

Research Paper

## Job Satisfaction among Government & Private School Teachers of District Anantnag

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### ABSTRACT

Job satisfaction is one of the most widely discussed issues in organizational behavior and Human Resource Management. In present study the researcher investigated the present level of job satisfaction among the private and govt. school teachers. In this research, 51 Govt. and 49 Private teachers, 100 in total, working in different govt. & private schools were examined in district Anantnag. The obtained data were analyzed based on the descriptive statistics using SPSS Version 20. Independent sample t-test has been used in this study to analyze the job satisfaction level among male & female teachers and Govt. & Private school teachers. The study revealed that there is no significant difference in the level of satisfaction of male and female teachers. Furthermore, it was again revealed that there is no significant difference in the level of satisfaction of Govt. and Private school teachers with respect to gender, marital status, residence etc.

**Keywords:** *Job Satisfaction, Cognitive, Affective, Govt, Teacher, Private Teacher.*

**J**ob-satisfaction term was first brought up by Hoppock in (1935) and is actually used in the context of human behavior at work. *Feldman* and *Arnold* said that job satisfaction is “Job satisfaction is the amount of overall positive effect or feelings that individuals have towards their jobs”. *Locke* (Lutherans, 2002), defined job satisfaction as “pleasurable or emotional state resulting from the appraisal of one’s job experience”. *Statt* (2004) defined job satisfaction in terms of reward getting from his or her job. *Armstrong* (2006) indicates job satisfaction with respect to positive and favorable attitudes. *Muzamil & Showkat* (2015) conceptualized job satisfaction in terms of cognitive & affective domains. . The term job satisfaction also refers to the attitude and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction (*Armstrong, 2006*).*Mullins* (2005)

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considered job satisfaction with personal feeling of achievement, either qualitative or quantitative. Aziri (2008) represent job satisfaction which enables an individual with material and psychological needs.

### **REVIEW OF LITERATURE**

Suki (2011) founds that gender has no significant effect on individual's perception of job satisfaction. Kumar & Bhatia (2011) mentioned that attitude of teachers towards teaching and job satisfaction is least affected by marital status, gender and minimum qualification. Kumari and Jaffri (2011) found among male female teachers of secondary schools of Aligarh Muslim University that female teachers Organizational Commitment was higher than male counterparts. Zilli and Zahoor (2012) conducted study on male and female higher education teachers and found that females had significantly higher level Organizational Commitment. Mehta (2012) investigated job satisfaction among Govt vs. Private and among Male vs. Female teachers and found that there would be significant difference between Govt vs. Private school teachers. Lalita (2013) conducted a study on job satisfaction among Govt and Private school teachers and found that there was no significant difference between Govt and private as well as male and female school teachers with respect to job satisfaction. Jyoti and Sharma (2006) found that secondary school teachers are more satisfied than primary level teachers. Dar (2016) found that Government teachers enjoy better than Private school teachers with respect to opportunities for development and promotion, working conditions and management and financial conditions. Jyoti and Sharma (2006) found that female teachers are more satisfied than male teacher's. Demographic factors affects job satisfaction. Also secondary school teachers are more satisfied than primary school teachers. Kataria (2014) conducted study on Govt and private school teachers and found that no significant difference was found in the means scores with respect to gender and locale of Government school teachers.

### **SIGNIFICANCE**

The present study entitled "Job Satisfaction among Government & Private School Teachers of District Anantnag focuses on exploration of the job satisfaction among the government and private school teachers, so as to yield recommendations for Govt. policy maker's especially recruiting agencies regarding the various domains of an employee. It is hoped that the study will also add to the literature regarding the variable of interest. Pertinently high quality of human service professionals like teachers, in any organization is in itself an indication of the organizational effectiveness.

### **RESEARCH METHODOLOGY**

Objectives: 1) to measure the level of job satisfaction of the teachers. 2) To check whether job satisfaction differs with respect to gender. 3) to check whether job satisfaction differs with respect to institution. 4) to check whether job satisfaction differs with respect to residence. 5) to check whether job satisfaction differs with respect to marital status.

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**HYPOTHESIS: 1.** There will be no significant correlation between cognitive and affective job satisfaction of Govt. and Private school teachers. **2.** There will be no significant difference between male and female teachers with respect to job satisfaction. **3** There will be no significant difference between rural and urban teachers with respect to job satisfaction. **4** There will be no significant difference between married and un-married teachers with respect to job satisfaction. **5)** There will be no significant difference between Govt. and Private school teachers with respect to job satisfaction. **Sampling method & sampling size:** A sample of 100 teachers consisting of 51 government school teachers and 49 private were taken into consideration. Convenient sampling was used for the present study. **Research instruments & methods:** Job Satisfaction scale developed by Dr. Muzamil kumar and Dr. Showkat ahmad shah (2015) was used to collect the data. This scale consists of 12 items and is having high reliability and validity. Besides this, the scale is rooted into the cultural context of J&K.

**Statistical Techniques Employed:** For achieving the objectives of present study, the collected data was analyzed by using the appropriate statistical techniques with the help of SPSS-20

### RESULTS AND DISCUSSIONS

The results and their interpretation have been presented in the following tables.

**Table 1: Showing descriptive statistics of the sample.**

|                            | N   | Minimum | Maximum | Mean   | Std. Deviation |
|----------------------------|-----|---------|---------|--------|----------------|
| COGNITIVE JOB SATISFACTION | 100 | 1.50    | 6.50    | 5.0617 | .95542         |
| AFFECTIVE JOB SATISFACTION | 100 | 2.00    | 6.50    | 4.8167 | 1.15336        |
| Valid N (list wise)        | 100 |         |         |        |                |

The above table indicates that the employees mean score for cognitive job satisfaction is 5.06 & for affective job satisfaction it is 4.81. It means they are highly satisfied with job satisfaction as far as their cognitive part is concern.

**Table 2: showing normality check of the data.**

| DMENSIONS                  | SKEWNESS | KURTOSIS |
|----------------------------|----------|----------|
| COGNITIVE JOB SATISFACTION | -0.9     | 1.2      |
| AFFECTIVE JOB SATISFACTION | -0.4     | -0.7     |

The values of skewness and kurtosis as reflected in the above table indicate that the data is fit for subsequent analysis.

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**Table 3: showing the correlation among cognitive & affective job satisfaction of employees.**

| DIMENSION                   |                     | COGNITIVE JOB SATISFICATION | AFFECTIVE JOB SATISFICATION |
|-----------------------------|---------------------|-----------------------------|-----------------------------|
| COGNITIVE JOB SATISFICATION | Pearson correlation | 1                           | .657**                      |
|                             | Sig (2- tailed)     |                             | .000                        |
|                             | N                   | 100                         | 100                         |
| AFFECTIVE JOB SATISFICATION | Pearson correlation | .657**                      | 1                           |
|                             | Sig (2- tailed)     | .000                        |                             |
|                             | N                   | 100                         | 100                         |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The table reveals that the relationship of cognitive job satisfaction with affective is significant at 0.01 level. Hence our hypothesis that there is no significant relation between cognitive and affective job satisfaction of Govt. Employee and Private school teachers stands rejected.

**Table 4: showing comparison of mean score of cognitive job satisfaction & affective job satisfaction of sample group with respect to gender.**

| DOMAIN    | GENDER | N  | MEAN  | SD    | t     |
|-----------|--------|----|-------|-------|-------|
| Cognitive | 1      | 50 | 5.046 | 1.096 | -.156 |
|           | 2      | 50 | 5.076 | .801  |       |
| Affective | 1      | 50 | 4.813 | 1.249 | -.029 |
|           | 2      | 50 | 4.820 | 1.061 |       |

It is evident from the table that the calculated t-value value is insignificant for both cognitive & affective job satisfaction with respect to gender. Hence our hypothesis that there will be no significant difference between male and female teachers with respect to job satisfaction stands accepted.

**Table 5: showing comparison of mean scores of cognitive job satisfaction & affective job satisfaction of sample group with respect to residence.**

| DOMAIN    | RESIDENCE | NATURE | MEAN  | SD    | t     |
|-----------|-----------|--------|-------|-------|-------|
| cognitive | 1         | 54     | 5.182 | .871  | 1.372 |
|           | 2         | 46     | 4.921 | 1.036 |       |
| affective | 1         | 54     | 4.984 | 1.020 | 1.589 |
|           | 2         | 46     | 4.619 | 1.274 |       |

It is evident from the table that the calculated t- value for cognitive and affective are 1.37 and 1.58 which are insignificant with respect to residence. Hence our hypothesis that there will be no significant difference between rural and urban teachers with respect to job satisfaction stands accepted.

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**Table 6: showing comparison of mean scores of cognitive & affective of sample group with respect to marital status.**

| DIMENSIONS | MARITAL STATUS | N  | MEAN  | S.D   | t     |
|------------|----------------|----|-------|-------|-------|
| Cognitive  | 1              | 51 | 5.199 | .915  | 1.479 |
|            | 2              | 49 | 4.918 | .983  |       |
| Affective  | 1              | 51 | 5.006 | 1.124 | 1.695 |
|            | 2              | 49 | 4.619 | 1.161 |       |

The calculated t-value for cognitive job satisfaction with respect to married and un-married was 1.47 and for affective is 1.65 which are insignificant. As is evident that both domains are insignificant at 0.05 levels with respect to marital status. Hence our hypothesis that there will be no significant difference between married and un-married teachers with respect to job satisfaction stands accepted.

**Table 7: showing comparison of mean scores of cognitive & affective job satisfaction of sample group with respect to Govt. vs. Private school teachers.**

| DIMENSIONS | NATURE OF JOB | N  | MEAN  | S.D   | t      |
|------------|---------------|----|-------|-------|--------|
| COGNITIVE  | 1             | 51 | 5.420 | .691  | 4.029* |
|            | 2             | 49 | 4.703 | 1.051 |        |
| AFFECTIVE  | 1             | 51 | 5.393 | .0809 | 5.754* |
|            | 2             | 49 | 4.240 | 1.163 |        |

\* Correlation is significant at 0.05 levels.

The table indicates that the t-value for cognitive job satisfaction with respect to Govt and Private Schools was found to be 4.02 and for affective it was found to be 5.75 which are significant at 0.05 level. Hence both are significant and our hypothesis that there will be no significant difference between government and private school teachers with respect to job satisfaction stands rejected.

### CONCLUSION

The study was carried out to explore the job satisfaction among private and govt. school teachers of district Anantnag and the main findings of the study include:

- The employees mean score for cognitive job satisfaction was found to be 5.06 & for affective job satisfaction it was found to be 4.81. It means they are highly satisfied with job satisfaction as far as their cognitive part is concerned.
- Cognitive and affective facets of job satisfaction are significantly related with each other.
- Cognitive and affective facets of job satisfaction of the sample group don't differ significantly with respect to gender.

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- Cognitive and affective facets of job satisfaction of the sample group don't differ significantly with respect to residence.
- Cognitive and affective facets of job satisfaction of the sample group don't differ significantly with respect to marital status.
- Cognitive and affective facets of job satisfaction of the sample group differ significantly with respect to the institution they belong to. In other words, the mean scores indicated that cognitive and affective job satisfaction of government school teachers was found to be higher than those from private schools. Thus the need of hour is to recommend the administrators of private schools to ensure the job satisfaction of their teaching faculty so as to pave way for the overall growth, development and effectiveness.

### DELIMITATIONS

A study on the relationship between the job satisfaction and commitment among teachers can be undertaken. A study on the level of satisfaction among teachers of rural and urban area can further be undertaken. Comparative analysis can be made between school and college teachers. Comparative analysis for job satisfaction can be made between middle school teachers and secondary school teachers.

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