A Comparative Study of Job Satisfaction in Primary School Teachers of Government and Private School in District Patna, Bihar

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ABSTRACT- The researchers have found that the role of teachers in the teaching learning process is very important. Updated curriculum, advance books, tech enabled class room may fail in the absence of a committed teacher. The researchers have believed that a study on teachers will be very meaningful for improving the teaching learning processes. But there are several aspects related with teachers that contribute to the teaching learning process. The researcher, in the present research paper, have detailed Job satisfaction issues related with teachers and teaching learning process in India. A comparison among the private school teachers and government school teachers suggested that there is higher level of Job satisfaction among the teachers in government schools.

KEYWORDS- Job satisfaction, Teaching Learning Process, Teachers' Commitment

I. INTRODUCTION

As women are now actively working as leaders and outperforming others After home, schools are the second most influential place in shaping students' behaviour and future educational success. Many elements or factors can influence the teaching and learning process that occurs in schools. There are four eternal truths that allow teaching and learning to take place in the classroom. If one of these is not available, there will be no teaching and learning process, though learning may still occur. They are:

- Teacher,
- Students,
- Material and
- Context of time and place.

Among all the factors, the teacher plays a crucial role in promoting efficient and quality learning in educational systems. Good, qualified teachers are essential for enhancing the quality of education and fostering a positive learning environment. Teachers play a vital role in motivating students to achieve success and can bring positive or negative energy to their lives. Parents trust their children to be educated and qualified, and a good teacher can inspire students to follow or avoid their path. The teacher plays a crucial role in creating and teaching sciences for students to accept. They also contribute to the learning process, educating the sciences and fostering a positive learning environment. Teachers are essential educators, leaders, and role models for students. They must possess specific standards and qualities, such as responsibility, independence, authority, and discipline. Train learning activities are influenced by factors like maturity, motivation, relationships, freedom, verbal skills, communication, and security. Fulfilling these factors ensures effective training and teaching, as teachers must create clear and effective learning experiences for their students [1,2,3]. The teacher's role as a learning resource relies on their mastery of training material, enabling them to respond quickly and effectively to students' questions. They also serve as facilitators, submitting services to help students understand subject matter, enhancing the learning process. Teachers can be likened to travel guides, responsible for guiding students on a journey that encompasses physical, mental, creative, moral, emotional, and spiritual aspects. The teacher plays a crucial role as a demonstrator, influencing attitudes and inspiring students to improve their learning process. They control the climate of the learning environment, like a captain on a safe journey. Teachers must create a conducive and comfortable learning environment, and they also serve as advisors to students and parents, despite lacking specialized training. To understand their role as advisors and profound believers, teachers should examine the psychology of personality. By understanding these roles, teachers can create a more effective learning environment and foster a more positive learning environment for their students [4,5,6].

The teacher plays a crucial role in translating empirical knowledge into more sophisticated languages for students, ensuring a meaningful life for them. With a long age gap, teachers have more experience than students, making them more experienced in translating valuable information. They also play a vital role in growing motivation and skills

in students, acting as trainers to develop these abilities. After the learning process, teachers must assess the results to evaluate both students' success in achieving goals and the teacher's success in implementing the teaching and learning work. The teacher's character is significant and influential, making them a Hero of Service. Respecting and glorifying existing teachers is essential for their success in the learning process [7].

Job satisfaction has been defined in many different ways. The definitions most commonly used in the literature are those of Locke (1976), Dawis and Lofquist (1984), and Porter et al. (1975). Job satisfaction, according to Locke (1976), is a pleasurable or positive emotional state resulting from the evaluation of one's job experiences. Dawis and Lofquist (1984) defined job satisfaction as the worker's assessment of how well the work environment meets the individual's needs, whereas Porter et al. (1975) defined job satisfaction as one's reaction to his or her occupation or organisation. The researchers have selected a study of job satisfaction among the private and government school primary teachers as the research problem for present study [8].

II. LITERATURE REVIEW

Sezgin, F., & Erdogan, O. (2015) has examined the impact of academic optimism, hope, and zest for work on primary school teachers' self-efficacy and success perceptions. A total of 600 teachers were selected from 27 central districts of Ankara, Turkey. Results show positive relationships between these factors, positively predicting teacher self-efficacy and perceived success. These factors indirectly predict self-efficacy through perceived success [18].

Aldridge, J. M., & Fraser, B. J. (2016) confirmed the School-Level Environment Questionnaire's factor structure and tests a research model on the relationships between school climate, teachers' self-efficacy, and job satisfaction. Results show that teacher self-efficacy and job satisfaction are related to school climate dimensions, and enhancing these factors is beneficial for school principals.

McLennan, B., McIlveen, P., & Perera, H. N. (2017) have suggested that self-efficacy is linked to job satisfaction and commitment, but its impact on career engagement is unclear. This research shows that pre-service teachers' self-efficacy predicts their career optimism and mediates the effect of career adaptability on it. These findings are significant in pre-service teacher education, as they can be promoted through learning experiences. Tailoring professional learning activities to develop self-efficacy can indirectly enhance pre-service teachers' career adaptability and optimism [10,20].

Alford, A. J. A. (2018) has suggested that the No Child Left Behind Act in 2002 has led to teacher turnover in the US. A study aimed to determine the relationship between teacher self-efficacy and job satisfaction. A study surveyed teachers in a southern state using the Teachers' Sense of Efficacy Scale (2001) and Job Satisfaction Survey. Finding a positive correlation between self-efficacy and job satisfaction can help resource managers and principals reduce teacher turnover and increase resiliency [16,17].

Reichenberg, M., & Löfgren, K. (2019) aimed to describe job satisfaction, self-efficacy, and work absenteeism among Swedish special educators teaching intellectually disabled students. A survey of 148 educators found that

higher self-efficacy for inclusive education leads to higher job satisfaction, while lower job satisfaction leads to lower work absenteeism [11].

Song, H., Gu, Q., & Zhang, Z. (2020) have explored teachers' subjective wellbeing in China, focusing on altruism, self-efficacy, work satisfaction, and income satisfaction. Results show that altruistic values and capacity to fulfill them are reflected in workplace quality, but income satisfaction negatively impacts this judgement [15].

Cho, I. K., Lee, et al. (2021) have suggested that the COVID-19 pandemic has significantly impacted schoolteachers' psychological well-being and well-being. A study of 400 teachers found that high levels of stress and anxiety influenced their subjective well-being and depression. Resilience and self-efficacy mediated this relationship, with low SAVE-9 scores, high self-efficacy, and high BRS scores indicating high psychological well-being [13].

Elrayah, M. (2022) has aimed to identify the relationship between self-efficacy, workspace stress, and teachers' engagement to improve job satisfaction. A cross-sectional research design and TALIS were used for data collection. Strategies to improve job satisfaction include self-efficacy, engagement, and reducing stress levels. The findings suggest a suitable workspace environment for teachers to enhance their teaching methods and job satisfaction. The researcher has conducted a preliminary study on the existing researchers. Researchers have found few research gaps. The present post-pandemic period is very crucial. Job expectations have changed. It will be relevant to conduct a study of job satisfaction among primary school teachers. Bihar is a state representing heterogeneity in national development. There are few studies in the geographical area about job satisfaction among teachers. The present study will bridge the research gap. Studies related to job satisfaction among primary school teachers are often conducted with job performance, organizational commitment, and other performance-related indicators. During the study, the test subject (primary school teachers) has given questions related to job performance. This makes the test subject conscious and they reply about job satisfaction in a controlled manner. The present study only focuses on the job satisfaction aspect and limits to connecting job satisfaction with job performance. So, the present study will fill the gap of the unavailability of such a study [14].

III. RESEARCH METHODOLOGY

A. Objective of Study

Following objectives have been defined for present research:

- To study the level of job satisfaction among the primary school teachers
- To study the difference in job satisfaction among the private and public-school teachers

B. Hypothesis

Based upon the objectives, researcher has proposed following hypothesis:

H01- There is no significant level of job satisfaction among the primary school teachers in primary schools in District Patna, Bihar

H02- There is no significant difference in job satisfaction among the private primary school teachers and public-school primary teachers in District Patna, Bihar

Population: Proposed population for the present research is women form marginalised society.

C. Sample size

Sample size calculation is very important part of the research. Adequate sampling techniques and sample size reduces method biases. The estimated sample size for same appeared 385.

IV. FINDINGS OF THE STUDY

A. Hypothesis testing

H01- There is no significant level of job satisfaction among the primary school teachers in primary schools in District Patna, Bihar

Table 1: Statistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	1.4	1.4	1.4
	Neither agree nor disagree	179	35.8	35.8	37.2
	Agree	151	30.2	30.2	67.4
	Strongly agree	163	32.6	32.6	100.0
	Total	500	100.0	100.0	
	Observed Frequency (O)	Expected Frequency (E)	(O-E)	$(O-E)^2$	$(O-E)^2/E$
Strongly Disagree	0	100	-100	1000	100
Disagree	7	100	-93	8649	86.49
Neither agree nor disagree	179	100	79	6241	62.41
Agree	151	100	51	2601	26.01
Strongly agree	163	100	63	3969	39.69

$$\sum(O-E)^2/E = 314.6$$

For 0.5 level of significance at the degree of freedom 04, the critical value of chi square is 9.488. On comparing critical value of chi square with test statistics, it is found that the test statistics is higher than critical chi square value. So, the null hypothesis is rejected. By observing, the scores it can be said that, there is a significant level of job satisfaction among the primary school teachers in primary schools in District Patna, Bihar.

H02- There is no significant difference in job satisfaction among the private primary school teachers and public-school primary teachers in District Patna, Bihar

Table 2: Group Statistics

	Type of school	N	Mean	Std. Deviation	Std. Error Mean
Job Satisfaction	Government school Teacher	250	34.4120	4.04422	.25578
	Private school Teacher	250	29.7560	5.75054	.36370

Table 3: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Job Satisfaction	Equal variances assumed	13.590	.000	10.472	498	.000	4.65600	.44463	3.78241	5.52959
	Equal variances not assumed			10.472	446.898	.000	4.65600	.44463	3.78217	5.52983

The t value in the test is 10.472at the suggested degree of freedom is higher than critical value. This shows that there is significant difference among the private schools' primary teachers and government schools' primary teachers. Further the mean value suggested that government school teachers have high level of job satisfaction.

Findings

- Respondents believe that adaptability in the classroom is essential for teachers
- Respondents believe that a student who finds it difficult to concentrate and learn must be taught differently
- Respondents believe that considering their experience, they recommend the teaching profession to a friend or a colleague
- Respondents believe that the majority of the school staff shares a common vision.
- Respondents believe that the school staff is concerned about the students and values their opinions.
- Respondents believe that as a school staff we feel a sense of ownership and responsibility.

- Respondents believe that their school staff is treated with dignity.
- Respondents believe that the faculty and students are dedicated to the school's values.
- Respondents believe that the staff is unbiased in all tasks related to the school
- Respondents believe that they feel pride for their job
- Organised delegation of non-teaching assignments reduces to stress on teachers
- School teacher's role must be clearly described to reduce ambiguity
- Working condition at school effect teaching
- Different work expectations form school teacher reduces the scope of teacher's creativity in teaching
- Proper management of work and role definitions reduces the stress and increase effective teaching
- There is a significant level of job satisfaction among the primary school teachers in primary schools in District Patna, Bihar

V. CONCLUSION

To improve Bihar's education system, innovative and sustainable solutions are needed to address core issues and challenges while promoting greater access to quality education. Technology integration and digital learning can revolutionize student learning and teacher teaching, providing personalized experiences and bridging the gap between urban and rural schools. This is particularly beneficial in remote areas with limited access to quality education due to infrastructure or qualified teachers. Teacher training and professional development are crucial for enhancing teachers' skills and competencies, promoting a culture of continuous learning and improvement. Community engagement and parental involvement can create a sense of shared responsibility and ownership, leading to better educational outcomes. Initiatives like parent-teacher meetings, community-led school management committees, and awareness campaigns can foster collaboration and support at the grassroots level, addressing issues like dropout rates, gender disparities, and inadequate infrastructure.

Promoting vocational education and skill development programs is crucial for better workforce preparedness and reducing the skills gap. These programs equip students with industry-relevant training, enabling them to pursue employment or entrepreneurship, contributing to the state's economic growth. By implementing innovative solutions, Bihar can transform its education system, ensuring every child has access to quality education and a better future. The collective efforts of the government, NGOs, communities, and other stakeholders will play a crucial role in achieving this vision.

The employee experience directly impacts teachers' job satisfaction levels. Qualtrics has identified the 5 key performance indicators (KPIs) and 9 teaching experience drivers that matter most for K-12 school teachers. These KPIs include intent to stay, engagement, expectations versus reality, inclusion, and well-being. The 9 drivers of teaching experience include authority and empowerment, collaboration, family involvement, growth and development, pay and benefits, resources, safety, strategic alignment, and work processes. These factors contribute to teacher job satisfaction and retention. To measure and improve teacher job satisfaction, schools and districts must adopt a comprehensive approach that leverages the framework of KPIs and drivers. Qualtrics has developed a proven methodology that follows three simple steps: listen, understand, and act. Regular pulse surveys throughout the school year are designed to glean authentic, in-the-moment feedback on the factors that impact the overall teaching experience at a school.

Understanding the meaning behind teachers' perceptions by leveraging advanced technology and analytics. The right platform will allow you to dig into these insights and determine how they contribute to teacher efficacy, job stress, job satisfaction, student learning, and more.

Acting on this information leads to higher teacher job satisfaction and improved retention. By focusing on these factors, schools can create a more effective and supportive teaching environment for their K-12 teachers.

Bihar is a state in eastern India with a population of over 120 million, and education is considered an important aspect of its development. The education system in Bihar has undergone significant reforms in recent years, aimed at improving access, equity, and quality. The state government has introduced several initiatives to promote education, such as free education for girls and schemes to provide textbooks and uniforms to students from economically weaker sections. However, Bihar still faces many challenges in the education sector, such as low enrollment rates, high dropout rates, and poor quality of education. Human beings have to work for their livelihood. The choice of work is not always there for everyone. Often people have to work according to the availability of job and circumstances. The fit between desired job and available job, results in job satisfaction. The level of job satisfaction in a person brings more productivity and organizational commitment. Job satisfaction may look a simple word and most of the people will measure it in term of the salary one gets in the job. Actually, it works as a need hierarchy basis. If a person in capable to do some work, he is in need of money so primarily a job is good enough for him. But as soon as he meets his financial needs, he becomes more and more conscious for other aspects like work life balance and other things.

Job satisfaction is very important for any worker. When it comes to teaching profession, the role of job satisfaction become higher. Teacher has to play constructive role in development of children. He must have self believe that he could do aal the roles expected by a teacher. In primary teaching the role of teachers not only limit to the teaching but other administrative issues also surround them. Those teachers who themselves believe that they are capable for their job often do better. In teaching learning process, it is commonly known as self-efficacy.

The teachers are often put in different roles. They often get transferred in different branches of school. It is expected form them that they should change according to the need of their job. This dynamic role expectation forms a teacher sometimes becomes a reason of dissatisfaction with the job. The researcher has considered adaptation as the key contributor for the job satisfaction.

Another aspect that affects the teachers job satisfaction is occupational stress. As a teacher if we will try to find key skills for the job, we could end up by saying that one needs to have academic grades as well knowledge of the subject. But, the actual role of a teacher is versatile, he needs to

perform multiple tasks. Government teachers are often engaged in the admiration of government schemes, like Polio eradication, election duty, census, and many other things. In such case teachers are put in a multi-tasking role. The researcher has found that the work-related stress in also a contributing factor to the job satisfaction.

Present study is a survey in Patna District, in Bihar. The researcher has selected primary school teachers of the district and tried to get information from them. The researcher has selected government and private teachers and made a comparison among them. It has been found that government primary school teachers have better job satisfaction in comparison with private primary school teachers. The research also suggested that the impact of selected variables in the study i.e., self-efficacy, adaptation, and, occupation stress on job satisfaction.

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