



## **JOB SATISFACTION IN GOVERNMENT AND PRIVATE SCHOOL TEACHERS OF DISTRICT KULGAM (JAMMU & KASHMIR): AN ANALYTICAL STUDY**

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### **Abstract**

*Job satisfaction is a pleasant emotional state associated with the appreciation of one's work and contributes immensely to performance in an organization. The purpose of this study is to analyze the job satisfaction of teachers in government and private schools of district Kulgam Jammu and Kashmir by discussing various variables such as job satisfaction, salary, supervision, work load and school climate. The participants included 400 teachers was selected from 20 Government and 20 Private schools. The study tested a research model of the relationships between the school climate, teachers' salary, workload, supervision and job satisfaction. The data were analyzed by using correlation. These results provide practical information for improving school climate and suggested that it is worthwhile for school principals to consider factors within the school climate and how they might be enhanced.*

**Keywords:** *Job Satisfaction, Government, Private. Supervision, School Climate, Salary, Workload, School Teachers.*

### **Introduction**

Teacher's are considered as the most important group of professionals for the future of nations. Therefore, it is very disturbing to find out that teachers are not satisfied with their job. There is evidence indicating that most teachers in most school systems are not satisfied with their jobs. It is also evident that people join the teaching profession as the last resort when all efforts to get into other profession have failed. However, because of the central position teachers occupy in the educational system, the National Policy on Education throughout the world admits that no education system can rise above the quality of its teachers. The Policy, therefore, recommends some steps towards the enhancement of an efficient teaching profession. These include training and recruitment of more efficient teachers at primary, secondary and high school levels (Adepoju, 2001 Adeyoju).

International research shows that the extent to which teachers are satisfied with their jobs and working conditions is likely to have significant consequences for the retention of teachers within the profession, for their approach to teaching, for the creation of collegial relations within a school, and for student outcomes (Crossman & Harris, 2006; Chaplain, 1995). There is now extensive research that explores the factors influencing the job satisfaction of teachers, and the stress on them (Kyriacou, 2001). Existing studies on the job satisfaction and occupational stress of teachers focus on teacher background characteristics (age, gender, years of service etc.) as well as workplace conditions (organizational culture, pupil behavior, work-load etc.). Higher levels of dissatisfaction with work and occupational stress have been associated with teacher performance, absenteeism and leaving the job (Kyriacou, Kunc, Stephens & Hultgren, 2003) Ajayi, 1999).

With regards to this, teachers feel frustrated and depressed and they also experience a feeling of lack of motivation and dissatisfaction. Consequently, some teachers either quit the teaching profession for greener pastures while others consider this situation as part of their fate. They remain in the teaching profession, but however, they demonstrate a lack of interest in their job, which can ultimately have adverse effects on student performance (DeBruyne, 2001). High rate of absenteeism among teachers results in serious impediment to the delivery of education and learning (Tella et al. 2007). There are numerous factors which account for why primary school teachers are not satisfied with their job and what causes them to lack motivation which includes low salary, no promotion, lack of communication, poor working environments and many more (Norton and Kelley 1997 & Shann 1998). Since teachers occupy a fundamental position in the primary education system, therefore, it is of utmost importance to cater for the needs of primary teachers and improve certain aspects of their teaching profession because teachers have a control on student's education (Odden 2004). Sanders (2000) during their research uses diverse models to examine the student's success that depend upon type of school, strength of class and teachers and it was inferred that teachers are the most significant factor affecting the learning of individuals at school level and are also the main reason influencing the educational development of student. Similarly, conviction has a large impact on teacher performance as compared to the knowledge of teacher and social and economic framework of school (Griffiths, Gore, and Ladwig (2006). The conception of teacher regarding the education and students affect the evaluation practices and satisfaction of student creates the greater opportunities for teachers (Remesal, 2011).



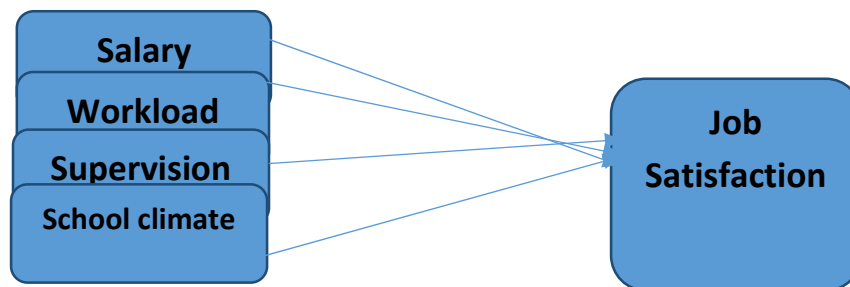
Job satisfaction is enjoyable or beneficial psychological condition, causing from the evaluation of one's job encounters. Job satisfaction is described as how individuals experience about their tasks and its different aspects. It is a collection of feelings that an individual hold toward his or her job Locke (1976). Job satisfaction and dissatisfaction are a function of the perceived relationship between what one expects and obtain from one's job and how much importance or value one attributes to it. It leads to recognition, income, promotion, and the achievement of other goals that lead to a general feeling of satisfaction.

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, so farin the field of academics but a few have been undertaken to compare the job satisfaction of male and female teachers in government and private schools.

## Theoretical Framework

### Job Satisfaction

Teacher job satisfaction is a multifaceted construct that has its roots in the work, of (Herzberg et al. 1959). Although there is little consensus on how to measure this construct& Skaalvik (2009). The past research has indicated that teacher job satisfaction is related to a range of outcomes, including job performance (Judge et al. 2001), enthusiasm (Chen 2007), teacher retention (Ingersoll 2001; Schaufeli and Salanova 2007), teacher burnout (Skaalvik and Skaalvik 2010), teacher commitment (Reyes and Shin 1995) and teachers' attitudes towards their daily work and the effort that they expend when working with students (Caprara et al. 2003). Although there are various determinants of job satisfaction, and there is evidence to suggest that the school climate could be influential in terms of teachers' job satisfaction. For example, job satisfaction was related to the degree to which teachers are exposed to participative decision making and transformational leadership (Bogler 2001; Maeroff 1988; Rossmiller 1992), positive student teacher relationships (Dinham 1995), autonomy (Hall et al. 1992; Poulin and Walter 1992) and time pressure and relationships with parents (Skaalvik and Skaalvik 2011). It was therefore, hypothesized, that school climate would influence teacher job satisfaction<sup>7</sup>.



### Salary

Although the teachers in government schools are paid good salary and in case of private schools they are paid scanty amount that is equivalent to one or two days' salary of government teachers. Teachers are very conservative in nature due to their salary packages and hence, it is thought they do not lead a very decent life. However, teachers as a whole are not interested in the performance of their duties that has impacted the whole process of quality in teaching and learning in schools. Most of the teachers run their own business apart from their professional duties as they do not comfort with the present financial needs. The low salary package causes stress and strain for teachers, especially in private schools.

The relationship between pay and job satisfaction seems to be dynamic in the field of school psychology, initially, satisfaction levels were thought to be positively correlated with pay (South, 1990). While pay is an important source of motivation it is often downplayed in a teachers' self-report of job satisfaction, extrinsic rewards are important for their symbolic value according to Bloom (2005).

### Workload

The teachers seldom get any gap as they have to take consecutive classes and have no time to relax between lessons. These teachers felt exhausted and got frustrated. The teachers working in the schools had no time for relaxation and in spare time are engaged in other activities of school. Apart from classroom instruction, meeting parents, preparing teaching resources, writing lesson plans, addressing students discipline issues, marking student's home assignments and attending the staff meetings are the other assignments that have to take care of the teachers. Teachers are unable to pay attention on their job due



to heavy workload when they are involved in some extra school activities and work 40 hours a week and result in to leave their job (Deakin, 2010).

### **Supervision**

Lack of supervision is filled with bureaucratic underpinnings in the system of Kashmir education. This is for the benefit of the development of teachers and improvement of the performance of teachers and students. The supervision must be student oriented and should benefit the teachers rather than behave like kings and treat the teachers like slaves and inferiors. This has created mistrust and discouragement among the teachers as well as students. The supervisors instead of providing constructive feedback, criticize the teachers and without making sound improvement in the system.

The other factor assumed to be having impact on job satisfaction is effective supervision. There are proofs that supervisors do not judge the subordinates justifiably and impose personal liking and disliking in the rewards and punishments (Prendergast, 2002). The caliber of the leaders and supervisors has an effect on the working environment of the school (Sargent & Hannum, 2005). It is necessary to fetch professional and competent persons in state of uncertainty to pool up the correct applier and they must be paid at supervisor's judgment. On the other hand, in many jobs the judgment of supervisor is not the only yard stick to reward or punish the employees (Prendergast, 2002). According to Bloom's model, the director's understanding of what supervisor relations appears to look like to their staff is also related to job satisfaction. Supervisor relations as defined by Bloom (2010) as, "Perceived quality and quantity of feedback, encouragement, and helpful support from a supervisor" Brook (2007) found a significant connection between a director's leadership styles as it relates to structure and task orientation and teacher's overall job satisfaction. It was noted that when supervisor initiate structure, set goals, assist with problem solving, and provide social and mental support their teachers feel a lower amount of ambiguity and uncertainty and greater satisfaction with their jobs.

### **School climate**

School climate was found to have a strong impact on teacher and their job satisfaction and occupational stress. In particular, the nature of the student intake (notably, behavior difficulties among pupils) was seen to pose challenges for teachers as well as principals. The misbehavior of students in the class room is very irritating part that needs to be hurdled very carefully. Sometimes a negative feedback is provided by the students that creates problems for the teachers during their appraisal. Most of the teachers have left few private schools due to student misbehavior.

This pattern points to the need to provide teachers with behavior management skills through initial and continuing teacher education and to provide principals with appropriate professional development support in fostering a whole-school approach to dealing with pupil misbehavior. Previous research has shown that the quality of relations in the school has a significant impact on a range of student outcomes, including engagement, retention and performance (Smyth et al., 2007). Promoting a positive school climate should therefore be considered a fundamental part of school development planning. Flynn and Tannenbaum (1993) stated that focusing on the organizational aspects of the climate would be helpful to get a better understanding of differences and similarities in the behavior of employees in public and private schools. School climate can be defined and conceptualized in many ways (compare Griffith, 1999; Kallestad et al., 1998).

The conceptualization of school climate that we use in this study is narrow and focuses on teachers' interactions with colleagues and middle managers, the managerial support they perceive, and their participation in decision making. As publicly and privately funded schools differ in the manner and extent of contact between teachers, it is important to measure to what extent teachers are involved with each other. A second important aspect of school climate is how much support teachers receive from management. Perceived organizational support is the extent to which employees feel that the organization values their contribution and considers their well-being to be important (Wiesenberger et al., 1986).

Participation of teachers in decision making is relevant as it may affect the educational quality and the relationships within schools. Teachers who are involved in decision making in the school perform better (Ingersoll, 1996). In addition, participating in decision making also contributes to the development of relationships within the organization and reduces the risk of tension. This risk especially reduced when teachers are given enough scope to contribute ideas and make decisions about educational content, the selection of students, whether students stay or transfer, about the socialization of students, and student behavior (Ingersoll, 1996).

### **Objectives**

To study and compare the job satisfaction of Government and Private school teachers of district Kulgam (Jammu and Kashmir) with respect to school climate, salary, supervision, work load.



### Hypothesis

There is a significant difference on job satisfaction between private and government school teachers of district Kulgam, Jammu and Kashmir.

### Definition of variables

The term job satisfaction refers to an individual's general attitude towards his or her job. A person which has high level of job satisfaction holds positive attitude about the job, while a person who is dissatisfied with his/ her job holds negative attitude about the job. Besides job satisfaction has been defined by various thinkers: "Job satisfaction is the amount of overall positive effect or feelings that the individuals have towards their job". (D.C. Feldman and H. J. Arnold 1983).

"Job satisfaction is the amount of pleasure or contentment associated with a job. If you like your job deeply, you will experience high job satisfaction. If you dislike your job intensely, you will experience job dissatisfaction". (Andrew J. DuBrins 1988)

**Government Schools:** Government schools in the present study shall refer to the schools that are under the control of government management.

**Private Schools:** Private schools in the present study shall refer to the schools run by the private management.

**Delimitation:** The present study of job satisfaction is delimited to the school teachers of District Kulgam of Jammu and Kashmir.

### Methodology

During the study we used random sampling technique to identify teachers in different schools. In this method we have selected 20 government schools and 20 private schools of district Kulgam. Among the 40 selected schools we have selected 400 respondents with random sampling approach. However, a case was taken to choose the respondents so that whole population can be represented. Hence, teachers from primary schools, high and higher secondary schools, both government and private aided school were consulted during the survey period. Further, teachers from CBSE, JKBOSE schools were given due consideration doing selection process. In order to maintain the uniformity, among the 400 participants, 200 participants were selected from government schools and 200 participants were selected from private schools which include 100 males and 100 females from both government and private schools respectively were interviewed. Further more than 50% of the teachers were interviewed in each selected school. Then we able to decide to draw a sample of 400 teachers (200 each from government and private).

S. No.	Type of Schools	No. of Teachers Drawn
01	Government	200
02	Private	200

### Data Analysis

The analysis of the paper is based on few parts. The first part of the analysis is about analyzing the socio-economic factors of the respondents using percentage bars. Every variable was analyzed thoroughly to find the accurate magnitude. The second part of the analysis involves the factors motivating teachers to choose teaching profession by using factor analysis method and the impact of motivation factor was also analyzed with the help of correlation method. After thorough analysis the data was tabulated and was co-related between private and government school teachers. The same data was represented in the interpretation.

**Table 1: Satisfaction of Teachers With Teaching Profession.**

Satisfaction	Govt. Teachers		Private Teachers		Total		R-Value
	N	%	N	%	N	%	
Yes	164	82	83	41.5	247	61.75	0.86
No	36	18	117	58.5	153	38.25	0.73
<b>Total</b>	<b>200</b>	<b>100</b>	<b>200</b>	<b>100</b>	<b>400</b>	<b>100</b>	



The analysis of satisfaction of teacher with respect to their job is mention above in table 1. Among the respondents selected from government schools only 82% of the respondents reported that they are satisfied with their jobs, as they like teaching are trained to teach. Therefore, they were satisfied with the profession and only 18% are not satisfied.41.5% of the teachers in private institutions reported that they are satisfied with the present job and (58%) of the private school respondents indicated that they are not satisfied in their job/ teaching profession when compared with government teachers in district Kulgam. Correlation coefficient ( $r=0.73$ ) is an indication slightly less relationship exist among the private and government school teachers with respect to their job satisfaction.

**Table 2: Monthly Salary of Teachers in Government and Private Schools of Kulgam District**

Monthly Salary	Govt. Teachers		Private Teachers		Total		r-value
	N	%	N	%	N	%	
Less than 5,000/-	18	9	162	81	180	45	0.58
5,001 – 10,000/-	24	12	28	14	52	13	0.99
10,001- 20,000/-	28	14	10	5	38	9.5	0.77
Above 20,000/-	130	65	0	0	130	32.5	0.5
<b>Total</b>	<b>200</b>	<b>100</b>	<b>200</b>	<b>100</b>	<b>400</b>	<b>100</b>	

The government teachers are drawing the handsome salary almost more than 20,000 rupees which account about 65% of the government teachers and only 9% of government teachers are getting salary less than 5000/. Overall 32.5% of teachers are earning the salary above 20000/ and 45% of overall teachers are getting more salary of 5000 or below. Almost (81%) of the private teachers in Kashmir valley have salary less than 5000 which is one fifth of the basic salary of the government teachers. Not a single teacher in private schools have salary of 20,000/. A significant difference as indicated by correlation values is found in the salary of government and private schools (table 2).

**Table 3: Total Number of Average Working Hours**

Workload	Govt. Teachers		Private Teachers		Total		R-Value
	N	%	N	%	N	%	
1-4 hours	132	66	30	15	162	40.5	0.67
4-6 hours	68	34	142	71	210	52.5	0.85
More than 6 hours	0	0	28	14	28	7	0.5
<b>Total</b>	<b>200</b>	<b>100</b>	<b>200</b>	<b>100</b>	<b>400</b>	<b>100</b>	

The data mentioned in the table 3 revealed that on an average, (52.5%) of the teachers in government and private schools in district Kulgam have work load of about 4-6 hours during the day, and 40.5% teachers in government and private sector reported that their work load is 1-4 hours in a day. Correlation ( $r = 0.85$ ) suggested that there a difference in the work load in private and government school teachers is a cause of concern a difference in the work load of private and government school teachers is positively correlated.

**Table 4: Behavior Problems among School Teachers of Private and Government Schools**

Behavior Problem	Govt. Teachers		Private Teachers		Total		R-Value
	N	%	N	%	N	%	
Yes	26	13	18	9	44	11	0.95
No	108	54	134	67	242	60.5	0.98
Sometimes	66	33	48	24	114	28.5	0.96
<b>Total</b>	<b>200</b>	<b>100</b>	<b>200</b>	<b>100</b>	<b>400</b>	<b>100</b>	



During the study it was revealed that 28.5% of the respondents from both government and private sector reported that they experience behavioral problems sometimes from students. While majority of teachers from both the sectors responded that they do not face any behavioral problem from the students. ( $r = 0.98$ ) and ( $r = 0.96$ ) also the positive correlation which is closely 1 shows that behavioral problems are highly independent as mentioned in the table 4.

**Table 5: Work Culture in Private and Government Schools of Kulgam**

Work Culture	Govt. Teachers		Private Teachers		Total		r-value
	N	%	N	%	N	%	
Healthy	134	67	14	7	148	37	0.58
Normal	60	30	144	72	204	51	0.81
Unhealthy	6	3	42	21	48	12	0.60
<b>Total</b>	<b>200</b>	<b>100</b>	<b>200</b>	<b>100</b>	<b>400</b>	<b>100</b>	

Most of the teachers working in government schools of Kulgam district indicated that they are satisfied with healthy environment of the schools. Only about 7% of the teachers working in private school reported that they were satisfied with their school environment. Whereas, 51% of both school teachers they were satisfied with normal environment of the schools in which they worked and 12% of them indicated that they were not satisfied with their school environment. It can be argued that school environment affects teacher motivation. A positive co-relation ( $r=0.81$ ) which indicates that work culture in government and private schools did not show only significant difference (Table 5).

**Table 6: Supervision Creates Mistrust and Discouragement among the Teachers**

Response	Govt. Teachers		Private Teachers		Total		R-Value
	N	%	N	%	N	%	
Yes	64	32	120	60	184	46	0.88
No	80	40	30	15	110	27.5	0.78
Rarely	56	28	50	25	106	26.5	0.99
<b>Total</b>	<b>200</b>	<b>100</b>	<b>200</b>	<b>100</b>	<b>400</b>	<b>100</b>	

While assessing the data from table 6, it indicates that most of the private school teachers reported that supervision creates mistrust and discouragement among the teachers. Only 25% private teachers feel rarely such problem. On the other hand, maximum respondents from government schools, reported that supervision did not create any sort of mistrust. Only 32% government school teachers feel that supervision creates mistrust and discouragement among the teachers. A correlation ( $r=0.99$ ) which indicates that supervision creates mistrust and discouragement among private and government school teachers.

### Conclusion

The conclusion of this study was drawn on the basis of findings of the research. This study helps in understanding that how the salary, supervision, workload, and school climate affect the job satisfaction of teachers. Most of the teachers from government schools are satisfied with their jobs as compared to the private teachers. More ever the female teachers were more satisfied in both private and government schools.

The findings would provide the information to the policy makers, principles, school heads how to increase the job satisfaction among the teachers. The school status, teacher's qualification or teaching experience, a safe working environment, supportive administration, and involved parents are connected with high levels of teacher satisfaction in their profession. The results of this study imply that involving teachers in school policy, decisions and giving them some degree of control in their classrooms are associated with high levels of career satisfaction. It is not possible to say, however, whether these factors result in high levels of teacher satisfaction, or whether highly satisfied teachers seek out or create environments that provide them with greater satisfaction.



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