Comparative Analysis of Job Satisfaction Among Women Teachers in Government and Private Schools

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Abstract-This study investigates the significance of the difference in job satisfaction between women teachers working in government and private schools in the Bharatpur Division. Job satisfaction plays a crucial role in the motivation, performance, and overall well-being of teachers, and understanding the factors that influence it is important for both educational policy makers and school administrators. The study utilized a comparative research design, surveying a sample of women teachers from both government and private schools within the region. Data were collected using a structured questionnaire focusing on various dimensions of job satisfaction, including workload, compensation, work environment, professional growth opportunities, and administrative support. Statistical analysis, specifically a t-test for independent samples, was conducted to determine whether significant differences exist between the job satisfaction levels of women teachers in the two types of schools. The findings revealed that there is a significant difference in the job satisfaction levels, with women teachers in government schools reporting higher overall satisfaction compared to their counterparts in private schools. These results suggest that factors such as job security, benefits, and support systems may contribute to the higher satisfaction levels in government schools. The study concludes by offering recommendations for school administrators to improve job satisfaction in both public and private educational settings, which could enhance teacher retention and the overall quality of education in the region.
Keywords: Job Satisfaction, Women Teachers, Government Schools, Private Schools, Bharatpur Division, Comparative Study, Education, Teacher Retention.

1. INTRODUCTION

Job satisfaction has been considered to be a function of the perceived relationship between that one wants from one's job and what he perceives it is offering (*Locke, 1969*). Certain factors, if present, contribute to job satisfaction and if absent; contribute to job dissatisfaction, and vice-versa. *Herzberg et al (1959)* developed two - factor theory of job satisfaction and concluded that there were certain conditions of employment that, if present, acted as job satisfiers (motivators) and other conditions that acted as job dissatisfies (hygiene factors). Several research studies have attempted to replicate and/or apply *Herzberg's (1959)* study in educational settings *(Johnson, 1967; Sergiovanni, 1966; Robert Simmons, 1970; Graham, 1985; Litt and Turk, 1985).* Although a lot of research has been done on job satisfaction among teachers much has not been done on job satisfaction among education

teachers whose job has been intensified to a great extent as discussed earlier. Therefore, the present study has been undertaken to investigate job satisfaction among education teachers working in Haryana schools and to find out the difference in job satisfaction among education teachers working in the three categories of schools i.e. government, private and public schools in Haryana. The present study, on the basis of this objective, hypothesized that there would exist significant differences among the government, private and public schools education teachers regarding their job satisfaction.

The education and training of teacher published by UNESCO. "Various researchers show clearly that the emotional stability of teachers affects that the emotional stability of teachers affects that of pupils. The unhappy, frustrated, dissatisfied teachers cannot help their pupils to become happy well-adjusted young people." The teachers try to find out their own shortcomings and try to remove them so that the students may be saved from the adverse influences of their unbalanced personality.

The over expectation of organization, management parents and guardians from the teachers increase manifold. The teacher's in spite of all the limitation and stresses Endeavour to his/her students the best. The ever increasing number of students in school, the problem of Admission and the differences of social status hinder the overall growth of child.

Stress at work resulting from increasing complexities of work and its divergent demand, has become a prominent and pervading feature of the modern organizations.

The researchers in the area of organizational psychology and management have used the term job stress to denote employees' mental state aroused by a job situation or a combination of job situations perceived as presenting excessive and divergent demands. Caplan et al. (1975) have accordingly defined occupational stress as 'any characteristics of job environment which poses a threat to the individual'. 10 *Dr. G. Lokanadha Reddy and Dr. R. Vijaya Anuradha* Occupational stress, in particular, is the inability to cope with the pressures in a job (Rees, 1997). It is a mental

and physical condition which affects an individual's productivity, effectiveness, personal health and quality of work (Comish and Swindle, 1994). The ways in which stress manifests itself are generally referred to in terms of behavioural, physical or psychological outcomes. Teacher stress is a specific type of occupational stress. It is the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his/her work as a teacher (Kyriacou, 1987). Overall, teachers manifesting high levels of stress also show signs of high levels of psychological distress, usually demonstrated by high anxiety and low psychological well-being, as well as decreased job satisfaction i.e. mental ill-health, burnout and job dissatisfaction among the teachers (Traverse and Cooper, 1996). Teachers form the crux of the education system, preparing the young adolescents to build their nation with purpose and responsibility and confront the challenges of tomorrow. They are the social engineers and custodians of the future and it is the responsibility of a teacher to mould and shape their future.

Teachers are perennially exposed to high level of stress cutting across all cultures (Copper and Kelly, 1993; Reglin and Reitzammer, 1997; Chan, 1998; Mokdad, 2005).

The combination of long working hours, insufficient pay, role ambiguity, poor teaching facilities, lack of social recognition, poor organizational climate, strained relationship with colleagues makeup a stressful recipe. As Kyriacou (1987) points out, it is the insidious day to day sources of stress with their cumulative effect, and not the less frequent but occasionally intent sources of stress, which teachers are concerned with. The personality variables that have been linked to stress include locus of control, self-esteem, Type-A behaviour pattern, hardiness and negative affectivity (Ganster and Schaubroeck, 1991b; Murphy, 1995). Demographic variables that are proven to relate to someone's job stressor/health relationships include gender, age, marital status, job tenure, job title and hierarchical level (Dua, 1994; Murphy, 1995), among which gender, age and hierarchical level were found to be the most significant, as further explanations reveal.

Stress is often accepted as inescapable aspect of teaching. Teachers' lives are adversely affected by stress leading to physical ill health (Otto, 1986; Mokdad, 2005) and mental ill health (Fletcher and Payne, 1982; Finlay-Jones, 1986; Beer and Beer, 1992). Teacher stress often affects the teacher's ability to function effectively (Blasé, 1986; Poornima, 2010), sometimes to the extent of causing burnout (Seldman and Zager, 1998; Reddy, 2011). Other common responses listed by Brown and Ralph (1992) includes reduction in work performance and output; inability to manage time or delegate; feelings of alienation and inadequacy; loss of confidence and motivation; increasing introversion; irritability with colleagues; unwillingness to cooperate; frequent irrational conflict at work; withdrawal from supportive relationships; inappropriate cynical humor; persistent negative thoughts; increased substance abuse; loss of appetite; frequent infections; and accident proneness. In the present study, the investigators made an attempt to assess the level of stress experienced by the higher secondary teachers.

2. LITERATURE REVIEW

Wegner and Vallancher (1977) while defining attitudes says, attitude is not behaviour in any observable. It is an anticipation of behaviour of an individual. Attitude toward teaching is thus an enduring perceptual organizational of teacher's belief and learned tendency to react of favourably or unfavourably in different degrees which determine his actual or potential response towards teaching. In order to understand teacher's attitudes toward teaching in its correct perspective, it seems pertinent here to ascertain various definition of teaching put them into some order. Goods (1973) attitude toward profession by the teacher not only affect his behaviour in the school but also the behavior of his colleagues and students. Attitude be notes the inner feeling of the person. Goyal (1974) attitude of a teacher toward teaching to became, influential in so far as children can perceive the nature of the feeling the teacher has toward them and there is evidence to show the presence of such a perception. In the changing social scenario the family type has been divided into nuclear family & joint family and single nuclear family. Now a day the working married women have to share the responsibilities of her family so that they can impart proper education and meet other basic requirements of their children. A working woman thus has to cope up with a tight schedule of duties. If she is satisfied from family environment she will obviously satisfied from her jobplace. If she lives in a joint family then the expectations of that family definitely fell on her working life. The joint family system has its own in built system. Frone, Russel and Cooper (1992) stated that the relationship between work and family has been examined with as comprehensive and bi-directional approach. Burke (1988) emphasized in a series of articles that work family conflict is an important variable in work attitude as well as for emotional and physical well being of selected group. Netemelyer et. al. (1996) conducted an academic researchand examined in a variety of setting including education accounting medicine etc. The conflict is given two labels work family conflict & family work conflict and finally gives rise to stress and thereby developing negative job attitude.

However, most studies in the area have focused mainly on the inter-role conflicts of married women. (Hall, 1975; Steffy & Ashbaugh, 1986) and employed lTIothers (Holahan & Gilbert 1979; Macewen & Barling, 1988). Some studies have focused on the effect of the wife's employment on her husband's well-being. Few have attempted to examine work-family stress and its outcomes for both partners, but they have generally focused on finding the overall inter-role conflict or conflict between work and other specific roles such as professional versus spousal or professional versus self. None have focused on within-role conflicts and stress; or on the entire work-family nexus, which according to Lambert (1990) would help uncover the intricacies of the relationship between work and home. Thus, there is lack. of complete and comprehensive information and a need for further researches.

The present researchers strongly view that Indian-dual career couples, in contrast to similar couples in other parts of the world (where the single parent family or the nuclear-family system is a more common way of life) must be facing and confronting lot more pressures and conflicts in their attempts to meet the varying and contrasting demands of work and family roles. The pressures are likely to be high, primarily because of the Indian socio-cultural context, where the joint-family-structure and the extended family system, with its emotionally loaded familial bonds and close-knit character, is the dominant way of life. Hence, the researchers of this paper found the dual-career couples in India, about whom not enough data and information is generated and available, as interesting source materials for exploring and furnishing new insights into the problems of work-family-integration. Indian dual-career couples were considered an interesting study material for one other reason also. It is a commonly known fact that the socio-cultural ethos in the sub-continent is quite different because of its strong. social and family support· system. In the face of industrialization, modernization, urbanization, globalization and growth in the standards of education and economy levels of the aware and interested, rapid transformation is taking place in the social fabric and social structure of the nation. The typical joint-family structure, especially in urban areas and amongst the educated lot, is rapidly getting destroyed and substituted by nuclear and close single families. The burden of family income is fast being shared equally by both male and female members. But it is still very true that despite these quick changes and transformations, working couples in India can still bank on a plethora of familial support when in crisis. Regular, cheap, hired, and dependable help is much more easily and conveniently available in India than in most other parts of the world, whether developing or developed. Family-support, either from the wife's side or from the husband's is a very common feature in most Indian families, irrespective of whether they are nuclear in structure or placed in some metro or cosmopolitan town - and that too, help that is willingly, eagerly and readily given. How do dual career couples, within this kind of supportive environment and social-context, respond to and cope with the conflicts and pressures (and resultant stress) from work, family and work-family-interface. Do the two genders respond differently and adopt differential coping strategies; is the feeling of stress, conflict, happiness/ well-being and satisfaction in and with job and family, differential in respect to their genders? - These are some very pertinent questions that triggered the interest and attention of the investigators, especially because of the exponential and voluminous growth of women in the work force.

It has been observed that a large segment of educated-wornen's population in India (most probably in other countries· also) show preference to teaching as a profession over jobs in industries, private sectors and the government (except for the central and provincial civil services) etc. This in all probability is because of the inherent nature of the profession, which on the face of it is less demanding and allows more leverage and comfort to its occupants. It is an attractive proposition in respect of its working hours (time duration), flexi-schedules, convenient timings, no time bound fixed targets, none or very little need for tour and travel, regular and frequent holidays with the added bonus of status and respectability in society. Such characteristics of a profession, in all probability must be providing enough edge over others to its women professionals, helping them to cope with the multifarious roles and responsibilities towards their family and work in ::t more non-stressed manner. Aryee (1983) reported that the husbands feel less burnout than their wives and attributed the reason to the differential roles played by men and women in a gender stratified social system. Sekaran (1986) also found multiple role stress to significantly impair the mental health of wives but not husbands in a dual-earner relationship. Aryee (1993) attributed this to the gender stratification of the social structure, which prescribes differential sex roles and the differential socialization process that it entails. Thus, a profession that is likely to provide more time, less pressure and more 'space' to carry out the social and cultural mandate of having primary allegiance to the family, without any doubt, is going to draw the maximum number of women towards it (the growing demand of teachers training institutions and the increasing number of female enrolment in them, is sufficient evidence to support the claim). Hence, it is no wonder, that ~ost Indian families as also its prospective women employees, regard teaching to be the most suited and respectful, less-stress inducing profession for women. This is all the more so with respect to the middle-class segment of the population (that probably constitutes the largest chunk of the literate and educated population of the country) which, in its attempt to meet economic challenges and acquire the mantle of a modem, liberal and forward class, is increasingly allowing its women to join the work force, but without enough will   or courage (or probably preferring the status quo) to break the traditionally assigned differential roles of a gender stratified social system. Differential social roles assigned to men and women are still the order of the day and probably the root cause of greater levels of stress and burn out in women.

3. METHODOLOGY

The data was collected on 400 subjects i.e., 200 subjects from government schools, and 200 from private school of Bharatpur division in Rajasthan. the job satisfaction scale of Mathiyya were admin 8 uistered and scoring of questioners was done as per the instructions provided in the respective Manuals. For testing the mean difference of the Job Satisfaction between Government and Private school teachers't' ratio was used. Further the data was analyzed on the basis of frequency distribution obtained as per norms of job satisfaction scale. In order to find out relationship between job satisfaction among government and private school teachers product moment method of correlation was used. The level of significance was set at 0.5 levels.

4. FINDINGS

The frequency distribution of raw scores of job satisfaction among women teachers in government schools was arranged on the basis of the observed frequency in step intervals from and is presented in table 1.

Table 1:Frequency distribution of job satisfaction among women teachers working in government school.

Scores	Observed Frequency	Smoothened frequency
10.15	5	4.67
16-20	9	16.33
21-25	35	31.33
26-30	50	41.67
31-35	40	39.00
36-40	27	31.33
41-45	27	20.33
46-50	7	11.33
Total	N = 200	

It is very clear from the above table that 7 teachers out of 200 possesses Job satisfaction score between 46 to 50, 27 out of 200 possess score of Job satisfaction scores between 41, to 45, 27 out of 200 possess score of 36 to 40, 40 out of 200 possess score 31 to 35, 50 out of 200 possess score 26 to 30, 35 out of 200 possess score between 21 to 25, 9 out of 200 between 11 to 20 and 5 out of 200 between 10 to 15 score on job satisfaction.

It is also apparent from the table that 101 out of 200 teachers of the government schools posses job satisfaction score more than above average where as 50 teachers out of 200 posses average job satisfaction and 49 teachers out of 200 posses below average job satisfaction score.

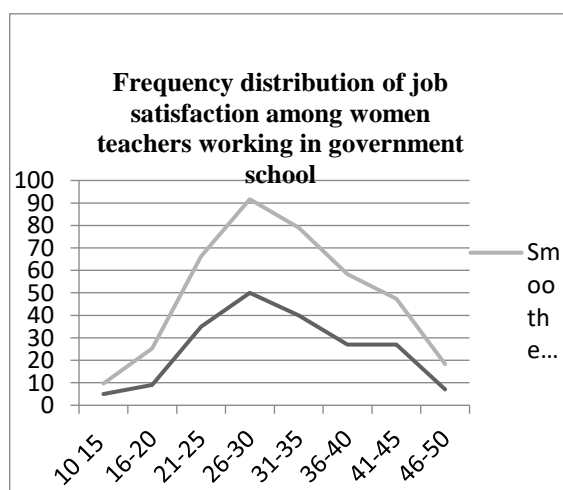The graphical representation pertaining to observed frequency is presented in fig 1.

Fig. 1: Frequency distribution of job satisfaction among women teachers working in government school

The data pertaining to job stress of women teachers working in private schools on the basis of observed frequencies arranged in step intervals and is presented in table 2.

Table 2:Frequency distribution of job satisfaction among women teachers working in private schools.

Scores	Observed Frequency	Smoothened frequency
10.15	6	5.33
16-20	10	10.00
21-25	14	21.00
26-30	39	29.33
31-35	35	31.00
36-40	19	29.67
41-45	35	28.00
46-50	30	25.67
51-55	12	14.00
Total	N = 200	

The observed frequency presented in table 8 clearly reveals that 69 teachers out of 200 posses job satisfaction below than average and 96 teachers out of 200 posse's average among private schools teachers. It is also clear that 35 teachers out of 200 posses job satisfaction of average level i.e., between 31 to 35.

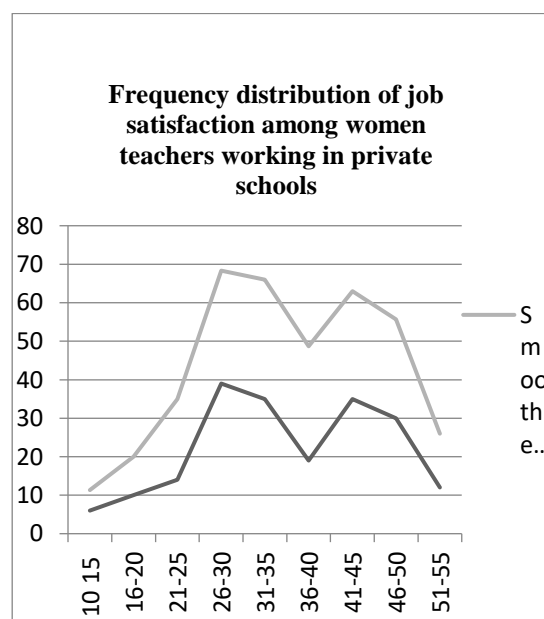The graphical representation pertaining to observed frequency is presented in fig 5.

Fig. 2: Frequency distribution of job satisfaction among women teachers working in private schools of Bharatpur Division

CONCLUSION

Within the limitations of present study the following conclusions may be drawn:

It is concluded that women teachers working in government schools have better job satisfaction than the women teachers working in private schools.

It may further be concluded that women teachers working in government schools are found to be less job stressed than the women teachers working in private schools.

It may also be concluded that there is significant relationship between job stress and job satisfaction among women teachers working in government and private schools.

It may further be concluded that if the job stress level is higher than the job satisfaction level would be lower and it is also true that if the job stress level ifs low than the job satisfaction level would be high.

It may further be concluded that women teachers working in private schools posses' higher level of job stress and low level of job satisfaction than the women teachers working in government schools.

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