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A COMPARATIVE STUDY ON JOB SATISFACTION AMONG PRIVATE AND GOVERNMENT TEACHERS

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ABSTRACT

Job satisfaction portrays that the perception of the person towards his or her job, job related activities and environment. Job satisfaction is the contribution of two words – ‘job’ and ‘satisfaction’. Job is an occupational activity performed by an individual in return for is ward. The teaching profession requires commitment. The sample of the study consisted of the teachers working private and government schools restricted to Coimbatore city in the state of Tamil Nadu. The sample size of the study 88 teachers, data collected from 45 private school teachers and 43 government school teachers were taken into consideration. Convenient Random sampling was used for this study. The study found that compare to private teachers, government teachers are highly satisfied because they earned more salary and also permanent job. It creates confidants, status, motivation, and also develop their growth and personality. There is a significant different between job satisfaction and teaching experience for financial security for government teachers job but not for private teachers. For teacher, salary is the main criteria to improve their growth, update their knowledge and to meet the personal commitment and teachers should not work alone, mostly they are doing team works for completion of institutional tasks and objectives.

KEYWORDS

private teachers, government teachers, teaching experience, motivation, job satisfaction.

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1. INTRODUCTION

Job satisfaction portrays that the perception of the person towards his or her job, job related activities and environment. It is a combination of psychological and emotional experiences at work (Lalita, 2013). Job satisfaction is the contribution of two words – ‘job’ and ‘satisfaction’. Job is an occupational activity performed by an individual in return for is ward. Job satisfaction portrays the perception of the person towards his or her job, job related activities and environment. It is a combination of psychological and emotional experiences at work (Sauli Mitra, 2018). Job satisfaction is a crucial element in maintaining quality human resources and life of any organization. In academia, job satisfaction is among the cornerstones for a healthier secondary school. Job satisfaction has been perceived differently by different researchers in the field of human resource and management (Evans, 1997).

Teachers are arguably the most important group of professionals for our nation’s future. Therefore, it is disturbing to find that many of today’s teachers are dissatisfied with their jobs. Job satisfaction has been the theme of numerous studies in both public and private organizations. Teachers are the key agents through which educational plans are achieved. Since job satisfaction is an emotional response, the meaning of the concept can only be discovered and grasped by a process of introspection, that is an act of conceptual identification directed to one’s mental contents and process (Bandhana, 2011).

Role of teachers in the society and in the education can change, but the importance of their position remains same. To attract and retain the quality teachers is a great challenge to the educational institutions. In education, the essential quality of the teacher is to have a positive approach. Every teacher must have the potential and clear intention to discharge their duty with utmost devotion to derive satisfaction from their work. Job satisfaction is the combination of emotional and psychological experience at any work. The teachers would get interested to teach their students effectively when they are satisfied with their jobs. Like India, other countries in the world are trying to improve their quality of education, so that it meets the demand of globalization (Nigama, 2018). Teachers would perform to maximum capacity, only if they are satisfied with their jobs. So, job satisfaction is an important phenomenon in every sector especially in the teaching profession. As per study conducted, role of the job satisfaction among private school teachers and government school teachers.

2. REVIEW OF LITERATURE

Abdul Raziq and Raheela Maulabakhsh (2014) analyzed, “Impact of working environment on job satisfaction.” The study aims to analyze the impact of working environment on employee job satisfaction. **Amit Kumar (2015)** analyzed, “Job satisfaction among Male and Female Teachers: A comparative study.” The study aim to level of job satisfaction among female teachers in schools, find out the working environment provided by the schools and compare the satisfaction level of female employees both private and government schools. **Bandhana (2011)** analyzed, “Job satisfaction and values among Kendriya Vidyalaya Teachers.” The study aim to find significant differences in values among male Kendriya Vidyalaya teachers with high job satisfaction and low job satisfaction. To find significant in values among female Kendriya Vidyalaya teachers with high job satisfaction and low job satisfaction. **Dorothea Wahyu Ariani (2015)** analyzed, “Employee satisfaction and service quality: is there relations.” The study aim to relationship between employee job satisfaction and performance has controversy. This study found that a happy employee is a productive employee job satisfaction affects the service quality. Relationship between employee job satisfaction and service quality. **Hari Prasad Pathak (2015)** analyzed, “Job satisfaction of employees in commercial banks.” This study aims to assessing the job satisfaction status of employees and identifying the significant factors that influences the job satisfaction of the employees in commercial banks. The study also examines the relationship between job satisfaction and different demographic factors. **Kanika soni, Raghav Chawla and Ruby Sengar (2017)** analyzed, “Relationship between job satisfaction and employee experience.” This study found that there is relationship between job satisfaction and employee experience. This study suggests that ensuring a good employees experience and keeping the employees satisfied and happy.

3. IMPORTANCE OF JOB SATISFACTION

Job satisfaction is the extent to which one is happy with their job hence an employee’s willingness to perform at an optimum level Hoffman-miller (2013). Job satisfaction is in regard to one’s feelings or state-of-mind regarding the nature of their work. Job satisfaction can be influenced by a variety of factors, e.g., the quality of one’s relationship with their supervisor, the quality of the physical environment in which they work, degree of fulfillment in their work, etc. Janae Bower (2013).

The teaching profession requires commitment. An effective educator needs to be committed not only to their students, but to the teaching profession as a whole. This means abiding by the rules and regulations, embracing the principles of the teaching profession, as well as the requirements. Here we will take a closer look at a few of the essential components of being a professional who is dedicated to the teaching career Janelle Cox (2009).

Teachers are expected to render a very high job performance, and the Ministry of Education is always curious regarding the job performance of its teachers. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ubom & Joshua, 2004). Similarly, the roles and contexts of educators' motivational methods and tools cannot be underemphasized because high motivation enhances productivity which is naturally in the interests of all educational systems (Ololube 2004, 2005)

4. STATEMENT OF THE PROBLEM

A teacher is a backbone of a nation and its progress depends upon the education system. The role of teacher is very significant in the development of a country. He acts as a coach, mentor, trainer and guide. But his performance totally depends on the working environment. Students learning ability and performance are the key judgment factors of a teacher's performance. Both Government and Private schools plays an important role in the growth of nation. A high degree of job satisfaction has been found when the characteristics of both employer and employee's expectation meet (Amit Kumar, 2015). Though the study comprises of samples drawn from private and government teachers and their job experience and job satisfaction level.

5. OBJECTIVES OF THE STUDY

- To study the teaching experience and job is interesting, Commitment and motivation of their job.
- To assess the teaching experience and job is interesting, Commitment and motivation of their job.

6. HYPOTHESIS

H₀: There is no association between the teaching experience of the respondent and job is interesting and Commitment incurred by them.

H₁: There is association between the teaching experience of the respondent and job is interesting and Commitment incurred by them.

H₀: There is no association between the teaching experience of the respondent and motivation incurred by them.

H₁: There is association between the teaching experience of the respondent and motivation incurred by them.

7. RESEARCH METHODOLOGY

Research methodology is the systematic, theoretical analysis of the methods applied to a field of study. The research design used for this study is 'Descriptive nature' whose purpose is to describe accurately the satisfaction of particular teachers or of a group of teachers. In tune with research objectives, the sample was drawn from teachers among private and government in Coimbatore city. Sample unit was the teachers from 10 private schools and 10 government school of Coimbatore city. The sample of the study consisted of the teachers working private and government schools restricted to Coimbatore city in the state of Tamilnadu. The study had taken 100 sample sizes. Due to incompleteness of questionnaire, our sample size is reduced 88 teachers consist of 45 private school teachers and 43 government school teachers were taken into consideration. Convenient Random sampling was used for the present study and collection data with the help of well-structured questionnaire. The questionnaire based on Tilak Raj and Lalita (2013). For the present study Five Point Likert scale is used. The period of the study is January and February 2019. Secondary data were collected from available books, publications and websites.

8. ANALYSIS AND INTERPRETATION

8.1. DISTRIBUTION OF RESPONDENTS BASED ON SOCIO – ECONOMIC AND DEMOGRAPHIC PROFILE

An attempt is made to understand the socio economic profile of the sample respondents drawn from Private and Government school teachers at Coimbatore district with view to analyze the influences and impact of various socio economic factors such as age, gender, marital status, education, designation, teaching experience and salary.

Table 8.1 indicate the distribution of respondents based on socio economic variables, age of the teachers is one of the crucial factors in determining the job satisfaction. The age wise classification of the respondent shows that, of the total respondents 29.54 percent belong to the age group between 29 to 39 and between 39 to 49 years. Majority of the Private respondents (44.4 percent) belong to the age group of below 29 years. Majority of the Government respondents (39.5 percent) were in the age group of 39 to 49 years.

The gender wise classification shows that, of all the respondents 67.05 percent were female and 32.95 percent were male. In both the Private (75.6 percent) and Government (58.1 percent) respondents were female. The marital status wise classification shows that, of all the respondents 85.23 percent were married and 14.77 percent were unmarried. In both the Private (73.3 percent) and Government (97.7 percent) respondents were married.

An education status of the respondents determines their job satisfaction to a great extent. The education qualification shows that, of the total respondents 36.36 percent were completed secondary grade, Respondents from Private teachers 40 percent were completed Under Graduate degree, In Government teachers 48.8 percent were completed secondary grade.

The designation wise classification shows that, the total respondents 32.96 percent were working in Primary Teachers, Of the respondents from Private 42.2 percent were working in Primary Teachers, In Government 34.9 percent were working in Trained Graduate Teacher and Post Graduate Teacher. As per (Tilak Raj Vs Lalita, 2013) study indicates majority of the respondents are working Post Graduate Teachers.

The teaching experience wise classification shows that, the total respondents 52.27 percent were between 1 to 10 years' experience, In Private 82.2 percent were between 1 to 10 years' experience, In Government 53.5 percent were between 10 to 20 years' experience, the salary of the Private and Government teachers are differentiated because, Private teacher's salary fix by the management and Government teacher's salary fixed by Government of Tamilnadu. So this research fixes different salary structure for private and government teachers. In Private 51.1 percent were earned between Rs.10000 to Rs.15000 In Government 60.5 percent were earned between 50000.

8.2. JOB IS INTERESTING AND COMMITMENTS AND TEACHING EXPERIENCE OF THE RESPONDENTS

The teaching experience and job is interesting and commitments for the job requires high skills and knowledge, the job is interesting and challenging, the job itself gives freedom and independence, the job increase our responsibility and commitment and the job based on our personal judgment and critical thinking in Table 8.2.

In private teachers, most of the respondents having 1 to 10 years' experience are satisfied about their job. 51.1 percent of the respondent's job created high skills and knowledge, 44.4 percent of the respondents feel every day to meet their challenging work, 28.9 percent of the respondents says that our work give freedom and independents to do their work, 35.6 percent of the respondents says that our job give responsibility, commitment and easy to manage critical situation based on their job.

In government teachers, contrary result showed that most of the respondents having 10 to 30 years' experiences are highly satisfied their job. 30.2 percent of the respondents feel free to work; 32.6 percent of the respondents feel interest to work. 27.9 percent of the respondent's job created high skills and knowledge, 27.9 percent of the respondents says that our job increase responsibility and commitment and 34.9 percent of the respondents says that our job easy to manage critical situation based on their job is satisfied.

8.3. MOTIVATION AND TEACHING EXPERIENCE OF THE RESPONDENTS

The teaching experience and motivation based on salary, management, colleague. The salary based on our qualification and experiences and also competitive our expectation, the management based on give feedback and create empathy and sympathy, the colleague based on cooperative in term of team work and advice and feedback towards our performance in table 8.3.

In private teachers, most of the respondents having 1 to 10 years' experience are satisfied about their salary is not up to the relevant of their (42.2 percent) qualification and also different (46.7 percent) meet their expectation. Most of them say that management were given (44.4 percent) correct feedback about task completion and also shows that (51.1 percent) empathy and sympathy towards employees are satisfied.

Majority of the respondents are highly satisfied about (42.2 percent) co-ordinate by co-worker with them and (55.6 percent) give ideas for improving their team work. In government teachers, contrary result showed that most of the respondents having 10 to 30 years' experience are satisfied about their salary is not up to the relevant of their (34.9 percent) qualification and also different (27.9 percent) meet their expectation. Most of them say that management were given (25.6 percent) correct feedback about task completion and also shows that (34.9 percent) empathy and sympathy towards employees are satisfied. Majority of the respondents were satisfied about (34.9 percent) co-ordinate by co-worker with them and (41.9 percent) give ideas for improving their team work.

8.4. ASSOCIATION BETWEEN THE TEACHING EXPERIENCE AND JOB IS INTERESTING AND COMMITMENTS

In order to find out association between teaching experience and job is interest and commitment, chi-square test was used the following hypotheses were tested and results are presented in table 4.4.

Job is interest and commitment of the respondents with respect to teaching experience of the respondents brought out difference in association. Both private and government teachers sample respondents is insignificant between the teaching experience and high skills and knowledge, interesting and challenging, freedom and independence, responsibility and commitments and personal judgment and critical thinking.

8.5 ASSOCIATION BETWEEN THE TEACHING EXPERIENCE AND MOTIVATION

In order to find out association between teaching experience and motivation, chi-square test was used the following hypotheses were tested and results are presented in table 8.5

Motivation of the respondents with respect to teaching experience of the respondents brought out difference in association. Both private and government teachers sample respondents is insignificant between the teaching experiences and qualification and also different experience, meet our expectation, task completed, empathy and sympathy and cooperative in team work.

Association between the teaching experience and advice and feedback towards our performance were tested. The private respondents (4.246) were found to have statistically insignificant association. Contrary results found in government respondents (0.024) association were found to be significant at five percent level.

9. FINDINGS, SUGGESTIONS AND CONCLUSION

9.1 FINDINGS

The job satisfaction among private and government teachers were job characteristics needed for teacher's satisfaction, emotional intelligence characteristics for teachers, job is interesting and commitments and motivation for teachers.

9.1.1 PROFILE OF THE RESPONDENTS BASED ON SOCIO – ECONOMIC STATUS

- Majority of the Private and Government teachers are married female respondents. In majority of the Private Teachers age group was less than 29 years old, but in Government Teachers age group between 39 to 49 years old. Because most of the Government teachers are recruited only after 30 years.
- Educational attained of Private teacher's majority of them are studied Under Graduate degree, but in Government teacher's majority of the respondent are studied secondary grade training only.
- Majority of the respondents are appointed position Primary Teacher among Private teachers but Government teacher's majority are appointed both Post Graduate Teacher and Trained Graduate Teacher. In Private teachers most of them are between 1 to 10 years' experience and in Government teachers were experience between 10 to 20 years.

9.1.2 JOB IS INTERESTING AND COMMITMENTS AND TEACHING EXPERIENCE OF THE RESPONDENTS

- Majority of the Private teachers most of them having 1 to 10 years' experience are satisfied in the job is interesting and commitments and teaching experience.
- Contrary result found in Government teachers most of them having 10 to 30 years' experience are highly satisfied their job to create given freedom free and interest to work.

9.1.3 MOTIVATION AND TEACHING EXPERIENCE OF THE RESPONDENTS

- Majority of the Private respondents having 1 to 10 years' experience are highly satisfied about co-workers are motivated their work.
- Contrary result found in Government respondents having 10 to 30 years' experiences are satisfied for their motivation and teaching experience of their job.

9.1.4 ASSOCIATION BETWEEN THE TEACHING EXPERIENCE AND JOB IS INTERESTING AND COMMITMENTS

- Job is interest and commitment of the respondents with respect to teaching experience of the respondents brought out difference in association. Both private and government teachers sample respondents is insignificant between the teaching experience and high skills and knowledge, interesting and challenging, freedom and independence, responsibility and commitments and personal judgment and critical thinking.

9.1.5 ASSOCIATION BETWEEN THE TEACHING EXPERIENCE AND MOTIVATION

- Association between the teaching experience and advice and feedback towards our performance were tested. The private respondents (4.246) were found to have statistically insignificant association. Contrary results found in government respondents (0.024) association were found to be significant at five percent level.

9.2 SUGGESTIONS

- It is found that personal core factors affect teacher's job satisfaction more than work core factors. Therefore, institutions must launch solutions for teacher's personal problems.
- Encouragement system for rewarding successful teachers in schools should be developed.
- For educational institutions salary is the main criteria to improve their growth, update their knowledge and to meet the personal commitment.
- For educational institutions teachers should not work alone, mostly they are doing team works for completion of institutional tasks and objectives.

10. CONCLUSIONS

The study concludes that socio-economic and demographic factors have potential strength in designing job satisfaction model which accounts for job satisfaction challenges among teachers in private and government school in Coimbatore city. The study results show that compare to private teachers, government teachers are highly satisfied because they earned more salary and also permanent job. It creates confidants, status, motivation, and also develop their growth and personality. There is a significant different between job satisfaction and teaching experience for financial security for government teachers job but not for private teachers. It may benefit society by encouraging people contribute more to their job and may help them to their personal growth and development. Hence, it is essential for an institution to motivate their institution to work hard to achieving the institutional goals and objectives.

11. SCOPE FOR FUTURE STUDY

- To conduct a research on job satisfaction and find out the reasons of dissatisfaction of the high qualified teachers.
- To discover the reasons of male teachers being not satisfied with their jobs as compared to female teachers.
- To find the study on Job satisfaction among IT Professional, Doctors and Engineers

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APPENDIX

TABLE 8.1: DISTRIBUTION OF RESPONDENTS BASED ON SOCIO – ECONOMIC AND DEMOGRAPHIC PROFILE

Variables	Classification	Private		Government		Total	
		N	%	N	%	N	%
Age	<29	20	44.4	1	2.3	21	23.86
	29 – 39	16	35.6	10	23.3	26	29.54
	39 – 49	9	20.0	17	39.5	26	29.54
	>49	0	0	15	34.9	15	17.05
Gender	Male	11	24.4	18	41.9	29	32.95
	Female	34	75.6	25	58.1	59	67.05
Marital status	Married	33	73.3	42	97.7	75	85.23
	Unmarried	12	26.7	1	2.3	13	14.77
Education	secondary grade	11	24.4	21	48.8	32	36.36
	UG assistant	18	40.0	12	27.9	30	34.09
	PG assistant	14	31.1	9	20.9	23	26.14
	Others	2	4.4	1	2.3	3	3.41
Designation	PRT	19	42.2	10	23.3	29	32.96
	TGT	12	26.7	15	34.9	27	30.68
	PGT	9	20.0	15	34.9	24	27.27
	Others	5	11.1	3	7.0	8	9.09
Teaching experience	1-10	37	82.2	9	20.9	46	52.27
	10-20	6	13.3	23	53.5	29	32.96
	20-30	1	2.2	10	23.3	11	12.50
	>30	1	2.2	1	2.3	2	2.27
Variables	Classification	Private		Classification	Government		
		N	%		N	%	
Salary	6000-10000	11	24.4	10000-30000	7	16.3	
	10000-15000	23	51.1	30000-50000	10	23.3	
	15000-above	11	24.4	50000-above	26	60.5	

Source: Primary data

N = Number of respondents; % = Percentage

TABLE 8.2: JOB IS INTERESTING AND COMMITMENTS AND TEACHING EXPERIENCE OF THE RESPONDENTS

variables		Teaching experience											
		Private						Government					
		Highly satisfied		Satisfied		Neutral		Highly satisfied		Satisfied		Neutral	
		N	%	N	%	N	%	N	%	N	%	N	%
The job requires high skills and knowledge	1-10	13	28.9	23	51.1	1	2.2	4	9.3	5	11.6	0	0
	10-30	2	4.4	4	8.9	0	0	10	23.3	12	27.9	1	2.3
	30-40	1	2.2	0	0	0	0	4	9.3	6	13.9	0	0
	>40	0	0	1	2.2	0	0	1	2.3	0	0	0	0
The job is interesting and challenging	1-10	15	33.3	20	44.4	2	4.4	5	11.6	4	9.3	0	0
	10-30	4	8.9	2	4.4	0	0	14	32.6	9	20.9	0	0
	30-40	1	2.2	0	0	0	0	4	9.3	6	13.9	0	0
	>40	0	0	1	2.2	0	0	0	0	1	2.3	0	0
The job itself gives freedom and independence in completing it	1-10	13	28.9	13	28.9	11	24.4	5	11.6	4	9.3	0	0
	10-30	4	8.9	2	4.4	0	0	13	30.2	9	20.9	1	2.3
	30-40	0	0	1	2.2	0	0	3	6.9	6	13.9	1	2.3
	>40	0	0	1	2.2	0	0	0	0	1	2.3	0	0
The job increase my responsibility and commitment	1-10	10	22.2	16	35.6	11	24.4	4	9.3	3	6.9	2	4.6
	10-30	2	4.4	3	6.7	1	2.2	10	23.3	12	27.9	1	2.3
	30-40	1	2.2	0	0	0	0	4	9.3	4	9.3	2	4.6
	>40	0	0	1	2.2	0	0	0	0	1	2.3	0	0
The job based on my personal judgment and critical thinking	1-10	7	15.6	16	35.6	1	2.2	3	6.9	5	11.6	1	2.3
	10-30	2	4.4	3	6.7	0	0	6	13.9	15	34.9	2	4.6
	30-40	0	0	1	2.2	0	0	2	4.6	7	16.3	1	2.3
	>40	0	0	1	2.2	0	0	1	2.3	0	0	0	0

Source: Primary data

N = Number of respondents; % = Percentage

TABLE 8.3: MOTIVATION AND TEACHING EXPERIENCE OF THE RESPONDENTS

Variables		Teaching experience											
		Private					Government						
		Highly satisfied		Satisfied		Neutral		Highly satisfied		Satisfied		Neutral	
		N	%	N	%	N	%	N	%	N	%	N	%
My salary is relevant to my qualification and experiences	1-10	4	8.9	19	42.2	14	31.1	3	6.9	4	9.3	2	4.6
	10-30	2	4.4	4	8.9	0	0	8	18.6	15	34.9	0	0
	30-40	0	0	1	2.2	0	0	7	16.3	3	6.9	0	0
	>40	0	0	1	2.2	0	0	0	0	1	2.3	0	0
My salary is competitive and meet my expectation	1-10	3	6.7	21	46.7	13	28.9	3	6.9	4	9.3	2	4.6
	10-30	2	4.4	4	8.9	0	0	11	25.6	12	27.9	0	0
	30-40	1	2.2	0	0	0	0	6	13.9	4	9.3	0	0
	>40	0	0	1	2.2	0	0	0	0	1	2.3	0	0
Management give feedback and task completed	1-10	7	15.6	20	44.4	10	22.2	1	2.3	4	9.3	4	9.3
	10-30	2	4.4	3	6.7	1	2.2	7	16.3	11	25.6	5	11.6
	30-40	1	2.2	0	0	0	0	6	13.9	3	6.9	1	2.3
	>40	0	0	1	2.2	0	0	1	2.3	0	0	0	0
Management have empathy and sympathy towards employees	1-10	5	11.1	23	51.1	9	20	3	6.9	3	6.9	3	6.9
	10-30	3	6.7	3	6.7	0	0	4	9.3	15	34.9	4	9.3
	30-40	0	0	1	2.2	0	0	5	11.6	3	6.9	2	4.6
	>40	0	0	1	2.2	0	0	0	0	1	2.3	0	0
My colleague are co-operative in term of team work	1-10	19	42.2	15	33.3	3	6.7	3	6.9	6	13.9	0	0
	10-30	2	4.4	4	8.9	0	0	8	18.6	15	34.9	0	0
	30-40	1	2.2	0	0	0	0	6	13.9	4	9.3	0	0
	>40	0	0	1	2.2	0	0	1	2.3	0	0	0	0
My colleague give advice and feedback towards my performance	1-10	10	22.2	25	55.6	2	4.4	7	16.3	1	2.3	1	2.3
	10-30	3	6.7	3	6.7	0	0	4	9.3	18	41.9	1	2.3
	30-40	1	2.2	0	0	0	0	5	11.6	4	9.3	1	2.3
	>40	0	0	1	2.2	0	0	1	2.3	0	0	0	0

Source: Primary data

N = Number of respondents; % = Percentage

TABLE 8.4: ASSOCIATION BETWEEN THE TEACHING EXPERIENCE AND JOB IS INTERESTING AND COMMITMENTS

	Teaching experience					
	Private			Government		
	χ^2	Sig.	H ₀	χ^2	Sig.	H ₀
The job requires high skills and knowledge	2.621	.855 ^{NS}	Accepted	2.246	.896 ^{NS}	Accepted
The job is interesting and challenging	3.777	.707 ^{NS}	Accepted	2.400	.494 ^{NS}	Accepted
The job itself gives freedom and independence in completing it	6.677	.671 ^{NS}	Accepted	3.945	.684 ^{NS}	Accepted
The job increase my responsibility and commitment	4.272	.893 ^{NS}	Accepted	4.293	.637 ^{NS}	Accepted
The job based on my personal judgment and critical thinking	1.435	.964 ^{NS}	Accepted	3.155	.789 ^{NS}	Accepted

NS – Not significant; *Significant at 10 percent level; **Significant at 5 percent level, Chi-Square Value, Sig. – Significance, H₀ - Hypothesis

TABLE 8.5: ASSOCIATION BETWEEN THE TEACHING EXPERIENCE AND MOTIVATION

	Teaching experience					
	Private			Government		
	χ^2	Sig.	H _o	χ^2	Sig.	H _o
My salary is relevant to my qualification and experiences	6.232	.716 ^{NS}	Accepted	12.462	.188 ^{NS}	Accepted
My salary is competitive and meet my expectation	12.110	.437 ^{NS}	Accepted	9.540	.389 ^{NS}	Accepted
Management give feedback and task completed	5.235	.813 ^{NS}	Accepted	8.325	.215 ^{NS}	Accepted
Management have empathy and sympathy towards employees	6.787	.659 ^{NS}	Accepted	6.836	.336 ^{NS}	Accepted
My colleague are cooperative in term of team work	3.947	.684 ^{NS}	Accepted	3.483	.323 ^{NS}	Accepted
My colleague give advice and feedback towards my performance	4.246	.894 ^{NS}	Accepted	14.568	.024 ^{**}	Rejected

NS – Not significant; *Significant at 10 percent level; **Significant at 5 percent level - Chi-Square Value,
Sig. – Significance, H_o – Hypothesis.

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