of job satisfaction urban and rural teachers are 66.04 and 64.56 respectively. S.D. is 6.36 and 6.55. The t-value was calculated as 1.15 which is also non-significant at both levels of significance. This means that there is no significant difference exist in job satisfaction on the basis of gender and areas. The studies considered on male and female teachers are quoted to support the present findings. Afshan (2013) found in her study that there was no significant difference found in job satisfaction and work motivation of male and female teacher educators working in a public funded institution. Lal and Shergill (2012) found in their study that there was no significant difference between the job satisfaction of male and female teachers of degree colleges.

Table 2. Showing Significance of the Difference in the Job Satisfaction on the basis of Marital Status

Variable	Marital Status	Mean	S.D.	SE _p	t-ratio
Job Satisfaction	Married	65.36	7.15	1.69	0.092
	Unmarried	65.24	5.78		

It is evident from the Table 2 that the mean scores of job satisfaction among married and unmarried teachers are 65.36 and 65.24 respectively. S.D. is 7.15 and 5.78. The t-ratio was calculated as 0.092 which is non-significant at 0.05 level and 0.01 level respectively. The studies considered on sex and marital status of teachers are quoted to support the present findings. Dhingra (2006) conducted a study on a randomly selected sample of 100 teachers from different government and private schools of Patiala Tehsil to study the effect of organization climate on job satisfaction of secondary school teacher. It found that there is no significant difference in job satisfaction of government and private secondary school teachers. Kaur (2013) found no significant difference in job satisfaction of government and private secondary school teachers. No significant difference in job satisfaction of male and female secondary school teachers. Ahmed, Raheem and

Jamal (2003) studied that there was no significant change in job satisfaction due to change in the level of independent variables like sex, marital status and types of school.

Conclusion

The result of the study shows that there is no significant difference exists in the job satisfaction of the private school teachers on the basis of gender and areas. The result of the study further shows that there is also no significant difference exists in the job satisfaction of the private school teachers on the basis of marital status.

Educational Implications

On the basis of results, it has been found that a teacher's satisfaction has a great effect on the whole education system. Therefore, teacher training institute should provide a better environment and should provide all the attribute among the prospective teachers. The present study may be helpful in understanding the working condition of the teachers and their job satisfaction. School teachers should include integrations of thoughts, ideas, feeling, heart and mind for appropriate behavior to their students at the right time. Their thoughts and ideas should not be suppressed a every feeling has its own value and significance.

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