

A Comparative study of Job Satisfaction between Public and Private school Academicians at Higher Secondary level in Amritsar, Punjab

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Abstract: A good education is a precious good of each country and depends on the quality of a teacher who will bring forth the future citizens for each country. Both teacher and education are two sides of a coin and the important keys to successful and sustainable development. Teacher is a backbone of any nation. The role of teachers is not limited to communicating knowledge alone, but to increase the national perspective, efficiency and competence of future citizens. Its full performance depends on the collaboration between working environment and special needs. They play a prominent and valuable role in the development of a society as well as a nation. So, that it is necessary to evaluate for the improvement of their abilities. Improvement is possible if they are satisfied and motivated by the organizations. Two variables, i.e. Job satisfaction and ultimately teacher performance are of great importance to students, the education sector and the whole community. Job satisfaction is a set of positive or negative feelings and emotions that employees use to view their works. It refers to a collection of attitudes that workers have about their job. The Self- motivated and the satisfied teacher also prepare the quality of work. Dissatisfied teachers can never adequately fulfil their responsibilities. The study will be helpful for schools to identify the reasons of dissatisfaction of among their teachers. The purpose of this study was to compare the relationship of job satisfaction between public and private higher secondary school academicians to their job performance in Amritsar, Punjab. In addition, when teachers are satisfied with their work, they will nourish and maintain a high level of performance. If the teaching process is more impressive and dominant than teacher can lead to ambitious beginners.

Keywords: Job satisfaction, teachers, education, precious, good, quality, adequately.

1. Introduction

Presently Education is very important. Education also provides the feedback and opinion for economic development and human resource development. Teaching profession and teacher is the most prominence person in the world. Teacher is just like an axle for education sector who manage the wheel or education system. Because a teacher can develop a good education system, it depends on his performance. Similarly, the teacher's supportive behaviour towards teaching and the higher stage of inspiration regulates their positive perception of the surroundings.

1.1 Job Satisfaction: The application of job satisfaction and motivation is very important for the long-term progress of every education system in the world.

Job satisfaction can be defined the positive feelings and employees attitude have towards their job. When a person says that they have a high level of job satisfaction, it means that they really enjoy their job, feel good, and importance their work. Job satisfaction is the important for employees their work deliver the things and the result of the worker's perception.

1.2 Teacher's Performance: It is generally accepted that teacher performance plays a key role in student learning and achievement. There are various factors which can affect teacher's performance. First of all, job satisfaction and motivation determine as an important tool and potential source of educational success and highly affect to the academic's performance, which is very close to their performance and performance depends on the collaboration of work values, organizational commitment, working environment and special needs. They are interrelated and the greatest variables of a teacher, which affecting both a student and a whole community. If teachers are not satisfied with their work values, organizational commitment and working environment, they can never adequately fulfil their responsibilities.

Role of Motivation in performance:

Motivation plays a central role in the performance and has great significance for every human being. It refers to a set of internal as well as external factors. Motivation influenced by five essential factors i.e. commitment, environment, goal, equipment's and temper. It can decide a person's behaviour when they are motivated, then they give good performance and help achieve the goals. For education point of view, motivation has a multifaceted form which is correlated with learning and academic motivation.

1.4 Levels of Schools in Indian education system: Presently, both public and private schools/institution plays a significant role in the development of the education system. Indian education system also allocates in these levels as primary school, primary, elementary, secondary, elementary and postgraduate level.

2. Review of Literature

- Ishfaq Ahmed et al. (2010) the researchers found that significant relationship exists between intrinsic motivational factors including recognition: work itself, opportunity for advancement, professional growth, responsibility, good feeling about organization and employees satisfaction. Whereas no significant relationship was found between hygiene (extrinsic) factors and employee job satisfaction. Higher job satisfaction was observed in employees of treasury department then employees of examination and student registration. There was no significant different of job satisfaction between permanent and temporary employees.
- Muhammad Madi Abdullah et al. (2009) the study founded that the secondary school teachers are satisfied with their teaching job. Teachers in our country are dissatisfied with profession. Secondary school teachers are not satisfied with their pay and working conditions. It revealed that Schools should be prepared with satisfactory facilities and other teaching materials adequately in order for the teachers to function efficiently in the school.
- Nadia Rahim et al. (2013) the result indicated that while first four variables mentioned positively and significantly impact job satisfaction, no significant relationship could be drawn between work load and autonomy. These variables included working conditions, principal's leadership style, collegial support, monetary rewards and career advancement, work load and autonomy. Factors that positively impact of job satisfaction in order to allow teachers to derive more satisfaction with their work ultimately having them develop organizational citizenship behaviour towards school.
- Ranjana Ruhela (2017) the study revealed that there is difference between job satisfaction of urban male and rural male in the secondary school. So, urban male secondary teachers are more satisfied than rural male secondary school teachers on job satisfaction. So, Government secondary teachers are more satisfied than self-financed secondary school teachers on job satisfaction. The study confirms that job preference and job satisfaction are related to each other.
- Suki and Suki (2011) examined on job satisfaction and organizational commitment: the effect of gender on employee perception of job satisfaction and organizational commitment. Study revealed that employee's gender has no significant effect on his/her perception of job satisfaction and men and women have the same level of organizational commitment.
- Smritikana Mitra Ghosh (2015) the study revealed that there is no significant difference between urban and rural secondary school teachers. Urban female secondary school teachers are more satisfied than rural female secondary school teachers. There is significant difference between self-financed and government secondary school teachers on job satisfaction.
- Zilli and Zahoor (2012) conducted a study to find out the organizational commitment among male and female higher education teachers and to compare the organizational commitment among male and female higher education teachers. Result Job Satisfaction among Government and Private School Teachers of Ranchi revealed that the females had significantly higher level of organization commitment.

3. Objectives of the study

- To study the factors affecting job satisfaction of academicians in public and private Schools.
- To compare the level of job satisfaction in public and private school academicians at higher secondary level.

4. Research Methodology

4.1 Need of the Study: Job satisfaction also affect to the performance of the teachers. The need of study to understand the how the demographic factors affect their satisfaction level of the teachers in public and private schools.

4.2 Study Design: Exploratory study design was used to fulfil the objectives.

4.3 Study Area: The area of the study for the research purpose was Amritsar (Punjab).

4.4 Sources of Data: The primary data were collected using the survey method with the help of structured questionnaire. The secondary data was collected from various research papers, internet, books and past thesis etc.

4.5 Tools and Techniques: Data collected with the help of questionnaire is coded in the form of numbers such as 1, 2 and 3 and so on. The coded data is processed and analysed using SPSS version 23.0 statistical software. In order to achieve the objectives of the study, following statistical tools are used such as Chi square test; Garrett's ranking techniques and percentage.

4.6 Sample Size: The sample size for research purpose is 100 respondents.

5. Analysis and Discussion

5.1 Socio-Demographic profile of respondents (Public and Private School Academicians)

The socio- demographic characteristics were measured with respect to age, gender, marital status, Academic qualification, salary, organization, experience and Type of employment. Table 4.1 compiles the respondent's profile. This section provides the detail finding of demographic aspect of the sample respondents.

Table 1: Socio-Demographic profile of respondents (Public and Private School Academicians)

Demographic Profile of the Respondents					
Factors	Categories	Public		Private	
		Frequency (n=50)	Percentage	Frequency (n=50)	Percentage
Age (Years)	20-30	10	20.0	26	52.0
	31-40	21	42.0	16	32.0
	41-50	14	28.0	7	14.0
	51-60	5	10.0	1	2.0
	Total	50	100.0	50	100.0
Gender	Male	20	40	15	30.0
	Female	30	60	35	70.0
	Total	50	100	50	100
Marital Status	Married	46	92.0	32	64.0
	Unmarried	4	8.0	18	36.0
	Total	50	100.0	50	100.0
Academic Qualification	Bachelor	33	66.0	15	30.0
	Masters	10	20.0	23	46.0
	Diploma	7	14.0	7	14.0
	Ph. D.	0	0	5	10.0
	Total	50	100.0	50	100.0
Salary (Rs.)	10000-20000	0	0	26	52.0
	20001-30000	10	20.0	22	44.0
	30001-40000	30	60.0	2	4.0
	Above 40000	10	20.0	0	0
	Total	50	100.0	50	100.0
Organisations	Public	50	100.0	0	0
	Private	0	0	50	100.0
	Total	50	100.0	50	100.0
Experience (Years)	0-3	13	26.0	19	38.0
	3-6	17	34.0	24	48.0
	6-9	8	16.0	7	14.0
	9-12	7	14.0	0	0
	12-15	4	8.0	0	0
	15-18	0	0	0	0
	18-21	1	2.0	0	0
	Total	50	100.0	50	100.0
Type of Employment	Permanent & Pensionable	50	100.0	0	0
	Fixed 2 years/more	0	0	8	16.0
	Guest Faculty	0	0	1	2.0
	Temporary fulltime	0	0	40	80.0
	Part time	0	0	1	2.0
	Total	50	100.0	50	100.0

Source: Data collection through questionnaire by the researcher

Table 1 shows that the demographic profile of the respondent in the public schools the majority of the 21 (42.0%) respondent between the age group of 31-40 and the private schools of the majority of the 26 (52.0%) respondent between the age group 20-30. Most of the female teachers 30 (60.0%) are in public schools and in the private school 34 (68.0%) are female teachers as the comparison of male teachers. The majority of 46 (90.0%) the respondents were married in public schools and in the private schools the majority of the 32 (64.0%) respondents were married as the comparison of unmarried teachers. In Public Schools the majority of 33 (66.0%) respondents are graduate and while in Private Schools 23 (46.0%) respondents are Masters at Public school the majority of 30 (60.0%) respondents earning salary of ₹ 30001-40000 and Private schools the majority of 26 (52.0%) respondents earning salary of ₹ 10000-20000. In the public school the majority of 17 (34.0%) respondents have worked for 3-6 years and in private school the majority of 24 (48.0%) respondents have worked for 3-6 years. Public schools the majority of 50 (100.0%) respondents are permanent & pensionable. whereas on the other side at private school 40 (80.0%) respondents are temporary fulltime.

5.2 Relationship between qualification of Public and Private Schools academicians

H₀: There is no significant difference between Qualification of public and private Schools.

H₁: There is significant difference between Qualification of Public and Private Schools.

Table 2: The relationship between qualification of Public and Private Schools

Qualification	Public	Private	Total
Bachelor	33	15	48
Masters	10	23	33
Diploma	7	7	14
Ph. D.	0	5	5
Total	50	50	100

Source: Data collection through questionnaire by the researcher

Table 2 show the cross tabulation between qualification of public and private schools. The majority of 33 respondents are bachelor, 10 are masters whereas 7 respondents are diploma in public schools. While in private 15 respondents are in bachelor, 23 are in Masters whereas 7 and 5 respondents are diploma holder and Ph.D. in private schools.

Table 3: Result of the Chi – square test for qualification

Degree of Freedom	3
Table value at 5 Percent level	7.81
Calculated value	16.87

In table 3 calculated value is 16.87 and tabulated value is 7.81. It follows that $\chi^2 c > \chi^2 t$ and therefore we reject the null hypothesis and accept the alternative hypothesis. This proves that there is significance difference between Qualification of public and private schools.

5.3 Comparison between Salary of Public and Private Schools

H₀: There is no significant difference between Salary of public and private Schools.

H₁: There is significant difference between Salary of Public and Private Schools.

Table 4: Comparison between Salary of Public and Private Schools

Salary (Rs.)	Public	Private	Total
10000-20000	0	26	26
20001-30000	10	22	32
30001-40000	30	2	32
Above 40000	10	0	10
Total	50	50	100

Source: Data collection through questionnaire by the researcher

Table 4 illustrates that at Public school the majority of 30 (60.0%) respondents earning salary of ₹ 30001-40000 followed by the group of ₹ 20001-30000 with 10 (20.0%) and the 10 (20.0%) earning salary of Above ₹ 40000. Whereas on the other side at Private schools the majority of 26 (52.0%) respondents earning salary of ₹ 10000-20000 followed by the group of ₹ 20001-30000 with 22 (44.0%) and the smallest sample of 2 (4.0%) earning the salary of ₹ 30001-40000.

Table 5: Result of the Chi – square test for salary

Degree of Freedom	3
Table value at 5 Percent level	7.81
Calculated value	65

Since calculated value is 65 and tabulated value is 7.81. It follows that $\chi^2 c > \chi^2 t$ and therefore we reject the null hypothesis and accept the alternative hypothesis. This proves that there is significant difference between Salary of public and private schools.

5.4 Relationship between salary of the public and private schools through Correlation coefficient r: The Correlation Relationship between salary of public and private schools of the sample respondents is depicted in table 6.

Table 6: Relationship between salary of the public and private schools (Correlation coefficient r)

Salary (Rs.)	Public	Private	r = -0.396
10000-20000	0	26	
20001-30000	10	22	
30001-40000	30	2	
Above 40000	10	0	
Total	50	50	

Source: Data collection through questionnaire by the researcher

Fig. 1: Bar graph showing the relationship between salary of public and private school



Table 6 and fig.1 shows the relationship between the salary of public and private schools. This indicates that there is a strong negative correlation between the variables. The relationship is negative between two variables because the other variable decreases with one variable. There is an opposite behavior between the salary of public and private schools.

5.5 Ranking those factors which are affecting job satisfaction in public schools

The Factors affecting job satisfaction in public schools of the sample respondents is depicted in table 7.

Table 7: Factors affecting job satisfaction in Public Schools (Garrett Ranking Method)

Sr. No.	Variables	Rank											No. of resp.	Total score	Mean score	Rank
		1	2	3	4	5	6	7	8	9	10	11				
1.	Job Security	15	19	6	4	4	1	1	1	0	0	0	50	3580	71.6	II
2.	Salary	20	17	4	2	3	1	3	0	0	0	0	50	3592	71.84	I
3.	Working Conditions	10	6	21	3	1	2	1	3	1	2	0	50	3205	64.1	III
4.	Teaching workload	2	5	6	11	5	3	3	5	4	2	4	50	2591	51.82	V
5.	Promotion	2	2	10	10	9	2	4	0	5	3	3	50	2624	52.48	IV
6.	Feedback	1	1	1	12	7	11	5	2	4	4	2	50	2441	48.82	VI
7.	Medical Facility	0	0	1	3	7	8	7	6	3	10	5	50	2023	40.46	VII
8.	Employer Behaviour	0	0	1	2	5	7	6	6	7	7	9	50	1899	37.98	VIII
9.	Administrative Support	0	0	0	1	4	5	5	11	11	2	11	50	1836	36.72	X
10.	Experience	0	0	0	1	4	5	7	10	9	11	3	50	1887	37.74	IX
11.	Communication	0	0	0	1	1	6	8	6	6	9	13	50	1680	33.6	XI

Source: Data collection through questionnaire by the researcher

In Table 7, we use the Garrett Ranking, which gives the ranking of the factors that influence job satisfaction in public schools. This reveals that salary also affects job satisfaction and reaches the first rank with the average score (71.84), the job security of the respondents ranks second with the average score (71.6) and the third rank is the average score (64.1). Promote teachers ranked third for objective factors, the satisfaction with the work with the middle score (52.48), teaching work load also affect the satisfaction fifth rank with the mean (51.82), feedback is ranked six with the mean (48.82), medical institution ranked seventh with the average (40.46), employer behavior ranked eight with average (37.98). Of the other factors, they also affect teachers' job satisfaction, which is experience, administrative support. Communication was the least factor that influenced the work satisfaction of academics.

5.6 Ranking those factors which are affecting job satisfaction in private schools

The Factors affecting job satisfaction in public schools of the sample respondents is depicted in table 8.

Table 8: Factors affecting job satisfaction in private schools (Garrett Ranking Method)

Sr. No.	Variables	Rank											No. of resp.	Total Score	Mean score	Rank
		1	2	3	4	5	6	7	8	9	10	11				
1.	Job Security	4	5	6	2	11	4	6	5	4	0	3	50	2724	54.48	III
2.	Salary	5	6	2	8	5	3	2	9	4	4	2	50	2325	46.5	VII
3.	Working Condition	10	1	4	7	4	9	7	1	1	4	2	50	2758	55.16	II
4.	Teaching Workload	3	6	4	2	4	4	1	6	5	4	11	50	2236	44.72	X
5.	Promotion	8	5	9	5	3	2	5	4	5	3	1	50	2815	56.3	I
6.	Feedback	5	9	4	2	1	4	5	4	7	7	2	50	2533	50.66	V
7.	Medical facility	5	4	3	10	4	4	4	2	6	3	5	50	2537	50.74	IV
8.	Employer behaviour	1	5	5	4	6	3	3	4	5	10	4	50	2269	45.38	IX
9.	Administrative Support	2	4	7	4	7	5	3	2	5	5	6	50	2398	47.96	VI
10.	Experience	4	4	2	4	3	5	8	5	3	3	9	50	2301	46.02	VIII
11.	Communication	3	2	4	1	3	7	6	8	4	7	5	50	2220	44.4	XI

Source: Data collection through questionnaire by the researcher

In Table 8, we use the Garrett Ranking, which gives the ranking of the factors that influence job satisfaction in public schools. It was found that promotion was the main factor influencing job satisfaction and reaching first place with the middle score (56.3), the working condition being the second rank with the middle score (55.16), the job security of respondents is the third with the middle score (54.48), the rank of the medical institution is the fourth with the middle score (50.74), the feedback rank is five with the middle score (50.66), which is administrative support rank the sixth with the middle score (47.96), the salary rank is the seventh with the middle score (46.5), experience rank is the eighth with the average score (46.0). Of the other factors, they also affect the job satisfaction of teachers, which is the employer behavior, teaching effort. Communication was the least factor that influenced the work satisfaction of academics.

5.7 Compare the factors affecting job satisfaction between in public and private schools.

The comparison between those special factors which are affecting job satisfaction in public and private schools in table 9.

Table 9: Comparison between special factors which are affecting job satisfaction in Public and Private schools

Sr. No.	Variables	Rank	
		Public	Private
1	Job Security	II	III
2	Salary	I	VII
3	Working Condition	III	II
4	Teaching Workload	V	X
5	Promotion	IV	I
6	Feedback	VI	V
7	Medical facility	VII	IV
8	Employer behavior	VIII	IX
9	Administrative Support	X	VI
10	Experience	IX	VIII
11	Communication	XI	XI

Source: Data collection through questionnaire by the researcher

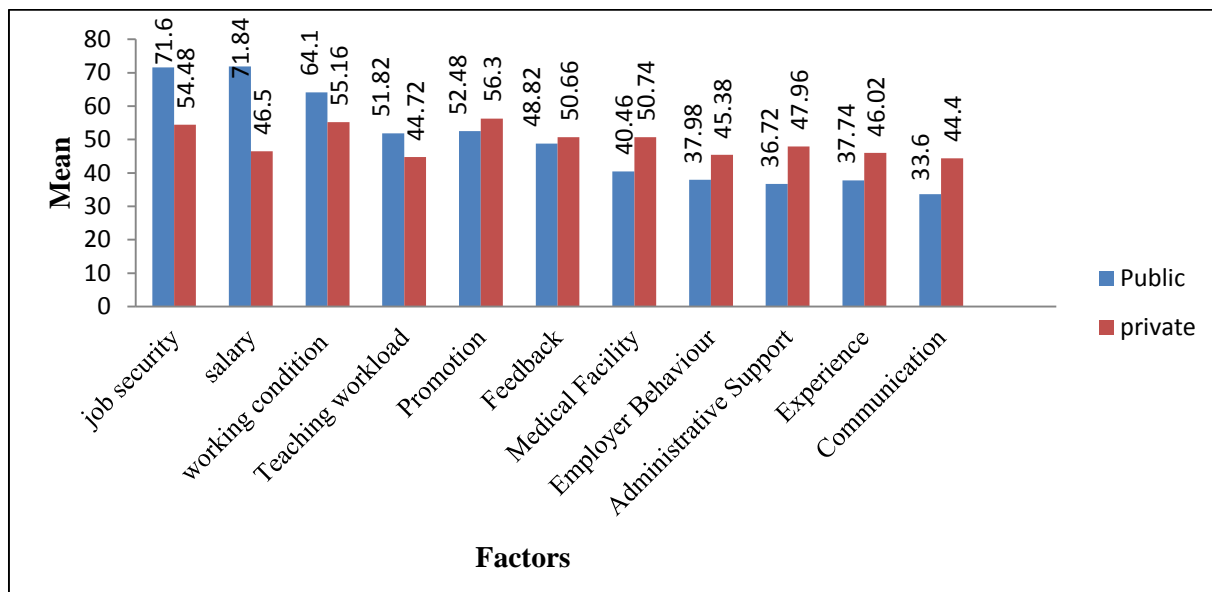


Fig. 2: Bar graph showing the factors affecting job satisfaction in public and private schools

Table 9 and fig. 2 shows that various actors influence job satisfaction in public and private schools. Job security has come second in private schools and third in private schools, which has an impact on job satisfaction. The salary is the first rank in the public and the seventh rank in private schools. Working conditions are third in public and second in private schools. The teaching effort has an impact on job satisfaction and occupies fifth and tenth place in private schools. Doctorate is the fourth rank in the public and the first rank in the private. Feedback has the sixth place in public and fifth place in the private school. Medical institution has the seventh place in public and fourth in private schools. Employer behavior affects job satisfaction and occupies eighth and ninth place in private school. The administrative support has the tenth place in public and the sixth place in private schools. In private schools experience is ninth and eighth. Communication has the eleventh place in public and private schools that affect job satisfaction.

5.8 Comparison of job satisfaction level in public schools

The Comparison of job satisfaction level in public schools of the sample respondents is depicted in table 10.

Table 10: Compare the level of job satisfaction in public schools

Sr.No.	Factors	5	4	3	2	1	Mean	Rank
		Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied		
1.	Job Security	29	20	1	-	-	4.56	3
2.	Working Conditions	13	23	11	3	-	3.92	22
3.	Promotion and Growth	15	27	8	-	-	4.14	15
4.	Training and Development	15	26	9	-	-	4.02	20
5.	Combined Provident Fund	24	17	9	-	-	4.22	11
6.	Creative Environment	16	15	11	8	-	3.78	26
7.	Head's / dean Attitude	21	22	7	-	-	4.06	18
8.	Clear of goal / Authority	22	19	9	-	-	4.26	10
9.	Salary Structure	30	18	2	-	-	4.54	4
10.	Employer Behaviour / Administrative Employee Relationship	21	25	4	-	-	4.34	7
11.	Medical Facility	19	26	5	-	-	3.94	21
12.	Appreciation	21	21	8	-	-	4.18	13
13.	Insurance Policy	14	27	9	-	-	4.04	19
14.	Benefits available for family members	18	24	8	-	-	4.20	12

15.	Action taken against complaint	13	19	14	4	-	3.82	25
16.	Leave Policy	19	27	4	-	-	4.30	8
17.	Management Style	16	15	10	9	-	3.76	27
18.	Administrative Support	18	18	9	1	4	3.90	23
19.	Teaching Workload	10	9	18	9	4	3.24	29
20.	Technological Environment	12	22	5	5	6	3.58	28
21.	Colleagues Behaviour	15	19	11	5	-	3.88	24
22.	Organizational Communication	21	19	5	5	-	4.12	16
23.	Increment	21	22	7	-	-	4.28	9
24.	Enjoyment of Work place	25	18	7	-	-	4.36	6
25.	Nature of Work	28	17	3	2	-	4.42	5
26.	Resources to do quality Work	16	24	9	1	-	4.10	17
27.	Student's behaviour & performance	47	3	-	-	-	4.94	1
28.	Existing services & structure	9	40	1	-	-	4.16	14
29.	Flexible Curriculum	40	4	5	1	-	4.66	2

Source: Data collection through questionnaire by the researcher

$$(47*5+3*4)/50 = 4.94*$$

Table 10 and fig.3 analyse the mean was calculated and rank to the factors accordance with the weightage was given, it was observed that:

1. The majority of respondents compared the level of job satisfaction in public school with the factors that showed good student behavior and performance at school (4.94), flexible curricula (4.66), job security (4.56), and a good salary structure (4.54), there was type of work (4.42), there was good job satisfaction (4.36), employer behavior / administrative employee relationship (4.34), there was holiday policy in public schools (4.30), it was compared to the increment (4.28), Purpose / Authority Clarification (4.26), Combined Provident Fund (4.22), Benefits for Family Members in Public Schools (4.20), Appreciation in Public Schools (4.18), Existing Services and Structure (4.16) , Promotion and growth in school (4.14). All of these factors most closely compare the level of job satisfaction in public schools.

2. They were compared to the Organizational Communication (4.12), Resources for Quality Work (4.10), Head and Deanery in Schools (4.06), Good Insurance Policy (4.04), Good Education and Development (4.02), they provided the medical facility (3.94), there were working conditions in the public schools (3.92), there was administrative support (3.90), there were collegiate behavior in the schools (3.88), there was complaint against the complaint (3.82), there was creative environment in the public Schools (3.78), there was good management style (3.76), technological environment (3.58), there was teaching workload in public schools (3.24). All of these factors most closely compare the level of job satisfaction in public schools.

5.8 Comparison of job satisfaction level in private schools

The Comparison of job satisfaction level in private schools of the sample respondents is depicted in table 11.

Table 11: Compare the level of job satisfaction in private schools

Sr.No.	Factors	5	4	3	2	1	Mean	Rank
		Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied		
1.	Job Security	1	7	22	15	5	2.68	24
2.	Working Conditions	3	24	17	5	1	3.46	4
3.	Promotion and Growth	3	16	24	7	-	3.30	9
4.	Training and Development	6	18	16	8	2	3.36	7
5.	Combined Provident Fund	3	14	23	8	2	3.16	15
6.	Creative Environment	7	15	19	8	1	3.38	6
7.	Head's / dean Attitude	4	15	17	10	4	3.10	18
8.	Clear of goal / Authority	8	11	14	9	8	3.04	21
9.	Salary Structure	5	17	21	4	3	3.34	8
10.	Employer Behaviour / Administrative Employee Relationship	7	19	14	8	2	3.42	5
11.	Medical Facility	4	16	19	8	3	3.20	13
12.	Appreciation	6	16	20	7	1	3.38	6
13.	Insurance Policy	2	12	13	17	6	2.74	23
14.	Benefits available for family members	1	13	19	11	6	2.84	22
15.	Action taken against complaint	3	13	23	6	5	3.06	20
16.	Leave Policy	11	10	13	14	2	3.28	10
17.	Management Style	11	14	15	7	3	3.46	4
18.	Administrative Support	11	12	11	9	7	3.22	12
19.	Teaching Workload	3	7	11	12	17	2.34	25
20.	Technological Environment	9	13	12	14	2	3.26	11
21.	Colleagues Behaviour	-	19	19	10	2	3.10	18
22.	Organizational Communication	5	11	21	11	2	3.12	17
23.	Increment	3	12	26	4	5	3.08	19
24.	Enjoyment of Work place	5	9	25	10	1	3.14	16
25.	Nature of Work	4	14	23	6	3	3.20	13

26.	Resources to do quality Work	4	17	18	6	5	3.18	14
27.	Student's behaviour & performance	28	16	4	-	2	4.36	1
28.	Existing services & structure	12	25	9	3	1	3.88	2
29.	Flexible Curriculum	11	22	14	2	1	3.80	3

Source: Data collection through questionnaire by the researcher

$$*(28*5+16*4+4*3+2*1)/50 = 4.36$$

Table 11 and fig.3 analyse the mean was calculated and rank to the factors accordance with the weightage was given, it was observed that:

1. The majority of respondents compared the level of job satisfaction in the private school with the factors that showed good student behavior and performance at school (4.36). There were existing services and structure (3.88), flexible curricula (3.80), leadership style and working conditions (3.46), job satisfaction also compares the level with the behavior / manager between relationship (3.42), creative environment & appreciation (3.38), Training and development (3.36), salary structure (3.34), promotion and growth (3.30), holiday policy (3.28), technical environment (3.26), administrative support at school (3.22), there were There were resources to do high-quality work (3.18) and a provident fund at school (3.16). All of these factors most closely compare the level of job satisfaction in private schools.

2. They were compared by the joy of the workplace (3.14), there was organizational communication (3.12), there was the behavior of a good colleague, the attitude of the leader and dean (3.10), they were compared (3.08), there were action taken at school (3.06), goal / authority was clear (3.04), there were benefits for family members (2.84), good insurance policy (2.74), level of job security in school (2.68) of teaching in private schools (2.34). All of these factors most closely compare the level of job satisfaction in private schools.

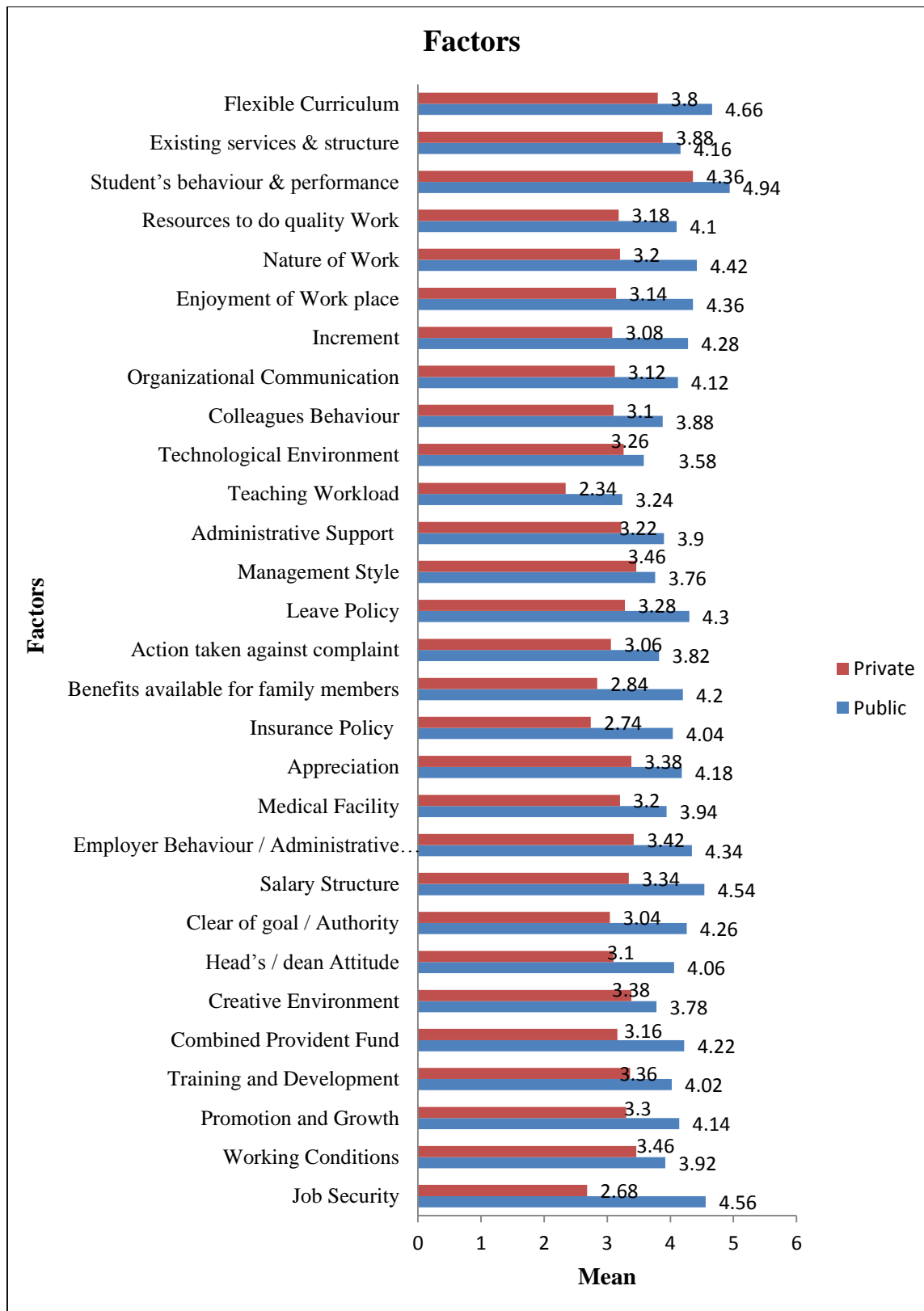


Fig. 3: Bar graph showing the Comparison of job satisfaction level in public and private schools

Findings:

- There is significant relationship between academic qualification of the public and private schools.
- There is significant difference between Salary of public and private schools.
- There is an opposite behaviour between salary of public and private schools. The relationship is negative between two variables, because as one variable increase the other variable decrease.
- It is observed that Job Security, Salary, Working Condition, Teaching Workload, Promotion, Feedback, Medical facility, Administrative Support, Experience and Communication Factors affecting job satisfaction in public and private schools.

- The majority of the respondents were Compare the job satisfaction level in the public private schools with the various factors.

Conclusion:

This research related to Job satisfaction of academicians in Public and Private schools at higher Secondary level in Amritsar District (Punjab), it found that there is no significant relationship between job satisfaction, Qualification and Salary of public and private schools, was rejected. From the test of hypothesis, it was showed that there is significant relationship between job satisfaction, Qualification and Salary between public and private schools. There is an opposite behaviour between salary of public and private schools. The relationship is negative between two variables, because as one variable increase the other variable decrease. This study examines and analyses the factors that affect job satisfaction are job security, salary, working conditions, teaching workload, promotion, feedback, medical facility, employer behaviour, administrative support, experience and communication. Factors two contains aspect of salary and promotion that affect the job satisfaction the most of public and private schools. Whereas communication was the least factor which affect the job satisfaction of teachers in public and private schools. The result showed that the majority of the respondents were compare the level of job satisfaction in the public private schools with the factors that there was a good behavior of student & performance in the both schools and the least rank was teaching workload in public and private schools. Most of the private schools teacher they prefer job of public schools.

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