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Job satisfaction among school teachers: A comparative study.

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Abstract The importance of the teachers cannot be minimized because education has been regarded as one of the most important aspect of democracy. A good teacher is very important for the students. Young age is very impressionable and it is in these years that a student is shaped to become a good citizen and more importantly a good human. The progress of the country depends upon the quality of its teachers and for this reason teaching is the noblest among all the professions. A teacher is the nation builder in the real sense in the Modern democratic set up. Job satisfaction of teachers is very important aspect in the present scenario of teaching organizations. By knowing all these views in mind the present study was planned on 200 school teachers of North India from primary and secondary schools. Data was collected with the help of standardized tool of job satisfaction. The results were analyzed with the help of statistical tools. The results found that there is a significance of difference on the basis of experience. The difference was also Significant for primary and secondary school teachers.

Introduction:

Teaching has an influence in developing ones mind and character and also gives the satisfaction of having sparked the light of knowledge age and dispelled the clouds of ignorance. Teaching is highly noble profession. Teachers are always born for society. Through their intelligence, patience and wisdom, they attempt to not only develop the learner's intellect and aptitude but also, create a well rounded personality.

Job satisfaction:

Every profession has got certain aspects conductive for Job satisfaction. At the same time, it has other aspect that leads to dissatisfaction. Teaching profession is not an exception. There is no denying the fact that unless the teacher is satisfied with his occupations, he can not deliver the goods satisfactory. Wartenberg, Aldrup, Grund, and Klusmann (2023) conducted a on teachers' job satisfaction; the review included 105 records and examined relationships between job satisfaction and teachers' professional functioning. The results indicated that higher job satisfaction was related with lower turnover intentions and absenteeism and with more positive teacher–student interactions. Job satisfaction was also positively correlated to teachers' instructional support, classroom management, student motivation, and student achievement. The researcher emphasized that job satisfaction is an important component of teachers' occupational well-being and professional functioning. Job satisfaction is in regards to ones feelings state-of-mind regarding the nature of their work. Job satisfaction be influenced by a variety of factors e.g. the quality of the physical environment in which they work degree of fulfillment in their work etc. Anjaneyulu (1971) pointed out that in addition to the loss of special recognition; the profession has been infested with a number of other evils. Enormous rise in the work load, lack of security

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of service especially under private managements, growing indiscipline among the students and too much domination by the non-official political bosses are only some of the evils. Pagel and Price (1980) listed different cause for the dissatisfaction of the teachers. They were: (i) lack of planning time, (ii) tedious paper and clerical work, (iii) and out-of touch and autocratic administration, (iv) disruptive and unmotivated students, (v) non-teaching activities, such as faculty meeting and time wasting workshops, (vi) un-cooperative parents, (vii) lack of autonomy to prescribe curriculum, (viii) felling of failure, and (xi) low occupational prestige. Therefore, a better understanding of the causes for job satisfaction/dissatisfaction is the desirable not because it will enables us to make them completely satisfied, but because it may help the administrations to relieve that intense and painful dissatisfaction which injures both individual and the society in which he lives. Ramakrishanaiah and Rao (1998) concluded that the most important problems which an administrator faces when he engages in a plan to achieve higher effectiveness. A number of studies have shown that teachers is a very important factor, for an effective teaching requires that a feeling of satisfaction and positive identification with the school. Thus it becomes imperative that the teaching profession is given all the consideration and attention. Teaching job is an activity which is performed under a contract and for which one gets paid. Satisfaction essentially cannot be one of the most pleasant and keenly sought after states of mind. Near, Rice and Hunt (1978) reported that job-satisfaction is a part of life satisfaction. The nature of one's environment of the job does effects one's feeling of the job. Similarly, since job is an important part of life, job-satisfaction influences one's general life satisfaction.

Jerrim (2024) studied that teachers who reported greater job satisfaction also tended to report higher perceived lesson quality. However, the relationship was considerably weaker when teaching quality was evaluated by students or independent observers. Singh (1995) concluded that job satisfaction was not a unitary thing or entity but a composition of many factors including personal judgment of a worker. It is governed to a large extend by perception and expectations. Men work to satisfy their needs and aspire or expect their work life to fulfill their needs. For perfect job satisfaction there should exist a one to one relationship between the perception of, how well the job life fulfills various need or expectations or aspirations of an individual and the extent to which these needs are actually fulfilled. Thus, it can be concluded from the above definition that the job satisfaction is the result of various attitudes that a person holds towards his job, towards related factors and towards life in general. Job-satisfaction has great economic importance because it affects productivity, influence and turn over of workers. Satisfaction does not determine the consequence of failing to exert effective control over events.

Review of Literature:

Zhou, Slemp, and Vella-Brodrick (2024) presented that the study focused on teacher well-being rather than job satisfaction alone, job satisfaction emerged as an important positive consequence of teacher well-being. The study found that factors such as autonomous motivation, psychological capital, hope, competence, interpersonal relationships, and supportive work environments were strongly associated with teacher well-being, while burnout was a negative variable correlate. The results of the study suggested that teachers' job satisfaction should be considered within a broader framework of occupational well-being and psychological resources.

Reddy and Jobjan (1981), while studying the degree of job-satisfaction among married and unmarried teachers, it was noticed that unmarried teachers were more satisfied than married teacher's. Sneh (1982) found that women teachers are more satisfied with their jobs than men teaches. She also found that Government School teachers have greater job-satisfaction than Private School teachers. Lim (1985), carried out a study to compare the responses regarding job-satisfaction of 3617 teachers on the basis of years of experience. He noted that older teacher were having more job-satisfaction. Lousie (1986) conducted a study on the relationship between job burnout, job stress among School teachers. The purpose of the study

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was to increase the understanding of all three concepts, by understanding their relationship to one another, specifically job burnout, job stress and job-satisfaction are best viewed as three separate concepts.

Austin (1990**)** investigated the relationship between perception of school climate and level of job-satisfaction on Secondary teacher of Mississippi Public School. Findings of the study showed that teachers with high level of job-satisfaction indicated more favourbale impression on school climate. The variable of subject taught, type of school, district, appointed or elected superintendent did not make difference in relationship between level of job-satisfaction and perception of school climate.
Ria (1995) studied on the impact of personality dimensions of job-satisfaction. The purpose of study was to determine the effect of personality like extra version, neuroticism and psychoticism on job-satisfaction. The study concluded that the person's high or low on personality dimension of extra version neuroticism and psychoticism differed significantly in their job-satisfaction. Eryilmaz, et.al (2025) concluded significant relationships between school working conditions and teacher job satisfaction. Effective school leadership, better student behaviour/discipline, and lower perceived workload were associated with higher teacher job satisfaction. Improving school working conditions, leadership practices, mentoring, and classroom-support mechanisms may be relevant to teacher satisfaction and retention. Singh (1997) conducted a study on socio-psychological characteristics as moderators of leadership behaviour of Secondary School Principals in the prediction of organizational climate, teacher's job-satisfaction and pupil's academic achievement. Rohal (2005) conducted a study of job-satisfaction of Government Secondary School teachers of Panipat. She found that Rural and Urban teachers differ significantly in relation of their job-satisfaction and Male and Female teacher differ significantly in their job-satisfaction. Qiwen (2007) conducted a study on job satisfaction he found that there is a high level of job satisfaction in Primary and Senior Secondary School Teachers. Shukla (2009) conducted a study on Job satisfaction of Primary teachers in Delhi. She found that there was very high positive correlation between commitment to profession and job satisfaction level of Primary Teachers. This means that teachers who are satisfied with their job are also equally committed to their profession.

Rationale of study:
In Educational research, the selection of the problem is generally conditioned by the scope for improvement in the field of education, but the problem selected must have an impact for improvement in academic as well as physical area.
Although considerable research has been done in the field of job-satisfaction among school teachers in foreign countries and in India, but little deliberation is there on job-satisfaction among teachers teaching in Primary and Secondary schools. Now it is clear that job-satisfaction is a complex phenomenon with several inter-related factors like personal, social, economic etc. But dissatisfaction among the workers of any profession is as dangerous, as it is undesirable.

Objectives of the study:
1.To find out the significance of difference between high and low teaching experience for Job-satisfaction.
2.To find out the significance of difference between primary and secondary School teachers in relation to Job-satisfaction.

Research Methodology:
Sampling: The sample was selected from the government and private school teachers of North India. The sample size was of 200 (100 primary and 100 secondary school teachers) selected through simple random sampling technique.

Tools used:
Job satisfaction queastionnaire(JSQ):
This is questionnaire was constructed and standardized by Kumar and Mutha in 1978 and later revised in 1982. For the development of the test, they initially selected 40 Yes/No types items on the basis of previous studies followed by interviews with the teachers and Principals of higher Secondary Schools and teachers educators. These required the subject to express their satisfaction with different aspects of their

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job. These are:

a. Job-satisfaction with work and working conditions.
b. Satisfaction with salary, security and promotion policies.
c. Satisfaction with institution plan and policies.
d. Satisfaction with authority including school management.

These 40 items were no classified into four different aspects and were given to experts. After analyzing the test, 11 items were rejected. At present the test contained 29 Yes/No types of questions.

Statistical tools used:

The purpose of the study was to investigate the difference between Primary and Senior Secondary School teachers in respect to their job-satisfaction. In order to analyze the differentials in various groups on the variables under investigation, 't' test was applied. The investigator adopted the following statistical procedures:

1.Mean and Standard deviation

2.T-test for significance of difference for job-satisfaction among different groups of teachers.

Results and Discussion:

The purpose of the study was to investigate job-satisfaction of teacher for experience and type of school, t- test was applied to fulfill the major objectives of the study.

The tabulated data shows the comparison of the job-satisfaction scores among teachers with respect to their type of school and experience of teaching.

Table no 1: Significance of difference between Teachers on the basis of experience

Group	N	Mean	S.D.	S.E.
Teaching experience more than 15 years	100	24.8	3.27	0.6
Teaching experience less than 15 years	100	21.9	4.85	0.6

*P<0.05 **p<0.01

It can be observed from the above that difference between Teachers having Experience more than and less than 15 are found to have mean scores of 24.8 and 21.9 and with SD of 3.27 and 4.85 respectively. The t-ratio among between the mean scores of these two groups comes out to be 4.84 which show significance of differences of mean for Job-Satisfaction between.

Table no. 2 Significance of difference between Primary and Senior Secondary School Teacher's Job-Satisfaction

Group	N	Mean	S.D.	S.E.	't'-Ratio
Primary School Teacher	100	24.1	4.07	0.8	2.72**
Senior Secondary School Teacher	100	22.2	4.60	0.8	

*P<0.05 **p<0.01

It can be observed from the above that difference between Primary and Senior Secondary School Teacher's Job-Satisfaction are Found to have mean scores of 24.1 and 22.2 and with SD of 4.07 and 4.60 respectively. The t-ratio of mean scores of these two groups comes out to be 2.72 which is significant at 0.01 level for primary and secondary school teachers.

Conclusion:

On the basis of analysis and interpretation of the data, the following main findings emerged as an outcome of the present study. Significant difference was found between low and high experience of School teachers. It is indicated that primary and secondary school teachers have significance of difference for job satisfaction

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