

Job Satisfaction Among Private School Teachers in Bhopal: Descriptive Survey

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Abstract

Teacher job satisfaction is a crucial aspect of the teaching quality, teacher commitment, Student Outcomes and school productivity. However, this phenomenon has received little attention in the context of private school teachers in Bhopal, Madhya Pradesh. The current descriptive survey study aimed to investigate the level of satisfaction and associated factors of 100 teachers in five private schools in Bhopal, MP, selected through purposive sampling. A structured questionnaire on a five-point Likert scale was administered. The teachers' responses were analyzed using percentages, means, standard deviation, t tests, analysis of variance, correlation, and regression to test six null hypotheses. Seventy percent of the participants were categorized as satisfied or highly satisfied whereas ten percent were dissatisfied. Working conditions, leadership support, and recognition received the highest ratings, whereas job security and workload management received the least. The difference in job satisfaction based on gender was not significant, whereas differences based on teaching experience and educational qualifications were found to be significant. Salary, working conditions, and leadership style were significant individual predictors of teacher job satisfaction. The teachers requested improved job security, salary, and incentives, and more supportive management with efficient workload management. The findings provide several implications for school administrators and policymakers.

Keywords: job satisfaction, private school teachers, Bhopal, working conditions, teacher motivation

1. Introduction

Teachers are the pivotal point of any education system, and their job satisfaction influences their degree of commitment and creativity, and ultimately the quality of teaching they deliver. Locke (1976) defined job satisfaction as "A pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (p. 1304). Similarly, dissatisfaction has been found to contribute to stress, absenteeism, burnout, and workforce turnover.

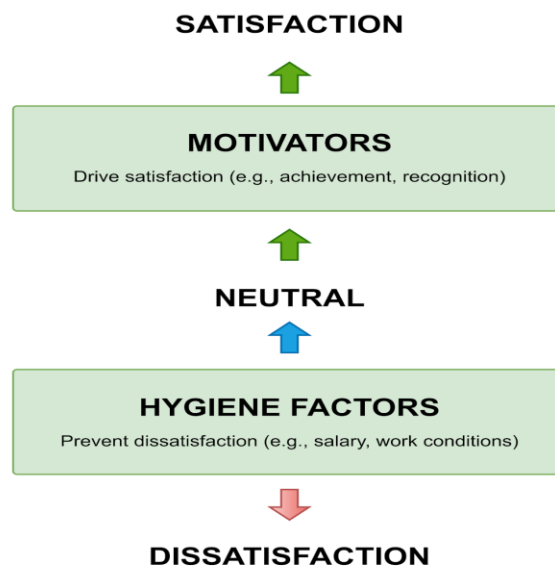
The private school sector has proliferated in Indian cities, including the capital city of Madhya Pradesh, Bhopal. However, teachers working in these schools often face a number of challenges, including heavy workloads, job insecurity, lower salaries, and extra administrative responsibilities. Teacher job satisfaction has been widely investigated, but very little of this research focuses on the population of Bhopal. Hence, the current study aimed to investigate the level of job satisfaction of private school teachers in Bhopal, MP. Explore the aspects that contribute to and impede their satisfaction.

Additionally, the current study aimed to determine if there were differences in the level of job satisfaction based on the participants' gender, teaching experience, and educational qualifications.

2. Theoretical framework

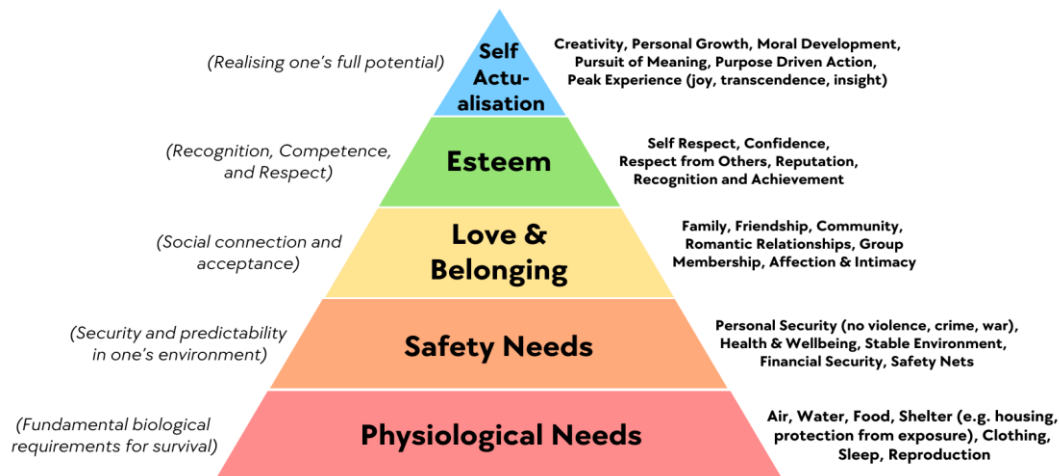
Job satisfaction has been conceptualized and operationalized in different ways by various researchers.

2.1 Herzberg et al. (1959) distinguished two important sets of factors: hygiene and motivators. Hygiene factors (salary, working conditions, and job security) are primarily concerned with the prevention of dissatisfaction, whereas motivators (achievement, recognition, responsibility, and advancement) are associated with creating satisfaction



According to Herzberg, hygiene factors prevent dissatisfaction, while motivators are needed to create real satisfaction.

2.2 Maslow's (1943) theory of motivation holds that satisfaction stems from fulfilling a hierarchy of five levels of needs:



2.3 Vroom's (1964) Expectancy theory posits that motivation is influenced by an individual's expectations that effort will lead to desired outcomes.

According to Locke (1976), job satisfaction is dependent on the extent to which a job provides the worker with what they value. Based on the aforementioned theories, the current study attempted to explore the degree of job satisfaction among private school teachers in Bhopal, MP. Factors such as salary, working conditions, promotion, recognition, job security, and workload management were investigated as potential contributors to job satisfaction.

3. Review of related literature

The extant literature provides ample empirical evidence regarding the influential role of various factors on the teachers' job satisfaction.

- **Spector (1997)** developed a job satisfaction survey that includes nine facets, namely pay, promotion, supervision, and communication, among others, which influence job satisfaction directly or indirectly (p. 292).
- **Crossman and Harris (2006)** found that supportive leadership, positive relationships with colleagues. A positive school environment predicted the job satisfaction of secondary school teachers, whereas an excessive workload and lack of administrative support predicted it negatively.
- **Skaalvik and Skaalvik (2011)** examined factors predicting teachers' job satisfaction in Norway.

- **Toropova et al. (2021)** investigated teachers' job satisfaction in terms of school working conditions and teacher characteristics.

These findings revealed that autonomy, supportive leadership, and a positive school climate predicted job satisfaction, while workload predicted it negatively. The findings are consistent with those of Crossman and Harris (2006) and Skaalvik and Skaalvik (2011).

In the context of India,

- **Sharma and Singh (2005)** identified salary, working environment, recognition, advancement, and relationships with colleagues as key determinants of teacher job satisfaction.
- **Pathak (2017)** noted that workload and job security are among the main sources of concern for private school teachers.
- **Anand and Bhawna (2018)** found that private school teachers were less satisfied due to low salary benefits and job security, whereas government school teachers experienced higher job satisfaction and greater workload pressures.
- **Wagh and Desai (2019)** explored the role of the working environment, management support, and relationships in the job satisfaction of private school teachers.

Although the literature on this topic includes studies conducted in various geographical locations, the perspective of teachers in Bhopal, MP, remains understudied.

4. Method

4.1 Design and participants

The current study employed a descriptive survey design to explore the job satisfaction of private school teachers and compare it across various groups while holding all other variables constant. A total of one hundred (100) teachers from five private schools in Bhopal, MP, were recruited as participants. To participate in the study, the teachers needed to work in a private school in Bhopal, MP, and have at least one year of teaching experience. Express willingness to contribute to the study. The final sample comprised 40 male and 60 female teachers. In terms of their teaching experience, 45, 35, and 20 teachers had below 5, 5–10, and above 10 years of experience, respectively. In addition, 30 had graduation, 45 had post-graduation, and 25 had professional (B.Ed. Or M.Ed.) Qualifications.

4.2 Instrument

A structured job satisfaction questionnaire was used to collect quantitative data. The items measured respondents' satisfaction with salary and other benefits, working conditions, administrative support, recognition, professional development, relationships with colleagues, job security, and workload management. The items were scored on a five-point Likert scale

(1 = *strongly disagree*, 5 = *strongly agree*) Items with negative polarity were reverse-scored. The instrument was evaluated and approved by experts in the fields of education and psychology. Test–retest and Cronbach’s alpha procedures were used to determine the reliability of the questionnaire.

4.3 Procedure and analysis

Permission was sought from the school heads before distributing the questionnaires. Subsequently, the purpose of the study was explained, and questionnaires were distributed and collected. Participation in the study was voluntary, and responses remained anonymous. In order to determine the extent to which teachers were influenced by factors such as salary, working conditions, promotion, recognition, job security. Workload management, t tests, analysis of variance (ANOVA), and regression were conducted. Descriptive statistics such as frequencies, percentages, means, and standard deviation were computed to examine the level of job satisfaction.

5. Results

5.1 Overall satisfaction

Out of the 100 participants, 18% of the teachers were highly satisfied, 52% satisfied, 20% moderately satisfied, 8% dissatisfied, and 2% highly dissatisfied with various aspects of their jobs (see Figure 1). Hence, 70% of the participants were satisfied, or highly satisfied and 10% were dissatisfied.

Overall Satisfaction of 100 Teachers

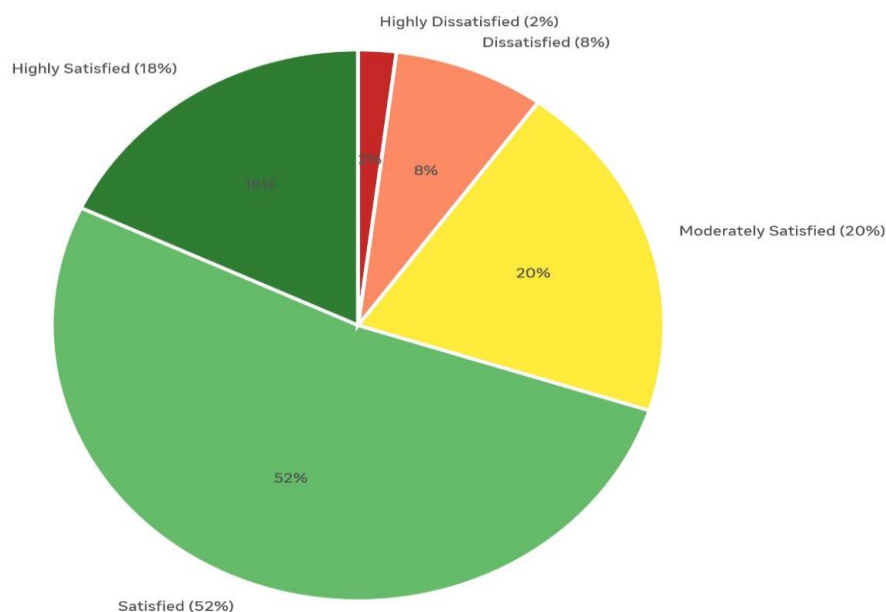


Figure 1

5.2 Factors influencing satisfaction

Table 1 presents the mean ratings of factors influencing job satisfaction in ascending order (from the lowest to the highest). Working conditions ($M = 4.12$) and leadership support ($M = 4.05$) received the highest mean ratings, followed by recognition and appreciation, whereas salary, job security, and workload management received the lowest mean ratings. The percentage of satisfied teachers also followed a similar pattern, with the highest percentage (78%) reporting satisfaction with working conditions and the lowest percentage (55%) reporting satisfaction with job security.

Table 1

Mean Ratings of factors Influencing Job Satisfaction

Factors	M	Rank
Working conditions	4.12	1
Leadership support	4.05	2
Recognition and appreciation	3.98	3
Professional development	3.85	4
Salary and benefits	3.72	5
Job security	3.65	6
Workload Management	3.25	7

Note. The ratings were on a five-point scale.

5.3 Group differences and hypothesis tests

Table 2 presents the mean ratings of job satisfaction across gender, teaching experience, and qualification. Female teachers ($M = 3.92$) scored slightly higher than their male counterparts ($M = 3.85$); however, the difference was not significant, and therefore, the first null hypothesis was retained. Moreover, it was found that the more experience the teachers had the more satisfied they were ($M = 3.70$ for teachers with less than 5 years of experience, $M = 3.95$ for teachers with 5-10 years of experience, and $M = 4.15$ for teachers with more than 10 years of experience). Similar to teaching experience, teachers who were more qualified were found to be more satisfied ($M = 3.65$ for graduate teachers, $M = 3.95$ for postgraduate teachers, and $M = 4.10$ for teachers with professional qualifications). Analysis of variance (ANOVA) and correlation revealed a significant qualification effect and a significant relationship between teaching experience and job satisfaction. Finally, regression analysis indicated that salary, working conditions, and leadership style significantly predicted job satisfaction; hence, the corresponding null hypotheses were rejected.

Table 2

Mean Job Satisfaction by Gender, Teaching Experience, and Qualification

<i>Variables</i>	<i>Group</i>	<i>n</i>	<i>M(=Mean)</i>
<i>Gender</i>	<i>Male</i>	<i>40</i>	<i>3.85</i>
	<i>Female</i>	<i>60</i>	<i>3.92</i>
<i>Teaching Experience</i>	<i>Below 5 years</i>	<i>45</i>	<i>3.70</i>
	<i>5-10 years</i>	<i>35</i>	<i>3.95</i>
	<i>Above 10 years</i>	<i>20</i>	<i>4.15</i>
<i>Qualification</i>	<i>Graduation</i>	<i>30</i>	<i>3.65</i>
	<i>Post graduation</i>	<i>45</i>	<i>3.95</i>
	<i>Professional (<u>B.Ed</u> / <u>M.Ed</u>)</i>	<i>25</i>	<i>4.10</i>

Note. Ratings are on a five-point scale.

6. Teachers' suggestions

When asked what changes could be made to improve job satisfaction, 80% of the teachers requested improved job security, 75% requested better salary and incentives, 72% requested more supportive management, 70% requested reduced workloads, and 68% requested recognition systems. 65% requested more professional development.

7. Discussion

The current study found teachers to be generally satisfied with various aspects of their jobs. The findings were consistent with the theoretical background of the current study as well as the extant literature. For instance, working conditions, management support. Recognition received the highest mean ratings, consistent with the findings of Crossman and Harris (2006), Skaalvik and Skaalvik (2011), and Toropova et al. (2021). On the other hand, job satisfaction was found to be lowest in the domain of workload and job security, which has also been found to be a source of concern by Pathak (2017) and Anand and Bhawna (2018). Finally, salary was found to be lower than several other factors, but it was a significant predictor of job satisfaction, which is in line with Herzberg et al.'s (1959) assertion that hygiene factors such as salary and job security, although they do not motivate, contribute to

dissatisfaction when not met. Although no direct causal relationship was suggested, the findings indicate that experienced and better qualified teachers were more satisfied, which may be attributed to greater stability, confidence. Career advancement; however, further research is needed to explore this claim.

Finally, investment in teachers' continuous professional development, recognition systems, and participatory leadership styles could contribute to their job satisfaction. Policymakers should provide the necessary support in terms of enhanced service conditions for private school teachers.

8. Delimitations and future research

The current study was limited by the size and type of the sample used as well as the context in which it was conducted. Thus, the findings cannot be generalized to government and aided school teachers as well as to other geographical locations. The design of the study also relied on self-reported responses, and data were collected during a single academic session; therefore, future studies may consider using larger random samples as well as longitudinal designs.

9. Conclusion

The current study found that private school teachers in Bhopal, MP were reporting a satisfactory level of job satisfaction. Working conditions and leadership support facilitated job satisfaction, whereas concerns regarding their workload and job security impeded it. Therefore, appropriate interventions by school administrators and policymakers could enhance teacher motivation and, consequently, the quality of education.

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