International Journal of Research in Business, Management & Accounting

ISSN (Online): 2455-6114
Volume 03 Issue 04 December 2017
Available on-line at: **https://ijrbma.com/index.php/bma**

DOI: *https://doi.org/10.53555/bma.v3i4.1704*

Received: *02-Sept-2017* | Accepted: *12-Nov-2017*

MEASURING DIFFERENCES IN THE JOB SATISFACTION OF SCHOOL TEACHERS WORKING IN GOVERNMENT AND PRIVATE SECTOR SCHOOLS IN THE RURAL AREA OF RAJASTHAN

Anil K. Bhatt[1] and Rajendra Menaria[2]

Professor[1], Pacific Institute of Business Studies, Udaipur Research Scholar[2], Pacific University, Udaipur

Abstract:

Satisfaction refers to the level of fulfillment of one's needs, wants and desire. Satisfaction depends basically upon what an individual wants from the world, and what he gets. It is a measure of how happy workers are with their job and working environment. The purpose of this quantitative study was to investigate the differences in the perception of School teachers working in the government and private sector schools for their job satisfaction. The sample of 300 primary school teachers were taken out of which 133 were working in private and 167 were working in government sector in the rural area of Rajasthan. The results show there is a significant difference for both hygiene and motivational factor for job satisfaction from their current job. Using the independent sample t test with 300 School teachers differences were identified with a sample from various schools.

Keywords:

School teachers, Perception, Public sector schools, private sector school..

*Correspondence Author:

Email: abc@teipir.gr (Anil K. Bhatt)

1.0 INTRODUCTION

Job satisfaction (JS) (also called as Employee Satisfaction; also referred to as morale) is one of the most widely used term in organizational behaviour. It is also an employee's attitudinal response to his or her organization. As an attitude, job satisfaction is summarised in the evaluative constituent and composed of cognitive, affective, behavioral components. As with all attitudes, the relationship between satisfaction and behaviour is complex and most specifically job performance and membership (Khan et.al, 2012).

The job of a teacher is to provide the primary education to the small kids and teenagers. This job is very challenging, since it requires a high level of behavioural and stress taking ability Chandra et.al, (2012). The small kids are unmanaged and informal groups of students who may not be having same type of learning and behavioural similarity. All of them require a separate type of treatment for the same sort of work (Chandraet.al, 2012; Chouhan & Verma, 2014:a; Chouhan. & Verma 2014:b). Thus the role of teachers became important and noticeable for the future growth and carrier building of the school children. On the other hand the teachers are having twofold problems not only with the students but also with the management of the schools. The school teachers are always having stress due to the hygiene factors of the school and the demographic factors related with the school and Family related factors like they have to take care of their children and spouse. These factors always put the pressure on their work environment, stress level and job satisfaction. Job Satisfaction of school teachers regards to theirs feeling or state of mind regarding the nature of their work i.e., teaching. It can be influenced by variety of factors such as change of subject taught and class shuffling, kind of supervision, organization policies and administration, salary and quality of life etc. For decades, measuring job satisfaction and level of stress have been one of the most extensively researched concepts in work and organizational psychology. It is therefore important that those individuals who joined teaching profession can perform to the maximum of their capacity and it is only possible when they are satisfied with their job and they are able to reduce their stress (Chouhan, 2013; Chouhan et.al, 2014; Chouhan et, al, 2013). Until and unless a teacher derives satisfaction on job performance and develops a positive attitude towards education, he cannot initiate desirable outcomes to cater to the needs of the society. Only satisfied and well-adjusted teacher can think of the well-being of the future managers. In the light of this background, the aim of this study is to analyze the factors responsible for increasing the level of stress of primary school teachers and to measure their job satisfaction level among the in selected primary schools of Rajasthan. The current study were undertaken with objectives, to study the respondents perception about their job, assess the value of reward systems of primary teachers working in rural area of Rajasthan, assess the level of job satisfaction and stress of primary teachers in rural area of south Rajasthan, finds out the factors influencing the job satisfaction and stress, and developing systematic analysis of the primary teachers towards the school administration and their policies on the basis of selected variables.

OBJECTIVE

The objective of the paper includes following objective:

1. To measure differences in the job satisfaction on hygiene factor for school teachers working in government and private sector schools in the rural area of Rajasthan
2. To measure differences in the job satisfaction on motivational factor for school teachers working in government and private sector schools in the rural area of Rajasthan

REVIEWS OF LITERATURE

Li and Wang (2014) conducted a study for examining the relationship between teachers' public service motivation (PSM) and their job satisfaction levels in 317 primary and middle school teachers and revealed that Chinese teachers was significantly and positively related to both IS and ES. They provided a new perspective that explains the mechanism underlying the association between PSM among teachers and their job satisfaction levels. McCarthy et.al, (2014) examined the vocational concerns of 185 elementary teachers.

Results indicated that teachers classified as perceiving high classroom demand vis-à-vis classroom resources reported lower personal coping resources, less job satisfaction, and more plans to leave their current job. Mohsin and Ayub (2014) conducted a study to determining relationship between procrastination, delay of gratification, and job satisfaction, with work-related stress as an intervening variable among high school teachers. The sample consisted of 150 high school teachers from Karachi, Pakistan and found negative correlation between procrastination and job satisfaction, and a positive correlation between delay of gratification and job satisfaction. Further, when the teachers are not procrastinating on their job and score high on delay of gratification they will be more satisfied with their job and feel less stressed. Braun-Lewensohn (2015) examined sense of coherence (SOC), sense of school community and job satisfaction among regular Jewish and Arab teachers in regular schools and classes who have special education students in their classes by taking data of 634 Jewish and Arab teachers (80% Jews) and revealed that cultural background and the salutogenic model worked. Naghieh et.al, (2015) revealed that high prevalence of work-related stress in teaching profession lead to sustained physical and mental health problems in teachers. It can also negatively affect the health, wellbeing and educational attainment of children, and impose a financial burden on the public budget in terms of teacher turnover and sickness absence. Most evaluated interventions for the wellbeing of teachers are directed at the individual level, and so do not tackle the causes of stress in the workplace.

Besse et.al, (2015) examined workplace depression among public teachers with the data of 3,003 teachers and diagnoses of major depressive disorder (MDD), Analyses explored key factors linked to MDD among teachers. They revealed that workplace depression is associated with several variables, including job control, satisfaction, and mental and physical health. Future studies should address workplace interventions for educators. Dupriez et.al, (2015) examined the professional integration of beginning teachers in Belgium and the factors predicting an exit from the profession during the first years of their careers. The paper demonstration that over and above the influence of teachers' and schools' characteristics, a very close relationship is observed between job conditions over the first year in the profession and exit rates and job satisfaction. Marvel (2015) used data on public school teachers and principals to examine whether teachers who share the gender of their principal work more overtime hours than teachers who do not. Findings show that gender congruence and job stress is associated with overtime hours for female teachers but not for male teachers. He finally revealed that gender congruence and job satisfaction matters for female teachers but not for male teachers.Liu and Cheung (2015) examined an integrative demands–resources model of the work–family interface in a sample of 259 Chinese secondary school teachers. The teachers view were gathered on job demands, job resources, work-to-family conflict, work-to-family enrichment, work–family role integration (WFRI) and burnout scale. They revealed that: job demands were strongly and positively associated with work-to-family conflict, which further led to an increase in burnout; job resources were strongly and positively associated with work-to-family enrichment, and consequently to a decrease in burnout. Job demands also had a significant direct impact on burnout;

Overall, the review of literature reveals that several constructs and variables should be included as potential predictors of primary school teacher's satisfaction, specifically, constructs regarding to hygiene and motivational factor.

RESEARCH METHODOLOGY

Data collection tool- primary data is collected from 300 teachers with a structured questionnaire. Each teacher was asked to fill out questionnaire indicating his or her agreement or disagreement related with welfare activities inside the workplace with each statement on a 5-point Likert scale with the end points being "strongly disagree" and "strongly agree".

Reliability Measures: Internal validity and consistency of the scale items are analysed for each variables by pilot survey of 15 respondents. Hair et al. (2006) recommended that Cronbach alpha values from 0.6 to 0.7

were deemed the lower limit of acceptability. Cronbach's alpha reliability scores were all over 0.78, which is considered good.

Sampling - a sample of 300 primary school teachers were taken out of which 133 were working in private and 167 were working in government sector. A non-probability sampling technique called convenience sampling is used.

Hypothesis- In accordance with the research objectives of the paper, the hypothesis developed which has shown in data analysis part.

DATA ANALYSIS

As per the objective (To measure differences in the job satisfaction on hygiene factor for school teachers working in government and private sector schools in the rural area of Rajasthan) the agreement of the teachers related with the **Job satisfaction** with hygiene factor were checked with the broader hypothesis. The following hypothesis was developed:

H1: The level of perception for Hygiene Factor remains same between the school teachers of private and government schools of rural area of Rajasthan

To identify the differences in the perception of school teachers working in government and private sector schools, Independent sample t test has been used with SPSS-19 software and results were shown in table-1 as under:

Table-1: Independent sample t test for Hygiene factors

a. Group Statistics					
	Priv/ Govt.	N	Mean	Std. Deviation	Std. Error Mean
Hygiene Factor-1	1.00	133	3.4060	.68576	.05946
	2.00	167	3.4311	.65380	.05059
Hygiene Factor-2	1.00	133	3.8872	.64730	.05613
	2.00	167	3.8743	.66023	.05109
Hygiene Factor-3	1.00	133	3.5714	.60660	.05260
	2.00	167	3.5389	.60866	.04710
Hygiene Factor-4	1.00	133	3.9474	.87313	.07571
	2.00	167	3.9701	.87416	.06764
Hygiene Factor-5	1.00	133	3.5564	.96463	.08364
	2.00	167	3.5569	.99762	.07720
Hygiene Factor-6	1.00	133	3.5414	.98096	.08506
	2.00	167	3.5509	.98579	.07628
Hygiene Factor-7	1.00	133	3.8195	.99113	.08594
	2.00	167	3.8144	.99772	.07721
Hygiene Factor-8	1.00	133	3.3759	1.07732	.09342
	2.00	167	3.3533	1.10899	.08582
Hygiene Factor-9	1.00	133	3.2707	.84502	.07327
	2.00	167	3.2275	.82635	.06394
Hygiene Factor-10	1.00	133	3.0376	.83852	.07271
	2.00	167	3.2395	.82294	.06368

b. Independent Samples Test						
	Levene's Test for Equality of Variances	t-test for Equality of Means				
				Sig.		Std.

		F	Sig.	t	df	(2-tailed)	Mean Difference	Error Difference
Hygiene Factor-1	Equal variances assumed	.516	.473	-.324	298	.747	-.02512	.07765
	Equal variances not assumed			-.322	276.899	.748	-.02512	.07807
Hygiene Factor-2	Equal variances assumed	.200	.655	.170	298	.865	.01297	.07607
	Equal variances not assumed			.171	285.501	.864	.01297	.07590
Hygiene Factor-3	Equal variances assumed	.061	.805	.460	298	.646	.03251	.07063
	Equal variances not assumed			.460	283.573	.646	.03251	.07060
Hygiene Factor-4	Equal variances assumed	.053	.819	-.223	298	.823	-.02269	.10154
	Equal variances not assumed			-.224	283.305	.823	-.02269	.10153
Hygiene Factor-5	Equal variances assumed	.390	.533	-.004	298	.997	-.00050	.11426
	Equal variances not assumed			-.004	287.041	.997	-.00050	.11382
Hygiene Factor-6	Equal variances assumed	.011	.916	-.083	298	.934	-.00954	.11432
	Equal variances not assumed			-.084	283.757	.933	-.00954	.11426
Hygiene Factor-7	Equal variances assumed	.053	.818	.045	298	.964	.00518	.11562
	Equal variances not assumed			.045	283.964	.964	.00518	.11553
Hygiene Factor-8	Equal variances assumed	.224	.637	.178	298	.859	.02265	.12727
	Equal variances not assumed			.179	286.533	.858	.02265	.12685
Hygiene Factor-9	Equal variances assumed	2.318	.129	.445	298	.657	.04313	.09700
	Equal variances not assumed			.444	280.330	.658	.04313	.09725
Hygiene Factor-10	Equal variances assumed	.268	.605	-2.094	298	.037	-.20193	.09645
	Equal variances not assumed			-2.089	280.796	.038	-.20193	.09665

Levene's Test for Equality of Variances has been used with assumptions that the variances for the two group's viz. school teachers of private and government schools are equal. The gap between two defined categories is statistically insignificant (P<0.0.05) which connotes that no significant difference exist between the school teachers of private and government schools group on the **Hygiene factors**. Thus, equal variance assumed row is selected for conducting the Independent sample T-Test. The Independent sample test results at 298 degree of freedom (t298) the statistically insignificant gap were found (as p >0.05). Therefore, the difference between school teachers of private and government schools on the **Hygiene factors** is statistically insignificant at 5% level of significance.

As per the objective (To measure differences in the job satisfaction on motivational factor for school teachers working in government and private sector schools in the rural area of Rajasthan) the agreement of the teachers related with the **Job satisfaction** with motivational factor were checked with the broader hypothesis. The following hypothesis was developed:

H1: The level of perception for motivational Factor remains same between the school teachers of private and government schools of rural area of Rajasthan

To identify the differences in the perception of school teachers working in government and private sector schools, Independent sample t test has been used with SPSS-19 software and results were shown in table-2 as under:

Table-2: Independent sample t test for motivational factors

a. Group Statistics					
	Priv/ Govt.	N	Mean	Std. Deviation	Std. Error Mean
Motivational Factors-1	1.00	133	3.4887	.61072	.05296

	2.00	167	3.3892	.79038	.06116
Motivational Factors-2	1.00	133	3.4812	.80342	.06967
	2.00	167	3.3353	.94812	.07337
Motivational Factors-3	1.00	133	3.2707	.84502	.07327
	2.00	167	3.1856	.89593	.06933
Motivational Factors-4	1.00	133	3.6316	.72272	.06267
	2.00	167	3.3293	.97834	.07571
Motivational Factors-5	1.00	133	3.3383	1.02903	.08923
	2.00	167	3.3234	.92664	.07171
Motivational Factors-6	1.00	133	2.7594	.95466	.08278
	2.00	167	3.0778	.89842	.06952
Motivational Factors-7	1.00	133	2.8571	.77989	.06762
	2.00	167	3.3473	.89798	.06949
Motivational Factors-8	1.00	133	2.8271	.83040	.07200
	2.00	167	3.1916	.82092	.06352
Motivational Factors-9	1.00	133	3.1353	.81447	.07062
	2.00	167	3.5210	.93679	.07249

b. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Motivational Factors-1	Equal variances assumed	6.49	.011	1.195	298	.233	.0995	.0832
	Equal variances not assumed			1.230	297.74	.220	.0995	.0809
Motivational Factors-2	Equal variances assumed	1.75	.186	1.415	298	.158	.1458	.1030
	Equal variances not assumed			1.442	296.83	.150	.1458	.1011
Motivational Factors-3	Equal variances assumed	.270	.604	.838	298	.403	.0850	.1015
	Equal variances not assumed			.843	289.584	.400	.0850	.1008
Motivational Factors-4	Equal variances assumed	14.922	.000	2.974	298	.003	.3022	.1016
	Equal variances not assumed			3.075	296.41	.002	.3022	.0982
Motivational Factors-5	Equal variances assumed	1.825	.178	.133	298	.895	.0149	.1131
	Equal variances not assumed			.131	268.50	.896	.0149	.1144
	Equal variances assumed	.870	.352	-2.96	298	.003	-.318	.1073
	Equal variances not assumed			-2.946	275.06	.003	-.318	.10810
	Equal variances assumed	6.157	.014	-4.97	298	.000	-.491	.0985
	Equal variances not assumed			-5.05	295.73	.000	-.496	.0969
	Equal variances assumed	.238	.626	-3.80	298	.000	-.36	.0959
	Equal variances not assumed			-3.79	281.72	.000	-.364 5	.09602
	Equal variances assumed	4.41	.036	-3.75	298	.000	-.385	.1028
	Equal variances not assumed			-3.81	295.68	.000	-.385	.1012

Levene's Test for Equality of Variances has been used with assumptions that the variances for the two group's viz. school teachers of private and government schools are equal. The gap between two defined categories is statistically significant (P<0.0.05) which connotes that significant difference exist between the

school teachers of private and government schools group on the **Motivational Factors-1, Motivational Factors-4, Motivational Factors-7, Motivational Factors-9.** Thus, equal variance not assumed row is selected for conducting the Independent sample T-Test. Significant differences between the perception were found for **Motivational Factors-4** the Independent sample test results at 295.73 degree of freedom (t295.73=-5.05 5, P=.000); for **Motivational Factors-6** the Independent sample test results at 298 degree of freedom (t298=-2.96, P=.003); **Motivational Factors-7** the Independent sample test results at 295.73 degree of freedom (t295.73=-4.97 5, P=.000); **Motivational Factors-8** the Independent sample test results at 298 degree of freedom (t298=-3.802, P=.000); and **Motivational Factors-9** the Independent sample test results at 298 degree of freedom (t298=-3.81, P=.000)

CONCLUSION:

It is widely believed that the teacher's participation may affect their productivity, and commitment and by and large the growth of the students and the nation. A satisfied teacher can only impart a good knowledge to the students. The main intention of this study was to find out that whether the satisfaction of teachers vary in case of Public and private sector school. The study Concluded with the results of the data analysis revealed that the difference between school teachers of private and government schools on the **Hygiene factors** is statistically insignificant, while for Motivational factors 4, 6, 7, 8 and 9 it was significant. Thus the schools must provide improvements of job satisfaction and reducing the stress with the details of variables which can be included in their agenda for the improving of satisfaction. Finally, these variables must be taken care of for improving the satisfaction of teacher in Rajasthan.

REFERENCES

1. Besse, R., Howard, K., Gonzalez, S. and Howard, J. (2015), Major Depressive Disorder and Public School Teachers: Evaluating Occupational and Health Predictors and Outcomes. Journal of Applied Biobehavioral Research, 20: 71–83. doi: 10.1111/jabr.12043
2. Braun-Lewensohn, O. (2015), Inclusion in Israel: coping resources and job satisfaction as explanatory factors of stress in two cultural groups. Journal of Research in Special Educational Needs, 15: 12–24. doi: 10.1111/j.1471- 3802.2012.01241.x
3. Chandra, B., Chouhan, V., and Goswami, S.,(2012) Analyzing Trends and Profitability vis-à-vis Working Capital Organizations of India Management (WCM) – A Study of Select Information Technology (IT), Indian Journal of Finance, ISSN: 0973-8711, Vol.6, No. 7, July, PP 13-26.
4. Chandra, B., Goswami, S. and Chouhan, V., (2012) Investigating Attitude towards On-Line Advertising on Social Media – An Empirical Study, Management Insight, SMS Varanasi, ISSN: 0973-936X, Vol. VIII, No. 1, June, PP 1-14.
5. Chouhan, V. & Verma, P., (2014:b), Measuring validity of performance appraisal tools in Performance Appraisal System, Nirnay the Journal of Decision Science, Vol. 6, No. 1, Jan-July, pp 57-64.
6. Chouhan, V. & Verma, Pushpa (2014:a), Improving effectiveness of Performance appraisal tool: Who thinks that it uses improved techniques?, Business Spectrum, 4(1), 71-82.
7. Chouhan, V., (2013), Global Convergence of Accounting Standard And Indian Perspective, International Journal of Research in Finance & Marketing, 33(7), 15-27
8. Chouhan, V., Chandra, B., Goswami, S. (2014), Predicting financial stability of select BSE companies revisiting Altman Z score, International Letters of Social and Humanistic Sciences, 15(2), 92-105.
9. Chouhan, V.,Verma, Pushpa, Sanghvi, Himanshu and Gupta, Apurv (2013), Assessing Worker's and Manager's Perception on Judgment Accuracy in Performance Appraisal System (PAS) International Journal of Engineering, Business and Enterprise Applications (IJEBEA), 5(1), 95-99.
10. Dupriez, V., Delvaux, B. and Lothaire, S. (2015), Teacher shortage and attrition: Why do they leave?. British Educational Research Journal. doi: 10.1002/berj.3193
11. Khan, S., Chouhan, V., Chandra, B. & Goswami, S. (2012). Measurement of Value Creation Vis-à-Vis EVA: Analysis of Select BSE Companies, Pacific Business Review
12. Li M1, Wang Z (2014). Emotional labour strategies as mediators of the relationship between public service motivation and job satisfaction in Chinese teachers. Int J Psychol. 2014 Nov 26. doi: 10.1002/ijop.12114. [Epub ahead of print]
13. Liu, H. and Cheung, F. M. (2015), The role of work–family role integration in a job demands–resources model among Chinese secondary school teachers. Asian Journal of Social Psychology, 18: 288–298. doi: 10.1111/ajsp.12103.
14. Marvel, J. D. (2015), Gender Congruence and Work Effort in Manager–Employee Relationships. Public Administration Review, 75: 455–468. doi: 10.1111/puar.12355
15. McCarthy, C. J., Lambert, R. G. and Reiser, J. (2014), Vocational Concerns of Elementary Teachers: Stress, Job Satisfaction, and Occupational Commitment. Jnl of Employment Counseling, 51: 59–74. doi: 10.1002/j.2161- 1920.2014.00042.x
16. Mohsin, F. Z. and Ayub, N. (2014), The relationship between procrastination, delay of gratification, and job satisfaction among high school teachers. Japanese Psychological Research, 56: 224–234. doi: 10.1111/jpr.12046

Naghieh A, Montgomery P, Bonell CP, Thompson M, Aber JL. Organisational interventions for improving wellbeing and reducing work-related stress in teachers. Cochrane Database of Systematic Reviews 2015, Issue 4. Art. No.: CD010306. DOI: 10.1002/14651858.CD010306.pub2