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CONTENTS

| Sr. No. | TITLE & NAME OF THE AUTHOR (S) | Page No. |
|---------|---|----------|
| 1. | REVISITING TRAINING EVALUATION SAJEET PRADHAN & DR. RABINDRA KUMAR PRADHAN | 1 |
| 2. | THE INFLUENCE OF AGE ON CONSUMER ACTIVISM DR. ANTHONY. A. IJEWERE | 5 |
| 3. | AN INVESTIGATION ON EMOTIONAL INTELLIGENCE OF STUDENTS WITH RESPECT TO STUDENT DEVELOPMENT MODEL AND ITS IMPLICATION ON EMOTIONAL LEARNING SYSTEM IN MALAYSIA DR. VIMALA SANJEEVKUMAR | 8 |
| 4. | DETERMINANTS OF CHILD LABOUR IN AGRICULTURAL PRODUCTION IN OYO STATE-NIGERIA AJAO, A.O | 14 |
| 5. | ECONOMIC VALUE ADDED VS. ACCOUNTING RESIDUAL INCOME: WHICH ONE IS A BETTER CRITERION FOR MEASUREMENT OF CREATED SHAREHOLDERS VALUE? MOHAMADREZA ABDOLI, MOHAMADREZA SHURVARZI & AKRAM DAVOODI FAROKHAD | 18 |
| 6. | ACTIVISM AMONG THE NIGERIA CONSUMERS DR. ANTHONY .A. IJEWERE | 23 |
| 7. | AN EVALUATIVE STUDY OF USE OF HIP HOP ARTISTS IN MOBILE TELECOMMUNICATIONS ADVERTISEMENTS: A STUDY OF AIRTEL SUBSCRIBERS IN SOUTHEASTERN NIGERIA DR. CHINENYE NWABUEZE & EMMANUEL OKEKE | 27 |
| 8. | TELECOMMUNICATION, TECHNOLOGY & TRAINING (3TS) - A UNIQUE LEARNING MODEL FOR TELCOS AJAY KR VERMA, SUDHIR WARIER & LRK KRISHNAN | 34 |
| 9. | FUTURE CHALLENGES OF HRM IN CORPORATIONS OF U.K. IN THE GLOBAL VILLAGE CONTEXT DR. S. P. RATH, DR. BISWAJIT DAS, SATISH JAYARAM & SAMEER DIWANJI | 44 |
| 10. | PROS AND CONS OF BRAND IMAGE BUILDING THROUGH NON MASS MEDIA: A CONCEPTUAL FRAMEWORK WITH SPECIAL REFERENCE TO ORGANISED RETAIL IN INDIA V.JYOTHIRMAI & DR. R. SIVA RAM PRASAD | 47 |
| 11. | FEEDBACK ON IMPLEMENTATION OF ONLINE PERFORMANCE MANAGEMENT SYSTEM - A MINI MIX MODEL M. S. R. SETHA GIRI & P. V. SARMA | 52 |
| 12. | PROBLEMS AND PROSPECTS OF SALES PROMOTION IN RURAL MARKETS OF FMCG SECTOR IN INDIA DR. S. LOURDU INITHA & DR. S. GOVINDARAJU | 55 |
| 13. | FUND GROUPING: A MATHEMATICAL MODEL – PUBLIC AND PRIVATE SECTOR MUTUAL FUNDS IN INDIA DR. K. P. SIVAKUMAR & DR. S. RAJAMOCHAN | 60 |
| 14. | TESTING STATIONARITY OF BETA AND BETA REGRESSION TENDENCIES IN INDIAN STOCK MARKET DR. BAL KRISHAN & DR. REKHA GUPTA | 65 |
| 15. | AN EVALUATION OF FINANCES OF DEC OF SRI VENKATESWARA UNIVERSITY, TIRUPATI, A.P. DR. G. VENKATACHALAM & DR. P.MOHAN REDDY | 69 |
| 16. | COMPLIANCE OF POLLUTION CONTROL MEASURES AMONG INDUSTRIAL UNITS OF PUDUCHERRY S. BALAJI & DR. P. NATARAJAN | 74 |
| 17. | JOB SATISFACTION AMONG TEACHERS DR. SANDHYA MEHTA | 77 |
| 18. | MODELING AND MEASURING PRICE DISCOVERY IN COMMODITY MARKET DR. SUYASH N. BHATT | 84 |
| 19. | CORPORATE CARBON DISCLOSURE THROUGH SUSTAINABILITY REPORT - AN INDIAN EXPERIENCE DR. HEENA SUNIL OZA | 90 |
| 20. | A STUDY ON CONSUMER BEHAVIOR OF MOBILE PHONES FROM UNIVERCELL STORES IN KERALA J. RAMOLA PREMALATHA, DR. N. SUNDARAM & JIJAY JOSEPH | 95 |
| 21. | THE STOCHASTIC MODELLING AND RELIABILITY ANALYSIS OF A BATTERY PRODUCTION SYSTEM IN AN INDUSTRY DR. PAWAN KUMAR & ANKUSH BHARTI | 98 |
| 22. | A STUDY OF IMPACT OF E LEARNING ON UNIVERSITY STUDENTS DR. TUSHAR CHAUDHARI | 103 |
| 23. | EMOTIONAL INTELLIGENCE AMONG COLLEGE STUDENTS RUKMINI S. & VIJAYA U. PATIL | 106 |
| 24. | BOOTSTRAPPING: STARTING A BUSINESS ON A BUDGET SHABANA A. MEMON. | 111 |
| 25. | EMPLOYEE ENGAGEMENT WITH SELECTED FACTORS AT BSNL, HYDERABAD- AN EMPIRICAL STUDY P. LAKSHMI NARAYANAMMA | 115 |
| 26. | MERGERS AND ACQUISITIONS IN INDIAN INFORMATION TECHNOLOGY INDUSTRY AND ITS IMPACT ON SHAREHOLDERS' WEALTH JAYANT KALGHATGI | 118 |
| 27. | PLASTIC CARD FRAUDS AND THE COUNTERMEASURES: TOWARDS A SAFER PAYMENT MECHANISM ANUPAMA SHARMA | 122 |
| 28. | A STUDY ON CAUSES OF JOB STRESS IN THE IT SECTOR OF BANGALORE SHERIL MICHAEL ALMEIDA | 126 |
| 29. | IMPACT OF TRADITIONAL MEDIA ON JUDICIAL OFFICERS DR. AMIT KUMAR SINGH & MILI SINGH | 129 |
| 30. | CUSTOMER RELATIONSHIP BUILDING THROUGH SOCIAL NETWORKING WEBSITES VIKRAM SINGH | 133 |
| | REQUEST FOR FEEDBACK | 138 |

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STATEMENT OF THE PROBLEM

OBJECTIVES

HYPOTHESES

RESEARCH METHODOLOGY

RESULTS & DISCUSSION

FINDINGS

RECOMMENDATIONS/SUGGESTIONS

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JOB SATISFACTION AMONG TEACHERS**DR. SANDHYA MEHTA****DY. DIRECTOR****GURU NANAK INSTITUTE OF MANAGEMENT & TECHNOLOGY
LUDHIANA****ABSTRACT**

Work plays a prominent role in our lives. It occupies more time than any other single activity and it provides the economic basis for our lifestyle. It is the employee's general attitude towards his job, management and the organization. It is often believed that the teachers are the builders of the nation and enter the teaching profession for intrinsic factors which encompass the opportunities for professional advancement, personal and professional challenges, professional autonomy, general work conditions, interactions with colleagues, and interactions with students. The present study has been conducted to understand whether the perception of job satisfaction among teachers is affected by the type of organization (private vs. government) and the gender (male vs. female).

KEYWORDS

Job satisfaction, teachers.

INTRODUCTION

To business that we love we eagerly arise, and go to with delight."

William Shakespeare

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. It is often believed that the satisfied employees are productive employees for any organization. It has been observed that employees may be satisfied with some elements of the job and dissatisfied with other aspects of the job simultaneously. Job satisfaction has a number of facets such as satisfaction with: work, pay, and supervision, quality of work life, participation, organizational commitment, and organizational climate (Lum et al., 1998). Satisfaction with one facet does not guarantee satisfaction with all other satisfaction facets. It is affected by lot of variables relating to individual, cultural, social, environmental and organizational factors.

Job satisfaction is a key issue concerning both the individual as well as the organization. A person's job satisfaction can have an impact on their emotions, behavior and work performance. A highly satisfied employee is often able to perform better in some situations than a person who is not as satisfied. Higher expectations often lead to lower job satisfaction. Many a time people are allured by the syndrome that the grass is greener at the other side of the fence and finds their present work a grind. The major predictor of job satisfaction is when the employees see themselves as having a future in the present job and in being treated equally by their bosses. People work for people and many a times people leave because of people. Having more satisfied employees is a good indicator of high morale which leads to higher productivity.

REVIEW OF LITERATURE

Job satisfaction is an affective, cognitive or attitudinal response to work with significant organizational outcomes (Spector, 1997). It has been defined as the extent to which people enjoy their jobs (Fritzche & Parrish, 2005). Organizational psychology has been concerned with its consequences such as productivity, role engagement or withdrawal and turnover (Fritzche & Parrish, 2005). According to Weiss and Cropanzani (1996) job satisfaction represents a person's evaluation of the job and the work context. It captures the most popular view that job satisfaction is an evaluation and represents both belief and feelings. Job satisfaction has been defined the extent to which an employee has favorable or positive feelings about work and work environment (De Nobile, 2003). In general researchers perceive job satisfaction as a general attitude, rather than specific or actual (Jex, 2002).

Referred to as "one of the best-researched concepts in work", job satisfaction mediates the relationships between one individual worker with work conditions, and organizational and individual outcomes (Heller and Judge, 2002; Jex, 2002;). In general, job satisfaction is highly correlated to performance in complex jobs, in relevance to the relationship in less complex jobs. This could be explained by greater autonomy in complex jobs (Johnson and Johnson, 2000; Judge and Hulin, 1993). Numbers of recent studies have looked at personality trait correlates of job satisfaction (Judge, Higgins, Thoresen, & Barrick, 1999). What seems to be lacking is a fairly comprehensive approach to examine, in a single study, personal correlates of job satisfaction.

Research on teachers' job satisfaction suggests that educators are most satisfied from the teaching itself and their supervision and dissatisfied from their salary and promotional opportunities (Dinham and Scott, 2000; Koustelios, 2001; Oshagbemi, 1999).

Teachers enter the teaching profession for intrinsic factors. Very few teachers enter the profession for extrinsic factors such as salary, benefits, or prestige (Choy et al., 1993). Klecker and Loadman (1999) reported on the following aspects of teaching: opportunities for professional advancement, level of personal/professional challenge, level of professional autonomy/decision making authority, general work conditions, interactions with colleagues, and interactions with students.

The present study examines the job satisfaction, i.e. the degree to which job features that are highly valued by individuals are present in their work environment. Though a number of studies have been conducted in the field of academics but a few have been undertaken to compare the job satisfaction of teachers of government and private senior secondary schools. The present study has been conducted to find answer to the following questions:

- Does the type of organization (private vs. government) affect the perception of job satisfaction among teachers?
- Does the gender (male vs. female) affect the perception of job satisfaction among teachers?

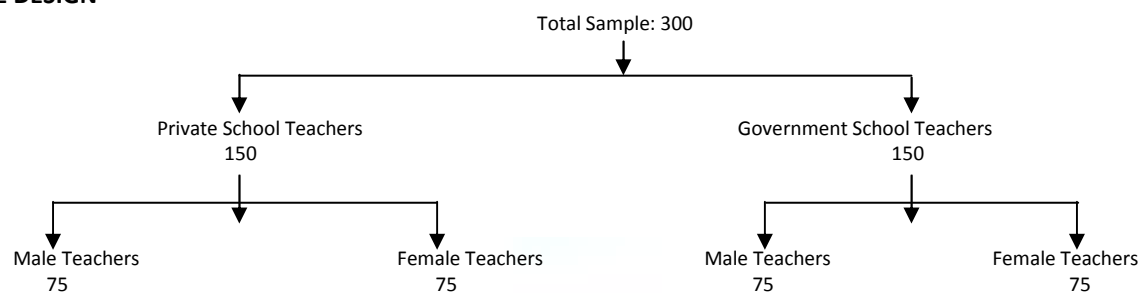
OBJECTIVES

1. To study and compare the job satisfaction of the private and government school teachers
2. To study the job satisfaction of male and female teachers
3. To compare the variables affecting the job satisfaction.

SAMPLE

The sample of this study consisted of teachers working in government and private senior secondary schools restricted to the Ludhiana city. It studied schools affiliated only to Punjab School Education Board belonging to government category and private run schools. The private schools belonging only to the aided category were taken into consideration. A sample of 150 teachers from government and 150 teachers from the private schools was taken into consideration. The convenience sampling technique was used for this purpose. The sample design was as follows.

SAMPLE DESIGN



HYPOTHESIS

- H.1.1: There would be significant difference in the job satisfaction scores of private and government school teachers.
 H.1.1.1: There would be significant difference in the job satisfaction scores of male and female school teachers.
 H.1.1.2: There would be significant difference in the job satisfaction scores of private male and government male school teachers.
 H.1.1.3: There would be significant difference in the job satisfaction scores of private female and government female school teachers.
 H.1.1.4: There would be significant difference in the job satisfaction scores of private male and private female school teachers.
 H.1.1.5: There would be significant difference in the job satisfaction scores of government male and government female school teachers.

RESEARCH METHODOLOGY

The data was collected by using the following research tool:

Satisfaction –dissatisfaction employees Inventory (S-D employees Inventory Pestonjee, 1973; 1981)

S-D employees Inventory (Pestonjee, 1973; 1981) Job satisfaction has been assessed by satisfaction dissatisfaction inventory. This inventory has been developed and standardized by Pestonjee (1973; 1981). The inventory is based on the interaction model (Vroom, 1964) of job satisfaction with number of 'on the job' and 'off the job factors'. Job satisfaction is viewed as a "Summation of employee" feeling in four important areas: Job, Management, Personal Adjustment and Social relations. Job and management together constitute 'on the job factors' and personal adjustment and social relations comprise 'off the job factors'. A factor analytic study of the questionnaire of on the job and off the job factors separately had fielded ten independent dimensions in on the job aspect and eleven independent factors in off the job area (Pestonjee, 1981).

STATISTICAL TECHNIQUES USED

-Descriptive analysis was made to study the perception of job satisfaction of male vs. female and male vs. female teachers. The normality of the data was checked.

-student 't' test was used to study the significance of difference between the mean scores of different groups.

DATA COLLECTION

The researcher contacted the principals of all schools in Ludhiana city personally to get the questionnaires filled. All the questionnaires were handed over to the teachers and after a week they were personally collected back by the researcher. Information could only be received from only 21 schools in the private category and 17 schools in government category. A total of 150 teachers were selected from private category and the same number was collected from government category which was further split into 75 males and 75 females in both the categories.

The teachers were assured that the information given by them would be kept confidential and would be used only for research purposes.

FINDINGS AND ANALYSIS

The findings of the research study were as follows

TABLE 5.1: SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF VARIOUS DIMENSIONS OF JOB SATISFACTION FOR PRIVATE AND GOVERNMENT SCHOOL TEACHERS

| Dimensions of Job satisfaction | Private. teachers (n=150) | | Govt. teachers (n=150) | | t-value |
|--------------------------------|------------------------------|------|---------------------------|------|---------|
| | \bar{X} | S.D | \bar{X} | S.D | |
| Job | 20.24 | 4.40 | 19.64 | 4.04 | 1.21 |
| Management | 7.88 | 1.82 | 7.95 | 1.76 | 0.34 |
| On the job factors | 28.11 | 4.82 | 27.60 | 4.38 | 0.98 |
| Personal adjustment | 19.60 | 4.46 | 20.86 | 4.23 | 2.51* |
| Social relation | 7.56 | 3.10 | 7.19 | 1.31 | 1.29 |
| Off the job factors | 27.23 | 5.82 | 28.01 | 4.60 | 1.29 |
| Total job satisfaction | 55.03 | 9.50 | 55.30 | 7.71 | 0.31 |

*p<0.05 level of significance

Significance of difference between the mean scores of various dimensions of Job satisfaction for government and private school teachers.

It is evident from the table that the private school teachers both male and female do not vary significantly on various dimensions of job significantly on various dimensions of job satisfaction. They do not differ on various dimensions except personal adjustment ($t = 2.51^*$). Since the value of 't' is greater than the table value of 't' there is a significant difference with respect to the personal adjustment dimension of job satisfaction.

Hence the hypothesis stating, "there would be significant difference in the job satisfaction of government and private school teachers was rejected with respect to all parameters except personal adjustment factor.

TABLE 5.1.1: SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF VARIOUS DIMENSIONS OF JOB SATISFACTION FOR MALE VS. FEMALE TEACHERS

| Dimensions of Job satisfaction | Male (n = 150) | | Female (n = 150) | | t-value |
|--------------------------------|------------------|------|--------------------|------|---------|
| | \bar{X} | S.D | \bar{X} | S.D | |
| Job | 20.25 | 4.15 | 19.64 | 4.31 | 1.28 |
| Management | 7.93 | 1.93 | 7.93 | 1.65 | 0 |
| On the job factors | 28.13 | 4.36 | 27.54 | 4.69 | 1.15 |
| Personal adjustment | 20.57 | 4.53 | 19.93 | 4.24 | 1.31 |
| Social relation | 7.39 | 2.18 | 7.37 | 2.59 | 0.09 |
| off the job factors | 27.96 | 5.06 | 27.30 | 5.21 | 1.1 |
| Total job satisfaction | 56.15 | 7.56 | 54.79 | 8.05 | 1.44 |

Significance of difference between the means scores of various dimensions of job satisfaction for male versus female teachers.

Relevant statistics are given in table 5.1.1 It is clear from the table that there is no significant difference in the mean scores on various dimensions of job satisfaction for male and female teachers .

Hence the hypothesis – stating “There would be significant difference in job satisfaction of male vs. female teachers” was not confirmed.

TABLE 5.1.2: SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF VARIOUS DIMENSIONS OF JOB SATISFACTION FOR PRIVATE MALE V/S GOVT. MALE TEACHERS

| Dimensions of Job satisfaction | Private male (n=75) | | Govt male (n=75) | | t-value |
|--------------------------------|---------------------|------|------------------|------|---------|
| | \bar{X} | S.D | \bar{X} | S.D | |
| Job | 19.69 | 4.67 | 20.80 | 3.50 | 1.56 |
| Management | 8.01 | 2.06 | 7.84 | 1.79 | 0.55 |
| On the job factors | 27.7 | 4.98 | 28.64 | 3.63 | 1.34 |
| Personal adjustment | 19.48 | 4.36 | 21.68 | 4.45 | 3.21* |
| Social relation | 7.43 | 2.89 | 7.36 | 1.09 | 0.19 |
| Off the job factors | 26.91 | 5.36 | 29.04 | 4.93 | 2.69* |
| Total job satisfaction | 54.61 | 8.26 | 57.68 | 6.48 | 2.72* |

Significance of difference between main scores on various dimensions of job satisfaction for private male vs. government male teachers.

It was clear wide table 5.1.2. that the private male and government male teachers did not differ significantly on various ‘On the job factors’ including job and management factor however they showed significant difference in ‘Off the job factors’. They differed significantly on personal adjustment factor but did not differ on social relation factor.

The private male and government male differed in the total job satisfaction. The significance of difference between various dimensions of job satisfaction was as follows: personal adjustment (t=3.21*); off the job factor (t=2.69*); and total job satisfaction (t=2.72*).

The hypothesis stating that there would be significant difference in job satisfaction of private male vs. government male teachers was partially confirmed.

Hence the Hypothesis – stating “There would be significant difference in job satisfaction of private vs. government teachers” was partially supported.

TABLE 5.1.3: SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES ON VARIOUS DIMENSIONS OF JOB SATISFACTION FOR PRIVATE FEMALE V/S GOVT. FEMALE TEACHERS

| Dimensions of Job satisfaction | Pvt. Female (n = 75) | | Govt. Female (n = 75) | | t-value |
|--------------------------------|------------------------|------|-------------------------|------|---------|
| | \bar{X} | S.D | \bar{X} | S.D | |
| Job | 20.70 | 4.08 | 18.49 | 4.27 | 3.68* |
| Management | 7.75 | 1.55 | 8.07 | 1.75 | 1.26 |
| On the job factors | 28.53 | 4.66 | 26.56 | 4.85 | 2.77* |
| Personal adjustment | 19.72 | 4.58 | 20.04 | 3.88 | 0.48 |
| Social relation | 7.71 | 3.32 | 7.03 | 1.51 | 1.71 |
| Off the job factors | 27.43 | 6.62 | 27.07 | 4.01 | 0.43 |
| Total job satisfaction | 55.96 | 9.32 | 53.63 | 6.39 | 1.90 |

Significance of difference between mean scores on various dimensions of job satisfaction for private female vs. government female teachers.

As is evident from table 5.1.3. the private and government female teachers did not differ significantly on various dimensions of job satisfaction except job and on the job factors. They however showed significant difference in these two dimensions.

The significance of difference between the various dimensions of job satisfaction among private and government female teachers was: job (t=3.68*); on the job factors (t=2.77*).

The hypothesis stating that there would be significant difference in job satisfaction of private female vs. government female teachers was partially confirmed.

Hence the Hypothesis stating “There would be significant difference in the job satisfaction of private vs. government female teachers was partially confirmed.

TABLE 5.1.4: SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES ON VARIOUS DIMENSIONS OF JOB SATISFACTION FOR PRIVATE MALE VS. PRIVATE FEMALE TEACHERS

| Dimensions of Job satisfaction | Pvt. Male (n = 75) | | Pvt. Female (n = 75) | | t-value |
|--------------------------------|----------------------|------|------------------------|------|---------|
| | \bar{X} | S.D | \bar{X} | S.D | |
| Job | 19.69 | 4.67 | 20.70 | 4.08 | 1.59 |
| Management | 8.01 | 2.06 | 7.75 | 1.55 | 0.96 |
| On the job factors | 27.71 | 4.98 | 28.53 | 4.66 | 1.05 |
| Personal adjustment | 19.48 | 4.36 | 19.72 | 4.58 | 0.33 |
| Social relation | 7.43 | 2.89 | 7.71 | 3.32 | 0.53 |
| Off the job factors | 26.91 | 5.31 | 27.43 | 6.22 | 0.53 |
| Total job satisfaction | 54.61 | 8.26 | 55.96 | 9.32 | 0.89 |

Significance of difference between the mean scores on various dimensions of job satisfaction for private male versus private female teachers.

It was evident from the table 5.1.4 that private male and private female teachers did not differ significantly on various dimensions: on the job factors and off the job factors as well as the total job satisfaction.

The hypothesis stating that there would be significant difference in job satisfaction of private male vs. private female teachers was fully rejected.

Hence the Hypothesis – stating “There would be significant difference in job satisfaction of male vs. female teachers” was fully rejected.

TABLES.1.5: SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES ON VARIOUS DIMENSIONS OF JOB SATISFACTION FOR GOVT. MALE VS. GOVT. FEMALE TEACHERS

| Dimensions of Job satisfaction | Govt.male (n = 75) | | Govt.Female (n = 75) | | t-value |
|--------------------------------|-----------------------|------|-------------------------|------|---------|
| | — X | S.D | — X | S.D | |
| Job | 20.80 | 3.49 | 18.49 | 4.27 | 3.89* |
| Management | 7.84 | 1.79 | 8.07 | 1.75 | 0.73 |
| On the job factors | 28.64 | 3.63 | 26.56 | 4.85 | 3.13* |
| Personal adjustment | 21.68 | 4.45 | 20.04 | 3.88 | 2.24* |
| Social relation | 7.36 | 1.09 | 7.03 | 1.51 | 1.64 |
| Off the job factors | 29.04 | 4.93 | 27.07 | 4.01 | 2.58* |
| Total job satisfaction | 57.68 | 6.48 | 53.63 | 6.39 | 3.95* |

Significance of difference between mean scores on various dimensions of job satisfaction for government male vs. government female teachers.

It was evident from the table 5.1.5. that there is a significant difference between the mean scores of job satisfaction on various dimensions of job satisfaction except in case of management and social relation factors. In case of management and social relation factor there was no significant difference in the mean scores of government male and government female teachers. The total job satisfaction also depicted a significant difference.

The significance of difference between the various dimensions of job satisfaction was as follows: job ($t=3.89^*$), the job factors ($t=3.13^*$), personal adjustment ($t=2.24^*$), off the job factors ($t=2.58^*$), and total job satisfaction ($t=3.95^*$).

The hypothesis stating that there would be significant difference in job satisfaction of government male vs. government female teachers was partially supported.

Hence the Hypothesis – stating “There would be significant difference in job satisfaction of male vs. female teachers” was partially supported.

RESULTS

Major findings were as follows:

-In case of total job satisfaction, the government school teachers appeared to be more satisfied than the private school teachers, though the difference was only slightly high. The factors like less pressure of work, low supervision and high job security may be held responsible for this.

-The male teachers depicted higher levels of satisfaction than the female teachers on 'job' and 'on the job' dimensions of job satisfaction. Though the mean scores did not reflect any variation in case of 'management' factor but the male teachers were higher on job satisfaction for all the other parameters also. The difference was not very high. In case of overall job satisfaction also they depicted higher satisfaction as compared to their female counterparts.

- There were significant differences between the private male and government male teachers on 'On the job' factors. No difference was however found in 'Off the job' factors dimensions except in case of 'social relation factors'.

- The female teachers in private and government schools did not differ significantly in 'on the job factors' which comprised of job itself which is an indication of the fact that salary, infrastructure and working conditions do not affect them much but there is a significant difference with respect to 'management' factor of job satisfaction which reflects effect of the role of leadership in job satisfaction.

-The private male teachers differed significantly from the government female teacher on various dimensions of job satisfaction except on off the job factors.

-The private male exhibited greater satisfaction in the 'job' dimension and 'on the job' factors which could be due to the better working conditions, infrastructure and the congenial atmosphere in private schools.

- There was no significant difference between off the job factors and the total job satisfaction. The female teachers in government schools exhibited higher job satisfaction in overall dimensions of job satisfaction. There was not much difference between the 'Social relation' aspects of job satisfaction. The teachers teaching in government sector both male and female did not differ significantly on various parameters of job satisfaction including on the job factors and off the job factors. There is significant difference in the job satisfaction only with respect to the management factor and social relation factor. In case of the total job satisfaction there is no significant difference between the male and female teachers and the male teachers reported higher levels of job satisfaction as compared to the female teachers.

-The private female and government male differed significantly in various dimensions of job satisfaction except with respect to personal adjustment factor of job 'satisfaction'.

-The teachers in the private schools in male as well as female category differed significantly in their levels of job satisfaction on all dimensions of job satisfaction; on the job factors and off the job factors.

The private and government school teachers did not differ significantly on various dimensions of job dimensions. They did not differ significantly in 'on the job factors' and 'off the job factors' however a significant difference was found in the 'personal adjustment' dimension of job satisfaction. The government teachers scored higher mean scores than the private teachers which was indicative of the fact that they were more satisfied than the private teachers on this parameter. This could be due to the fact that since the government school teachers spend more years in a job and generally don't take any job changes they are able to adjust better on the job. Job hopping being a common phenomenon with private sector; the changed environment poses lot of threats hence some of the teachers are not able to adjust in the job. This could also be attributed to the reason that since the government teachers spend more number of years together with their colleagues and hence are socially quite active and share good rapport with their colleagues.

DISCUSSION

A great deal of research has been conducted to compare private and public schools on a variety of measures such as, effectiveness, equity, student achievement, accountability, job satisfaction, and others (Coleman, Hoffer, & Kilgore, 1982; Lockheed & Jimenez, 1996). Our results were contrary to the results of various studies according to which comparisons between private and public school teachers have shown that private school teachers typically report that they are more satisfied with their jobs than their colleagues in public schools (Alt & Peter, 2002; Henke, Chen, Geis, & Knepper, 2000; Perie, Baker, & Whitener, 1997).

In case of total job satisfaction there was no significant difference for teachers of Government and Private schools. However on comparing 'on the job' and off the job factors there seemed to be some difference in private and public sector organizations. A positive relationship between job satisfaction and organizational commitment has been reported by studies which involve qualified professionals Redfern et al. (2002) reported a strong positive relationship between job satisfaction and organizational commitment in a study of the health care staff in a nursing home in the UK. Similarly, Aameri (2000) found a strong positive correlation between job satisfaction and organizational commitment with a sample of registered nurses in Saudi Arabia. This finding is consistent with a large survey of qualified nurse in the US (Ingersoll et al., 2002), which revealed a closely positive correlation between job satisfaction and organizational commitment. Knoop (1995) also reported organizational commitment was positively related to overall job satisfaction. These studies are not only consistent in reporting a positive correlation between job satisfaction and organizational commitment, but also show the correlation is strong across studies. The findings of the present study more supported by Papanastasiou and Zembylas (2005) who reported that in private schools the salary is less and the working hours are long, while they also have lot less holidays compared to their public sector counterparts. This is similar to the findings in other studies in which the teachers are dissatisfied with their working hours and salaries (Dinham, 1999; Scott, 2000; Evans, 1998; Zembylas and Papanastasiou, 2004; 2005; 2006). Comparisons between private and

public school teachers in US have shown that private school teachers report to more satisfied than the government school teachers (Alt and peter 2002, Henke, Chengeis and Kepper 2000, Perie, Baker and whitener 1997).

The mean scores for male teachers depicted slightly higher levels of satisfaction than the female teachers on 'job' and 'on the job' dimensions of job satisfaction. Though the mean scores did not reflect any variation in case of 'management' factor but the mean scores of male teachers were higher on job satisfaction for all the other parameters also though the difference was not very high. In case of overall job satisfaction also they depicted slightly higher satisfaction as compared to their female counterparts but a significant difference was not observed on any of the parameters. A general observation surfacing from studies examining the role of gender in managerial and marketing contexts (Babin and Boles, 1998; Eagly et al., 1995; Iacobucci and Ostroff, 1993; Meyers, 1985) is that men are more task- or goal-oriented and women are more relationship oriented. Schul and Wren (1992) reported that female salespeople had higher satisfaction with supervision than males. They also reported that male salespeople had greater role conflict than their female counterparts, while there was no gender difference in role ambiguity. Siguaw and Honeycutt (1995) found no differences between female and male industrial salespeople regarding the level of job satisfaction.

The results of our study were similar to the findings of (Mwamwenda, 1997; Souza-Poza, 2000) who found that the male teachers were slightly more satisfied as teachers than females. Cushman (2005) reported that the number of male teachers in primary schools is decreasing hence the reasons for lowered job satisfaction need to be explored.

DIFFERENCE BETWEEN THE VARIOUS DIMENSIONS OF JOB SATISFACTION FOR DIFFERENT CATEGORIES

PRIVATE MALE AND GOVERNMENT MALE TEACHERS

They differed significantly on personal adjustment factor but did not differ on social relation factor. Significant difference was found in the total job satisfaction of both the groups. The same was not found true in case of various researches conducted on comparison between the two sectors (Schneider and Vaught, 1993).

The higher mean scores of government male teachers in personal adjustment, off the job factors and total job satisfaction were indicative of the fact that they were more satisfied than the private male teachers. The factors like less pressure of work, low supervision and high job security may be held responsible for this. The factor that makes public school teachers' job satisfaction level higher than private school teachers is "job security". Even though in some of the schools private school teachers earn more money than public school teachers do, the public school teachers have more job security.

The results were contrary to the findings in which job satisfaction was found to be in higher levels in private sector as compared to the public sector (Kalliath, & Morris, 2002). Borman, Hanson, & Hedge (1997). Supportive evidence was given by Moncrief, Babakus, Cravens, Johnston (2000), who showed that pay satisfaction increases the overall job satisfaction. Despite the fact that the above-mentioned studies were not conducted in schools, they show a general trend that overall job satisfaction is significantly higher in private organizations than in public organizations. A study showed that not only pay satisfaction was related to higher levels of overall job satisfaction (Newbury-Birch, & Kamali, (2001) in the private sector, but the other facets which were supervision, promotion, fringe benefits, rewards, conditions of work, coworkers, and communication were related as well.

PRIVATE FEMALE AND GOVERNMENT FEMALE TEACHERS

The female teachers in private and government schools differed significantly (vide table 5.1.3) 'on the job factors' which comprise of job and job itself which is indication of the fact that salary, infrastructure and working conditions affect them a lot but there was no significant difference with respect to 'management' factor of job satisfaction which indicates the role of leadership in job satisfaction. The higher mean scores with respect to 'job' factor and 'on the job factors' for private female teachers were indicative of the fact that they were more satisfied than the government female teachers. Buitendach and De Witte (2005) found that one of the most significant factors affecting job satisfaction, especially in the educational context, is the work itself, which is highly associated with the characteristics of the structure of the educational organisation. The organisational structure can play a significant role in this regard, depending on whether the structure is highly centralised or decentralised. Lambert et al. (2006) found that where the employees work in a highly centralised and formalised organisation, they tend to be dissatisfied and uncommitted. Research on teachers' job satisfaction suggests that educators are most satisfied from the teaching itself and their supervision and dissatisfied from their salary and promotional opportunities (Dinham and Scott, 2000; Koustelios, 2001; Oshagbemi, 1999). These findings seem to be robust across several different countries and cultural contexts (Koustelios, 2001). As far as early educators are concerned Fenech (2006) reported poor work conditions, low salaries, heavy workloads, unrealistic expectations from managers, low professional status, organizational conflict, and reduced autonomy. The teachers in both the groups differed significantly with respect to 'On the job factors' of job satisfaction. The same has been corroborated by various studies depicting relationship of job satisfaction with various demographical variables (Oshagbemi, 1999; Kouetetois, 2001; Crossman, 2005; Graham Messner, 1998; Linz 2003; Weidmer, 2002; Neils, 2003; Davis, 2004). There have been numerous studies focusing on the factors influencing teacher job satisfaction and dissatisfaction (Rothman & Coetzer, 2002; Friedman & Farber, 1992; Kyriacou, 1987; Shann, 1998; Spear et al., 2000; Thompson et al., 1997). Intrinsic satisfaction for teachers can come from classroom activities with children (Papanastasiou & Papanastasiou, 1998). Additional factors include developing warm, personal relationships with children, the intellectual challenge of teaching and autonomy and independence (Shann, 1998). The private and government female teachers showed no significant differences in total job satisfaction and the private school teachers exhibited higher mean scores of job satisfaction as compared to government school teachers. The same was contrary to the findings of (Papanastasiou, Zembylas, 2005)

PRIVATE MALE AND PRIVATE FEMALE TEACHERS

The teachers in the private schools in male as well as female category did not differ significantly in their levels of job satisfaction on all dimensions of job satisfaction; on the job factors and off the job factors. (vide table 5.1.4).

However as indicated by the mean scores the female teachers in the private schools exhibited more satisfaction as compared to the male teachers on almost all the dimensions of job satisfaction which could be attributed to gender differences in both the categories. Organizational culture; environment and working conditions remaining the same many studies are of the view that women are more satisfied than men in various dimensions of job satisfaction. According to Cushman (2005) many men do not appear to "fit" comfortably into the culture of the primary school. They are often physically isolated in the staffroom and in the allocation of roles. Emotionally, they are isolated in their inability to care and nurture in ways that are inherent in the practices of most female teachers. They often feel "under the microscope"—in a role won for reasons other than their own merits. It is little wonder that men choose not to teach. And it is not surprising there is a high attrition rate of males from teacher training colleges (Cushman, 1998) and schools (Cushman, 2000a, b). Liu, X. S., & Ramsey (2007) found that the female teachers are more likely than male teachers to remain in teaching because teaching offers them a flexible schedule that allows more time to spend with their families. (Kinman, 1998; Oshagbemi, 2000; Barrett 1991; Kent and Fisher, 1997). Sharma and Jyoti (2006) also found female teachers were more satisfied due to the nature of the job and socio cultural value of the profession. The female faculty members have in many studies reported lower satisfaction in areas of pay, promotion but have reported higher satisfaction with co-workers and their work (Tack and Patitu, 1992; Fiorentino, 1999; Tang and Talpade, 1999). These studies are contrary to the findings of the present study in which there are no significant differences in the job satisfaction of private male & female teachers with respect to the various dimensions of job satisfaction.

GOVERNMENT MALE AND GOVERNMENT FEMALE TEACHERS

The teachers teaching in government sector both male and female differ significantly on various parameters of job satisfaction including on the job factors and off the job factors (vide table 5.1.5). There is significant difference in the job satisfaction with respect to all parameters except the management factor and social relation factor. In case of the total job satisfaction there is significant difference between the male and female teachers and as the mean scores indicate the male teachers report higher levels of job satisfaction as compared to the female teachers.

Gender is often included as an individual characteristic in studies of job satisfaction, but no conclusive findings with regard to the levels of satisfaction between males and females have been found (Brief, 1995; Fields and Blum, 1997; Klecker and Loadman, 1999; Mueller and Price, 1996; Oshagbemi, 1997, 1999, 2000; Phelan, 1994; Rosin and Korabik, 1995; Tang and Talpade, 1999; Tuntufye, 1997)

In case of most of the factors with significant difference the government female shows higher satisfaction with respect to the management factor and even in case of social relations the government males exhibit greater satisfaction than females. This was contradictory to the findings of many studies which prove that

the workplace relationships contribute a great deal to the job satisfaction in case of women employees. (Oshagbemi, 2001; Mason, 1995; Jones and Nowotny, 1990; Tack and Patitu, 1992; Fiorentino, 1999; Tang and Talpade, 1999). Jaiyeoba, Jibril (2008) showed that there was no significant difference in male and female; public and private; rural and urban administrators' level of job satisfaction. Alroyali (2001) found that relationships with colleagues were considered by head teachers as a source of satisfaction while promotion was a source of dissatisfaction. Only the study by Alonazi (2002) considered the secondary school head teacher and concluded by identifying responsibilities, recognition, appreciation, relationships with colleagues as sources of satisfaction and promotion as a source of dissatisfaction. The findings of the present study were also similar with the findings of Oshagbemi (1999), who found that UK academics appear to be generally satisfied with their job-teaching, physical conditions/working facilities and supervision and not satisfied with present pay and promotions.

CONCLUSION

The government school teachers appeared to be more satisfied than the private school teachers. There was no significant difference in the mean scores on various dimensions of job satisfaction for male and female teachers. The teachers in the private schools differed significantly in their levels of job satisfaction on all dimensions of job satisfaction. There was a significant difference between the mean scores of job satisfaction on various dimensions of job satisfaction except in case of management and social relation factors. In case of management and social relation factor there was no significant difference in the mean scores of government male and government female teachers. The total job satisfaction also depicted a significant difference. The males scored higher mean scores than the female teachers.

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