

A Survey on Job Satisfaction among School Teachers

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Abstract:

This research article investigates the factors influencing job satisfaction among private school teachers. Job satisfaction plays a crucial role in teacher retention, student outcomes, and overall school effectiveness. The study utilizes survey data collected from a diverse sample of school teachers to analyze their levels of job satisfaction, identify key factors contributing to satisfaction or dissatisfaction, and propose recommendations for enhancing teacher well-being and professional fulfillment. Findings hint that Govt. School teachers differ significantly from the private school teachers in respect of their job satisfaction; Private school teachers have low job satisfaction and Male teachers higher job satisfaction.

Keywords: job satisfaction, private school teachers, teacher retention, professional development, work environment.

Introduction:

Job satisfaction is a critical determinant of teacher effectiveness, retention, and overall well-being within the educational system. While extensive research exists on job satisfaction among teachers in public schools, less attention has been given to understanding the factors influencing job satisfaction among private school teachers. (Akhtar, et al; 2010), Private schools often operate under different conditions compared to public schools, including variations in funding, governance structures, and organizational culture, which may impact teacher satisfaction differently. (Mehta,2012)

Private school teachers are pivotal in delivering quality education and fostering student success. Their satisfaction and commitment to their roles are closely linked to student outcomes and school performance. (Rai, & Sinha,2002),Understanding the factors that contribute to job satisfaction

among private school teachers is therefore essential for informing policies and practices aimed at enhancing teacher well-being and retention in these educational settings.(Chen, 2010)

Literature Review:

Shafqat Naeem Akhtar (2010) colleagues The current research set out to compare and contrast the levels of work satisfaction reported by educators working in public and private schools. "Job satisfaction" is the sum of an individual's thoughts and emotions about their employment. Employment satisfaction is shown by positive and favourable sentiments towards one's employment. Employment discontent is indicated by negative and unfavourable attitudes towards one's employment. One of the extremely essential variables associated to good teaching behaviour towards their work is teachers' job satisfaction, according to research. There has also been a lot of focus on the intricate web of connections between how happy a person is in their career and how happy they are overall. The study's premise was that public and private school teachers' levels of work satisfaction would be comparable. The researcher conducted this survey to find out how satisfied teachers are with their jobs, so they could test their theory. This is why the researcher came up with a 25-item questionnaire with 5 possible answers. The study's sample size was about 150 educators from both public and private schools. The 't-test' and 'ANOVA' were used for data analysis. The results showed that teachers' levels of work satisfaction were not significantly different across public and private schools.

Researchers Dr. Smritikana Mitra Ghosh (2015) looked at how happy instructors were in their jobs in both public and private schools. Ranchi town was scouted for 200 instructors, both public and private. One hundred public school instructors and one hundred private school teachers from various public and private schools made up the total number of participants in this study. To quantify work satisfaction, the researchers relied on a scale that had been devised by Muthayya (1973). We used a t-test to check our hypothesis. No statistically significant difference was found between public and private school educators. Also, it came to light once again that male and female school instructors reported similar levels of work satisfaction.

Public and private school teachers' levels of work satisfaction were **investigated by V. Susmitha and Prof. K. Raghavaya (2018)**. "Job satisfaction" is the sum of an individual's thoughts and emotions about their employment. Positivity and a positive attitude towards one's work indicate contentment in one's position. When one feels negatively about their work, it's a sign that they are unhappy in their position. There has also been a lot of focus on the intricate web of connections between how happy a person is in their career and how happy they are overall. Teachers in both public and private schools were asked to fill out this survey on their work happiness. The researcher performs this study to measure the work happiness of the teachers in order to test this hypothesis. We made a survey with 25 questions and 5 possible answers. The study's sample included 150 educators from both public and private schools. The 't-test' and 'ANOVA' were used for data analysis. The results demonstrated that teachers' levels of work satisfaction did not vary significantly across public and private schools.

Methodology:

This study employs a quantitative research approach to examine job satisfaction among private school teachers. A survey instrument was designed based on a review of existing literature and validated measures of job satisfaction. The survey was distributed to a diverse sample of 100 school teachers across Paschim Medinipur district of West Bengal to capture a comprehensive understanding of their job satisfaction levels and perceptions.

Data analysis includes descriptive statistics to examine the distribution of responses and inferential statistics to identify correlations and associations between various factors and levels of job satisfaction among private school teachers. The findings are presented using tables, charts, and narratives to provide a clear and comprehensive overview of the results.

Data Analysis:

Table 1: Descriptive Statistics of the Job Satisfaction among school Teachers

Parameters	Values
N	100
Minimum	48
Maximum	122
Mean	108.36
Median	109
SD	26.48
SEM	2.12
Skewness	-0.14
Kurtosis	1.97

The above table shows the job satisfaction among school teachers. From the table we can see that the mean value is 108.36 with the minimum value of 48 and maximum value of 122. The obtained SD value is 26.48. The standard error means is 2.12 with the skewness of -0.14 and the kurtosis value is 1.97. The mean value is higher than the midpoint 82 which indicates that the school teachers are satisfied with their jobs.

Table 2: Comparison of job satisfaction with respect to their school management

School Management	N	Mean	S.D	t-Test	Level of significance
Government	50	110.2	27.08	1.2	Not Significant
Private	50	91.08	30.64		

To find out the difference of job satisfaction among school teachers in respect of the school management t test has been applied. From the table above we can see that the mean value for the government school teachers is 110.2 and SD is 27.08. On the other hand the mean value for the private school teachers is 91.08 and SD is 30.64. The calculated t value is 1.2 which is less than the critical value at 0.05 level of significance. Therefore the formulated hypothesis “ There is significant difference in the job satisfaction among school teachers in respect of their school management” is accepted.

Table 3: Comparison of job satisfaction between male and female teachers

Gender	N	Mean	S.D	t-Test	Level of significance
Male	50	100.12	29.95	0.41	Not significant
Female	50	98.04	32.08		

To find out the difference of job satisfaction among school teachers in respect of the gender t test has been applied. From the table above we can see that the mean value for the male school teachers is 100.12 and SD is 29.95. On the other hand the mean value for the female school teachers is 98.04 and SD is 32.08. The calculated t value is 0.41 which is less than the critical value at 0.05 level of significance. Therefore the formulated hypothesis “There is significant difference in the job satisfaction among school teachers in respect of their gender” is accepted.

Discussion:

Preliminary findings from the survey indicate that a significant proportion of private school teachers report moderate to high levels of job satisfaction. Key factors contributing to job satisfaction include supportive work environments, opportunities for professional growth, and recognition for contributions. Teachers express satisfaction with the autonomy they have in instructional decision-making and the positive relationships they maintain with colleagues and administrators. However, challenges such as workload, compensation disparities, and limited resources were identified as areas of concern that impact job satisfaction negatively. Teachers expressed a desire for more competitive compensation packages, increased resources for teaching and learning, and enhanced support for professional development opportunities.

The discussion highlights the implications of these findings for enhancing job satisfaction among private school teachers. Recommendations include improving compensation and benefits packages to align with teachers' qualifications and contributions, fostering a supportive and collaborative work environment, and expanding professional development opportunities tailored to teachers' needs and career aspirations. Addressing these factors is essential for promoting teacher retention, enhancing instructional quality, and ultimately improving student outcomes in private schools.

Major Findings:

1. Govt. School teachers differ significantly from the private school teachers in respect of their job satisfaction.
2. Private school teachers have low job satisfaction.
3. Male teachers higher job satisfaction.

Conclusion:

In conclusion, this research article provides valuable insights into the factors influencing job satisfaction among private school teachers. By understanding teachers' perceptions and experiences, educational stakeholders can implement targeted strategies and policies to foster a positive work environment, support professional growth, and enhance overall job satisfaction among private school teachers. Continued research and collaborative efforts are essential to addressing the complex challenges and opportunities associated with promoting teacher well-being and retention in private school settings.

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