

A Comparative Study on Job Satisfaction of Teachers Teaching in Government & Non-Government Educational Institutions

Akhilesh Singh*

Abstract

In the ancient era, India remained as one of the biggest centres of education and learning. Takshashila, Nalanda and Vikramshila became the oldest Universities of the world. These institutions did not attract the attention of domestic scholars alone but International scholars too. Accordingly, the great teachers and the students such as Kautilya, Xunzang, Fa-Hien etc. of ancient times, set the new academic heights in the academic world. Unfortunately, during the phases of time, all such big and internationally renowned centres of learning got destroyed and burnt by foreign attackers.

In the changing scenario, in spite of having hundreds of central, state, private and deemed universities, we are missing top position in the world ranking of education. High budget students prefer to study in foreign universities. However, the present research paper mainly attempts to highlight the working life and job satisfaction of tourism teachers working in Government and Non-Government Academic institutions. As we are aware that the Tourism is one of the youngest and fastest growing industry and to fulfil its professional's demand, tourism as a discipline is being taught in most of the Government and Non-Government educational institutions. By and large, in the Government sector, due to lack of adequate quality resources, career and environment, teachers prefer to teach in private institutions. The emerging differences in work culture, salary paid and per day working hours are raising dissatisfaction among the teachers teaching in these institutions which turn to become the major challenge to retain the good teachers in these institutions for the betterment of the student beneficiaries.

Keywords: University, Teachers, Education, Satisfaction, Government

Introduction

Job satisfaction of employee in different occupations has been understood in many ways considering the various

prompting factors responsible for the same. Locke 1976 defines it as an "Emotional state resulting from the appraisal of one's job or job experiences". In another definition provided by Hulin and Judge (2003), who has been noted that "job satisfaction includes multidimensional psychological responses to an individual's job and that these personal responses have cognitive, affective and behavioural components. By and large, the satisfaction of the employees varies from one institution to another. However, there are several factors directly or indirectly affecting teacher's job satisfaction in academic institutions. Low salary package, lack of promotional opportunities, demanding heavy work load, non-cooperative behaviour of colleagues etc. are the important factors which affect the teacher's job satisfaction. However, at the same time, it has become important for the employers how to retain the good teachers in the academic institutions when most of the teaching faculty want to work in such institutions where they get optimum satisfaction.

Tourism is the fastest growing industries of the world. Increasing demand of tourists has increased the need for tourism professionals. To produce educated and capable professionals in the tourism industry in past years, many educational institutions came into existence. Large no. of institutions run by Govt. and rest are in private sector. The number of Private institutions are less than Govt. institutions. A large number of teachers teaching in both types of Institutions are working on a contract basis or working as guest faculty. Both sectors have their own opportunities and challenges but everyone wants to be a Govt. regular teacher though available opportunities are very limited. In Private sector, some institutions offer a good salary and provide better infrastructure but demand long working hours with the availability of only few holidays. Hence the majority of them working in these

* Assistant Professor, Department of Tourism, Uttarakhand Open University, Haldwani (Nainital), Uttarakhand, India.
Email: akhileshsingh@uou.ac.in

institutions wish to switch over to the Govt. institutions.

Review of Literature

Kumar and Bhatia (2011) in their work found that gender, marital status, minimum qualification and income group are the least affecting factors in context to job satisfaction and attitude of the teachers towards their teaching.

Kumari and Jafri (2011) mentioned in a study on “Level of Organizational Commitment of Male and Female Teachers of Secondary School” to investigate the overall level of organizational commitment of Male and Female teachers of the secondary school of Aligarh Muslim University. They analyzed data by T-Test and found that overall percentage of female teachers in regard to organizational commitment was much higher than male teachers.

Suki (2011) researched on job satisfaction and organizational commitment on the topic entitled “The effect of gender on employees’ perception and job satisfaction and organizational commitment”. The Study revealed that employee’s gender has no significant effect on his/her perception of job satisfaction and men and women have the same level of organizational commitment.

Mehta D.S. (2012) in his research entitled “Job Satisfaction among Teachers to Know Whether the Perception of Job Satisfaction among Teachers is affected by the type of organization (private vs govt.) and the gender (male vs female)”. T-test was used to know the results. In his findings, he revealed that there are many differences between the level of job satisfaction of Govt. and private school teachers.

Nagar K. (2012) examined on “Organizational Commitment and Job Satisfaction among Teacher”. His research showed that female teachers were more satisfied and commitment than male teachers.

Zilli and Zahoor (2012) conducted a study on “Level of Organizational Commitment among Male and Female Higher Education Teachers”. To compare their organizational commitment. He found that the females had significantly higher level of organization commitment.

Ishfaq S. & Ahmad A. (2013) conducted a “Comparative Study on Government and Private Secondary School Teachers towards their Teaching Profession”. He

concluded that there are significant differences between teaching attitude of Government and Private secondary school teachers. He also found that male secondary school teachers have higher attitude towards their teaching profession than their female counterparts.

Raj T. & Lalita (2013) conducted a study on “Job satisfaction Among Teachers of Private and Government School: A Comparative Analysis” and found that male respondents were more satisfied than their female counterparts. The study also revealed that government school teachers are more satisfied than the private school teachers. This is due to the flexibility, security of job, high wages and independence enjoyed by government school teachers.

Ghafoor A. & Zia A. (2015) in their research on paper entitled “Comparative Analysis of Public and Private Educational Institutions: A Case Study of District Vehari, Pakistan” and found that parents prefer private schools instead of free government schools so government should emphasise on qualify not on quantity.

Objectives

In order to go in detail, the present study is based on the following objectives:

To understand the profile and job satisfaction level of teachers teaching tourism in Govt. & Non-Govt. sectors.

To examine the differences between satisfaction level of teachers teaching in Govt. & Non-Govt. sectors.

Hypothesis

H₁ There is a difference between job satisfactions of Govt. & Non-Govt. teachers teaching tourism.

H₀ (Null Hypothesis) There is no difference between job satisfaction of Govt. & Non-Govt. teachers teaching tourism.

Research Methodology

The outcome of this research paper is based on the comparative study on job satisfaction of teachers teaching in Government & Non-Govt. Institutions. In this descriptive study, Mann-Whitney U Test has been applied to analysis the data collected both from primary and

secondary sources. The data available from the field has been collected with the help of self-prepared questionnaire containing 30 questions covering the objectives of the study. The designed and developed questionnaire was mailed to the randomly chosen 25 Government & 25 Private teachers after talking to them about the objective and convention them for their response and reaction

on the subject. In order to calculate the accuracy of the responses obtained from the field 5 Likert scale was used to note teacher's satisfaction (5 = strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree and 1 = Strongly Disagree). Secondary data was collected from concern Books, Newspapers, Journals, Websites etc.

Classification of Collected Data

Table 1: Classification of Collected Data on Satisfaction of Govt. and Non-Government Teachers

Score Form of Institution	0-30	30-60	60-90	90-120	120-150	Total
No. of Govt. Teachers	--	--	--	24	01	25
No. of Non-Government Teachers	--	--	07	18	--	25
Total No. of Teachers	--	--	07	42	01	50

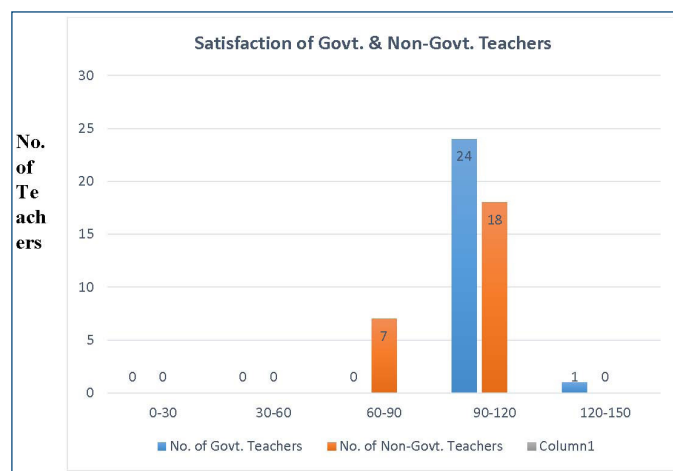


Fig. 1: Satisfaction of Teachers

On the basis of above Table 1 and Fig. 1, it is clear that no teacher's (Govt. & Non-Govt.) satisfaction was between 0-30 and 30-60 score which represents extreme dissatisfaction. 07 (28%) Non-Government teacher's satisfaction come under the category of 60-90. Majority of Govt. i.e. 24 (96%) & 18 (72%) Non-Govt. teacher's satisfaction is categorized between 90-120 score. Remaining 1 (04%) Govt. tourism teacher is satisfied between 120-150.

Data Analysis and Interpretation

After collecting primary data from the teachers of Govt. & Non-Govt. Institutions, it was analysed, its combined ranking was drawn and presented below in the tabulation form:

Table 2: Ranking Based on Govt. & Non-Govt. Teacher's Job Satisfaction

First Step

Sr. No.	Govt. Teachers	R_1	Non-Govt. Teachers	R_2
1.	106	30.5	90	6.5
2.	111	34.5	117	45
3.	111	34.5	102	21.5
4.	116	43	98	14
5.	105	27.5	87	03
6.	114	40	100	17
7.	106	30.5	96	12
8.	112	36.5	103	23.5
9.	110	33	101	19.5
10.	115	41.5	105	27.5
11.	113	38.5	92	09
12.	115	41.5	94	10
13.	105	27.5	95	11

Sr. No.	Govt. Teachers	R_1	Non-Govt. Teachers	R_2
14.	120	49	91	08
15.	103	23.5	90	6.5
16.	121	50	89	05
17.	113	38.5	101	19.5
18.	117	45	99	15
19.	118	47	100	17
20.	105	27.5	86	02
21.	100	17	88	04
22.	112	36.5	97	13
23.	119	48	102	21.5
24.	117	45	84	01
25.	104	25	107	32
26.		$\Sigma R_1 = 911$		$\Sigma R_2 = 364$

Test-Second step of Mann-Whitney U Test

$$\begin{aligned}
 R_1 + R_2 &= \frac{N_1(N_1 + 1)}{2} \\
 911 + 364 &= \frac{50(50 + 1)}{2} \\
 1275 &= \frac{50(51)}{2} \\
 1275 &= 50 \times 25.5 \\
 1275 &= 1275
 \end{aligned}$$

Third Step of Mann-Whitney U Test

To calculate U_1 and U_2 data with the following formulas

$$\begin{aligned}
 U_1 &= N_1 N_2 + \frac{N_1(N_1 + 1)}{2} - R_1 \\
 &= 25 \times 25 + \frac{25(25 + 1)}{2} - 911 \\
 &= 625 + \frac{25(26)}{2} - 911 \\
 &= 625 + 25 \times 13 - 911 \\
 &= 625 + 325 - 911 \\
 &= 625 - 586 \\
 &= 39
 \end{aligned}$$

$$\begin{aligned}
 U_2 &= N_1 N_2 + \frac{N_2(N_2 + 1)}{2} - R_2 \\
 &= 25 \times 25 + \frac{25(25 + 1)}{2} - 364 \\
 &= 625 + \frac{25(26)}{2} - 364 \\
 &= 625 + 25 \times 13 - 364 \\
 &= 625 + 325 - 364 \\
 &= 625 + 39 \\
 &= 664
 \end{aligned}$$

Because U_1 is less than U_2 so we are considering the value of $U = 39$

If the sample size is greater than 20 then U value will be determined by $X = (Meu)$ value

$$\begin{aligned}
 XU &= \frac{N_1 N_2}{2} \\
 &= \frac{25 \times 25}{2} \\
 &= \frac{625}{2} \\
 &= 312.5 \\
 S.D(\alpha) &= \sqrt{\frac{N_1 N_2 (N_1 + N_2 + 1)}{12}} \\
 &= \sqrt{\frac{25 \times 25 (25 + 25 + 1)}{12}} \\
 &= \sqrt{\frac{625(51)}{12}} \\
 &= \sqrt{\frac{31875}{12}} \\
 &= 51.538 \\
 \text{Value of } Z &= \frac{U - XU}{6U} \\
 &= \frac{39 - 312.5}{6 \times 39} \\
 &= \frac{273.5}{234} \\
 &= 1.1689
 \end{aligned}$$

Significant value of Z is 0.05 level = 1.96 and 0.01 level = 2.58. As we know that Z value of the present study is 1.1689 and because this value is smaller than significant value of both level of Z so (H_0) Null Hypothesis is accepted and (H_1) Hypothesis is rejected. So it may be concluded that both Institution's teachers are satisfied with their jobs. They are equally happy with their income, working hours and facilities provided by their management\employers. If any kind of difference is found between them it may be a coincidence.

Conclusion

Education turns to become an important, constructive and creative base for socio-economic development of the nation. Countries having poor educational environment suffer from socio-economic degradation. More over the teachers teaching in academic institutions occupy a significant role in quality education and development. They are not only the master of their subjects but have a highly constructive role in the upward development of society. They are the true leaders of any country have indeed ability to build or destroy the young mind studying in higher education. Hence, every educational institution is trying to retain good teachers and to see them satisfied.

However, in the present outcome for collection of data from the field, the researcher has prepared questionnaire (5 Likert Scale) based on attitude, income, time and responsibilities of teachers working in Gov. and Non-Govt. tourism institutions. The developed questionnaire was sent to 25 Govt. and 25 Non-Govt. tourism teachers working in various educational institutions for their necessary response and reply. After collecting data, Mann-Whitney U Test was applied to know the differences in satisfaction levels of teachers teaching in both types of institutions and the calculated results shown that teachers working in both institutions are equally satisfied with their jobs and the facilities provided to them by their employers\managements.

Suggestions

On the basis of above study findings, existing resources, academic environment, researcher's personal observation and also to retain the qualified and capable teachers in tourism education following suggestions are recommended:

1. Private academic institutions need to provide emerging and need based salary package, leave etc. at par with existing Government academic institutions.
2. In order to ensure and accelerate the career of the teachers teaching in academic institutions regular and higher academic posts/positions may please be created so that future career of teachers teaching in tourism sector in general and private academic institutions in particular doesn't tamper.
3. To ensure social security of the teachers, social security schemes such as provident fund, pension, gratuity, leave encashment provisions may be introduced in such academic institutions where these provisions don't exist.
4. The academic institutions which have not yet introduced internet, latest communication technologies and Wi-Fi classes need to start at the earliest for enhancing the academic and teaching practices of teachers in institutions.
5. Adequate opportunity and funds must be provided by the institutions to the teachers for organizing conferences, seminars, cultural events, other academic programmes, research projects etc.

References

- Ghafoor, A., & Zia, A. (2015). Comparative analysis of public and private educational institutions: A case study of district Vehari, Pakistan. *Journal of Education and Practice*, 6(16).
- Hulin, C. L., & Judge, T. A. (2003). Job attitudes. In W. C. Borman, D. R. Igen, & R. J. Klimoski (Eds.), *Handbook of psychology: Industrial and organizational psychology* (pp. 255-276). Hoboken, NJ: Wiley.
- Ishfaq, S., & Ahmad, A. (2013). A comparative study of government and private secondary school teachers towards their teaching profession. *Journal of Education and Practice*, 4(1).
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297-1349). Chicago: Rand McNally.
- Nagar, K. (2012). Organizational commitment and job satisfaction among teachers during times of burn out. *Vikalpa*, 37(2), 43-60.
- Mehta, D. S. (2012). Job satisfaction among teachers. *International Journal of Research in Commerce IT & Management*, 2(4), 77-83.

- Zilli, A. S., & Zahoor, Z. (2012). Organizational commitment among male and female higher educational teachers. *Indian Journal of Psychology and Education*, 2(1), 55-60.
- Suki, N. (2011). Job satisfaction and organizational commitment. The effect of Gender. *International Journal of Psychology Research*, 6(5), 1-15.
- Kumari, S., & Jafri. (2011). Level of organizational commitment of male and female teachers of secondary schools. *Journal of Community Guidance & Research*, 28(1), 37-47.

