



A STUDY ON JOB SATISFACTION OF TEACHERS OF GOVERNMENT, AIDED AND SELF-FINANCED COLLEGES IN PRATAPGRAH DISTRICT

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Abstract: This research paper investigates the job satisfaction levels among teachers in government-aided and self-financed colleges within Pratapgarh District. Job satisfaction is a critical aspect of the teaching profession, influencing teacher motivation, performance, and overall well-being. The study aims to compare the job satisfaction levels between teachers in government-aided and self-financed colleges and identify factors contributing to differences, if any. Using a mixed-methods approach, data will be collected through surveys and analysed to determine the factors influencing job satisfaction among teachers. A carefully selected sample of 45 teachers from government-aided and self-financed colleges will participate in the study. Specialized questionnaires focusing on various dimensions of job satisfaction will be administered, and statistical methods such as t-tests, f-ratios, and correlation coefficients will be employed to analyse the collected data. The findings of this study will provide insights into the job satisfaction levels among teachers in different types of colleges within Pratapgarh District. Understanding these differences can inform educational policymakers, administrators, and stakeholders about areas needing attention to enhance teacher satisfaction and overall quality of education.

Index Terms – Job satisfaction, Teachers, t-tests, f-ratios and correlation coefficients.

I. INTRODUCTION

The Job satisfaction among teachers plays a vital role in the effectiveness and efficiency of educational institutions. It influences teacher motivation, commitment, and ultimately impacts student learning outcomes. In recent years, there has been a growing interest in understanding the factors affecting job satisfaction among teachers in different types of colleges, including government-aided and self-financed institutions.

Pratapgarh District, like many other regions, hosts a diverse range of colleges, including government-aided and self-financed ones. However, there is limited research comparing the job satisfaction levels of teachers in these different types of institutions within the district. This study aims to fill this gap by conducting a comparative analysis of job satisfaction among teachers in government-aided and self-financed colleges in Pratapgarh District.

II. OBJECTIVE

The objective of the research paper is to Compare Job Satisfaction Levels. The primary objective is to compare the job satisfaction levels among teachers working in government, aided and self-financed colleges within Pratapgarh District. This comparison will provide insights into any differences or similarities in the factors influencing job satisfaction between the two types of institutions. The secondary objective is to identify the factors contributing to job satisfaction among teachers in government, aided and self-financed colleges.

By understanding these factors, the research aims to uncover specific areas that may influence job satisfaction, such as work environment, salary, opportunities for professional development, administrative support, and work-life balance.

Overall, the research seeks to contribute to the existing literature by shedding light on the job satisfaction dynamics among teachers in different types of colleges in Pratapgarh District. The findings can inform educational policymakers, administrators, and stakeholders about areas needing attention to enhance teacher satisfaction and improve the overall quality of education in the region.

III. METHODOLOGY

This research paper employs a survey descriptive method to delve into the job satisfaction of teachers across government-aided and self-financed colleges in Pratapgarh District. First, a selection of 133 colleges from Pratapgarh District, encompassing government, aided and self-financed institutions, captures the diverse educational landscape. Subsequently, a meticulous sampling procedure draws a sample of 45 teachers, ensuring representation from all types of colleges, thereby reflecting the overall distribution of educators across the district. Through purposive sampling techniques, teachers with varied backgrounds and experiences in the education sector are recruited, ensuring a comprehensive perspective. Participation is voluntary, and informed consent is secured from all participants. The data collection process involves the administration of specialized questionnaires, meticulously designed to encapsulate various facets of job satisfaction, ranging from perceptions of work environment to salary, professional development opportunities, administrative support, and work-life balance. These questionnaires are disseminated either physically or electronically to participants, accompanied by clear instructions to facilitate thoughtful responses. Upon collecting survey responses, statistical methods like t-tests, f-ratios, and correlation coefficients are employed for data analysis. These statistical techniques facilitate a comparative examination of job satisfaction levels between teachers in government, aided and self-financed colleges, as well as the identification of significant differences or correlations among the factors influencing job satisfaction. Finally, the findings derived from data analysis are interpreted to draw meaningful conclusions regarding the job satisfaction dynamics among teachers across different college types within Pratapgarh District. These conclusions are situated within the context of existing literature and educational policies, providing valuable insights for educational stakeholders and policymakers alike. In sum, this methodological framework ensures a rigorous and systematic exploration of teacher job satisfaction, contributing substantive insights to the realm of education research.

IV. RESULT

Table 1: Comparative status of job satisfaction of government, aided and self-finance colleges teachers.

| Source of variance | Sum of squares | df | Mean square | F |
|--------------------|----------------|-----|-------------|----------|
| Between groups | 389.700 | 2 | 194.850 | 10.849** |
| Within groups | 3178.850 | 177 | 17.960 | |
| Total | 3568.550 | 179 | | |

**Significant at 0.01

Based on Table 1, the obtained F value is 10.849, significant at the 0.01 level. Consequently, the null hypothesis stating no significant difference in job satisfaction among teachers of different college types in Pratapgrah district is rejected. This indicates a noteworthy difference in job satisfaction among government, aided, and self-financed college teachers of Pratapgrah district. Further analysis using the LSD test reveals specific groups with significant mean differences in job satisfaction.

Table 2: Results obtained from the LSD- Comparative differences in the job satisfaction of teachers of government, aided and self-finance colleges.

| S. No. | Group | N | Mean | SD | Group Compared | Mean Difference |
|--------|--------------|----|-------|-------|----------------|-----------------|
| 1 | Government | 48 | 21.00 | 5.136 | 1 and 2 | 1.500 |
| 2 | Aided | 72 | 22.50 | 3.730 | 1 and 3 | 1.950* |
| 3 | Self-finance | 60 | 19.05 | 4.014 | 2 and 3 | 3.450* |

* Significant at 0.05 level

Based on Table 2, no significant difference is found in the mean values of job satisfaction between teachers in government colleges and aided colleges in Pratapgarh at the 0.05 significance level, indicating similar levels of belief in job satisfaction among these groups. However, a significant difference emerges between teachers in government colleges and those in self-finance colleges, as well as between teachers in aided colleges and those in self-finance colleges, both at the 0.05 significance level. Specifically, the mean job satisfaction score is higher among teachers in government colleges (21.00) compared to those in self-finance colleges (19.05). Similarly, the mean job satisfaction score is higher among teachers in aided colleges (22.50) compared to those in self-finance colleges (19.05). Consequently, it is concluded that job satisfaction is higher among teachers in government and aided colleges compared to those in self-finance colleges of Pratapgarh.

V. FUTURE RESEARCH

Future research exploring job satisfaction among teachers in government, aided, and self-financed colleges in Pratapgarh District can delve into various avenues to deepen understanding and fill knowledge gaps. Longitudinal studies offer the opportunity to track changes in job satisfaction over time, providing a comprehensive analysis of trends and influencing factors. Qualitative methods like interviews and focus groups can offer nuanced insights into teachers' experiences and challenges, complementing quantitative findings. Comparative studies across districts or regions can unveil variations in job satisfaction levels and identify contextual factors, aiding in tailored interventions and policies. Additionally, investigating how job satisfaction impacts teacher retention, effectiveness, and student outcomes presents a fruitful area for exploration. Ultimately, future research should build upon current findings to contribute to the discourse on teacher job satisfaction, aiming to enhance educational quality and foster supportive work environments for teachers not only in Pratapgarh District but also beyond.

VI. RECOMMENDATIONS

The study offers several recommendations aimed at improving job satisfaction among teachers in government, aided, and self-financed colleges in Pratapgarh District. These include the development of tailored support programs concentrating on workload management, professional development, and administrative assistance. Additionally, implementing regular feedback mechanisms is suggested to comprehend teachers' concerns and enhance decision-making processes. Moreover, promoting a healthy work-life balance through flexible arrangements, wellness initiatives, and personal/professional development support is recommended. Recognition of teachers' contributions via financial incentives, awards, and acknowledgment is proposed, along with investment in professional development opportunities tailored to teachers' needs for growth and advancement. Furthermore, fostering collaboration and teamwork among teachers within and across colleges to establish a sense of community is advised. Lastly, continuous monitoring and evaluation of job satisfaction levels are encouraged to identify areas for improvement over time.

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