

An Empirical Study on Job Satisfaction of Teachers Working in Private Secondary Schools in Delhi NCR

***Dr. Manvi Panchal**
Assistant Professor
IME Group of Colleges.

Abstract

High quality teaching staff is the cornerstone of a successful educational system. Teachers are both the largest cost and the largest human capital resource of an education system, particularly at the school level. Attracting and retaining high quality teachers is thus a primary necessity for schools. However, good teachers are difficult to recruit and almost impossible to retain if the rewards of teaching do not outweigh the possible frustrations on account of poor job conditions. The achievement of quality education rests on the shoulders of teachers who need appropriate motivation to produce the desired educational productivity. The main goal of this study is to identify factors that affect job satisfaction of teachers working in senior secondary schools. The study has been carried out in Delhi and NCR. Sample of 250 teachers were taken from 12 different schools, data has been collected with the help of questionnaire and Chi Square test has been applied. Findings of the study revealed that career planning, feeling of participation, promotion, relationship with colleagues, work-life balance are important strategies which give job satisfaction to teachers. Schools should focus on improving the work environment and organizational factors to enhance the job satisfaction among teachers. Job satisfaction of teachers is multi-dimensional and in order to raise it, efforts need to be made by all the concerned parties, particularly the principal, the management of the school, government agencies, etc.

Keywords: Teachers, Work Environment, Private Secondary Schools, Job Satisfaction.

Introduction

Teachers are always regarded as a powerful source in schools; however, teacher job satisfaction is rarely considered (Garrett, 1999). Teacher job satisfaction is a key factor in teacher's quality, in terms of the stability of the teaching force (Klecker & Loadman, 1996; Harris, Kazey, & Leichenko, 1991; Harris, 1992) and the commitment to the teaching organization (Klecker & Loadman, 1996; Shin & Reyes, 1991; Kushman, 1992). It contributes not only to teachers' motivation and improvement, but also to students' learning and development (Perie, Baker, & Whitener, 1997). Research on teacher job satisfaction has gained in popularity after home, the school is the most important place for students to learn and develop their educational and social competencies. Teachers play a pivotal role in providing education to the students. Every school strives to recruit good and qualified teaching staff that can deliver quality education to its students. Only highly qualified and committed teaching teachers can produce effective results by producing good quality of students, who contribute to their country in future. Therefore, it is crucial for schools to keep the talented or key teaching staff. But if the teachers are having leaving intentions from teaching field, then it will have negative impact on students and school's performance as well. Thus, it is very essential to keep the highly qualified teachers to deliver good quality of education. There is truly need indeed to keep teachers satisfy from their jobs and careers. They will not only produce good quality leaders of future but also will contribute in the development of any country by education the future generation.

Factors Associated with Teacher Satisfaction

The factors that affect a teacher's satisfaction include intrinsic and extrinsic factors, demographic factors of the teacher.

Intrinsic Factors: Intrinsic satisfaction to the teachers can come from classroom activities. Daily interactions with students inform teachers' feelings about whether or not students have learned something as a result of their teaching. Student characteristics and perceptions of teacher control over the classroom environment also are intrinsic factors affecting teacher satisfaction. Several studies have found that these factors are related to both attrition and satisfaction in teaching. Intrinsic factors play a important role in motivating individuals to enter the teaching profession because they enjoy teaching and want to work with young people.

Extrinsic Factors : A variety of extrinsic factors have been associated with teacher satisfaction, including salary, perceived support from administrators, colleagues, school safety and security, and availability of school resources etc. These and other characteristics of a teacher's work environment have been targeted by public commissions, researchers, and educators who claim that poor working conditions have demoralized the teaching profession; when teachers perceive a lack of support for their work, they are not motivated to do their best in the classroom, and when teachers are not satisfied with their working conditions, they are more likely to change schools or to leave the profession altogether.

Demographic Factors: Job satisfaction in teachers has been related to demographic variables including age, education, marital status experience and gender. Perie and Baker, in a study conducted on job satisfaction among more than 36,000 elementary and secondary public school teachers, reported that female teachers reported higher levels of job satisfaction than male teachers and that teachers' job satisfaction showed weak correlations with salary and other benefits. In addition, they observed that their results were important for policy makers and administrators who could make changes to enhance teacher satisfaction by creating or maintaining safe work environments, increasing feelings of autonomy, fostering greater parental involvement, and improving administrative support

Review of Literature

Harish, K.A. & Jeyaprabha (2018) conducted a study on the occupational stress and job satisfaction of teachers in private and government sectors. A sample size of 500 was taken for the study and the population was identified within the teachers of Chennai and its outskirts of both private and government schools. The study revealed that the teachers working in private secondary schools had substantially higher levels of occupational stress as compared to their counterparts working in government aided secondary schools.

Farah Shazlin Johari et al. (2018) in the study understanding teacher's job satisfaction through work-life balance policies work-life balance plays a crucial role in influencing employee's job satisfaction and greater quality of working life. The aim of the study was designed to determine the influence of work-life balance policies on job satisfaction among teachers at selected Malaysian boarding school. The elements of work-life balance policies such as flexibility policies, welfare policies, and job design and leave provisions were included in this study to examine potential influence on teacher's job satisfaction. According to Pearson Correlation analysis, four elements indicated significant and positive relationship with job satisfaction, with flexibility policies showed the strongest relationship toward teacher's job satisfaction. Meanwhile, most of school teachers also demonstrated high level of job satisfaction because they believed the task assigned helped them grow and the supervisor encourages their development in selected Malaysian boarding school. The study concluded that, most of teachers in selected Malaysian boarding school agreed with work-life balance policies implemented in that particular school by showing positive and high level of job satisfaction at the workplace.

Alyaha & Mbogo (2017) determine the demographic factors affecting teachers' job satisfaction and performance in private primary schools in Yei Town, South Sudan. A total of 110 respondents were considered for the study constituting 10 head teachers and 100 teachers from each of the 10 schools. Simple random sampling technique was used to select the respondents from ten private schools in the town. Questionnaires were used for data collection. Data was then analyzed by the use of Statistical Package for Social Science (SPSS) version 12.0 and presented in frequencies and percentages. The result of the study showed that an overwhelming majority of the respondents (85.3%) were female while a minimal number (14.7%) represented male teachers. Therefore, the demographic factors are significantly related and affect the two job satisfaction and performance.

Sumeer Sharma (2015) sought to find relation of job satisfaction with organization climate and socio economic status. A sample of 321 teacher educator teaches in affiliated colleges of Punjab University, Chandigarh was selected through stratified random sampling. Statistical analysis was done through Coefficient of correlation. Standardized tools of reliability and validity were used for data collection. Job Satisfaction Scale (Bishy, 1996) was considered. There were in all 25 items in the scale. Each item in the scale was provided with five alternatives. Strongly agree, agree, undecided, disagree and strongly disagree. The minimum-maximum score range was 25 to 125. The correlations show that all items had highly significant correlation with total OC score; being .001 on 68 out of 72 items. In this inventory split-half reliability was worked out. Reliability co-efficient by Spearman-Brown Formula was 898. The study revealed that job satisfaction is significantly related to organization climate so that attention to dimensions of organizational climate and planning on the basis of these dimensions cause to increase employees satisfaction.

Zulhamri and Jong (2014) conducted a study to identify the relationship between communication satisfaction and job satisfaction among the primary school teachers. The model of Communication Satisfaction Questionnaire which developed by Downs and Hazen in 1977 is used in the study to examine the relationships. Further exploratory method was used for the study. Therefore, it was observed that there is a small but significant positive relationship between communication satisfaction and job satisfaction.

Tilak R. and Lalita (2013) in their article entitled, Job Satisfaction among Teachers of Private and Government School: A Comparative Analysis” have revealed that Government school teachers are more satisfied than the private school teachers. This is due to the flexibility, security of job, high wage and independence enjoyed by government school teachers. Private teachers are very sensitive as regards wage payment.

Hamid et.all. (2012) assessed the teaching quality and Performance among Experienced Teachers in Malaysia. The structural equation model (SEM) was considered to predict teacher performance. Moreover, the analysis of Moment Structures (AMOS) 7.0 software was utilized for the data analysis. The study show the deviations were highly distributed ranging from 0.708 to 1.156. Therefore, the study empirically showed that teacher quality influences their performance in schools.

Objectives of the Study

The following are the objectives of study:

1. To identify the factors affecting the job satisfaction of private secondary schools teachers;
2. To analyze the strategies to manage satisfaction among teachers of private secondary schools.

Research Methodology

The study is empirical in nature and convenience sampling is used to collect the information from teachers of 12 different private secondary schools of Delhi and NCR. The researcher collected primary data on a sample basis of Meerut Region. The researcher gathered data through questionnaire. We requested all respondents to fill up the questionnaire, by self after explaining the various aspects mentioned in it. 280 questionnaires were distributed. The questionnaire was designed on 5 point Likert scales ranging from strongly disagree to strongly agree. Data was collected through primary as well as secondary sources. Through primary source the data was collected through questionnaire. Secondary source consist of periodicals, newspapers and online resources. Various statistical tools have been applied like Chi square test and correlation analysis by using SPSS Software.

Table1.1: Number of respondents selected from private secondary schools of Delhi and NCR

S.No.	School Name	No. of Respondents
1.	Delhi International Secondary School, Jawahar Nagar, Delhi (110094)	18
2.	New Oxford Secondary School, Vivek Vihar, Phase-1, Delhi (110095)	20
3.	Delhi Convent School, Shalimar Garden Extension, Ghaziabad, (U.P.), (201005)	34
4.	National Victor Public School, I.P. Extension, Delhi (110092)	25
5.	New Modern School, Shahdara, Delhi (110032)	18
6.	Adharsheela Global Secondary School, Vasundra Sector-3, Ghaziabad, (U.P.), (201005)	29
7.	St. Lawrence Public School, Dilshad Garden, Delhi (110095)	16
8.	St. Mary School, A-Block, Shalimar Garden, Ghaziabad, (U.P.), (201005)	20
9.	Happy English School, E-Block, Lajpat Nagar, Sahibabad, Ghaziabad (U.P.) (201005)	16
10.	Mari Gold Public School, Sector-19, Noida (U.P) (201301)	18
11.	Ideal Public School, Sector-22, Noida (201301)	20
12.	Dharam Public School, Sector -22, Noida (201301)	16
	Total Respondents	250

Results and Discussions

Null Hypothesis (H_0): There is no significant influence of job satisfaction in reducing the absenteeism among the teachers working at private secondary schools.

Alternate Hypothesis (H_1): There is significant influence of job satisfaction in reducing the absenteeism among the teachers working at private secondary schools.

Table 1.2: Worksheet of Chi Square Test

Group	Observed Frequency (O_{ij})	Expected Frequency (E_{ij})	$O_{ij} - E_{ij}$	$(O_{ij} - E_{ij})^2$	$(O_{ij} - E_{ij})^2 / E_{ij}$
SA	71	50	21	441	8.82
A	124	50	74	5476	109.52
N	8	50	-42	1764	35.28
D	28	50	-22	484	9.68
SD	19	50	-31	961	19.22
N=5	Total= 250				$\chi^2 = 182.52$

Result: The calculated value of $\chi^2(181.92)$ which is more than the table value (9.488), the null hypothesis (H_0) is rejected and alternate hypothesis (H_1) is accepted. Hence, there is significant influence of job satisfaction in reducing the absenteeism among the teachers working at private secondary schools.

Null Hypothesis (H_0): There is no significant influence of job satisfaction in enhancing the teacher's engagement working at private secondary schools.

Alternate Hypothesis (H_1): There is significant influence of job satisfaction in enhancing the teacher's engagement working at working private secondary schools.

Table 1.3: Worksheet of Chi-Square Test

Group	Observed Frequency (O_{ij})	Expected Frequency (E_{ij})	$O_{ij} - E_{ij}$	$(O_{ij} - E_{ij})^2$	$(O_{ij} - E_{ij})^2 / E_{ij}$
SA	59	50	9	81	1.62
A	114	50	64	4096	81.92
N	14	50	-36	1296	25.92
D	38	50	-12	144	2.88
SD	25	50	-25	625	12.5
N=5	Total= 250				$\chi^2 = 124.84$

Result: The calculated value of $\chi^2(124.84)$ which is more than the table value (9.488), the null hypothesis (H_0) is rejected and alternate hypothesis (H_1) is accepted. Hence, there is significant influence of job satisfaction in enhancing the teacher's engagement working at private secondary schools.

Null Hypothesis (H_0): There is no significant influence of job satisfaction in enhancing the teacher's retention working at private secondary schools.

Alternate Hypothesis (H_1): There is significant influence of job satisfaction in enhancing the teacher's retention working at private secondary schools.

Table 1.4: Worksheet of Chi-Square Test

Group	Observed Frequency (O_{ij})	Expected Frequency (E_{ij})	$O_{ij} - E_{ij}$	$(O_{ij} - E_{ij})^2$	$(O_{ij} - E_{ij})^2 / E_{ij}$
SA	53	50	3	9	0.18
A	122	50	72	5184	103.68
N	11	50	-39	1521	30.42
D	38	50	-12	144	2.88
SD	26	50	-29	841	16.82
N=5	Total= 250				$\chi^2 = 153.98$

Expected Frequency (E_{ij}) = $\sum fo / N$

$$(E_{ij}) = 250/5 = 50$$

Result: The calculated value of χ^2 (153.98) which is more than the table value (9.488), the null hypothesis (H_0) is rejected and alternate hypothesis (H_1) is accepted. Hence, there is significant influence of job satisfaction in enhancing the teacher's retention working at private secondary schools.

Table 1.5: Response to the question “your interpersonal relationship with the colleagues is satisfactory”

S.No.	Response	Employees (Numbers)	Employees (Per cent)
1	Strongly Agree	52	71.2
2	Agree	126	
3	Neutral	12	4.8
4	Disagree	39	24
5	Strongly Disagree	21	
	Total	250	100

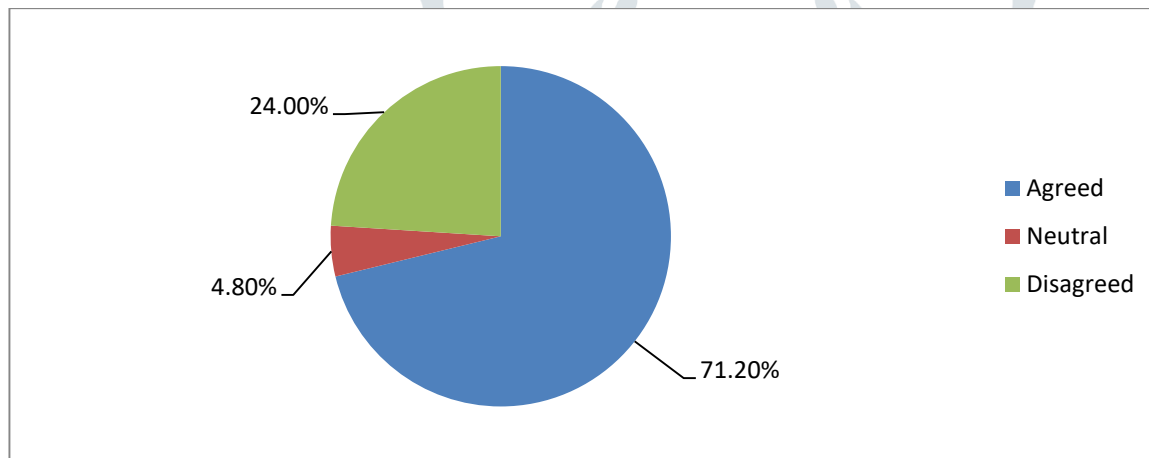


Figure: 1.1

Analysis: Out of 250 teachers, 71.2 per cent respondents agreed with the statement, 4.8 per cent were neutral and 24 per cent disagreed that interpersonal relationship of teachers with the colleagues is satisfactory.

Table 1.6: Response to the question “your salary revision is done on regular interval”

S.No.	Response	Employees (Numbers)	Employees (Per cent)
1	Strongly Agree	47	63.6
2	Agree	112	
3	Neutral	7	2.8
4	Disagree	53	33.6
5	Strongly Disagree	31	
	Total	250	100

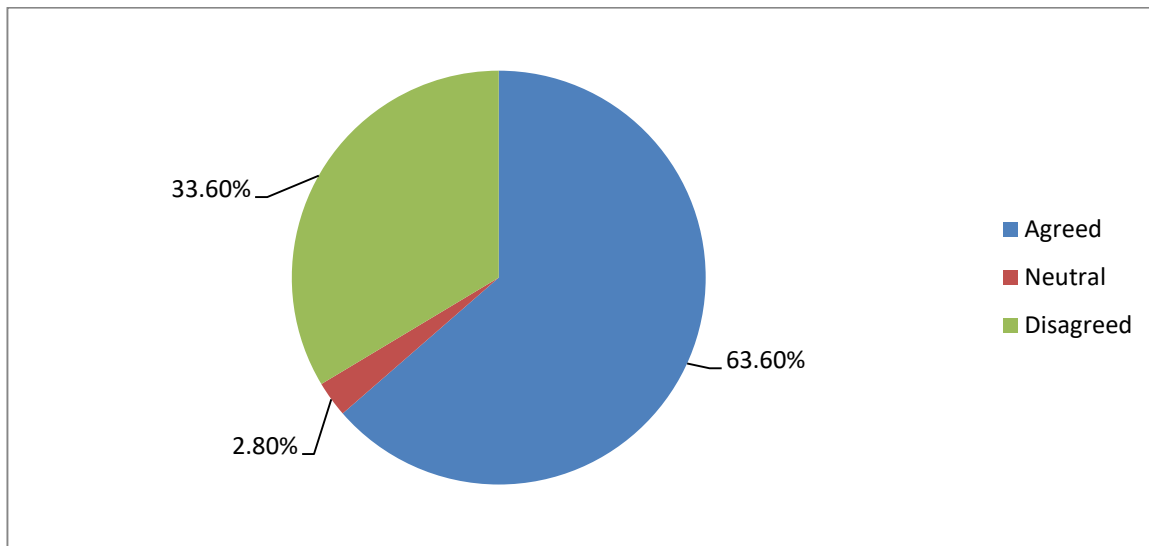


Figure 1.2

Analysis: Out of 250 teachers, 63.6 per cent respondents agreed with the statement, 2.8 per cent were neutral and 33.6 per cent disagreed that salary revision is done on regular interval in their school.

Table 1.7: Response to the question “you are given compensatory leave/off or salary in lieu of overtime”

S.No.	Response	Employees (Numbers)	Employees (Per cent)
1	Strongly Agree	38	54.6
2	Agree	98	
3	Neutral	11	4.2
4	Disagree	59	41.2
5	Strongly Disagree	44	
	Total	250	100

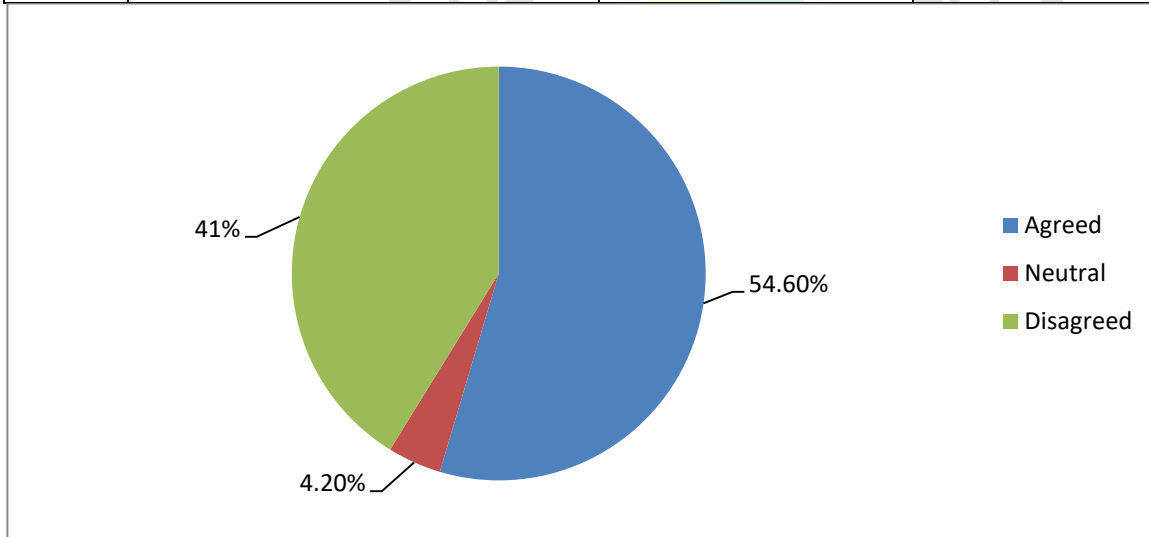
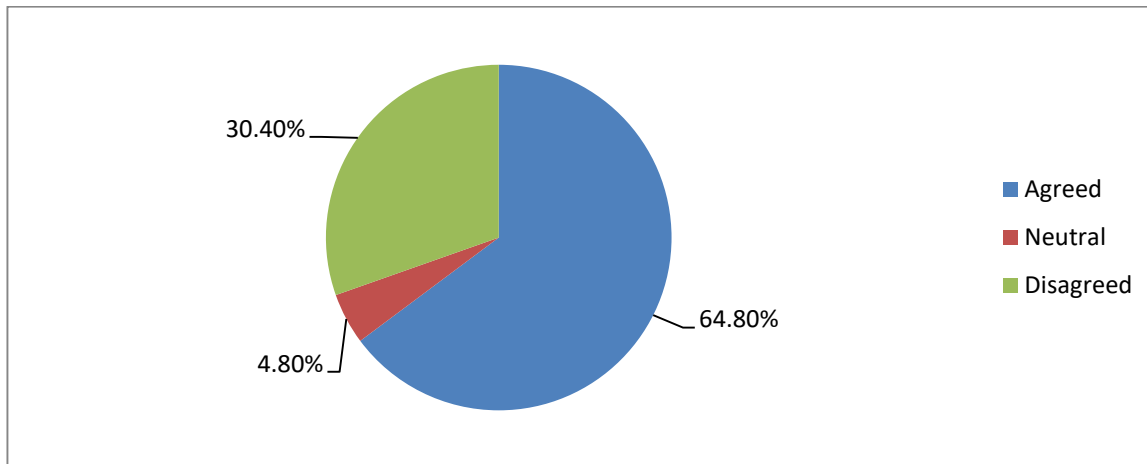


Figure 1.3

Analysis: Out of 250 teachers, 54.6 per cent respondents agreed with the statement, 4.20 per cent were neutral and 41.2 per cent disagreed that teachers are given compensatory leave/off or salary in lieu of overtime.

Table1.8: Response to the question “you are paid well by the school in comparison to the other schools”

S.No.	Response	Employees (Numbers)	Employees (Per cent)
1	Strongly Agree	51	64.8
2	Agree	111	
3	Neutral	12	4.8
4	Disagree	36	30.4
5	Strongly Disagree	40	
	Total	250	100

**Figure 1.4**

Analysis: Out of 250 teachers, 64.8 per cent respondents agreed with the statement, 4.80 per cent were neutral and 30.4 per cent disagreed that they are paid well by the school in comparison to the other schools.

Table 1.9: Response to the question “school offers flexible working arrangements that enable to balance work and personal life”

S.No.	Response	Employees (Numbers)	Employees (Per cent)
1	Strongly Agree	36	49.2
2	Agree	87	
3	Neutral	14	5.6
4	Disagree	70	45.2
5	Strongly Disagree	43	
	Total	250	100

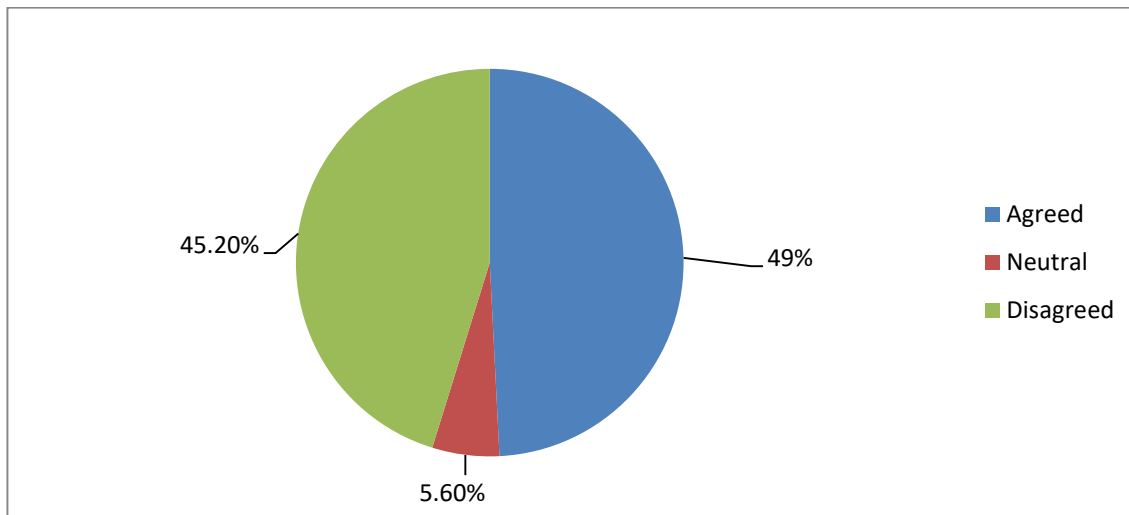


Figure 1.5

Analysis: From 250 teachers, 49.2 per cent respondents agreed with the statement, 5.6 per cent were neutral and 45.2 per cent disagreed that their school offers flexible working arrangements that enable to balance work and personal life.

Conclusion, Implication and Limitations

The degree of job satisfaction secured by teachers is not high and the reason lies in insufficient pay. The level of satisfaction obtained from all the dimension of job satisfaction is modest except the satisfaction secured from pay and reward dimension, which is below average. The majority felt they were paid inadequately. The study found that each and every aspect of the job played a role in job satisfaction: superior's behavior, colleagues' behavior and society, promotion and recognition, students and physical environment, level of occupation, pay, gender, age, marital status and nature of job. A noteworthy point is that although most of the teachers feel themselves morally committed to their job and experience an element of creativity they want to shift to some other profession due to inadequate returns for their efforts on the job and their desire for better status than the present one.

Policy Implication: Job satisfaction of teachers is multi-dimensional and in order to raise it, efforts need to be made by all the concerned parties, particularly the principal, the management of the school, government agencies, etc. Some of the strategic actions that emerged from the findings are summarized below:

The positive attitude of the principal helps a lot in improving the job satisfaction of teachers. It is therefore important for the principal to avoid dictatorial behavior; he should be a good administrator, who gets the work done efficiently without hurting the dignity of the teachers. He should adopt a guiding approach to the faults of the teachers and never point at their faults in public. Career planning and development has been recognized as one of the most significant factors in enhancing the job satisfaction of an individual.

It should be made mandatory by the school management authorities that the selection board selects only those candidates for whom the teaching profession is a career of choice. It is proven fact that if the nature of work and aspirations of an individual do not match, it results in job dissatisfaction. So the selection board should ensure an optimal match between the requirements of the job and aspirations of an individual. To make the teachers' work enjoyable, they should be given the opportunity to teach the subjects that they prefer to teach. This will prove beneficial to both the teacher and the students. Moreover, there should be no overcrowding in the classrooms.

In order to remove the monotony of day-to-day work, some means of recreation should be provided to the teachers in their free periods, such as providing periodicals and magazines in the staff room and setting up a sports or recreational hall for teachers in every school.

The present research study also found that there is significant role of organizational and work environment factors towards job satisfaction of teachers working in private secondary schools. In this study factor like salary, recognition, career development, fringe benefits, and work life balance. Therefore, the schools should focus on improving the organizational factors to enhance the job satisfaction.

Limitations of the Study

The present research suffers from some limitations. The study has limited to those schools which were lying around only Delhi and National Capital Region. It is limited to only private secondary schools. Demographic variables like age, locality, and grades of teachers have not been concerned in the study. It takes lot of time in collection of primary data from teachers.

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