



A COMPARATIVE STUDY OF JOB SATISFACTION OF TEACHERS BETWEEN PRIVATE AND PUBLIC SCHOOLS WITH REFERENCE TO NILGIRI DISTRICT

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Abstract

“Teachers have a great mission to ignite of the young”-A good teacher is like a candle it consumes itself to light the way for others. Education certainly has some of the characteristics of being an art, a science, a skilled trade or craft, and a profession. Education uses culturelization, conditioning, reconditioning, learning, learning techniques to bring people within redline zone to change behavior. India has one of the largest systems of education ranging from early childhood education to higher education. In a pluralistic and developing society like India equity and quality of education are two important concerns particularly in a globalized world. The maintenance of quality of education at school level without the support of a good teacher is a misnomer and that is the reason that in the long history of its traditions in India, teachers have always been much reversed. In the process of making education more meaningful, or a question of improving its quality or even making it more accessible to children, one thing that always prominently matters is the teacher, as the teacher is the heart of the school system. Hence the study focuses on “ Job Satisfaction of Teachers Between Private and Public Schools”.

Keywords: Teacher ,Education,Schools,Job Satisfaction.

Introduction of The Study

Education is a key in human capital formation. Quality of human resources depends upon the quality of education of a country. Sustainable economic development needs skilled manpower which is raised through productivity and efficiency of individuals that is only possible through education. Teacher education means professional preparation of teachers. It is not merely training of teachers, but it is acquisition of that type of knowledge skills and ability which helps a teacher to discharge his professional duties and responsibilities effectively and efficiently. It means reshaping the attitude, habits and personality of a teacher. A teacher education is not just a graduate or post graduate or even one armed with a doctoral degree aspiring for a job to make his both ends meet. Teaching is a service oriented profession which requires a will to sacrifice.

It is one of the common professions in our society. It is probably the most inspiring and complete profession for the very fact that unlike artisans and craftsman, a teacher deals with the most sensitive of subject matter, i.e. human child. Professional training of teachers is key to quality enhancement of school education. The aim of education of taking the Nation into 21st century cannot be achieved unless teachers have the necessary skills and competencies. The skills and competencies can be developed through systematic approach to revitalize and modernize ‘Teacher Education Programme’.

Five Professional Learning Activities of Teachers

Reading: This is a core activity and includes studying literature related to one’s subject matter as well as teacher education. No teacher can say that one has studied enough to last for the rest of one’s professional life. Teacher or teacher educator, because of the nature of his calling, has to be a life long learner. Reading activities would also include reading professional journals including research- dedicated journals, studying teaching manuals, policy documents and of course, newspapers with special focus on items on education and teacher education.

Reflecting: Reflection is considered to be another centre-stage activity for professional development. Reflection enables us to see ourselves, our actions and our circumstances in new ways. It is a tremendous asset in re-examine theoretical bases of our actions and re-inventing our practice from time to time. Day to day classroom teaching discussions to analyze students’ performance and to provide feedback to them, assessment of students’ participation and performance in various activities and tutorials, etc. are some of the many occasions to develop and use critical reflection to boost one’s professional development.

Collaborating: undertaking joint work like co-ordination, organization and conduct of various activities related to ‘Teacher Education Programme’, preparing lessons, team teaching, working in committees, developing innovative techniques in consultation with others are major examples that promote professional development.

Experimenting: In order to enable the students to use learner centered techniques for practice teaching, it is necessary that teacher educators too must use learner centered techniques in their classrooms. This would experimentation.



Professional activities: It includes informal counseling of students, management related activities, extra- curricular activities, spontaneous and unplanned student- teacher classroom interaction etc. In brief, all non routine activities would fall under this category.

Review of Litreature

Schuler 1986, “Teachers job satisfaction has perhaps been investigated more and more, often in relationship to teacher stress, job commitment, professional autonomy, school climate and so on”.

Hoppock1935, “Job satisfaction as “any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say, lam happy with my job”.

Weiss (2002) has argued that job satisfaction is an attitude, but point outs the researcher should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behavior.

Elizabeth. Lori Purcell, (2003), studies the factors that lead to job satisfaction and dissatisfaction of country extensive agent in Georgia. The study used a mixed method approach to data collection. A survey was developing based on the interview findings and research to gain knowledge formed larger audience. The instrument developed for use in this was the job satisfaction of CEAS in Georgia survey.

Tania Burchardt (2004) in his study “Aiming high: the educational And occupational aspirations of young disabled” asserts that people having high aspirations can provide the push for educational attainment and the motivation to over come difficulties encountered on the way. Therefore, job satisfaction among teacher educators largely depends on their work motivation and their own level of occupational aspiration.

Scope of the Study

1. The study was conducted through some obstacles and constraints.
2. Performance aspect included conceptual and multi dimensions, methods of measurement and different level of job satisfaction for teachers in private and public school.
3. To find out the reasons for the satisfaction and its effect on the personal life
4. To expose the causes for the satisfaction and measures to prevent such situations.

Statement of The Problem

This study investigates the comparison of job satisfaction in private and public teachers who are all working in school by considering the various factors like salary, fringe benefits ,job security and relationship etc. Moreover thetemporary teachers are working for certain period for limited salary. Itsalso made to measure the teacher ‘s attitude towards schools. It aims at analyzing the extend satisfaction level of the teachers. Nilgiri district has been selected for the study. The study also provides suggestion to the schools, which would help them to improve the standard of the schools.Thus , the technological constraints as well as human relations at the working place affect the life of people.

Objectives of The Study

1. To analyze the level of satisfaction of private and public school teachers.
2. To know about the factor influencing the private and public school.
3. To identify the problems faced by the teachers .
4. To offer the valuable suggestions to schools in enhancing their services to satisfy the teachers.

Sampling Technique

The study conducted at Nilgiri district. In Nilgiri district , there are four zones viz, north, south east, west zones . For the convenience of the study all the four zones were selected and the data were collected .The data for this study were collected the sample size of 150 respondents of the above type. (private school teachers-75 and public school teachers-75).

The study conducted based on the random as well as convenient method of sampling. All the four were selected randomly from each zones a sample was drawn on convenient basis. Percentage Analysis were used to anlayses the data.

Analysis & Interpretation

Table No. 1. Classification of The Respondents on Level of Satisfaction on Fringe Benefits

Fringe benefits	Private School		Public School	
	Frequency	Percentage (%)	Frequency	Percentage(%)
Highly satisfied	22	29.3	25	33.3
Satisfied	29	38.7	37	49.7
Neutral	05	06.7	07	09.0
Dissatisfied	15	20.0	06	08.0
Highly dissatisfied	04	05.3	0	0
Total	75	100	75	100

Inference

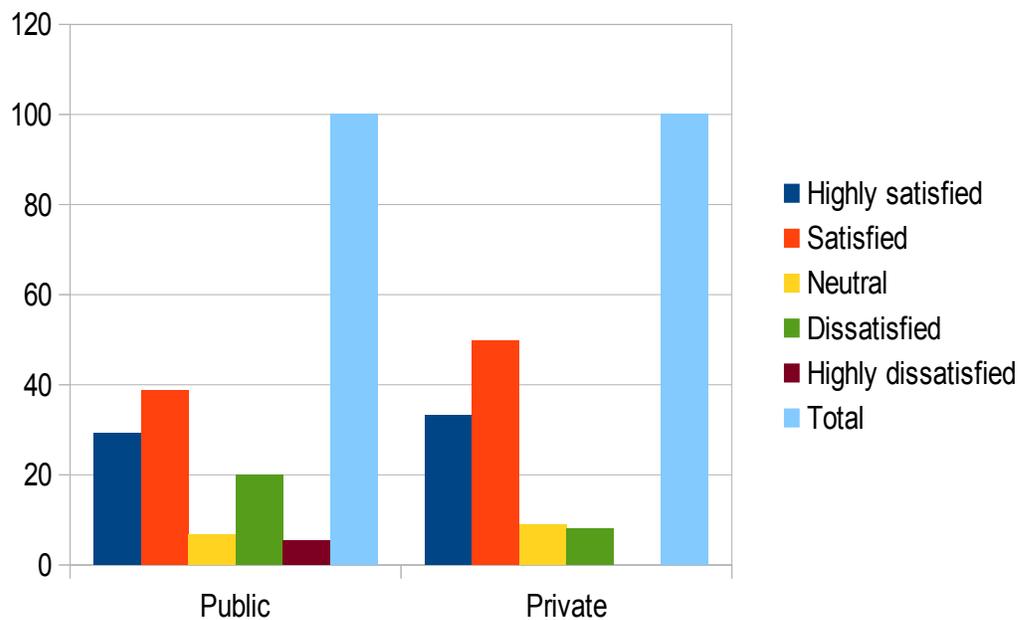
Private School

It is revealed from the above table that out of 75 respondents 38.7% are satisfied, 29.3% are highly satisfied, 20% are dissatisfied, 6.7% are neutral and the rest 5.3% are highly dissatisfied.

Public School

It is revealed from the above table that out of 75 respondents 49.7% are satisfied, 33.3% are highly satisfied, 9% are neutral, 8% are dissatisfied. It is inferred that the majority of the respondents in both private school (38.7%) and in public school (49.7%) are satisfied.

Chart No : 1 Classification of The Respondents on Level of Satisfaction on Fringe Benefits





Findings

1. The majority (69 percent) of the sample respondents are female.
2. The majority (46.7 percent) of the sample respondents belong to 26-35 age group.
3. The majority (47 percent) of the sample respondents are post graduate with B.Ed.
4. The majority (100 percent) of the sample respondents are not getting concession on children's education.
5. The majority (58.7 percent) of the sample respondents are living in own house.
6. The majority (67 percent) of the sample respondents are permanent teachers.
7. The majority (33.3 percent) of the sample respondents are working for more than 16 years.
8. The majority (65.3 percent) of the sample respondents are highly satisfied on job security.
9. The majority (46.7 percent) of the sample respondents are satisfied on their workload.

Suggestions

1. Salaries should be attractive and higher scale should be provided for exceptionally qualified teachers.
2. There should be higher rate of increment.
3. Teachers should be required to undergo periodical medical examinations, which should be provided free.
4. Teachers should be adequately protected against arbitrary action affecting their professional standing or career.
5. Teachers wishing to go holiday camps or to attend educational conferences, seminars etc. should be given travel allowances and leave facility.
6. Teachers should be granted study leave on full or partial pay at intervals, and the period of study leave should be counted for seniority and pension purposes.

Conclusion

Regardless of the school status, teacher's qualification or teaching experience, a safe working environment, supportive administration, and involved parents are connected with high levels of teacher satisfaction. Equally important are the teachers' feelings of sovereignty. The results of this study imply that involving teachers in school policy, decisions and giving them some degree of control in their classrooms are associated with high levels of career satisfaction. It is not possible to say, however, whether these factors result in high levels of teacher satisfaction, or whether highly satisfied teachers seek out or create environments that provide them with greater satisfaction. In the end of the conclusion of this research the researcher, want to open this fact that most teachers of government and private schools do not share their responses in a sincerely manners. So these insincerely responses of the teachers may effect the results of this research.

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