



## A STUDY OF JOB SATISFACTION IN LUDHIANA : A CORRESPONDING ANALYSIS

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### Abstract

The study entitled “ A Study of Job satisfaction in Ludhiana : A corresponding analysis was undertaken with objectives to study the level of job satisfaction of government school teachers and to find out the mean score difference of rural and urban respondents underneath dimension of Herzberg’s Motivation(intrinsic) and hygiene(extrinsic) dual factor theory. The study was conducted in randomly selected schools from two rural block namely Dorahaand Pakkowal and two urban block Ludhiana-westand Ludhiana-eastof Ludhiana district of Punjab. Findings of the study displays that wide majority of the teachers were female in middle age, married, and holding graduation degree with complementary B.Ed. degrees. Results further revealed that both urban and rural school teachers are more satisfied extrinsic factors. Results further elucidate that a large majority of school teachers (78%) were moderately satisfied with their jobs, while 17 per cent teachers were least satisfied. Only five per cent teachers were high level of satisfaction. As school teachers have responsibility to nurture the backbone of our country, it is very important for them to be highly satisfied. They are nation builders, if they will satisfy then only they can properly foster the students. So, they should be highly satisfied.

**Keywords:** Job satisfaction, Intrinsic, dual factor theory, Extrinsic, Motivation, Hygiene.

### Introduction

Education is a lifelong continuing procedure starts from the day when child came into the mother’s womb and it continues till taking last breath. Through education, individual as well as whole society can evolve. Education leads to reforming the behavior that broadens the perspective of thinking. It restructure our experiences toward social desired way. Education is a key of success, it transmute a living being into human being. Educators or teachers are the foundation pillars of any society, which determine the growth and strength in society and act as a building blocks which build the nation. From all the teachers, school teachers are the most imperative group for nation’s growth and development. As initial years of students’ life are highly impressionable and have long lasting impact on their lives.

It is the teacher that turn all educational theories into practice making the scholar learn. Therefore, they have the most powerful influence in any system of education. Teacher holds an important position in education process whether formal, non-formal or informal. Teacher can make a long lasting impact in the lives of their students. They have the potential to influence next generation of young minds by playing crucial role in the process of all round development of students through motivating them to learn, to modify or to improve their skills, knowledge, attitude, behavior etc. In fact they play numerous roles in their lives, he act as a guide, counselor and supervisor. A good teacher knows how to bring the best in child. The significance of teachers is realized by Aristotle and he said:

“Those who educate children well are more to be honored than they who produce them.”

From all the teachers, school teachers are the most important group for nation’s growth and development. As preliminary years of students’ life are highly sensitive at that time they can molded easily. Behind every successful person there is always a teacher who motivates his student to reach the mountain of success. "A Teacher affects eternity he can never tell where his influences stops"(Henry 1960). Teaching is considered as the noblest profession therefore, it is imperative that the individuals involved in this profession should be committed and dedicated to their job. Hence it can be said that the creation of better society depends largely on the dedication of its teachers, especially school teachers.



Attracting and retaining high quality teachers is a supreme requirement as well as a challenge for educational institutes. In order to do this they satisfy teachers by creating good environment, timely salary, breaks, recreational activities, spurs etc.

The concept of job satisfaction has been developed in many ways by many different researchers and practitioners. One of the most widely used definitions in organizational research is that of Locke (1970), who defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" ( Anonymous, 2016)

On an average an individual spends nearly half of his/her restless hours engaged in his/her job to satisfy their needs. Job satisfaction is a subtle psychological phenomenon, through which one can survive in his/her job. (Kaur, 2002). Job satisfaction is a very multifaceted and inclusive phenomenon. The spirit of job satisfaction has great impact on job performance of any individual. Job satisfaction is one's emotional perspective to the task itself.

Hence, job satisfaction is an important factor that makes an individual to pay in the productive development of the society. Thus, job satisfaction of school teachers is the foremost concern to be addressed as they are cherishing the backbone of our country.

In this perspective the study entitled "A study of Job satisfaction in Ludhiana : A corresponding analysis was undertaken with following objectives.

- To determine the level of job satisfaction of both urban and rural government school teachers.
- To find out interrelationship among profile of the teacher and their level of job satisfaction.
- To seek out suggestions to enhance the level of job satisfaction.

## **Methodology**

Presently job satisfaction has been a crucial issue. People are interested to work in the organization as well as the services where they feel satisfied. But in point of fact, though way such job satisfaction is ensured in numerous jobs. This study has tried to reveal the job satisfaction of government school teachers of Ludhiana District. The study was conducted in urban and rural area of Ludhiana district. From Ludhiana two rural block namely *Doraha* and *Pakkowal* and two urban block *Ludhiana-west* and *Ludhiana-east* were selected randomly. The lists of senior secondary schools for each selected zone were prepared. From these lists, fifteen government senior secondary schools from each urban zone were selected through proportionate random sampling. From each selected school, eight teachers were selected randomly. Similar selection procedure was followed in all selected government schools. Thus, a sample of 120 school teachers from urban government senior secondary schools and 120 school teachers from rural government school were selected. To attain the objectives of the study, self - prepared interview schedule was developed. The developed interview schedule was pretested for measuring the reliability and validity. A measuring tool must be reliable and valid. The reliability of measuring instrument pertains to the degree to which it yields consistent results, when it is administered a number of times. The validity refers to the degree to which an instrument measures what it is supposed to be measure. The possible uncertainties in interview schedule were identified, excluded and modified as per the response pattern of the school teachers. The data were analysed with the help of various statistical tools such as frequencies, percentages, category interval method, mean score, z-test, correlation and chi-square.

## **Result and discussion**

### **Profile of school teachers**

Profile of school teachers included personal, social and professional characteristics.

#### **i) Socio-personal profile**

The socio-personal characteristics of selected respondents were studied in respect of their gender, age, marital



status, education, family type, family occupation and family education and data pertaining to these presented in Table 1 The findings has been explained and discussed as following:

**Table 1**Distribution of school teachers according to socio-personal profile

Socio-personal profile	Rural (n=120)	Urban (n=120)	Total (n=240)
	f (%)	f (%)	f (%)
<b>Gender</b>			
Male	32 (26.7)	15 (12.5)	47 (19.6)
Female	88 (73.3)	105 (87.5)	193 (80.4)
<b>Age(years)</b>			
Early adulthood (26-36)	39 (32.5)	11 (9.2)	50 (20.8)
Middle adulthood (37-47)	62 (51.7)	79 (65.8)	141(58.8)
Late adulthood (48-58)	19 (15.8)	30 (25.0)	49 (20.4)
<b>Marital Status</b>			
Unmarried	15 (12.5)	3 (2.5)	18 (7.5)
Married	103(85.8)	111 (92.5)	214 (89.2)
Widow	02 (1.7)	06 (5.0)	08 (3.3)
<b>Education</b>			
Only Graduate	04 (3.3)	01(0.8)	05 (2.08)
Graduation with B.Ed	76 (63.3)	88 (73.33)	164 (68.3)
Post Graduate	40 (33.3)	30 (25)	70 (29.16)
Ph.D	-	01 (0.8)	01 (0.42)
<b>Family type</b>			
Nuclear	93 (77.5)	107 (89.1)	200 (83.3)
Joint	27 (22.5)	13 (10.8)	40 (16.7)
<b>Family Education</b>			
Low (1.5-3.7)	25 (20.83)	29 (24.16)	54 (22.0)
Medium (3.8-6.0)	70 (58.3)	73 (60.8)	143 (60.0)
High (6.1-8.0)	25 (20.8)	18(15.0)	43(18.0)

Data presented in table 1. revealed that majority of respondents in rural as well as in urban area were female. Almost 80 per cent school teachers were female and only 20 per cent of teachers were male.

About 59 percent respondent was in middle adulthood category, 21 per cent in early adulthood category and 20 per cent in late adulthood category. It is evident from the data that majority of respondents were middle aged.

Over view of data shows that a large majority of respondent about 89 per cent teachers were married, eight per cent were unmarried and only three per cent were widowed.

Table1 shows that majority of respondent (69 %) were graduates with B.Ed., followed by post graduates ( 29 %) and about two per cent were only graduates and only one per cent were holding Ph.D. degree.

Family type of respondent were studied in terms of nuclear family and joint family. It is evident from the data that majority of the respondent about 83 per cent belonged to nuclear family and only 17 per cent were from joint family system.



Family education is the educational qualifications of all the family members of the respondents. Family education score was computed by taking an average score of each respondent's family and categorized as low (1.5-3.7), medium (3.8-6.0) and high (6.1-8.0).

On the basis of mean score it is evident from the data that 60 per cent respondent had medium level of family education, followed by about 22 per cent of respondents with low level family education and only 18 percent respondent had high level of family education.

**Table 2 Distribution of school teachers according to professional profile**

Professional profile	Rural (n=120)	Urban (n=120)	Total (n=240)
	f (%)	f (%)	f (%)
<b>Designation</b>			
Master/Mistress	88 (73.3)	54 (45.0)	142 (59.2)
Lecturer	32 (26.7)	66 (55.0)	98 (40.8)
<b>Total service experience (years)</b>			
Short (1 to 10)	60 (50.0)	30 (25.0)	90 (37.5)
Medium (11 to 20)	55 (45.8)	85 (70.8)	140 (58.3)
Long (21 to 30)	05 (4.16)	05 (4.2)	10 (4.2)
<b>Monthly salary (Rs)</b>			
Low (6000 to 32000)	47 (39.1)	06 (5.0)	53 (22.1)
Medium (33000 to 59000)	41 (34.1)	62 (51.7)	103 (42.9)
High (60000 to 86000)	32 (26.7)	52 (43.3)	84 35.0)

## ii) Professional profile

The data in the table 2 depicted that in total 59 per cent respondent were Master/ Mistress and about 41 per cent respondent were Lecturer.

Perusal of total data revealed that majority (58%) of the teachers had medium service experience, followed by 37 per cent with short service experience and only four per cent respondent had long service experience.

The data exhibited in table 2 shows that 43 per cent and 35 per cent of teachers had medium (Rs. 33000-59000) and high (Rs. 60000-86000) range of salary while only 22 per cent teachers falls in the range of low salary (Rs. 6000-32000).



**Table3. Mean score distribution of school teachers according to various dimensions of intrinsic factors for job satisfaction**

Intrinsic factors (Motivation factor)	Rural		Urban		Z value
	Mean±SD (1-5)	Rank	Mean±SD (1-5)	Rank	
<b>Recognition and reward</b>					
Verbal encouragement from superiors	3.98±0.66	2.5	4.25±0.70	1	3.03**
Encouraging feedback from students	3.98±0.56	2.5	4.08±0.36	2	1.79
Encouraging feedback from parents	3.88±0.79	4	3.99±0.51	4	1.26
Encouraging feedback from colleagues	4.13±0.83	1	4.06±0.54	3	0.74
Appreciation letter from school authorities	2.02±0.96	6	2.03±1.16	5	0.06
Grant of advance increments	1.84±0.83	7	1.84±0.85	6	0.00
Advance promotion on performance basis	2.17±1.09	5	1.68±0.70	7	4.14**
<b>Ability of utilization</b>					
Difficult to manage academic work properly	2.11±0.62	2	1.93±0.64	3	2.14*
Difficult to manage other duties assigned along with academic duties	2.34±1.04	1	2.85±0.99	1	3.87**
Difficult to solve the problems of the students	1.92±0.57	4.5	1.88±0.60	6	0.44
Difficult to cooperate with others	1.84±0.57	6	1.98±0.69	2	1.64
Difficult to use and promote the innovative methods of teaching	1.94±0.55	3	1.91±0.73	4	0.40
Difficult to execute the teaching programmes for the students	1.92±0.57	4.5	1.89±0.73	5	0.29

### Recognition and reward

The responses of both urban and rural school teachers were taken on seven items to study their views on 'recognition and reward' an intrinsic (motivation) factor for job satisfaction. The results exhibited in table. 3 revealed that the item 'encouraging feedback from colleagues' was ranked first based on mean scores by the rural school teachers whereas 'verbal encouragement from superiors' was ranked first by the rural school teachers. it is interesting to note that rural school teachers ranked each 'encouraging feedback from students' and 'verbal encouragement from superiors' as 2.5 indicating that both items were leading to same level of satisfaction. Similarly item 'encouraging feedback from students' also received second rank from urban school teachers, while 'encouraging feedback from colleagues' was ranked third by them. Item "encouraging feedback from parents" received the same rank (fourth) by rural as well as urban school teachers. Rural school teachers ranked items 'advance promotion on performance basis' and 'appreciation letter from school authority' as fifth and sixth respectively. Whereas urban school teachers ranked 'appreciation letter from school authority' as fifth and 'grant of advance increment' as sixth. For rural school teachers 'grant of advance increment' was of least importance, therefore ranked seventh, while 'advance promotion on performance basis' was ranked seventh by urban school



teachers. It may be inferred that teachers from rural as well as urban schools were dissatisfied with items ‘appreciation letter from school authority’, ‘grant of advance increment’ and ‘advance promotion on performance basis’.

Data on mean score differences shows that mean scores on two items ‘verbal encouragement from superiors’ and ‘advance promotion on performance basis’ were significantly different at one per cent level of significance. However mean score differences on rest of the items were observed positive but the difference was statistically non-significant.

### Ability of utilization

Six items such as ‘difficulty in managing academic work properly’, ‘difficult to manage other duties that is assigned along with academic duties’, ‘difficulty in solving problems of students’, ‘difficult to cooperate with others’, ‘difficult to use and promote the innovative methods of teaching’ and difficult to execute the teaching programmes for the students’ were presented to teachers to seek their responses for ability of utilization an intrinsic (motivation) factor of job satisfaction.

The data revealed that the item ‘difficult to manage other duties that is assigned along with academic duties’ ranked first by both rural as well as urban school teachers. The rural school teachers ranked ‘difficulty in managing academic work properly’ as second and ‘difficult to use and promote the innovative methods of teaching’ as third. Whereas these item were ranked third and fourth respectively by urban school teachers. It is important to note that urban school teachers ranked ‘difficult to cooperate with others’ as second but rural school teachers ranked it sixth. Items ‘difficult to execute the teaching programmes for the students’ and ‘difficult to solve the problems of students’ attained rank fifth and sixth by urban school teachers. It is important to note that rural as well as urban school teachers were dissatisfied on all items under ‘ability of utilization’ as the mean score values on all items were less than three.

Data on mean score on these items by rural and urban school teachers revealed that difference in mean scores of rural and urban teachers on listed items was observed but significant difference was only on two items. Mean scores on ‘difficult to manage other duties that are assigned along with academic duties’ was statistically significant at one per cent level of significance, while the mean scores on ‘difficult to manage academic work properly’ were significantly different and the difference was significant at five per cent level of significance.

**Table 4. Mean score distribution of school teachers according to various dimensions of extrinsic factor for job satisfaction**

Extrinsic factors (Hygiene factor)	Rural		Urban		Z value
	Mean±SD (1-5)	Rank	Mean±SD (1-5)	Rank	
<b>Adequacy of salary Salary is</b>					
Enough to lead a comfortable life	3.65±0.75	2	4.05±0.46	3	4.96**
In accordance with the responsibilities of job	3.63±0.73	3	4.06±0.45	1.5	5.50**
Needs a considerable raise	3.73±0.89	1	3.12±0.78	6	5.64**
In accordance with designation	3.54±0.71	4	4.03±0.49	4	6.13**
In accordance with qualifications	3.48±0.74	5	4.06±0.45	1.5	7.33**



Extrinsic factors (Hygiene factor)	Rural		Urban		Z value
	Mean±SD (1-5)	Rank	Mean±SD (1-5)	Rank	
comparable with similar job elsewhere	3.38±0.85	6	3.66±0.70	5	2.73**
<b>Social status attached to job</b>					
<b>It is consider</b>					
‘Well paid’ job	4.09±0.71	5	4.25±0.57	5	1.91
Respectable job	4.60±0.53	2	4.38±0.49	2	3.44**
An essential part of national development	4.62±0.60	1	4.41±0.51	1	2.91**
Of equal prestige as employee of similar rank in other departments	4.32±1.00	3	4.30±0.79	3	0.14
Prestigious outside the school	4.31±1.04	4	4.29±0.79	4	0.14

\*Significant at 5 per cent level of significance

\*\* Significant at 1 per cent level of significance

### Adequacy of salary

The ranked result revealed that ‘salary needs a considerable raise’ attained first rank for rural school teachers whereas it is at sixth rank for urban school teachers. In other words raise in salary is most important concern of rural school teachers but least important for urban teachers. ‘Salary is in accordance with responsibilities of job’ and ‘salary is in accordance with qualification’ is most important factor of job satisfaction for urban teachers, hence, these items had secured rank 1.5 each, whereas rural school teachers ranked third and fifth to these items respectively. ‘Salary is enough to lead a comfortable life’ secured second rank by rural school teachers, while urban school teachers ranked it as third most important thing. ‘Salary is comparable with similar job elsewhere’ was least satisfying for rural school teachers hence, ranked sixth, and for urban school teachers it is second least satisfying statement and it was ranked fifth. Data on mean score difference shows that significance difference in mean score on all items was found, and it was significant at one per cent level of significance. Tasnim (2006) found that salary was not a motivation factor for school teachers.

If we take a look on data given regarding fringe benefits, it is revealed that ‘vacations’, ‘leave’ and ‘loan and provident fund’ was ranked first, second and third by both rural as well as urban school teachers. The rural school teachers ranked ‘medical facilities’ as fourth, while urban teachers ranked it as seventh. ‘Retirement benefit’ and ‘timely payment of retirement’ ranked fifth and sixth by rural school teachers respectively, while urban school teachers ranked both at 4.5. ‘Travelling and daily allowances’ ranked sixth by urban school teachers, while it was ranked seventh by rural school teachers. ‘Transport facilities’ and ‘housing facilities’ was ranked eighth and ninth by rural school teachers respectively, whereas it is ranked ninth and eighth by urban school teachers.

Data on mean score differences shows that mean score on two items ‘housing facilities’ and ‘transport facilities’ was observed and the difference is statistically non-significant. However mean score on rest of the items were significantly different at one per cent level of significance.

### Social status attached to job

Social status attached to job is also an extrinsic (hygiene) factor for job satisfaction according to Herzberg theory. To estimate this dimension five items was prepared. Data exhibited from table 4.7 shows that ‘Job is considered as an essential element for national development’ was ranked first by both rural as well as urban school teachers. Similarly item ‘considered as respectable job’ was ranked second by both rural as well as urban school teachers.



Item ‘ Job carries equal prestige as employee of similar rank in other department’ was ranked third by both rural as well as urban school teachers. Similarly ‘job has equal prestige outside the school’ was ranked fourth and ‘job is well paid’ was ranked last (fifth) by both rural as well as urban school teachers.

Data on significance of difference in mean score revealed that except two items, other were statistically non-significant. Mean score differences were significance for ‘considered as respectable job’ and ‘ job is essential part for national development’. The difference was significant at one per cent level of significance. It may be inferred from results that school teachers from rural as well as urban schools were almost equally satisfied with job security and advancement.

**Table 5, Overall mean score distribution of school teachers according to various dimensions of intrinsic factors for job satisfaction**

Intrinsic factor (Motivation factor)	Rural		Urban		Z value	Total	Rank
	Mean (1-5)	Rank	Mean (1-5)	Rank			
Recognition and reward	3.14	1	3.12	1	0.14	3.1	1
Ability of utilization	2.00	2	2.07	2	1.04	2.0	2
Total mean	2.57		2.59			2.55	

\*Significant at 5 per cent level of significance

\*\* Significant at 1 per cent level of significance

If we talk about overall mean score distribution, data from Table 5. elucidate that both urban and rural school teachers are moderately satisfied with ‘Recognition and Reward’ with mean score 3.12 and 3.14 respectively while they were less satisfied with ‘Ability of utilization’ with mean score 2.00 (rural) and 2.07 (urban).

Mean score difference data shows that there is non-significant difference in mean score of both ‘Recognition and reward’ and ‘Ability of utilization’.

**Table 6, Overall mean score distribution of school teachers according to various dimensions of extrinsic factors for job satisfaction**

Extrinsic factors (Hygiene factor)	Rural		Urban		Z value	Total	Rank
	Mean (1-5)	Rank	Mean (1-5)	Rank			
Adequacy of salary	3.43	2	3.69	2	6.16**	3.6	2
Social status attached to job	4.4	1	4.3	1	0.87	4.4	1
Total mean	3.9		3.99			4	

Data from Table 6 reveal that both urban and rural school teachers are more satisfied with ‘ Social status attach with job’ with mean score 4.3 and 4.4 respectively. While they were moderately satisfied with ‘ Adequacy of



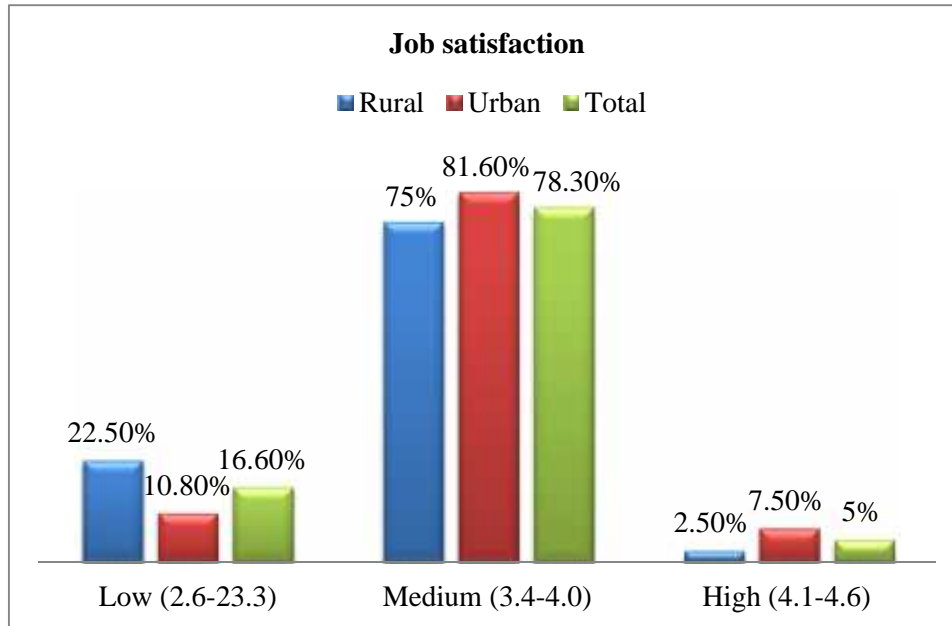


salary' with mean score (3.69 )urban and 3.43 (rural).

In total we can say that school teachers are more satisfied with extrinsic factors with mean score of 4.00.

Mean score difference of data reveal that there is a significant difference in mean score of 'Adequacy of salary' of both urban and rural areas at one per cent level of significance.

**Table 7, Overall job satisfaction of school teachers according to two factor**



By analysing overall job satisfaction, data from Table 7 reveal that a large majority i.e. 81.6 per cent of urban school teachers were moderately satisfied while only 10.8 per cent of them were low level of satisfaction and very few 7.5 per cent were falls in the category of highly satisfied. In case of rural school teachers about 75 per cent of rural school teachers were moderately satisfied, 22.5 per cent of them were low of satisfaction and only 2.5 per cent of them were highly satisfied. In total 78.3 per cent of school teachers were fall under the category of moderately satisfied, while 17 per cent of them were low level of satisfaction and very few that 5 per cent of total school teachers have fall under the high level of satisfaction.

**Table 8, Relationship of socio-personal and professional profile with job satisfaction of school teachers**

Socio personal profile	Job satisfaction	
	Urban teachers	Rural teachers
Age(years)	0.234*	0.034
Education level	0.213*	0.199*
Family education	-0.283	0.084
<b>Professional profile</b>		
Monthly salary	0.005	0.239*
Total service experience (years)	0.281**	0.034

\*Significant at 5 per cent level of significance  
 \*\* Significant at 1 per cent level of significance

The data exhibit in Table 8 revealed that in urban school, age, education level, and total service experience were positively satisfied with job satisfaction, whereas rural school teachers' education level has positive correlation



with job satisfaction at five per cent level of significance while monthly salary has positive correlation with job satisfaction in both rural and urban areas but it is find significant in rural areas.

**Table 9, Association of socio-personal and professional profile with job satisfaction of school teachers**

Profile	Rural			Urban		
	Job satisfaction			Job satisfaction		
	Low (2.6-3.3)	Medium (3.4-4.0)	High (4.1-4.6)	Low (2.6-3.3)	Medium (3.4-4.0)	High (4.1-4.6)
<b>Gender</b>	<b>f (%)</b>	<b>f (%)</b>	<b>f (%)</b>	<b>f (%)</b>	<b>f (%)</b>	<b>f (%)</b>
Male	6 (5.0)	26 (21.7)	-	-	15(12.5)	-
Female	15 (12.5)	71(59.2)	2 (1.7)	3(2.5)	92 (76.66)	10 (9.2)
<b>Chi- square</b>	<b>1.056</b>			<b>1.926</b>		
<b>Marital status</b>	<b>f (%)</b>	<b>f (%)</b>	<b>f (%)</b>	<b>f (%)</b>	<b>f (%)</b>	<b>f (%)</b>
Unmarried	5 (4.2)	10 (8.3)	-	-	3 (2.5)	-
Married	15 (12.5)	86 (71.6)	2 (1.7)	3 (2.5)	97 (80.8)	11 (9.2)
Widow	1 (0.8)	1 (0.8)	-	-	6 (5.0)	-
<b>Chi –square</b>	<b>2.368</b>			<b>1.285</b>		
<b>Family type</b>	<b>f (%)</b>	<b>f (%)</b>	<b>f (%)</b>	<b>f (%)</b>	<b>f (%)</b>	<b>f (%)</b>
Nuclear	17 (14.2)	75 (62.5)	1 (0.8)	1 (0.8)	95 (79.2)	11 (9.2)
Joint	3 (2.5)	23 (19.2)	1 (0.8)	2 (1.7)	11 (9.2)	-
<b>Chi –square</b>	<b>1.565</b>			<b>11.041*</b>		
<b>Chi –square</b>	<b>29.544**</b>			<b>38.212**</b>		
<b>Designation</b>	<b>f (%)</b>	<b>f (%)</b>	<b>f (%)</b>	<b>f (%)</b>	<b>f (%)</b>	<b>f (%)</b>
Master/Mistress	39 (32.5)	41 (34.2)	8 (6.6)	15 (12.5)	35 (29.2)	4 (3.3)
Lecturer	6 (5.0)	21 (17.5)	5 (4.2)	6 (5.0)	54 (45.0)	6 (5.0)
<b>Chi –square</b>	<b>6.6613*</b>			<b>7.1852*</b>		

\*Significant at 5 per cent level of significance  
 \*\* Significant at 1 per cent level of significance

**Gender**

Chi square data from table 9 reveals that in case of gender the relatively large percentage of the respondents were female with a medium level of job satisfaction from both urban as well as rural area there was no significant association between gender and job satisfaction. This indicated that there was no significant association between gender and their level of job satisfaction. This finding were in line with Oshagbemi (2000) and Wubuli A (2009) who reported that there was no significant association between gender and job satisfaction. While these findings did not get supported from Zainuddin and Mat Din (2009) as they reported gender had an effect on job satisfaction where by male were more satisfied than female.

**Marital status**

Frequency distribution of the respondents under marital status presented in table 9 indicated that relatively large number of respondents was married in both rural as well as urban schools. The chi -square value was non-significant with their level of job satisfaction. This indicated that there was no significant association between marital status and their level of job satisfaction.



### Family type

In case of family type profile, it was evident from the data in the table 9 that most of the respondents who belonged to nuclear family type had medium level of job satisfaction. In case of rural schools the chi-square value was found to be non-significant. Thus, there was no association between family type and job satisfaction. These findings are concurrent with Ravinder Kaur (2002) and Sharma (2000) who also reported no association with family type and their level of job satisfaction. Whereas in urban area chi square value for this profile was significant at five per cent level of significance. This showed a significant association between family type and job satisfaction in urban area.

### Designation

Data from table 9 revealed that relatively more teachers from rural as well as urban schools had medium level of job satisfaction. The chi-square value for this profile was significant at five per cent level of significance. It means there was significant association between designation and job satisfaction of school teachers.

**Table 10, Distribution of school teachers according to given suggestions for enhancing level of job satisfaction**

Statements	Rural (n=120)	Urban(n=120)	Total (n=240)	Rank
	f (%)	f (%)	f (%)	
<b>Academic</b>				
Promoting students on the basis performance	115(95.8)	118(98.3)	233 (97.08)	<b>1</b>
Filling the vacant seat	117(97.5)	109(90.83)	226(94.2)	<b>2</b>
Exemption from election duties	105(87.5)	115(95.8)	220(91.6)	<b>4</b>
Exemption from census duties	112(93.3)	103(85.8)	215(89.58)	<b>5</b>
Timely delivery of textbook	96(80.0)	87(72.5)	183(76.25)	<b>8</b>
<b>Infrastructure</b>				
Provision of power backup in the schools	120(100.0)	102(85.0)	222(92.5)	<b>3</b>
Provision of physical facilities	83(69.2)	79(65.8)	162(67.5)	<b>9</b>
Provision of smart classroom	57(47.5)	85(70.8)	142(59.2)	<b>10</b>
<b>Miscellaneous</b>				
Account maintenance of mid-day meal should be with non-teaching staff	100(83.3)	111(92.5)	211(87.9)	<b>6</b>
Timely release of funds for mid day meal	98(81.6)	92(76.6)	190(79.2)	<b>7</b>

In case of 'provision of power backup in the school' cent per cent of school teachers from rural schools were suggested it, while in urban schools 85 per cent school teachers suggested it, in overall 92.5 per cent teachers suggested the same, hence it was ranked third among all suggestions.



Data further elucidates that about 95.8 per cent 85.8 per cent of school teachers from urban schools suggested that there should not be extra duties like election and census duties, whereas 87.5 per cent and 93.3 per cent of rural school teachers were concerned about this suggestion. Overall about 91.6 per cent and 89.6 per cent of school teachers were concerned about removal of election and census duties respectively. If we see ranking removal of election and census duties ranked fourth and fifth by the school teachers respectively.

Study further shows that about 92.5 per cent urban school teachers and 83.3 per cent rural school teachers suggested that account maintenance of mid-day meal should be with non-teaching staff. Overall 87.9 teachers were concern about this suggestion, and it was ranked sixth by the school teachers. Statement 'timely release of funds for mid- day meal were suggested by 81.6 per cent rural school teachers and 76.6 per cent urban school teachers and overall about 79.2 school teachers were suggested this. If we see ranking it was ranked seventh by the school teachers.

Data further shows that about 80 per cent of rural school teachers and 72.5 per cent of urban school teachers suggested that there should be timely delivery of textbooks for teachers. In overall about 76.2 per cent teachers were concerned about it and it was ranked eight by school teachers. About 69.2 per cent of rural school teachers and 65.8 per cent of urban school teachers suggested that there should be provision of physical facilities, in overall about 67.5 per cent of school teachers suggested the same, and it was ranked ninth by school teachers.

Table 10 further shows that about 70.8 per cent of urban school teachers and 47.5 per cent of rural school teachers suggested that there should be provision of smart classrooms in schools. Overall data shows that about 59.2 per cent school teachers were concern about this, and it was rank tenth by the school teachers.

### **Conclusion**

- Majority of the teachers were female in middle adulthood stage of life, married and were graduate with B.Ed. degrees.
- Majority of the school teachers were from having medium level of family education and belong to nuclear families.
- Majority of the school teachers were master/mistress, had 11-20 years of service experience and medium level of monthly income.
- Both urban and rural teachers are more satisfied with 'extrinsic' than 'intrinsic' factor.
- In urban school teachers age, education level, and total service experience were positively satisfied with job satisfaction, whereas rural school teachers' education level has positive correlation with job satisfaction at five per cent level of significance while monthly salary has positive correlation with job satisfaction in both rural and urban areas but it is find significant in rural areas.
- Family type and designation of both rural and urban school teachers have significant association with job satisfaction.
- Around 78 per cent of school teachers were moderate level of satisfaction, while 16 per cent teachers were least satisfied. Only five per cent teachers were high level of satisfaction. This is not acceptable for such a profession, as teachers are the nation builders it is very important for them to be highly satisfied.
- 'Promotion of students to next class on the basis of their performance' was the important suggestion to improve job satisfaction followed by 'filling vacant posts' and 'provision of power backup in the school'.
- Exemption from census duty and election duty were the important suggestions for improving the level of job satisfaction.

### **Recommendation**

Policy level initiative may be taken to increase job satisfaction through enhancement of intrinsic and extrinsic motivation factors. To enhance the job satisfaction proper physical facilities like classrooms, laboratories, playground, teaching infrastructure and first-aid should be provided in schools.



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