



IJEAST

INTERNATIONAL JOURNAL
OF ENGINEERING APPLIED SCIENCE
AND TECHNOLOGY



VOLUME : 7 ISSUE : 04 Print / Issue Publication Date: 30-Sep-2022



ISSN : 2455-2143



DOI : 10.33564/IJEAST.2022.v07i04.039

Indexed In



WWW.IJEAST.COM

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A STUDY ON JOB SATISFACTION AMONG PRIVATE SCHOOL TEACHERS IN BAGALKOT CITY

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Abstract: Job satisfaction is defined as the extent to which an employee feels self-motivated, content & satisfied with his/her job. When an employee is satisfied with his or her employment, salary, and working conditions, he or she feels stable in their career development and has a well-balanced work life. The purpose of this study is to know the factors influencing job satisfaction among Private Schools teachers and to study the job satisfaction level of private school teachers in Bagalkot city. For the study 100 teachers were selected in Bagalkot city and structured questionnaire was distributed. It was found that the teachers are happy with some of the factors like working conditions, trainings, interpersonal relationship, leaves and not much happy with some of the factors like salary and promotion. Hence if Schools look in to those factors, then there can be still better growth in the institution as well as the individual and thus there will be good productivity of the schools.

Key Words: Teachers, Satisfaction, Private School, Working conditions, Leaves.

I. INTRODUCTION:

India's education sector is rapidly developing, with significant private entities cooperating with the government to improve it. The government is also exploring a number of measures to boost education quality in India. The Education sector comprises of schools, colleges, and different confidential organizations. The education sector gives its students the information and abilities to adjust to a consistently impacting working world.

Indian Education System

There has been a significant transition in the education system in India since pre- and post-British control until today. Children were initially educated in Gurukuls, which were eventually modernized and the contemporary education system was implemented. Though the Indian constitution gave the state primary authority over the country's educational tools, a consecrated change in 1976 added the occupation of the public government in proposing school preparing techniques and ventures, with the state really having some control over program execution. The nation's tutoring framework is divided into four levels: lower simple, upper fundamental, high, and higher discretionary. Anyway, the tutoring framework can be dealt with in various ways, the country has advanced unprecedented progression through endeavors, for instance, the Sarva Shiksha Abhiyan and the Right to Education Act.

Role of Schools in education

Schools should have a sound management structure in place that includes input from a variety of stakeholders, such as teachers and parents. In order to assist the professional growth of teachers and create a pleasant school environment, the school administration should establish a healthy management culture. Schools should similarly characterize legitimate goals for students and give a good learning environment. They should give kids changed learning expected open entryways in every one of the five areas of improvement, specifically upright, academic, physical, social, and elegant, as well as urge them to become skilled occupants. Finally, in order to fulfil the needs of the community, schools should be self-directed, adaptable, and committed to ongoing growth and development.



II. LITERATURE REVIEW:

Mrs. Anju K J & Mr. Sona George (2011) published an article titled "A Study on Job Satisfaction of Employees in BPCL – Kochi Refinery Limited". Published in the Journal of Economics and Behavioural studies. The study's main purpose was to know how financial factors influence employee motivation at BPCL-Kochi Refinery Ltd. and how human resource issues affect job satisfaction. The study revealed that the employees were happy with the medical and pension benefits offered by BPCL-Kochi Refinery Limited, but the grievance management system, promotion policy, job rotation, and participation in decision-making needed to be improved.

Tilak Raj and Lalita (2013) published a paper titled "Job Satisfaction among Teachers of Private and Government School: A Comparative Analysis" in the International Journal of Social Science & Interdisciplinary Research. The main purposes of the study were to estimate satisfaction level of the teachers and compare them among males and females to know who were more satisfied. They also compared private school and public-school teachers. By the study it is found that male teachers were more satisfied than female teachers, public school teachers were more satisfied with their job compared to private school teachers because of flexibility, security of job, and high salary. In the view of the authors, both government and private school teachers were dissatisfied with promotional methods.

Girish M C (2014) published an article titled "Job satisfaction: A Study at AT&S India Pvt Ltd Nanjangud (Mysore district, Karnataka)" in the Proceedings of the SIMS Annual Research Conference. The author's main objective was to study and to know some causes of job satisfaction, to know the job satisfaction level of white-collar and blue-collar employees. The author concluded that the employees were satisfied with existing policies and that the employees of AT&S Ltd., Nanjangud, were satisfied with their work and organisational policies.

R. Naga Bhavya Sree, R. Satyavathi (2017) published an article titled "Employee Job Satisfaction" in International Journal of Engineering and Management Research. The researcher's aim was to estimate the job satisfaction level among employees, the perceptivity of employees towards management, and the factors that influenced the level of job satisfaction. Another main objective was to study the relationship between working conditions and job satisfaction. Researchers concluded that businesses need to understand the importance of good working conditions to maximize job satisfaction.

Dr. K Nigma, Dr. S Selvabasakar, Dr S T Surulivel, Dr R Alamelu and Ms. D Uthaya Joice (2018) published a paper titled "Job Satisfaction among School Teachers" in the International Journal of Pure and Applied Mathematics. Here the authors conducted a study on the job satisfaction among 100 teachers in private & government schools and compared the results between private school and

government school teachers to know the level of satisfaction of teachers, whether they were satisfied more with their school management. This study suggested that institutional support for teachers was important in enhancing work satisfaction. Self-development opportunities, seminars, and rewards for excellent performance are some of the ways for increasing job satisfaction. These were some strategies for increasing job satisfaction.

Problem Statement:

Teachers play a vital role in society and in the education sector. Teachers' job satisfaction will affect students' performance and the productivity of schools. When teachers are happy with their jobs, they are more likely to teach effectively, and many factors influence their job satisfaction. Many researchers studied job satisfaction of employees in other sectors, but very few researchers carried out a study on job satisfaction among private school teachers in Bagalkot city for that purpose. The Bagalkot region is considered as education hub and plays a very vital role in shaping the future of the students and future leaders of our country. So, an attempt is made through this study to understand the factors influencing teachers' job satisfaction in private schools in Bagalkot.

III. OBJECTIVES OF THE STUDY:

- To know the factors influencing job satisfaction among Private Schools teachers.
- To study the job satisfaction level of private school teachers in Bagalkot city.

Research Methodology:

- Research Type: Descriptive research
- Data source:
 - Primary Data: Data will be collected through questionnaire and the information required for the study was directly collected from the school Teachers.
 - Secondary Data: The information is collected through research papers.
- Sampling Plan:
 - Sample Frame: Teachers of private schools in Bagalkot city
- Sample Size: 100
- Sample Unit:
 - Basaveshwar New High School, Bagalkot
 - St. Anne's Lions School, Vidyagiri Bagalkot
 - Basaveshwar Primary and Pre-primary and High School, Vidyagiri, Bagalkot
 - Sri Ranganatha International School Bagalkot

Data collection tool: Questionnaires

Contact Method: Personal

Data Analysis Tool: SPSS



Hypothesis

1. Gender and Working Conditions

H0- There is no significant difference between the mean scores of working condition and gender

H1- There is significant difference between the mean scores of working condition and gender.

2. Gender and Salary & Promotion

H0- There is no significant difference between the mean scores of salary & promotions and gender

H1- There is significant difference between the mean scores of salary & promotions and gender.

3. Gender and Training

H0- There is no significant difference between the mean scores of trainings and gender

H1- There is significant difference between the mean scores of trainings and gender.

4. Gender and Interpersonal Relationship

H0- There is no significant difference between the mean scores of interpersonal relationship and gender

H1- There is significant difference between the mean scores of interpersonal relationship and gender.

5. Gender and Leaves

H0- There is no significant difference between the mean scores of leaves and gender

H1- There is significant difference between the mean scores of leaves and gender.

TABLE I

Independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
WC	Equal variances assumed	.727	.396	.449	98	.654	.04859	.10881	-.16703	.26481
	Equal variances not assumed			.505	51.659	.616	.04859	.09680	-.14538	.24316
Sp	Equal variances assumed	.010	.921	.323	98	.747	.04533	.14019	-.23287	.32354
	Equal variances not assumed			.336	44.044	.739	.04533	.11499	-.22672	.31738
T	Equal variances assumed	1.475	.228	.000	98	1.000	.00000	.10802	-.21436	.21436
	Equal variances not assumed			.000	56.727	1.000	.00000	.09220	-.18465	.18465
IR	Equal variances assumed	.069	.793	1.275	98	.205	.09067	.07109	-.05042	.23175
	Equal variances not assumed			1.330	44.398	.190	.09067	.06816	-.04667	.22801
L	Equal variances assumed	2.502	.117	-1.708	98	.091	-.22667	.13268	-.48996	.03663
	Equal variances not assumed			-1.431	32.118	.162	-.22667	.15841	-.54929	.09595

TABLE II

	Gender	N	Mean	Std. Deviation	Std. Error Mean
WC	Male	25	4.2333	.39087	.07817
	Female	75	4.1844	.49439	.05709
S&P	Male	25	3.6560	.57306	.11461
	Female	75	3.6107	.61766	.07132
T	Male	25	4.1600	.36056	.07211
	Female	75	4.1600	.49756	.05745
IR	Male	25	3.8400	.28868	.05774
	Female	75	3.7493	.31381	.03624
L	Male	25	3.9600	.73485	.14697
	Female	75	4.1867	.51184	.05910

Independent sample t-test has been conducted in order to evaluate equal variance among group of gender and factors affecting on job satisfaction. respondents are divided in to groups (1- Male and 2- Female)

Working conditions:

Levene's test of variance has a significant result of 0.396. The significant value is more than 0.05, indicating that the gender variance is assumed to be equal. As a result, the independent sample t-test has been used to explore how gender and working conditions affect job satisfaction. The test has a significant value of .654, which is greater than the significance level of 0.05 ($p > 0.05$). As a result, the null hypothesis is accepted. hence, there is no statistically significant difference between the mean score of working condition and gender.

Salary and Promotion:

The significant value for Levene's test of variance is 0.921. The significant value is more than 0.05 which indicates that there is equal variance assumed among the group of gender. So, independent sample t- test has been enumerated to explore the gender and salary & promotion affecting on job satisfaction. The significant value of test is .747, which is greater than significance level of 0.05 ($p > 0.05$). Thus, the null hypothesis is accepted. Hence, there is no significant difference between the mean score of Salary & Promotion and gender.



Training:

The significant value for Levene's test of variance is 0.228. The significant value is more than 0.05 which indicates that there is equal variance assumed among the group of gender. So, independent sample t- test has been enumerated to explore the gender and training affecting on job satisfaction. The significant value of test is 1.000, which is greater than significance level of 0.05($p > 0.05$). Thus, the null hypothesis is accepted. Hence, there is no significant difference between the mean score of training and gender.

Interpersonal Relationship:

The significant value for Levene's test of variance is 0.793. The significant value is more than 0.05 which indicates that there is equal variance assumed among the group of gender. So, independent sample t- test has been enumerated to explore the gender and Interpersonal relationship affecting on job satisfaction. The significant value of test is .205, which is greater than significance level of 0.05($p > 0.05$). Thus, the null hypothesis is accepted. Hence, there is no significant difference between the mean score of Interpersonal relationship and gender.

Leaves:

Levene's test of variance has a significant value of 0.117. The significant value is more than 0.05, indicating that the gender variance is assumed to be equal. As a result, the independent sample t-test has been used to examine the impact of gender and leaves on job satisfaction. The test's significant value is .091, which is more than the significance level of 0.05 ($p > 0.05$). As a result, the null hypothesis is accepted. Hence there is no statistically significant difference between the mean score of Leaves and gender.

IV. RESULTS AND DISCUSSION:

1. As per the survey, 75% of the teachers are female respondents and 25% of them are male respondents.
2. As per the study, 67% of the respondents agree, 25% of them strongly agree that, the classrooms are equipped with modern teaching technologies and computer learning aids for individual attention and development. There are 6% of respondents who are neutral, 1% strongly disagree, and 1% disagree.
3. 74% of the respondents agree, 19% of them strongly agree that, the school has well- designed staff room and can have a positive impact on health and wellbeing. 4% of the responders are neutral, 2% disagree and 1% strongly disagree because Schools do not have well-designed staff room and hence cannot have a positive impact on health and wellbeing.
4. 50% of respondents agree that, the salary is relevant to their qualifications and experience. 27% of respondents are neutral, 14% disagree, and 2% strongly disagree because they feel, the salary is not relevant to their qualification and experience.

5. Out of the 100 respondents, 44% of the respondents agree that, teachers are getting their expected salary and its competitive. 37% are neutral, 12% disagree, and 1% strongly disagree that, their salary is not competitive and does not meet their expectations.
6. 53% of the respondents agree, 35% of them are neutral, 8% disagree, & 4% strongly agree with the statement that the school has well designed promotion policy.
7. According to the survey, 61% of them agree, 26% strongly agree, 11% are neutral and 2% disagree with the statement that the training environment and infrastructure are both excellent.
8. Among 100 respondents, 81% of the respondents agree, 18% strongly agree, and 1% disagree that there exists sufficient co-operation and team spirit among the teachers.
9. 65% of the respondents agree, 31% of them strongly agree that, when they need leave, the institute head provide/ grant the leave. and 4% of the respondents disagree with the statement because some times When they need leave, the institute head does not provide/ grant the leave.
10. It is found that the significant value of the test is greater than 0.05($p > 0.05$). Thusly, the null hypothesis is recognized. Hence, there is no significant differentiation between the mean scores of working conditions, salary & promotion, training, interpersonal relations, leaves, and gender.

V. CONCLUSION:

The study gives details about the factors influencing job satisfaction among private school teachers. The factors include: working conditions, salary & promotion, training, interpersonal relations, and leaves.

The study revealed that the majority of teachers are satisfied with all factors but with some of the obstructions which can be improved as given in the suggestions. Hence, if schools look into those suggestions and can take some motivational steps to increase the satisfaction level, then there can be development in the schools as well as the teachers, and it will help them to work hard, which will result in their growth as well as the productivity of schools.

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2455-2143