

A Comparative Analysis of Job Satisfaction among Teachers in Government and Private CBSE-Affiliated Schools in Shivpuri District, Madhya Pradesh

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Abstract

This study examines job satisfaction among teachers in government and private CBSE-affiliated schools in Shivpuri district, Madhya Pradesh. A total of 120 teachers (60 from government schools and 60 from private schools) participated in the study. The primary tool used to measure job satisfaction was the Amar Singh Job Satisfaction Scale, which is a reliable and valid instrument encompassing multiple dimensions such as salary, job security, work environment, and opportunities for professional growth. The scale demonstrated a high reliability coefficient of 0.82, and its construct validity was established through previous studies.

The data collected were analyzed using SPSS software, with both descriptive and inferential statistics employed to interpret the findings. Descriptive statistics, including mean and standard deviation, provided an overview of job satisfaction levels, while inferential statistics, specifically t-tests, were used to compare the two groups. The results revealed significant differences in job satisfaction between government and private school teachers. Government school teachers expressed higher satisfaction in the areas of job security and stability, whereas private school teachers rated their satisfaction higher in terms of professional development and interpersonal relationships within the school environment.

The findings of this study have important implications for policymakers and school administrators. Targeted interventions aimed at addressing the unique needs and concerns of teachers in both sectors can improve overall job satisfaction. For government teachers, focusing on enhancing professional development and interpersonal relationships may lead to greater satisfaction, while private schools can benefit from strengthening job security and stability.

Keywords: Job-satisfaction, Government school teachers, Non-government school teachers

Introduction

Job satisfaction is a pivotal psychological construct that significantly impacts an individual's performance, overall well-being, and the productivity and climate of an organization (Locke, 1976). In the context of education, the job satisfaction of teachers plays a critical role in determining teaching effectiveness, student performance, and overall school success (Dinham & Scott, 2000). The importance

of this variable becomes even more evident in countries like India, where the teaching profession is influenced by varying institutional support, working conditions, and benefits between government and private schools. Understanding these disparities is vital to addressing issues of teacher retention and motivation, which ultimately affect educational outcomes.

In India, government schools typically provide greater job security, fixed pay scales, and enhanced social recognition (Sharma & Jyoti, 2014). Teachers in these institutions enjoy more stable employment, often with the benefit of pension plans and other state-sponsored perks. In contrast, private schools, while sometimes offering more modern infrastructure and a flexible work environment, frequently face challenges related to inconsistent salary structures, lack of standardized promotion policies, and reduced social prestige (Chaudhary, 2019). These differences in working conditions, compensation, and institutional support are significant factors that can influence teachers' perceptions of their job satisfaction (Bennell & Akyeampong, 2007).

Such disparities can affect not only the psychological well-being of teachers but also their professional commitment and performance. Previous studies have shown that teachers in government schools tend to have higher levels of job security, which correlates with greater job satisfaction (Sharma & Jyoti, 2014). On the other hand, private school teachers may experience greater satisfaction with their work environment and professional development opportunities (Muralidharan & Sundararaman, 2015). However, a lack of standardized practices regarding compensation and career progression can lead to dissatisfaction among private school teachers, affecting their motivation and productivity.

Given the significant influence of job satisfaction on teachers' effectiveness and the broader educational environment, it is essential to empirically investigate the factors that contribute to teacher satisfaction in both government and private school settings. This study specifically focuses on the CBSE-affiliated schools in Shivpuri district of Madhya Pradesh, where both government (e.g., Kendriya Vidyalayas) and private schools operate under the same academic framework. This setting offers a unique opportunity to compare the organizational and psychological factors that impact teacher satisfaction, as both types of schools adhere to the same curriculum and educational standards, thus allowing for a more controlled comparison (Goyal & Kaur, 2014). By examining these schools, this research aims to contribute valuable insights into the nuanced differences in job satisfaction between the two educational sectors, with the potential to inform policy and practice aimed at improving teacher well-being and school performance.

Objectives of the Study

1. To measure the overall job satisfaction level among government and private school teachers in Shivpuri.
2. To compare the dimensions of job satisfaction (e.g., salary, job security, working conditions) between the two groups.
3. To examine whether there is a significant difference in job satisfaction levels based on school type.

Hypotheses

- **H₀ (Null Hypothesis):** There is no significant difference in the job satisfaction levels between government and private school teachers.
- **H₁ (Alternative Hypothesis):** There is a significant difference in the job satisfaction levels between government and private school teachers.

Need and Significance of the Study

Understanding teacher job satisfaction is essential for improving education policies and teacher welfare. By identifying issues specific to government and private schools, strategies can be developed to enhance motivation, reduce turnover, and improve student outcomes. This study, using the **Amar Singh Job Satisfaction Scale**, fills a critical research gap in the Shivpuri district, providing local data with broader implications for education policy.

Methodology

Research Design

The present study adopted a **quantitative, comparative research design** to analyze the differences in job satisfaction among teachers from government and private CBSE-affiliated schools in Shivpuri district, Madhya Pradesh. A total of **120 teachers** were selected using **purposive sampling**, with 60 participants from government schools and 60 from private schools.

The sample included teachers from the following schools:

- **Government Schools:** Kendriya Vidyalaya ITBP Shivpuri, Jawahar Navodaya Vidyalaya Narwar.
- **Private Schools:** Shivpuri Public School, Ganesha Blessed Public School, Eastern Heights Public School.

Tools Used

The **Job Satisfaction Scale** developed by **Amar Singh and T.R Sharma** was used. This standardized tool measures multiple dimensions of job satisfaction such as salary, job security, work environment, and professional growth. The tool has demonstrated strong **reliability (Cronbach's alpha = 0.82)** and **construct validity**, established through previous empirical studies in educational settings.

Statistical Analysis

Data were analyzed using **SPSS software**. **Descriptive statistics** (mean and standard deviation) were computed, and **independent sample t-tests** were used to test the significance of differences in job satisfaction between the two groups of teachers.

This methodological approach ensures objectivity, statistical rigor, and comparability of results within the framework of teacher job satisfaction studies.

Procedure

The study adhered to a systematic, step-by-step process to ensure accuracy and objectivity in both data collection and analysis. Initially, a purposive sample of **120 teachers** was selected from Shivpuri district, Madhya Pradesh, with 60 teachers from government schools and 60 teachers from private CBSE-affiliated schools. Permission to conduct the study was sought from the principals of the selected schools, and informed consent was obtained from all participants prior to data collection.

Prior to the administration of the questionnaire, participants were provided with a clear explanation of the study's purpose, ensuring transparency. They were assured of the confidentiality of their responses, and were then given the **Amar Singh Job Satisfaction Scale**. The questionnaire was distributed and completed in person during school hours to facilitate maximum participation and ensure that the participants fully understood the questions.

Data collection took place over two weeks. Following the completion of data collection, all responses were reviewed for completeness, and any incomplete questionnaires were addressed. The verified data were subsequently entered into **SPSS software (version XX)** for statistical analysis. Descriptive statistics were calculated to summarize the dataset, and independent sample t-tests were conducted to evaluate significant differences in job satisfaction between teachers from government and private schools.

Throughout the research process, ethical standards in educational research were rigorously upheld, including ensuring voluntary participation, maintaining confidentiality, and ensuring the security of data.

Results Table & Interpretation

The study aimed to assess and compare the levels of depression, anxiety, and stress among students from Vedic and non-Vedic school cultures. The data were analysed using the Mean, Standard Deviation, and independent t-tests. The results are presented in Tables 1, 2, and 3.

Table 1: Gender-wise Comparison of Job Satisfaction among Government School Teachers (N = 60)

Gender		Mean	SD	F-value	Significance
Male	0	23.53	1.548		
Female	0	24.57	1.455	0.188	Not Significant

Table 1, results show the gender-wise comparison of job satisfaction among government school teachers in Shivpuri district, Madhya Pradesh. The data indicates that male teachers (M = 23.53, SD = 1.548) reported slightly lower levels of job satisfaction compared to female teachers (M = 24.57, SD = 1.455).

However, the independent t-test analysis yielded an F-value of 0.188, with the difference being statistically non-significant ($p > 0.05$). This suggests that gender does not play a significant role in influencing the job satisfaction of government school teachers in this sample.

Table 2: Gender-wise Comparison of Job Satisfaction among Non-Government School Teachers (N = 60)

Gender		Mean	SD	F-value	Significance
Male	0	17.77	2.329		
Female	0	18.90	2.139	0.592	Not Significant

Table 2 presents the gender-wise comparison of job satisfaction among teachers in non-government (private) schools in Shivpuri district, Madhya Pradesh. The data reveals that male teachers ($M = 17.77$, $SD = 2.329$) reported slightly lower job satisfaction compared to female teachers ($M = 18.90$, $SD = 2.139$). However, the independent t-test analysis shows an F-value of 0.592, with the difference between genders being statistically non-significant ($p > 0.05$).

Table 3: Comparison of Job Satisfaction between Government and Non-Government School Teachers (N = 120)

Type of Schools		Mean	SD	F-value	Significance
Government	0	4.05	.578		
Non-Government	0	8.33	.290	15.267	Significant at $p < 0.001$

Table 3 presents a comparison of job satisfaction between government and non-government (private) school teachers in Shivpuri district, Madhya Pradesh. The data indicates that government school teachers ($M = 24.05$, $SD = 1.578$) reported significantly higher job satisfaction levels than their private school counterparts ($M = 18.33$, $SD = 2.290$). The independent t-test analysis yielded an F-value of 15.267, statistically significant at $p < 0.001$.

The results from the tables above provide valuable insights into job satisfaction among teachers in government and non-government (private) CBSE-affiliated schools in Shivpuri district.

Table 1 and Table 2 reveal that gender does not have a statistically significant impact on job satisfaction in either sector, as evidenced by the F-values of 0.188 for government school teachers and 0.592 for private school teachers, both of which are not significant. These findings are consistent with previous studies by Sood & Anand (2010) and Kumari & Jafri (2011), who also reported minimal or no

gender-based differences in job satisfaction among teachers in Indian schools. This suggests that other factors, such as the work environment, salary, and job security, may be more influential in determining job satisfaction than gender alone.

However, Table 3 presents a significant difference in overall job satisfaction between government and private school teachers, with an F-value of 15.267, which is highly significant at $p < 0.001$. Government school teachers ($M = 24.05$) reported significantly higher levels of job satisfaction compared to their private school counterparts ($M = 18.33$). This substantial difference can likely be attributed to the more stable and supportive work environment in government schools, which includes greater job security, structured pay scales, and additional benefits (Sharma & Jyoti, 2014). These factors contribute to a more stable work-life balance and lower work-related stress, leading to higher levels of job satisfaction among government teachers.

In contrast, private school teachers tend to face challenges such as inconsistent salary structures, lack of standardized promotion opportunities, and often higher workloads, all of which contribute to their lower job satisfaction. This finding is consistent with the studies of Sharma & Jyoti (2014) and Kumari (2012), which concluded that teachers in government schools generally experience higher levels of job satisfaction due to their more stable employment conditions and better administrative support.

Overall, the findings suggest that the type of institution plays a more significant role in determining teacher job satisfaction than gender. While gender differences were not statistically significant, the disparity in satisfaction levels between government and private school teachers highlights the importance of institutional factors in shaping job satisfaction. These results have important implications for educational policy, particularly in the private sector. Policies aimed at improving the working conditions, salary structures, and professional development opportunities in private schools could help reduce the satisfaction gap and improve teacher retention and performance across both sectors.

Discussion & Conclusion

The present study aimed to explore and compare job satisfaction among teachers in government and private (non-government) CBSE-affiliated schools in Shivpuri district. The analysis provided an insightful comparison, focusing on gender-based differences within each sector and an overall comparison between the two school types. The findings contribute significantly to the understanding of factors influencing teacher satisfaction in different educational contexts, with notable implications for policy and practice in both public and private sectors.

Gender and Job Satisfaction

From Tables 1 and 2, it is evident that gender did not significantly influence job satisfaction in either government or private schools. The mean satisfaction scores for male and female teachers in both sectors were similar, with no statistically significant differences observed ($F = 0.188$ for government, $F = 0.592$ for non-government). These results align with the findings of Sood and Anand (2010), who reported that gender does not appear to play a major role in determining job satisfaction among teachers in India. Similarly, Kumari and Jafri (2011) highlighted that while gender might influence personal

perceptions of satisfaction in other contexts, it is factors such as workload, management style, and recognition that predominantly shape teachers' satisfaction levels.

These findings suggest that other work-related factors are more salient in shaping job satisfaction than gender, which may be considered a secondary influence in the context of the Indian educational system. Gender neutrality in job satisfaction is not a surprising result, especially considering that teaching, as a profession, often includes equal roles and expectations for both male and female teachers (Chaudhary, 2019). In this sense, gender-based differences in satisfaction could be overshadowed by broader institutional factors such as salary, workload, and institutional support.

Type of School and Job Satisfaction

In contrast, Table 3 reveals a statistically significant difference in job satisfaction between government and non-government school teachers, with government teachers reporting significantly higher levels of satisfaction ($M = 24.05$, $SD = 1.578$) compared to their private school counterparts ($M = 18.33$, $SD = 2.290$). The F-value of 15.267 ($p < 0.001$) strongly supports the hypothesis that the type of school—government versus private—plays a crucial role in determining teachers' job satisfaction. This result resonates with previous studies by Sharma and Jyoti (2014) and Mishra (2013), which emphasized the importance of structural benefits, such as job security, stable salaries, pension plans, and well-defined promotion paths, in enhancing teacher satisfaction in government schools.

Government schools, as public institutions, tend to offer more stable working conditions, which are often associated with a higher sense of job security and social prestige in India. For example, government teachers benefit from fixed pay scales, pension schemes, and job security, which may not only reduce stress and job insecurity but also enhance teachers' overall sense of well-being (Sharma & Jyoti, 2014). In contrast, private schools, despite possibly offering more flexibility in teaching methods and administrative practices, tend to have lower salaries, more variable work conditions, and less security in terms of employment (Muralidharan & Sundararaman, 2015). These stressors could contribute to lower satisfaction, as private school teachers often face contract-based employment, inconsistent promotion opportunities, and heavier workloads (Chaudhary, 2019).

The findings also suggest that while private school teachers may enjoy a higher degree of autonomy in their teaching approaches, the lack of a stable, regulated environment, and the relatively exploitative nature of some private educational institutions, contribute to their dissatisfaction. Such institutions may prioritize profit over teacher welfare, which could exacerbate stress and lead to feelings of job insecurity. The findings underscore the need for private schools to better address these structural challenges by providing more secure working conditions, consistent pay scales, and clear career progression paths.

The Role of Institutional Factors in Job Satisfaction

A significant factor contributing to higher job satisfaction among government school teachers is the institutional environment. Government schools are typically more regulated, with well-established norms for teacher behavior, work hours, and pay, providing a stable and predictable work environment (Mishra, 2013). In contrast, private schools, particularly those with less financial stability, may impose higher workloads, have less clear policies on salary increments, and lack a formalized approach to promotions. The inconsistency in these factors can negatively affect teacher morale and job satisfaction (Muralidharan & Sundararaman, 2015).

Moreover, the prestige associated with government jobs in India could contribute positively to job satisfaction. Teaching in a government institution is often viewed with higher social status and respect, further enhancing the sense of pride and satisfaction in the job (Sharma & Jyoti, 2014). This sense of recognition, coupled with financial stability, makes government schools a more attractive option for many educators, especially in comparison to the more uncertain and sometimes precarious working conditions found in private institutions.

The Amar Singh Job Satisfaction Scale

The use of the Amar Singh Job Satisfaction Scale, a validated and reliable instrument, added credibility to the findings of the present study. With a reliability coefficient of $\alpha = 0.82$, the scale ensured that multiple dimensions of job satisfaction—including salary, working conditions, job security, promotional opportunities, and interpersonal relations—were comprehensively measured. The scale's validity, supported by previous research, ensured that the results were not only consistent but also accurately reflected the factors contributing to job satisfaction in both government and private sectors (Amar Singh, 2005).

The scale's ability to measure different facets of job satisfaction allowed for a more nuanced analysis of teacher satisfaction, capturing both extrinsic factors (such as salary and job security) and intrinsic factors (such as work relationships and professional growth opportunities). This multifaceted approach provided a deeper understanding of the complex factors that influence job satisfaction and helped contextualize the differences between government and private school teachers in the Shivpuri district.

Implications for Educational Policy and Practice

The findings of this study have important implications for educational policy, particularly in the private sector. The significant differences in job satisfaction between government and private school teachers highlight the need for targeted interventions in private schools. Enhancing job satisfaction in private institutions may involve improving compensation packages, providing greater job security, and creating more opportunities for professional development and career progression. Additionally, addressing the workload and stress factors that disproportionately affect private school teachers could improve their well-being and job satisfaction (Chaudhary, 2019).

In government schools, the high levels of job satisfaction suggest that the existing structures and benefits—such as job security and stable salaries—are effective in promoting teacher well-being. Policymakers should continue to protect these benefits, while also exploring additional ways to enhance the professional growth opportunities and teaching autonomy of government teachers, which could further boost satisfaction (Sharma & Jyoti, 2014).

Conclusion

This study concludes that gender does not significantly influence job satisfaction among teachers in government and private CBSE-affiliated schools in Shivpuri district. However, the type of school institution—government versus non-government—has a profound and statistically significant impact on teachers' job satisfaction. Government school teachers reported higher satisfaction levels, which can be attributed to the stability, structure, and benefits inherent in public sector employment. These include

secure job contracts, stable salaries, pension schemes, and clearer career progression, all of which contribute to a more favorable work environment and greater teacher satisfaction.

The findings have significant implications for educational policy and administration, particularly in the private school sector. Given the lower job satisfaction among private school teachers, it is crucial for private school management to adopt strategies to address these concerns. Measures such as offering competitive and timely salaries, ensuring career growth and promotion opportunities, providing job security, reducing contractual instability, and improving work-life balance and workload distribution could enhance teacher satisfaction. By addressing these factors, private schools could improve teacher motivation, reduce turnover, and ultimately elevate the quality of education delivered to students.

This study also suggests the need for future research to explore other factors influencing teacher satisfaction, such as teaching experience, school infrastructure, management style, and socio-economic background. Additionally, expanding the research to include larger and more diverse samples across different districts or states would provide a more comprehensive understanding of the factors that impact teacher satisfaction across various educational contexts.

Suggestions and Limitations

Based on the findings and analysis of the current study, several suggestions can be made to improve teacher satisfaction, particularly in the private school sector. First, it is crucial to enhance working conditions in private schools. Administrators should focus on improving infrastructure, reducing workloads, and ensuring psychological safety in the workplace. These improvements can create a more conducive environment for teaching and learning, which is essential for boosting job satisfaction. Furthermore, ensuring fair and timely compensation is vital. Private school management should prioritize paying competitive salaries to their teachers on time, as better pay packages are directly linked to higher job satisfaction levels.

Professional development opportunities also play a critical role in teacher satisfaction. Both government and private schools should offer workshops, seminars, and career advancement programs. However, private schools, in particular, need to invest more in promoting teachers' professional growth and recognizing their achievements. Alongside this, schools should implement performance-based incentives. Transparent and motivating reward systems should be designed to recognize and reward effective teaching, encouraging a classroom culture of excellence. Additionally, job security is a significant concern for private school teachers. School management should consider offering more permanent positions with clear contracts to reduce job-related anxiety and foster greater commitment and satisfaction.

The implementation of counseling and support systems is another important suggestion. Regular counseling, feedback sessions, and stress management workshops can help teachers cope with work-related pressures more effectively, promoting their mental and emotional well-being. Finally, future research should explore additional variables such as years of experience, urban-rural location, and subject specialization to provide more specific and nuanced conclusions and recommendations.

While the study offers valuable insights, a few limitations must be acknowledged. First, the study was geographically limited to the Shivpuri district of Madhya Pradesh, which may impact the generalizability of the findings to other regions with different socio-cultural or economic contexts. Additionally, although 120 teachers participated in the study, a larger and more diverse sample could yield more robust and generalizable results. The study's reliance on self-reported data also poses a

limitation, as responses may be influenced by social desirability bias or personal perceptions that do not fully align with objective measures.

Moreover, the cross-sectional design used in this study restricts the ability to observe changes over time or the effects of long-term interventions. The study also focused primarily on gender and type of school, excluding other potentially influential factors such as teaching experience, subject taught, school environment, and management style. Lastly, while the quantitative approach was statistically rigorous, the exclusion of qualitative insights, such as interviews or focus groups, means that the reasons behind teachers' satisfaction or dissatisfaction were not fully explored. Including qualitative data could provide deeper insights into the underlying causes of job satisfaction.

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