

Job Satisfaction among Government, Deficit and Private school teachers in Aizawl city, Mizoram, NE India

Introduction

A job is a regular activity performed in exchange for payment. It can be full-time or part-time and is typically done in exchange for a wage or salary. Jobs can be in various fields such as business, education, healthcare, technology, and more. They are a means for individuals to contribute to society, support themselves financially, and pursue their career goals. A broad, general, and written statement of a specific job, based on the findings of a job analysis. It generally includes duties, purpose, responsibilities, scope, and working conditions of a job along with the job's title, and the name or designation of the person to whom the employee reports.

Job satisfaction explains how much an employee is self-motivated, content, and satisfied with his or her job. Job satisfaction happens when employees feel like they have a stable job, room to grow in their career, and a good mix between work and personal life. This means that the employee is happy at work because the work meets the person's standards. Job satisfaction refers to employees' overall feelings about their jobs. It is the state of well-being and happiness of a person concerning performance in the workspace and its environment. It can be an excellent determinant of productivity within a company.

Employee job satisfaction is essential for organizations. Employee satisfaction can stimulate positive energy, creativity, and increased motivation to succeed. Some factors that intervene are a collaborator's attitude at work, with leaders and colleagues, and employee expectations. Job satisfaction directly affects your bottom line. This is because satisfaction levels influence how employees approach tasks, handle responsibilities, engage with others, and contribute to the business. And when employees feel fulfilled and engaged at work, they are more likely to bring their A-game every day.

Key terms : *Job, Job satisfaction, Government School Teachers, Deficit School Teachers, Private School Teachers.*

Review of related literature.

Naik and Yadav (2013) conducted a study on job satisfaction among tribal area teachers and discovered that there was a significant difference in job satisfaction between government and private secondary level teachers. However, no significant difference in job satisfaction was found between male and female teachers in tribal areas.

Saraswati (2013) found in her study that lecturers of government colleges in Delhi were most satisfied than the lecturers of private colleges in Delhi in relation of their general working conditions.

Afshan (2013) discovered in her research that no significant differences existed in job satisfaction and work motivation between male and female teacher educators employed in publicly funded institutions.

Babu (2014) examined job satisfaction among teacher educators in Telangana and found that the majority (87%) of teacher educators reported a very low degree of job satisfaction, followed by 10% with low degree. A mere 2.75% reported an average degree of job satisfaction, and surprisingly, none of the respondents fell under the “good” category. The study also found no significant differences in job satisfaction based on gender, age, marital status, experience, or management.

Immaculate and Grace (2014) observed that despite the rapid expansion in the number of private secondary schools, there appeared to be a lack of job satisfaction among teachers employed in these institutions.

Singh and Bamba (2017) studied job satisfaction among government college teachers in Gurugram and found that four factors – compensation and security, career advancement, cooperation, and job interest – had a significant influence on job satisfaction. Their study also showed that teachers had high levels of satisfaction with salary, communication, and morale. However, the teachers reported a lack of training and development programs and were dissatisfied with the salary increments and allowances provided.

Objectives of the study

The objectives of the present study are as follows:

1. To find out the level of job satisfaction of Government, Deficit and Private school teachers in Aizawl city.
2. To compare the level of job satisfaction among Government, Deficit and Private school teachers in Aizawl city.
3. To compare the level of job satisfaction among male and female teachers in Aizawl city.
4. To suggest measures for improving the job satisfaction level of teachers.

Delimitations of the study

1. The present study covers teachers from Government, Deficit and Private schools in Aizawl city only.
2. The present study collected data from 6 Government Schools, 4 Deficit Schools and 4 Private Schools in Aizawl. The 6 Government schools include Govt. Primary School, Republic Veng; Govt. Middle School, Mission Vengthlang; Govt. Middle School, College Veng; Govt. Central Higher Secondary School, Govt. K.M Higher Secondary School and Govt. Chaltlang Higher Secondary School. The 4 Deficit schools include St Paul's Higher Secondary School, Synod Higher Secondary School, Modern Higher Secondary School and Helen Lowry Higher Secondary School. The 4 Private schools include Greenland Higher Secondary School, Oxford Higher Secondary School, Springfield Higher Secondary School and Presbyterian English School, Republic Veng.

Method of study

The current research study employs a descriptive survey method. The primary rationale behind this choice is that this research seeks to ascertain job satisfaction among secondary school teachers in Aizawl.

Population

The whole group from which the sample has been drawn is known as population or universe. The population is defined to be the totality of object under consideration which can be specified in terms of an entity or defined characteristic of the entity.

The population will consists of all the Government, Deficit and Private school teachers in Aizawl city.

Sample

Sample is a small proportion of the population selected for the observation and analysis. In the present study, sample means the representative group selected from the population.

The investigator will adopt the Random Sampling technique for selecting the samples for the present study. The final study will consist of 85 Teachers; 31 from Government schools, 23 from Deficit schools and 31 from Private schools.

Tools used

The tool selected for the present study is 'Job Satisfaction Scale' by Dr. Amar Singh, Govt. Mahendra College, Patiala, Punjab and Dr. T.R Sharma, Panjabi University, Patiala, Punjab. There are 30 questions in the scale with 5 response categories

Data collection

The investigator will randomly select 85 teachers from Government, Deficit and Private schools in Aizawl city. After getting permission from the school authorities, the Job Satisfaction Scale shall be administered to all randomly selected teachers.

Major Findings

1. Among the Government school teachers, it was found that 48.38% were extremely satisfied with their job. It was also found that 41.94% were very satisfied with their job, 6.45% were moderately satisfied with their job and 3.23% were not satisfied with their job. There were no teachers who were extremely dissatisfied with their job.

2. Among the Deficit school teachers, it was found that 73.91% were extremely satisfied with their job. It was also found that 13.04% were very satisfied with their job, 8.7% were moderately satisfied with their job and 4.35% were not satisfied with their job. There were no teachers who were extremely dissatisfied with their job.

3. Among the Private school teachers, it was found that 45.16% were extremely satisfied with their job. It was also found that 51.61% were very satisfied with their job, 3.23% were moderately satisfied with their job. There were no teachers who were not satisfied or extremely dissatisfied with their job.

4. The study revealed that the sampled male and female teachers were very satisfied (6.87%) with their job. It was also found that the female teachers were very satisfied (71.8%) with their job.

Therefore, we may conclude that both male and female teachers are very satisfied with this job. Although it was found that both male and female teacher were very satisfied with their job, the female teachers scored a little higher (71.8%) than the male teachers (68.7%).

5. After taking the mean score of Government, Deficit and Private School Teachers, the study found that Government School Teachers were very satisfied with their job, Deficit School Teachers were extremely satisfied with their job and Private School Teachers were very satisfied with their job. Therefore, we may conclude that the Deficit School teachers (77) have the highest level of Job Satisfaction followed by Government school teachers (71) and then Private School Teachers (64).

6. The study found that majority (34.6%) of the male teachers were very satisfied with their job. An equal number of male teachers were found to be extremely satisfied (30.8%) and moderately satisfied (30.8%). Only a small number (3.8%) of male teacher were found to be not satisfied with their job.

The study also found that majority (42.2%) of the female teachers were extremely satisfied with their job. A large number (35.6%) were very satisfied, several numbers (20.3%) were moderately satisfied and a small number (1.7%) were not satisfied with their job.

7. The study revealed that the sampled male and female teachers were very satisfied (6.87%) with their job. It was also found that the female teachers were very satisfied (71.8%) with their job.

Therefore, we may conclude that both male and female teachers are very satisfied with this job. Although it was found that both male and female teacher were very satisfied with their job, the female teachers scored a little higher (71.8%) than the male teachers (68.7%).

Suggestions and Recommendations

1) Regular opportunities for professional development can enhance teachers' skills, knowledge, and confidence. These opportunities can range from workshops and seminars to advanced degrees and certifications.

2) Ensuring fair and adequate compensation can significantly influence teachers' job satisfaction. Compensation should not only account for the workload but also the additional responsibilities and out-of-classroom time that teachers often contribute.

3) A supportive and collaborative work environment can reduce stress and foster job satisfaction. Regular interaction and collaboration with colleagues, support from management, and a positive school culture are all crucial.

4) Recognizing and appreciating teachers for their hard work and contribution can greatly enhance job satisfaction. This recognition can be both formal (such as awards) and informal (such as verbal praise or thank-you note).

5) Excessive workload can lead to burnout, reducing job satisfaction. Schools should strive for manageable class sizes and realistic expectations regarding extra duties, allowing teachers to focus on quality instruction.

6) Giving teachers more autonomy in their classrooms can also enhance job satisfaction. When teachers feel trusted and empowered to make decisions, it can lead to greater job satisfaction and improved student outcomes.

Conclusion

Teaching is a very important profession which needs special recognition. Teachers hold the key to the future of a nation as they are the builders of the future generations. In today's competitive world, education holds an important place; it is indeed considered a tool that shapes a person's life. However, mere education is not enough; quality education is what counts. Teachers have a significant hand in ensuring quality education. A high-quality education system depends on high-quality teachers. Being assets to schools, teachers have the upper hand in the effective teaching and learning process and bring changes towards quality teaching and learning. Thus, their job satisfaction and occupational-stress levels become critical aspects that should be considered to ensure their well-being and ensure quality teaching and learning.

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