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## JOB SATISFACTION SOME EMPIRICAL OBSERVATIONS

**Venkatarao Palati**

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**Abstract:-** A teacher will be a role model for the pupil. The job-satisfaction becomes very vital in the field of education institution. Thus the researcher felt the need to investigate the job-satisfaction of teacher working in Educational institution.

**Key words:** Job-Satisfaction, Teacher, Educational Institution, job content and working conditions

### INTRODUCTION:

Emerging views on teacher effectiveness are both diverse and conflicting. It is quite surprising that a job that has the widest scope for ensuring intrinsic motivation should see its incumbents facing accusations of not taking their jobs quite seriously. Given the present day challenges posed by low morale and satisfaction prevailing within the teaching community, the need is to ensure a more systematic, incisive understanding of, "what causes and contributes to satisfaction of an average teacher?"

Borrowing from organizational behaviour literature, unsatisfactory performances may often be attributed to low to no job satisfaction (Herzberg, 1996; Maslow, 1954; McGregor, 1966 etc). If that be the case, as far as teachers are concerned the obvious question before managements is to discover what job characteristics contribute significantly to boosting teachers' job satisfaction. This article addresses these issues with a view to focusing fresh insight into the understanding of teachers' job satisfaction besides being of practical use.

### RESULTS AND DISCUSSION:

Based on a pilot study conducted prior to actual collection of data, job satisfaction of teachers was identified as being influenced by factors such as working conditions, job content, management attitude, students' receptivity and social predispositions. Hence, these variables were considered to be material to the understanding of the satisfaction of respondent teachers.

Assessment of the differences, if any, in perception of work conditions between teachers in private and government institutions is shown in table 1.

**TABLE- 1**  
**SATISFACTION WITH WORKING CONDITIONS**

Sl. No.	Variable	Institutions				Z Value
		Government		Private		
		X	S.D.	X	S.D.	
1.	Curriculum	3.683	1.126	3.465	1.455	1.453
2.	Time table	3.553	0.991	3.333	1.158	.1774
3.	Intervals	3.437	1.154	3.660	1.143	-1.676
4.	Convenient work hours	3.740	0.903	3.573	1.117	1.427
5.	Work during holidays	3.214	1.205	2.905	1.227	2.207* <sub>-</sub>
6.	Special classes	3.130	1.195	3.317	1.231	-1.336
7.	Safety (lab)	2.847	0.968	3.437	1.212	-4.645**
8.	Transport facilities	3.340	1.190	3.540	1.256	-1.418
9.	Health scheme	3.363	1.240	3.137	1.275	-1.557
10.	Light & air	3.563	1.141	3.827	1.120	-2.015*
11.	Drinking water	3.463	1.130	3.713	1.174	-1.412
12.	Sanitation & hygiene	3.383	1.173	3.613	1.208	-1.679
13.	Co-operative store	3.157	1.248	2.887	1.118	2.093*
14.	Co-workers	3.807	1.117	3.601	1.115	1.526
15.	Supervisors	3.958	1.020	3.743	1.305	1.569
	Mean / S.D. (Pooled)	3.926	1.338	3.450	1.237	3.216**

- Notes: 1. \*Significant at 5%  
 2. \*\*Significant at 1%  
 3. Na = 150; Nb = 150

In all, a total of fifteen items were identified as constituting the composite 'working conditions'. The mean job satisfaction scores on curriculum, time table, convenient working hours, work during holidays, health schemes, cooperative stores, coworkers and supervisors are found to be higher in government institutions as compared to corresponding values in case of teachers in private institutions. The mean scores on intervals, special classes, safety, transport facilities, light and air, drinking water, sanitation and hygiene are found to be higher in case of teachers in private institutions. Except for significant values in case of work during the holidays, safety (lab), light and air and cooperative store, there is no significant difference between the two different categories of teachers as regards the rest of the items. Considering the values obtained in the case of all the fifteen items which together assess satisfaction with working conditions, it can be concluded that the two categories of teachers do differ in their perception of working conditions.

The relationship between job content and satisfaction of teachers is shown in Table 2.

**TABLE -2**  
**SATISFACTION WITH JOB CONTENT**

Sl. No.	Variable	Institution				Z, Value
		Government		Private		
		X	S.D.	X	S.D.	
1.	The chance for advancement	3.986	1.247	3.303	1.187	4.844**
2.	Ability to keep busy on the job	3.763	1.018	3.382	1.125	3.073**
3.	The feeling of accomplishment	3.767	0.876	3.775	1.027	1.745
4.	The freedom to use judgment	3.443	1.144	3.263	1.318	-1.268
5.	The chance to be innovative	3.297	1.190	3.517	1.113	-1.654
6.	Appreciation for good work	3.473	1.078	3.689	1.290	-1.600
7.	Opportunities to use abilities	3.673	1.098	3.486	1.090	-1.484
8.	Challenging work	3.533	0.987	3.840	0.982	-2.717**
	Mean /S.D. (Pooled)	3.619	1.127	3.532	1.012	1.705

Notes: 1. \*\*Significant at 1% level 2. Na = 150; Nb = 150

The mean satisfaction scores in case of chance for advancement, ability to keep busy on the job, the feeling of accomplishment, freedom to use judgment, and opportunities to use abilities, are found to be higher for teachers in government as compared to teachers in private institutions. The mean scores on the chance to be innovative, appreciation for good work and possibility to take up challenging work are found to be higher in the case of teachers in private institutions.

The 'Z' value is significant in case of chance for advancement, ability to keep busy on the job and challenging work. There is no difference in perception of the other items. Considering the values obtained in case of the eight items which together are posited to assess satisfaction with job conditions, it can be safely concluded that the two categories of teachers do not differ in their perception of job condition as a satisfies.

The views of teachers on management attitude as a component of job satisfaction were elicited (see table-3).

TABLE -3  
SATISFACTION WITH MANAGEMENT ATTITUDE

Sl. No.	Variable	Institution				Z, Value
		Government		Private		
		X	S.D.	X	S.D.	
1	Recognition of work by superiors	3.530	1.168	3.780	1.253	-1.786
2	Attitude of supervisors	3.397	1.334	3.740	1.246	-2.287
3	Competence of superior in making decision	3.513	1.060	3.773	1.213	-1.970
4	Opportunities to advise junior	3.792	0.950	3.587	1.133	1.694
5	Policy implementation	3.470	0.993	3.812	1.156	-2.758
6	Promotion Policy	3.010	3.375	3.390	1.272	-1.293
7	Job Security	4.023	0.984	3.613	1.202	3.228
	Mean/S.D. (Pooled)	3.533	1.131	3.671	1.001	-1.122

**Job Satisfaction Some Empirical Observations**

- Notes: 1. \*Significant at 5%  
 2. \*\*Significant at 1%  
 3. Na = 150; Nb = 150

The mean job satisfaction scores on the opportunities to advise junior teachers and job security are found to be higher for teachers in government institutions. The means in case of the other five items are higher in case of teachers in private institutions. Significant difference is observable only in case of attitude of supervisors and policy implementation. The results indicate that there is no difference in perception of the two categories of teachers in the matter of satisfaction with management. Table 4 shows teachers' satisfaction with students.

**TABLE 4**  
**SATISFACTION WITH STUDENT RECEPTIVITY**

Sl. No.	Variable	Institution				Z, Value
		Government		Private <sup>b</sup>		
		X	S.D.	X	S.D.	
1.	Discipline	3.684	1.044	3.912	1.128	-1.824
2.	Friendly attitude of students	3.767	1.091	3.513	1.125	1.672
3.	Personal interest shown by students	3.718	1.079	3.523	1.233	1.434
4.	Grasping capacity	3.472	1.153	3.898	1.184	-3.156**
5.	Co-operation	3.743	1.087	3.897	1.156	-1.185
6.	Responsibilities	3.586	1.090	3.923	1.151	-2.612**
7.	Team spirit	3.713	1.142	3.433	1.215	2.059
8.	Inquisitiveness	3.607	1.192	3.963	1.041	-2.781**
9.	Performance	3.526	1.131	3.977	1.023	-3.608**
	Mean/S.D. (pooled)	3.646	1.110	3.782	1.125	-1.054

- Notes: 1. \*Significant at 1%  
 2. Na = 150; Nb = 150

The mean job satisfaction in case of friendly attitude of students, personal interest shown by the students, and team spirit are higher for teachers in government institutions. 'Z' values with respect of grasping capacity, responsiveness, inquisitiveness and performance are significant. No significant difference is discernible in case of rest of the items. The results collectively show that there are no differences between the two groups of teachers in their views of students.

**TABLE 5**  
**SATISFACTION WITH SOCIAL PREDISPOSITIONS**

Sl. No.	Variable	Institution				Z, Value
		Government		Private		
		X	S.D.	X	S.D.	
1.	Social Status of Job	3.623	1.087	3.997	1.021	3.066**
2.	Social Contacts	3.550	1.132	3.790	1.183	1.791
3.	Respect	3.483	1.204	3.894	1.079	-3.114**
4.	Recognition	3.471	1.165	3.924	1.082	-3.485**
5.	Appreciation	3.370	1.317	3.957	1.194	-4.048**
6.	Friendly disposition	3.782	1.024	3.565	1.082	1.779
	Mean / S.D.	3.547	1.101	3.854	1.077	-2.437*

Notes: 1. \*Significant at 1%

2. Na = 150; Na = 150

Teachers' satisfaction with societal predisposition is another factor that needs to be addressed. Table 5 indicates teachers' satisfaction with society. The mean scores in case of friendly disposition alone is much higher in case of teachers in government institutions. In all other cases the mean scores are higher in case of the teachers in private institutions. Significant 'Z' values have been obtained in case of social status of the job, respect, recognition and appreciation. The pooled value is also significant. Considering the values obtained in case of the seven items which together assess satisfaction with society, it can be safely concluded that the two categories of teachers do differ in their perception of satisfaction with societal predisposition.

To a fair extent analyses indicate similarly in perceptions of teachers irrespective of the nature of the type of institution in which they work. Much of these conclusions may have occurred because of the peculiarity of teachers satisfaction - its dependence by and large on the individual teacher himself / herself rather than extraneous variables.

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