

# GRATITUDE AND JOB SATISFACTION: A STUDY AMONG SCHOOL TEACHERS

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## Abstract

The present study has been undertaken to assess the gender differences and differences in govt. and private school teachers with respect to gratitude and job satisfaction. Relationship between gratitude and job satisfaction among teachers were also studied. The sample was comprised of 180 teachers from govt. and private schools of Akhnoor region of Jammu. The Gratitude Questionnaire-Six Item Form (GQ-6) by McCullough, Emmons, and Tsang (2002) and The Job Satisfaction Scale by Hingar, Mittal, Mathur and Parnami (2012) were used to study the variables. t-test and Pearson product moment correlation were applied to analyze the data. Results indicated that that there were no significant gender differences in gratitude and life satisfaction. No signification differences were found in govt. and private school teachers with respect to gratitude but there were significant differences in the level of job satisfaction in govt. and private school teachers. Significant positive relationship was found between gratitude and job satisfaction among teachers

*Keywords: Gratitude, job satisfaction, teachers.*

## Introduction

Gratitude is a universal human virtue that has been defined as “the active and conscious practice of giving thanks.” As a psychological state, gratitude is a felt sense of wonder, thankfulness, and appreciation for life. It can be expressed toward others, as well as toward impersonal (nature) or nonhuman sources (God, animals) (Snyder & Lopez, 2002).

Gratitude is a commonly experienced emotion. Gratitude can also represent a broader attitude toward life – the tendency to see all of life as a gift. Gratitude thus has various meanings, and can be conceptualized at several levels of analysis ranging from momentary affect to long-term dispositions. It has been conceptualized as an emotion, an attitude, a moral virtue, a habit, a personality trait, and a coping response (Lopez,2009).

As a virtue, gratitude is expressed as an enduring thankfulness that is sustained across situations and over time. Gratitude represents “an attitude toward the giver, and an attitude toward the gift, a determination to use it well, to employ it imaginatively and inventively in accordance with the giver’s intention” (Harned,1997 ).

Job satisfaction is typically defined as an employee's level of positive affect toward his or her job or job situation (Jex,2002). This implies that the employee is having satisfaction at job as the work meets the expectations of the individual. Job satisfaction can be defined also as the extent to which a worker is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation (Statt, 2004).

Vroom defined job satisfaction as affective orientations on the part of individuals toward work roles which they are presently occupying (Vroom, 1964). Job satisfaction means sense of inner fulfilment and pride achieved when performing a particular job. Job satisfaction occurs when an employee joyously feels that he has accomplished something which is having importance and value worthy of recognition (Goyal, Sharma & Sharma, 2012).

Therefore, The term job satisfactions refers to the attitudes 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).

Job satisfaction is one of the most researched factors in the work arena, and has been related with various psychosocial issues running from administration to work plan. The present study plans to think about the job satisfaction and gratitude among private and government teachers. The job of the teachers is very important because they act as role models to the students, and give guidance and education to them. The quality of instruction is reflected in quality of the teachers. An educator who is happy with their activity can do their work viably and proficiently. But if the teachers work under pressure, they can't be happy with their activity and it will make a negative effect on teaching-learning process. Along these lines, it is important to distinguish the elements that impact the teachers to infer satisfaction from their work. Teachers can do their best if they are happy with their jobs. Gratitude is the one of the factors that contributes to the good mental health and better job satisfaction. Present study aims to assess the gender differences in gratitude and job satisfaction and compare the gratitude and job satisfaction among govt and private school teachers. Another aim of the study is to explore the relationship between the two factors.

Okpara, Squillace and Erondu(2005) investigated the effects of gender on the job satisfaction of US academics. The sample consisted of 560 full-time college and university teachers. Results indicated that there were gender differences in the job satisfaction levels of university teachers. Female faculty were more satisfied with their work and co-workers, whereas, their male colleagues were more satisfied with their pay, promotions, supervision, and overall job satisfaction. Suki and Suki(2011) investigated the effect of gender on employee perception of job satisfaction and found that employee's gender has no significant effect on his/her perception of job satisfaction. Kumar and Bhatia (2011) found that the level of job satisfaction and attitude of the teachers towards teaching is least affected by the gender, the marital status, minimum qualification. Nagar (2012) found that there were significant gender differences in job satisfaction with female teachers having higher job satisfaction than male teachers.

Waters (2012) examined the role that employee perceptions of dispositional gratitude, state gratitude and institutionalized gratitude had upon job satisfaction. Multiple Hierarchical Regression showed that state gratitude and institutional gratitude uniquely predict job satisfaction. Khan and Singh (2013) examined gender differences in gratitude among 80 school teachers. Results indicated that significant gender differences were found among male and female teachers with respect to gratitude (males found to be higher than females).

Raj and Lalita (2013) examined the level of job satisfaction among the private and govt. school teachers. In this research, 50 Govt. and 50 Private teachers, 100 in total, working in different govt. & private schools were examined. Results 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.

Dar (2016) assessed job satisfaction among teachers working in government and private schools. The sample comprised of 100 teachers from government and private schools. The findings of the study reveal that Government teachers at elementary level enjoy better financial conditions, Working conditions and management, Job and Personal security and Opportunities for development and promotion as compared to Private school teachers.

Roa-Meggo (2017) studied the gratitude of Peruvian university students residing in Lima. The sample was comprised of 200 university students living in Lima. Significant gender differences were found in gratitude.

Carvajal, Popovici and Hardigan (2018) conducted a study on gender differences in the measurement of pharmacists' job satisfaction and found that women were consistently more satisfied than men. Agnieszka, Katarzyna, and Sandra (2020) found that there were significant gender differences in gratitude with females having higher levels of gratitude as compared to males. Chen et al., (2021) found a significant and positive relationship between gratitude and job satisfaction.

With this background in mind, authors hypothesized that in the present study (H1) There is no significant difference in the gratitude of male and female teachers. (H2) There is no significant difference in the job satisfaction of male and female teachers. (H3) There is no significant difference in the gratitude of govt. and private school teachers. (H4) There is no significant difference in the job satisfaction of govt. and private school teachers. (H5) There exist a significant relationship between job satisfaction and gratitude among teachers.

## **METHOD**

### **Sample**

The sample of the study consisted of the teachers working in govt. and private schools of Akhnoor region of Jammu. A sample of 180 teachers consisting of 90 Private school teachers and 90 govt. school teachers were taken into consideration.

## Measures

- *The Gratitude Questionnaire-Six Item Form (GQ-6)* by McCullough, Emmons, and Tsang (2002). It is a short, self-report measure of the disposition to experience gratitude. It consists of 6 items on a 1 to 7 scale (1= strongly disagree, 7= strongly agree. Items no 3 and 6 are reversed scored. The scores range from 7 to 42. Internal reliability with alphas between .82 and .87 the GQ-6 takes less than 5 minutes to complete, but there is no time limit.
- *The Job Satisfaction Scale* by Hingar, Mittal, Mathur and Parnami (2012). The scale consists of 50 items with five dimensions include salary and facilities, supervision ,promotion, work and human relations. The scale is having two alternative answers, viz., agree and disagree. Further items (16-30) are to be scored in reverse order. The total score ranges from 0 to 50. Higher scores indicate high level of job satisfaction and lower the scores lower the total job satisfaction The Split-half reliability using Spearman-brown formula is 0.79

## Data Analysis

Data analyses were conducted by using IBM SPSS statistics version 20. t-test was applied to assess the gender differences and differences in govt and private school teachers on gratitude and job satisfaction. Pearson product moment correlation was used to assess the relationship between on gratitude and job satisfaction.

## RESULTS AND DISCUSSION

After data analysis following results were obtained. To test the hypotheses H1, H2,H3 and H4 t-test was used and the results are presented in table 1 ,2,3 and 4

**Table 1 Difference in the level of gratitude in males and females**

Variable	Groups	N	Mean	Sd	t	Significance
Gratitude	Males	90	36.21	5.59	0.30	Non-Significant
	Females	90	36.55	5.62		

Table 1 shows that that there is no significant gender difference in the level of gratitude among teachers. So the hypothesis 1 is accepted.

**Table 2 Difference in the level of job satisfaction in males and females**

Variable	Groups	N	Mean	Sd	t	Significance
Job satisfaction	Males	90	30.92	6.32	0.56	Non-Significant
	Females	90	30.40	5.97		

Table 2 shows that there were no significant gender differences in the level of job satisfaction. So the hypothesis 2 is accepted. Nigama et.al (2018) also found that there was no significant gender difference in their level of job satisfaction in teachers.

**Table 3** Difference in the level of gratitude in govt and private school teachers

Variable	Groups	N	Mean	Sd	t	Significance
Gratitude	Govt	90	36.96	5.21	0.88	Non-Significant
	Private	90	36.01	5.49		

Table 3 shows that there is no significant difference in the level of gratitude in govt. and private school teachers.

So the hypothesis 3 is accepted, which states that there is no significant difference in the gratitude of govt. and private school teachers.

**Table 4** Difference in the level of job satisfaction in govt. and private school teachers

Variable	Groups	N	Mean	Sd	t	Significance
Job satisfaction	Govt.	90	34.05	6.15	2.28	Significant at 0.05 level.
	Private	90	29.75	5.72		

Table 4 shows that there is significant difference in the level of gratitude in govt. and private school teachers.

So the hypothesis 4 is rejected. Mehta (2012) also found significant difference in the level of job satisfaction of Govt. and private school teachers.

**Table 5** Relationship between job satisfaction and gratitude among teachers

Pearson correlation ( r )	Job satisfaction
Gratitude	.31**

\*\*significant at 0.01 level.

Table 5 shows the Relationship between job satisfaction and gratitude among teachers. Results indicated significant and positive relationship between job satisfaction and gratitude among teachers. Waters (2012) stated that state gratitude and institutional gratitude uniquely predict job satisfaction.

So the hypothesis 5 is accepted which states that there exist a significant relationship between job satisfaction and gratitude among teachers.

### Conclusion

Overall, results indicate that there was no significant gender difference in gratitude and life satisfaction. No significant difference was found in govt and private school teachers with respect to gratitude but there was



significant difference in the level of job satisfaction in govt. and private school teachers. Significant positive relationship was found between gratitude and job satisfaction among teachers. It is concluded that managers or leaders in the work place can enhance the job satisfaction of the employees by regularly prompting grateful emotions. The organizations that increase the gratitude activities and increase the positive work environment among their employees can enhance the job satisfaction as well as job performance of the employees.

The present study has also few limitations. The sample size of the study was relatively small. So, the results may vary for a large sample. In this study only relationship between gratitude and job satisfaction was assessed. In further studies gratitude as predictor of job satisfaction can also be analysed. Apart from gratitude there are other factors that can affect the jobs satisfaction of the employees. These can also be studied in future studies.

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