

Comparison of Job Satisfaction of Private and Public School Teachers in Godawari Municipality

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Abstract

This study analyzed the job satisfaction among teachers in private and public schools located within Godawari Municipality of Lalitpur district. The sample of the study contains five private schools and five public schools which were selected from ward number 9, 10, 11, 12 and 13 of Godawari Municipality of Lalitpur district, Nepal. 100 teachers were approached for the data collection, out of which, 94 responded. Out of 94 respondents, 49 were from public and 45 were from private schools. Data was collected in 2019. Different variables like working environment, salary, staff relationship and motivation were used to analyze the job satisfaction. The data were collected through field survey and 5 points Likert scale questionnaire was used. The data was analyzed through SPSS and it was found that the teachers of private schools were more satisfied in comparison to public schools in terms of working environment, staff relationship and motivation and there was no difference in the satisfaction between the private and public-school teachers.

Keywords: school teacher, municipality, satisfaction, working environment, motivation

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Introduction

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. Satisfaction refers to inner contentment or happiness for the person engaged in any job. Positive or favorable attitudes about the work and the work environment indicate job satisfaction, and the inverse, referring to negative or unfavorable attitudes towards the work indicate job dissatisfaction.

There are various factors affecting job satisfaction. Among them, one of the most important factors is money. One of the purposes to do a job is to earn money because it is only money through which needs, demands can be fulfilled. If one gets a handsome salary by which one can afford the living may cause job satisfaction. Due to better performance shown by satisfied workers, it is the top priority of all organizations to achieve the desired goals by increasing their satisfaction (Armstrong, 2006).

Teachers are the most important resources in a school. They are the key figures for any school. The provision of a high quality education system depends on high quality teachers. High teacher morale, relevant subject knowledge, and the teachers specialized teaching skills are central to quality teaching and learning (Bolin, 2007). The quality of the teachers, their commitment, satisfaction and motivation are the determinant factors for the students to benefit from the education system. Teachers act as role-models, since they are the pillars of the society (Sharma & Jyoti, 2006) who help the students, not only to grow, but also to be the potential leaders of the next generation, and to shoulder the responsibility of taking their nation ahead.

Teacher's opportunities for promotion are also likely to exert an influence on job satisfaction. Teachers' satisfaction with their career may have strong implications for student learning. Specifically, a teacher's satisfaction with his or her career may influence the quality and stability of instruction given to students. The level of job satisfaction is affected by intrinsic and extrinsic motivating factors, the quality of supervision, social relationships with the work group and the degree to which individuals succeed or fail in their work. As is the case with all white collar positions, both intrinsic and extrinsic factors affect teacher's satisfaction, intrinsic satisfaction can come from classroom activities. Extrinsic factors have been associated with teacher's satisfaction, including salary, perceived support from administrators, school safety, and availability of school resources, among others.

It has been identified that absenteeism, irregularity and the shortage of commitment are all effects of low job satisfaction (Bennell & Akyeamong, 2007). Teacher's job satisfaction is not only important to the teachers but also important to the students. Teachers' retention, commitment can be predicted by job satisfaction (Shann, 2001). This shows that job satisfaction is important for school teachers.

Teacher's satisfaction is not only important to teachers themselves as civil servants, educational managers and leaders and employers but also to students in all types of schools. According to Shann (2001, pp. 67), "teacher satisfaction has been shown to be a predictor of teacher retention, determinant of teacher commitment, and, in turn, a contributor to school effectiveness." This implies that teacher job satisfaction is an important phenomenon for school teachers, their employers and students at large.

Job satisfaction of teachers is the main concern for all educational institutions because satisfied teachers help the schools towards greater educational outcome and lower turnover which is helpful for school growth. The various factors such as salary and wages, supervisions, working conditions, work group, working hour and promotion influence a teacher's level of job satisfaction. The research was carried out to find out how much the teachers' are satisfied in private schools and to check how much the factors such as salary and wages, supervision, working condition, work itself and promotion affect the teachers' job satisfaction at schools and to illustrate other factors that may improve overall job satisfaction at schools. The paper, in sequence, presents literature review, and research methodology followed by the findings of the study. Finally, the paper concludes with a discussion and conclusion.

Literature Review

Sharma (2017) studied the level of job satisfaction of teachers in public and private schools and identified the factors influencing them. The questionnaire was divided into two parts closed ended and open ended questions. A statistical analysis was conducted on the responses collected through closed ended questions and qualitative data was quantified by counting the frequency of occurrence of events. For analysis and interpretation, the technique used is mean, standard deviation, independent t-test and one way ANOVA. The analysis shows that teacher working in the public schools are more satisfied on all the parameters as compared to the teachers working in the private schools. From the independent t- test and one way a-nova conclude that the demographic factors like gender, designation, age and work experience has no significant difference in the level of job satisfaction while only one factor of category has significance difference in the satisfaction level. So overall it can be concluded that the level of job satisfaction is more in than govt. schools the private schools when considering these mentioned factors.

Oladiti, (2017) intended to compare the job satisfaction and work motivation of secondary school teachers, investigators with respect to some demographic variables job satisfaction and work motivation were treated as dependent variables. The independent variables comprised of gender, type of schools, teaching experience and educational qualifications. For the purpose of investigation, descriptive survey method was employed. The sample comprised of 400 secondary school teachers working in schools located in Ijebu Division affiliated to GCI and was selected by Multi-Stage Random sampling technique. The

findings of the study revealed there was no significant difference in the job satisfaction and work motivation of male and female teachers in. There were significant differences among teachers working in public and private schools more experienced and less experienced teachers with respect to job satisfaction and motivation. Significant difference was reported in the work motivation of teachers having graduate and post-graduate qualifications.

Thadathil (2015) studied and compared the levels of job satisfaction among teachers in public and private schools of Nepal. A structured questionnaire was administered to the 411 participants by the researcher. In addition to demographic details, 15 questions with answers based on Likert's scale were collected. The mean scores obtained were calculated and compared. Findings revealed an overall high level of job satisfaction among teachers in Nepal. The parameters which showed a statistically significant difference between the two groups was the lack of opportunities for promotion and low levels of satisfaction as regards benefits perceived by the public teachers when compared to private teachers, the greater degree of camaraderie among colleagues and greater levels of satisfaction with the headmaster among the private teachers. The public teachers scored significantly higher in receiving public recognition. The only two parameters which uniformly rated low satisfaction by both public and private school teachers were the long hours of work and the amount of paperwork.

Dar (2014) studied job satisfaction among teachers working in public and private schools. The study consisted of the teachers of district Ganderbal from both public and private schools. A sample of 100 teachers was selected from public and private schools. It is a descriptive type of research. The questionnaire prepared by Dr. Seema Sanghi was administered to measure the job satisfaction among teachers of public and private schools at elementary level. Data was collected from the related teachers and was analyzed using means, standard deviation and t -test. The findings of the study reveal that public teachers at elementary level enjoy better financial conditions, working conditions and management, job and personal security and opportunities for development and promotion as compared to private school teachers.

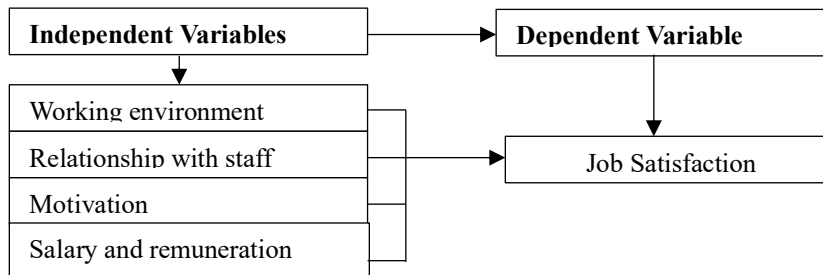
Ahmed (2014) studied level of job satisfaction of public and private secondary school teachers. 126 respondents from 12 schools were selected. The job satisfaction scale and two open ended questions were used for assessing the reasons for job satisfaction and dissatisfaction. The findings revealed that the job satisfaction of public teachers was significantly higher than that of private school teachers but there was no significant difference in total job satisfaction of teachers by their gender. In response to the open-ended questions, the more commonly cited reasons for job satisfaction were good relationship with colleagues, good results (by students) in examinations, and discipline and punctuality as mentioned by public school teachers and good relationship with colleagues, headmasters, cooperation and empathy, infra-structural environment, and guardian's interest and

cooperation as mentioned by private school teachers. The more commonly cited reasons for job dissatisfaction were poor pay, teacher shortage, and infrastructural problems as mentioned by the teachers from both the public and private schools.

Gupta et al., (2012) made a comparison of job satisfaction of secondary school teachers in relation to their some demographic variables such as gender, locality, qualifications, experience and type of schools. The findings reported significant differences in job satisfaction between male and female teachers indicating that female teachers were more satisfied than their male counterparts. Similarly, it revealed that more experienced teachers and teachers belonging to rural areas had better job satisfaction their counterparts. Further, the teachers having post-graduate qualifications and working in private schools were reported to be significantly better than their counterparts.

Research Methodology

Research Framework



Sampling Design

The population for this study was the schools located in Godawari Municipality ward. The selected wards were 9, 10, 11, 12, and 13 which were selected purposively as, these wards consisted most of the schools in Godawari Municipality. While selecting school first list of all schools was collected from and they were separated into two groups of private and public school. From each group, two schools were selected. Table 1 shows list of public and private schools of Godawari municipality that was taken as the sample of the study. All together 10 schools were taken for the study. The teachers from the sampled schools were selected on the convenience basis.

Table 1*Sample of Schools*

Types of Schools	Name of the schools	Ward No.	Observations
Public	Shree Chhampi Devi Secondary School	9	9
	Shree Uday Kharka Secondary School	10	9
	Shree Bajrabarahi Secondary School	11	10
	Shree Saraswati Secondary School	12	10
	Shree Jana Vikas Secondary School	13	10
Private	Noble Education System Secondary School	9	7
	Eternal Shalom Secondary School	10	9
	Jyotidaya Co-operative Secondary School	11	10
	St. Paul Secondary School	12	10
	Vajra Academy	13	10
Total		10	94

Hypothesis of the Study

H1: There is significant difference between mean teachers' satisfaction level of public and private schools.

Sources and Nature of Data

The study is based on primary source of data. The main source of primary data is structure questionnaire that contains questions related to job satisfaction of teachers. The structured set of questionnaires was distributed to the teachers of the sampled schools and was collected after certain period of time. Nature of the data is quantitative.

Tools for Analysis

Likert Scale is a type of rating scale used in questionnaires to measure people's attitudes and opinions. The data are five-point Likert scale data for two groups expressing their level of agreement or disagreement with the specified statement.

Data Presentation and Analysis**Socio Demographic Profile of the Respondents**

Table 2 shows the distribution of respondents according to their gender, age and academic qualifications.

Table 2*Socio Demographic Profile of Respondents*

Respondent's Detail	Percentage
Gender	
Male	50
Female	50
Age groups in years	
15-19	8.5
20-24	18.1
25-29	14.9
30-34	12.8
35-39	7.4
40-44	6.4
45-49	7.4
50-54	16
55-59	7.4
60 above	1.1
Academic Qualification	
Intermediate	18.1
Bachelor's	39.4
Master's	42.6

Source: Field Survey, 2019

Out of 100 questionnaires distributed, only 94 have been filled up by the respondents of which male and female are of equal numbers. Majority of respondents (18.1 percent) fall under 20-24 years, followed by 16 percentages of respondents under age 50-54 years. 18.1 percentage of respondents have completed intermediate level qualification, 39.4 percent of respondents have completed bachelor level qualification and 42.6 percent of respondents have completed master's level qualification.

Job Satisfaction Level of School Teachers

Table 3 is the respondents view regarding working environment of school teachers in Godawari Municipality.

Table 3*Teachers' Satisfaction on Working Environment*

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean
Physical infrastructure of the school is well maintained	0.00	3.20	12.70	56.40	27.70	4.09
Ambiance of the school is good	0.00	4.30	13.80	59.50	22.30	4.00
I am happy with physical environment of my school.	1.10	5.30	17.00	46.80	29.80	3.99
The school has maintained hygiene.	2.10	6.40	24.50	50.00	17.00	3.73
There is team work in the school.	1.10	0.00	5.30	25.50	68.10	4.60
My school has cooperative and interactive team	1.10	3.20	14.90	47.80	33.00	4.09
Mean						4.08

Source: Field Survey, 2019

Out of 94 respondents, 84.1% of respondents agreed or strongly agreed that the physical environment of school is well maintained. Similarly, 81.8% of the respondents agreed or strongly agreed that the hygiene ambience affects job satisfaction. The study found that the majority of respondents (76.6 percent) are satisfied with the physical environment of the school. 67% agreed that school has maintained well hygiene. The study found that 93.6% of the teacher believed that there is team work in the school. The overall mean is 4.08 which means that the teachers are satisfied in working environment of the schools in Godawari municipality.

Table 4*Teachers' Satisfaction on Salary and Remuneration*

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean
My income from teaching is adequate for normal expense.	6.40	9.60	28.70	48.90	6.40	3.39
I feel I am being paid fairly for the work I do	6.40	7.40	13.80	56.40	16.00	3.68
My school provides salary in regular interval.	9.60	18.10	11.70	37.20	23.40	3.47
We have systematic process for salary increment.	9.60	5.30	24.50	40.40	20.20	3.56
My school has a formal employee merit review process.	4.30	5.30	38.30	44.70	7.40	3.46
My school has a provision of Provident fund/ CIT/After retirement benefit.	16.00	12.80	19.10	31.90	20.20	3.28
Teaching provides me with financial security	2.10	8.50	21.30	57.40	10.60	3.66
Mean						3.50

Source: Field Survey, 2019

Table 4 is the respondents view regarding salary of school teachers. The study found that 55 percent of the respondents have income that is adequate for normal expense. 72.4% believed that they are paid fairly for the work they do. 60.6% gets their salary in the regular time. 60.6% said that they have systematic process for salary increment. 52.1% believed that there is formal merit review of the teachers. 52 percent said that their school do provide CIT/PF/ retirement benefit. 68% teachers feel that teaching job provides them with financial security.

Table 5*Teachers' Satisfaction on Staff Relationship*

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean
I have been fairly treated by all the teachers.	3.20	6.40	9.60	51.10	29.80	3.98
My principal properly handles teacher's problems.	4.30	9.60	9.60	47.90	28.70	3.87
My coordinator asks for my opinion while making decisions.	1.10	5.30	27.70	47.90	18.10	3.77
Tasks assigned by my principal helps my professional growth.	2.10	5.30	12.80	56.40	23.40	3.94
I am supervised enough at work.	2.10	6.40	26.60	48.90	16.00	3.70
Our staff meetings are filled with open and honest participation.	1.10	8.50	16.00	46.80	27.70	3.91
Mean				3.86		

Source: Field Survey, 2019

Table 5 is the respondents view regarding staff relationship among school teachers in Godawari Municipality. Out of 94 respondents 80.9% of respondents agreed or strongly agreed that they have been treated fairly by other teachers in the school. 76.6% of the respondents felt that the principal of school handles teacher's problem. The study found that 66 percent of the respondents are satisfied with decision making involvement Similarly, 79.8 percent have their principal helping in their professional growth. 64.9 percent are supervised enough at the work. Likewise, 74.5% of the respondents felt that their staff meetings are filled with open and honest participation.

Table 6 is the respondents view regarding motivation among school teachers.

Table 6*Teachers' Satisfaction on Motivation*

Statements	Strongly Disagree	Dis agree	Neutral	Agree	Strongly Agree	Mean
I feel my present work is satisfying.	1.10	1.10	22.30	51.10	24.50	3.97
I have personal and work related goals to guide my achievement.	0.00	3.20	13.80	67.00	16.00	3.96
I will be praised on the good job I have done.	1.10	2.10	18.10	56.40	22.30	3.97
I have recognition on the work.	1.10	2.10	19.10	64.90	12.80	3.86
I am happy with the professional development opportunities offered in my job.	2.10	5.30	18.10	47.90	26.60	3.91
My student's language learning success/achievement motivates me to carry on teaching.	1.10	1.10	12.80	57.40	27.70	4.10
Mean						3.96

Source: Field Survey, 2019

Out of 94 respondents, 75.6% of respondents agreed or strongly agreed that their present work is satisfying. The study revealed that 83% have personal and work-related goals to guide their achievement. 78.7% of the respondents believed that they will be praised on the good job they have done. Similarly, 77.7% of the respondents respond to appreciation expressed through recognition of their good work because it confirms their work is valued by others. When employees and their work are valued, their satisfaction and productivity rises, and they are motivated to maintain or improve their good work. The study revealed that 74 percent of the respondents are happy with the professional development opportunities that are offered in the job. 85% responded that students learning success/ achievement motivates them to carry on teaching.

Comparison of Satisfaction of Private and Public School Teachers

Table 7 is the respondents view regarding working environment of school teachers of public and private schools in Godawari Municipality.

Table 7*Comparison of Working Environment of Private and Public School Teachers*

Type of schools	Number of observations	Mean	t-value (computed test statistics)	Degree of freedom	p-value	Mean Difference
Public	49	3.8571				
Private	45	4.3259	-5.326	92	.000***	-0.46878
Total	94	4.0915				

Source: Output of SPSS 20

The mean score of both public and private schools indicates that the working environment of the schools are good. The mean score of public school is 3.8571 which is lower in comparison to 4.3259 of private schools which shows that the private school teachers have higher satisfaction in comparison to public school teachers.

Similarly, the table shows t-test is significant at 95% confidence interval. Hence, there is significant difference in means of satisfaction among private and public school regarding work environment. Though the mean value of working environment shows slight difference among private and public schools. Since $p < .000$ is less than our chosen significance level $\alpha = 0.05$, we can conclude that the mean satisfaction regarding working environment for private and public school teachers is significantly different.

Table 8 is the respondents view regarding salary of school teachers of public and private schools in Godawari Municipality.

Table 8*Comparison of Salary of Private and Public School Teachers*

Type of schools	Number of observations	Mean	t- value	Degree of freedom	p-value	Mean Difference
Public	49	3.4315				
Private	45	3.5746	-0.92	92	0.36	-0.1431
Total	94	3.5				

Source: Output of SPSS 20

The mean score of both public and private schools indicates that the teacher perceived that their salary are good. The mean score of public school is 3.4315 which is lower in comparison to 3.5746 of private schools which shows that the private school teachers have higher satisfaction in comparison to public school teachers.

Table shows p value 0.360 which is greater than 0.05, so there is no significant difference among mean satisfaction and salary of public and private school teachers which indicates that the private and public school teachers' salary is adequate for normal expenses

and the teachers are fairly for the work they do. So salary doesn't matters in satisfaction level of public and private teachers.

Table 9 is the respondents view regarding staff relationship among school teachers of public and private schools in Godawari Municipality.

Table 9

Comparison of Staff Relation of Private and Public School Teachers

Type of schools	Number of observations	Mean	t- value	Degree of freedom	p-value	Mean Difference
Public	49	3.5476				
Private	45	4.2037	-4.963	92	.000***	-0.6561
Total	94	3.8617				

Source: Output of SPSS 20

The mean score of both public and private schools indicates that the staff relationship among schools teachers are good. The mean score of public school is 3.5476 which is lower in comparison to 4.2037 of private schools which shows that the private school teachers have higher satisfaction in comparison to public school teachers.

The table shows t-test is significant at 95% confidence interval. Hence, there is significant difference among private and public school regarding staff relationship.

Table 10 is the respondents view regarding motivation among school teachers of public and private schools in Godawari Municipality.

Table 10

Comparison of Motivation of Private and Public School Teachers

Type of schools	Number of observations	Mean	t- value	Degree of freedom	p-value	Mean Difference
Public	49	3.8163				
Private	45	4.1185	-2.680	92	.009***	-0.3022
Total	94	3.961				

Source: Output of SPSS 20

The mean score of both public and private schools indicates that the motivation of the schools teachers are good. The mean score of public school is 3.8163 which is lower in comparison to 4.1185 of private schools which shows that the private school teachers have higher satisfaction in comparison to public school teachers.

Table 10 shows p value 0.009 which is less than 0.05 so there is significant difference among motivation of public and private school teachers. It implies that in private

schools, teachers feel motivated and they feel their present work is satisfying in comparison with public school teachers.

Discussions

Ahmed (2014) asserted that public teachers were more satisfied in comparison to private school teachers and the main reasons for job dissatisfaction were poor pay, teacher's shortage, and infrastructural problems for both schools. Dar (2014) also found that government teachers were more satisfied in comparison to private teachers where government school teachers enjoy better financial conditions, working conditions and management, job and personal security and opportunities for development and promotion as compared to private school teachers. Thadathil (2015) also found that government teachers were more satisfied in comparison to private school teachers. However, this study shows the contrast results than those of mentioned above. This study concludes that the satisfaction level of the private school teachers are higher than that of public school teachers in terms of working environment, staff relationship and motivation, while the their satisfaction level in term of salary and remuneration are same. This shows that the amount of the salary paid to the teachers are not the sole difference maker for the satisfaction. What matters is, how teachers are taking those salary against the living standard and how they perceived the ownership and belongingness of the school.

Conclusion

Both private and public school teachers are found to be satisfied regarding the working environment, salary and remuneration, staff relationship and motivation. However, private school teachers are found to be more satisfied than the public school teachers in terms of working environment, staff relationship and motivation. However, no difference was found between their satisfaction level in terms of salary and remuneration.

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