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A Study of Job Satisfaction and Commitment of Government School Teachers in Ludhiana (Punjab)

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Abstract- The education is considered as the backbone of any country. In Punjab the number of total number of primary schools is 18045. Total 139317990 students have been enrolled in these schools for the primary education. In Punjab the number of these students is 2349111. The total number of teachers enrolled in the secondary education is 1063420 in India whether in Punjab this number is 138939. (Source: selected educational statistics 2008, MHRD). The employee satisfaction is an important aspect to run any of the organization. The case is same in the education industry as well. The quality of the student depend on the quality of teaching and teachers which is directly linked to the satisfaction. The current study attempt to study the satisfaction of the government schools teachers in Ludhiana (Punjab).

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A Study of Job Satisfaction and Commitment of Government School Teachers in Ludhiana (Punjab)

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Abstract- The education is considered as the backbone of any country. In Punjab the number of total number of primary schools is 18045. Total 139317990 students have been enrolled in these schools for the primary education. In Punjab the number of these students is 2349111. The total number of teachers enrolled in the secondary education is 1063420 in India whether in Punjab this number is 138939. (Source: selected educational statistics 2008, MHRD). The employee satisfaction is an important aspect to run any of the organization. The case is same in the education industry as well. The quality of the student depend on the quality of teaching and teachers which is directly linked to the satisfaction. The current study attempt to study the satisfaction of the government schools teachers in Ludhiana (Punjab). The total sample of 200 has been selected from the government schools of Ludhiana. Syatamatic random sampling has been used to select the samples and the response has been recorded with the help of structured questionnaire. Descriptive statistics, Correlation, Regression, Factor Analysis and Chi square test has been used for the analysis purpose. The results shows that the teachers are satisfied upto a great extent in the region.

Keywords: satisfaction, secondary education, teachers.

I. Overview of the Study

The role of teachers is very vital in the formation of intellectual capacity and the intelligence in a student during the phase of student life. The knowledge and skills a student get at the time of school hood decides his future course of action in terms to his own career and also in terms to his role in the family, society, nation and universe. Teachers are the tools or the providers of the tools to the students to make them a responsible citizen of the world. Teachers Skill, Pedagogy and education level caused students progression and achievement level (Fuller & Clark, 1994). As a teacher it's very challenging job to make a student as a responsible citizen but at the same time it's very satisfied job too. A teacher always feel; satisfied when he see his student progressing.

On the other hand the teaching job is becoming frustrating and stressful when a teacher has to teach a larger class with additional work load, less salry, Very less or no reorganization, no up gradation or training and in an unpleasant work environment of the institution. Research study of Rao & Bhaskar (2003) validates the above said statement that a feel more stress when he or she has to take a class with extra strength or when he have to work extra hours in an unpleasant work environment and without sufficient monitory remuneration. In India also the condition of the secondary teachers is more or less same. With the introduction of international schools the competition increases a lot and thus the factors discussed above are came in play to increase the dissatisfaction among the teachers. The other impact of this is that that the commitment level of the teachers is decreasing towards the organization they are working with.

In a glimpse of India, the total number of schools in 2008 is 1226825, which includes the Government, Private, aided or funded schools out of which 674677 are the government schools and others are the local bodies, private aided or the private unaided schools. In Punjab the number of total number of primary schools is 18045. Total 139317990 students have been enrolled in these schools for the primary education. In Punjab the number of these students is 2349111. The total number of teachers enrolled in the secondary education is 1063420 in India whether in Punjab this number is 138939. (Source: selected educational statistics 2008, MHRD)

The current study evaluates the satisfaction level among the secondary teachers who work with government institutions in Ludhiana District of Punjab. The study will investigate the level of satisfaction among these teachers and further tries to find out the factor, which affects the satisfaction of the teachers at their work places. Further the study also explores the impact of the teacher's satisfaction on the commitment towards the organization he is working with.

II. Review of Literature

A number of scholars evaluated the subject of satisfaction in different industries. Satisfaction among the teachers has been investigated by a number of researchers as well.

Borg and Riding (1991) investigated teacher stress, job satisfaction, absenteeism, career intention, career commitment and self-image as teacher in a

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context which allowed many of the characteristics of an educational system to be incorporated in the design. A questionnaire survey of 545 teachers in Maltese secondary schools revealed that some of the demographic characteristics of the sample were related to self-reported teacher stress, job satisfaction and career commitment. Results also showed that teachers who reported greater stress were less satisfied with teaching, reported greater frequency of absences and a greater number of total days absent, were more likely to leave teaching and less likely to take up a teaching career again.

Malone (1993) conducted a study to determine factors influencing satisfaction and dissatisfaction. This study showed that teachers were satisfied with their profession. In addition, findings showed that the responsibility, interpersonal relationships with students and colleagues, achievement and job security were the main causative factors in job satisfaction. It also became clear that primary school teachers were the most satisfaction from their work compared with their counterparts from the teachers at the middle or secondary schools.

Andrew & Schwab (1995) examined the relationship between the length of the program and the retention rate and found that more teachers entered and remained in the field when they participated in a five-year program than in a four-year program. No studies were found that examined the relationship between what teachers taught and the level of their satisfaction.

Darling-Hammond and Sclan (1996) defined school culture as "the dominant ethos of the organization, its values and visions, and the everyday experiences of the school community members". This domain includes such factors as administrative support to the new teacher in assigning duties and workload, administrative support with discipline, staff involvement, and teachers working as a team. Overall, a positive working environment for teachers is part of the school culture. Working conditions for teachers are directly impacted by the principal's leadership style (Darling-Hammond & Sclan). This area is one that can be controlled predominantly at the district or school level. Local administrators have the power to create a favorable work environment for teachers.

Terry (1997) studied the factors, which impacts teacher's motivation. The findings of the study included five suggestions for principals to use with teachers. They are positive feedback, high standards, opportunities for professional growth, support systems, and increased parental and community involvement.

Van der post et al. (1997) studied the impact of rewards on the motivation of the employees and reported that employees as reinforcing the notion that most employees are good performers and there should be a linkage between reward and performance should perceive the organization's reward system.

Chan (1998) invested the stress and mental illness among the teachers in China. Study unearth that teacher Stress and Coping to mental ill-health, the present findings extend previous findings from non-Chinese settings to Chinese secondary school teachers, suggesting that Hong Kong teachers who report a relatively high level of stress are also likely to obtain high scores on the psychological distress or mental ill health index. However, caution must be exercised in the causal interpretation of the effect of stressors on psychological distress because teachers in mental ill health might simply report more stress. Such issues need to be more carefully addressed in longitudinal studies of teacher stress in future investigations.

Eid (2000) explained in his study, which aimed to disclose the extent of job satisfaction of secondary teachers in -The Directory of Education in the first area of Amman-and its relationship to director's leadership style of the school. Results showed a decrease in the degree of job satisfaction among male teachers rather than female. The researcher recommended disclosing the reasons for dissatisfaction with male teacher for the teaching profession and handling them.

James et al. (2001) in a paper about Performance-Based Pay for Teachers, to the CRS Congress put it that interest in performance-based pay for teachers rose, in part, from a basic dissatisfaction with the traditional salary schedule. Many policymakers believed that the traditional salary schedule provided no incentive for teachers to demonstrate subject matter competence, improve teaching, or increase academic performance by students.

Wu & Wu (2001) conducted a study among 960 elementary school teachers from Taipei Municipality and Taitung County. The study aimed at developing causal model to describe elementary school teachers" job satisfaction and how it is affected by social network and job characteristics. It was found, among others, that higher levels of satisfaction are generally found in female teachers, homeroom teachers, teachers who assumed directorship in schools, teachers with lower educational attainment and teachers with higher income.

Eick CJ (2002) evaluated the effect of motivation on the teachers by giving them more responsibility and challenges. The study reveals that the teachers proclaimed that teaching gave them an opportunity to experience new challenges and allowed them to explore, create and improvise the ways they teach. By having this kind of motivation, teachers are more satisfied with the work and this satisfaction will either maintain their motivation, or further motivate them to aim for a higher level of satisfaction. Satisfaction and motivation possibly move in a circle. This implied satisfaction tends to motivate teachers to aim for higher performance and achievement to fulfill their sense of accomplishment.

Odden &Kelly (2002) studied the linkage between the rewards and motivation in private schools and revealed that other individuals in private schools have also been rewarded on grounds of nepotism and other unclear grounds. It is upon such a background that some teachers have performed reluctantly while others continue to be promoted due to their pseudo performance. Employers have the opportunity to leverage the value of their total rewards program to provide solutions to all the challenges affecting teachers; this would increase their motivation and their performance. Some school employers realized that they could not merely mimic the rewards practices of other schools. A rewards strategy would be deliberately created to support school's unique human capital strategy if increased performance of teachers were to be realized.

Day et al. (2006) studied the intrinsic and extrinsic motivation and its effect on the teachers. Motivation can be classified into intrinsic and extrinsic. They argued that the extrinsic motivation of teachers is associated with many extrinsic factors such salary, working conditions etc. Intrinsic motivation is the motivation contributed mainly by intrinsic factors such as enjoyment, personal satisfaction etc. The intrinsic motivation some extent is enhanced by the extrinsic factors. When studying the existing state of teacher motivation, it is essential to examine both the intrinsic and extrinsic factors affecting teachers' motivation.

DEST Research Paper (2007) indicates that the United States (US) Teaching Commission acknowledges that there is no single way to measure classroom excellence. The Commission suggests, however, that a balanced merit pay plan links pay increases to some or all of the following elements: Student achievement gains, satisfactory evaluations by principals or peers, Additional pay for extra responsibilities, Incentives for earning National Board Certification and Special rewards for specialists.

Karim et.al (2011) studied the difference between the facilities availed by government teachers and private school teachers. The study revealed that Government school teachers no doubt having the facility of fixed salary but it is also the fact that their salaries are not such groomed that they can easily accept the challenges of this tough life of today's world.

Arumugasamy (2012) evaluated the intrinsic factors science teachers perceive important for motivating them to teach and how their perceptions are affected by their gender, marital status, grade level taught, teaching experiences and geographical location of work place. Study unearth that all the teachers considered the intrinsic variables to be "important" and "very important". They perceived enjoyment as the most important factor affecting their motivation to teach science. Further the study finds that the teachers' perceptions of importance the intrinsic variables were not affected by marital status, nationality, grade levels taught and geographical location of their workplace.

Gesinde and Edejumo (2012) evaluated the current job satisfaction level of primary school teachers in Nigeria. The study used a sample of 95 males and 143 female for the studies. The study revealed that greater percentage of teachers (52.9%) were very satisfied with their job while it is also evident that female teachers were very happy with their job than male teachers. Further analysis showed that no significant difference existed on gender basis while there were significant differences on educational qualification and age groups.

Though a number of researchers evaluated the satisfaction level of teacher's workings on primary or secondary level but not many studies have concentrated on the same in Ludhiana district. The current study will investigate the said topic in the district of Ludhiana.

III. Objectives of the Study

- To identify the level of job satisfaction among teachers teaching in the secondary schools of Ludhiana district.
- To identify and rank the factors affecting the secondary school teacher's satisfaction level.
- To find out the relationship between the job satisfaction and organizational commitment among the teachers teaching in the secondary schools.

IV. Research Methodology

The present study attempts to study the satisfaction level of the government school teacher's in Ludhiana region of the Punjab (North India). The study used the primary data for the research purpose. Sample of 195 has been selected from the 50 government school from the different parts of Ludhiana i.e., Jagraon, Doraha, Ludhiana city, Gill Village, Sanehwal, Dugri etc. Systamatic random sampling has been used for the purpose of sampling.

Following tools are used for data analysis.

The *mean* is a particularly informative measure of the "central tendency" of the variable if it is reported along with its confidence intervals.

$$\text{Mean} = \frac{\sum X_i}{n}$$

Usually we are interested in statistics (such as the mean) from our sample only to the extent to which they can infer information about the population. The confidence intervals for the mean give us a range of values around the mean where we expect the "true" (population) mean is located (with a given level of certainty).

$$s = \sqrt{\frac{\sum(x_i - \mu)^2}{N}}$$

where

μ is the population mean and N is the population size

$$s = [S (x_i\text{-}m)^2/N]^{1/2}$$

The sample estimate of the population *standard deviation* is computed as:

$$s = \sqrt{\frac{\sum(x_i - \bar{x})^2}{(n-1)}}$$

where

$\bar{x}$ is the sample mean and n is the sample size

The *variance* of a population of values is the square of standard deviation.

Skewness measures the deviation of the distribution from symmetry. If the skewness is clearly different from 0, then that distribution is asymmetrical, while normal distributions are perfectly symmetrical.

$$\text{Skewness} = \frac{nM_3}{(n-1)(n-2)s^3}$$

where

M_3 is equal to: $\sum_{i=1}^{m}(x_i - \bar{x})^3$

s^3 is the sample standard deviation raised to the third power

n is the valid number of cases.

Kurtosis measures the "peakedness" of a distribution. If the *kurtosis* is clearly different than 0, then the distribution is either flatter or more peaked than normal; the *kurtosis* of the normal distribution is 0. *Kurtosis* is computed as:

$$\text{Kurtosis} = \frac{n(n+1)M_4 - 3M_2^2(n-1)}{(n-1)(n-2)(n-3)s^4}$$

where:

$$M_2 = \sum_{i=1}^{m}(y_i - \bar{y})^2$$

$$M_4 = \sum_{i=1}^{m}(y_i - \bar{y})^4$$

n is the valid number of cases

A line in a two-dimensional or two-variable space is defined by the equation $Y=a+bX$; in full text, the *Y* variable can be expressed in terms of a constant (*a*) and a slope (*b*) times the *X* variable. The constant is also referred to as the intercept, and the slope as the regression coefficient or *B* coefficient. Multiple regression procedures will estimate a linear equation of the form:

$$Y=a+b_1X_1+b_2X_2+...+b_pX_p$$

The regression line expresses the best prediction of the dependent variable (*Y*), given the independent variables (*X*). However, nature is rarely (if ever) perfectly predictable, and usually there is substantial variation of the observed points around the fitted regression line. The deviation of a particular point from Pearson's chi-square is used to assess two types of comparison: tests of goodness of fit and tests of independence. A test of goodness of fit establishes whether or not an observed frequency distribution differs from a theoretical distribution. A test of independence assesses whether paired observations on two variables, expressed in a contingency table, are independent of each other – for example, whether people from different regions differ in the frequency with which they report that they support a political candidate.

The first step in the chi-square test is to calculate the chi-square statistic. In order to avoid ambiguity, the value of the test-statistic is denoted by X^2 rather than χ^2 (i.e. uppercase chi instead of lowercase); this also serves as a reminder that the distribution of the test statistic is not exactly that of a chi-square random variable. However some authors do use the χ^2 notation for the test statistic. An exact test which does not rely on using the approximate χ^2 distribution is Fisher's exact test: this is significantly more accurate in evaluating the significance level of the test, especially with small numbers of observation.

The chi-square statistic is calculated by finding the difference between each observed and theoretical frequency for each possible outcome, squaring them, dividing each by the theoretical frequency, and taking the sum of the results. A second important part of determining the test statistic is to define the degrees of freedom of the test: this is essentially the number of observed frequencies adjusted for the effect of using some of those observations to define the "theoretical frequencies".

The value of the test-statistic is

$$\aleph^2 = \sum_{i=1}^{n}\frac{(O_i - E_i)^2}{E_i}$$

Where

$\aleph^2$ = Pearson's cumulative test statistic, which asymptotically approaches a χ^2 distribution.

O_i = an observed frequency;
E_i = an expected (theoretical) frequency, asserted by the null hypothesis;
n = the number of cells in the table.

V. Findings and Analysis

The current chapters shows the analysis of the evaluated data. Table 1 and 2 shows the results of the descriptive statistics of the data where the sample size of 195 has been chosen from the north Indian city of Ludhiana. The sample has been collected form the government school. The mean and the standard deviation shows that there is variation in the data set. The skewneess shows that the data is negatively skewed in the most of the cases. Kurtosis depicts that the data is within the range of the normal.

Table 1 : Descriptive Statistics

	Var1	Var2	Var3	Var4	Var5	Var6	Var7	Var8	Var9	Var10
Mean	3.10	1.80	3.19	3.77	3.78	4.13	4.17	2.88	2.21	2.12
Std. Dev.	1.12	.92	1.47	1.44	1.09	1.48	1.26	1.51	1.53	1.55
Variance	1.27	.86	2.17	2.07	1.19	2.19	1.60	2.28	2.35	2.40
Skewness	.19	1.11	-.18	-.81	-.26	-1.42	-1.51	.14	.75	.95
Kurtosis	-.61	.61	-1.20	-.81	-1.02	.33	1.09	-1.32	-1.09	-.77

Table 2 : Descriptive Statistics (Cont..)

	Var11	Var12	Var13	Var14	Var15
Mean	2.47	1.68	3.88	2.80	3.98
Std. Dev.	1.68	1.20	1.56	1.798	1.499
Variance	2.84	1.44	2.45	3.232	2.248
Skewness	.54	1.69	-1.06	.152	-1.194
Kurtosis	-1.464	1.635	-.546	-1.811	-.195

Table 3 & 4 reveals the result of the correlation. Table shows that there is high correlation (45%) between var4 and var5 and var1 &var15 whether there is 34% correlation between var4 and var6. It may be also observe from the table that there is 33% correlation between var9 and var3. Table also unearths that there is a negative correlation between var12 and var5.

Table 3 : Correlation

	Var1	Var2	Var3	Var4	Var5	Var6	Var7	Var8	Var9	Var10	Var11
Var1	1	.19	-.06	-.04	-.05	-.08	.08	-.04	-.00	-.08	-.07
Var2	.19	1	-.11	.19	.04	-.12	.13	.08	-.04	-.04	-.05
Var3	-.06	-.11	1	.10	-.10	-.00	.08	-.09	.33	.21	.21
Var4	-.04	.19	.10	1	.42	.32	.26	.06	.00	.06	.04
Var5	-.05	.04	-.10	.42	1	.18	.28	.17	-.16	-.12	-.12
Var6	-.08	-.12	-.00	.32	.18	1	.24	-.03	.05	.09	-.00
Var7	.08	.13	.08	.26	.28	.24	1	-.01	-.08	-.04	.00
Var8	-.04	.08	-.09	.06	.17	-.03	-.01	1	.03	.03	.09
Var9	-.00	-.04	.33	.00	-.16	.05	-.08	.03	1	.29	.26
Var10	-.08	-.04	.21	.06	-.12	.09	-.04	.03	.29	1	.32
Var11	-.07	-.05	.21	.04	-.12	-.00	.00	.09	.26	.32	1
Var12	-.04	.02	.32	-.01	-.26	-.12	-.17	.04	.36	.34	.28
Var13	-.04	-.13	.18	.20	.03	.15	.17	-.06	.08	-.08	-.06
Var14	-.04	-.08	.28	.10	-.07	-.06	-.01	.15	.22	.18	.18
Var15	.04	-.04	.07	.07	.03	.04	.10	.17	.09	-.07	.14

Table 3 : Correlation (Cont..)

	Var12	Var13	Var14	Var15
Var1	-.04	-.04	-.04	.044
Var2	.02	-.13	-.08	-.044
Var3	.32	.18	.28	.070
Var4	-.01	.20	.10	.070
Var5	-.26	.03	-.07	.032
Var6	-.12	.15	-.06	.045
Var7	-.17	.172	-.013	.106
Var8	.04	-.065	.150	.171
Var9	.36	.085	.221	.094
Var10	.34	-.083	.185	-.079

Var11	.28	-.068	.182	.149
Var12	1	.097	.409	-.008
Var13	.09	1	.414	.184
Var14	.40	.414	1	.183
Var15	-.00	.184	.183	1

Table 5 to 7 reveals the result of the regression analysis. Table 5 reveals that the dependent variable satisfaction is get impacted by 29% from the independent variables. Anova table supports the findings of the regression table where the F test is significant with the value of 2.954. The coefficient table shows that the var2, var3 and the var13 are impacting the satisfaction most.

Table 5 : Regression

R	R Square	Adjusted R Square	Std. Error of the Estimate
.294	.087	.057	1.430

Table 6 : ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	36.249	6	6.041	2.954	.009
Residual	382.437	187	2.045		
Total	418.686	193			

Table 7 : Coefficients

		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
	(Constant)	3.154	.550		5.738	.000
	Var2	.217	.097	.178	2.242	.026
	Var3	-.242	.104	-.180	-2.323	.021
	Var4	-.007	.072	-.009	-.099	.921
	Var5	-.074	.091	-.072	-.821	.413
	Var6	-.053	.062	-.070	-.851	.396
	Var7	.096	.073	.109	1.330	.185
	Var8	-.043	.059	-.057	-.731	.466
	Var9	.045	.062	.060	.725	.470
	Var10	-.031	.061	-.043	-.513	.609
	Var11	-.047	.055	-.070	-.859	.391
	Var12	-.038	.086	-.040	-.441	.660
	Var13	-.471	.164	-.202	-2.862	.005
	Var14	.007	.058	.011	.115	.908
	Var15	.050	.059	.066	.850	.396

Table 8 and 9 reveals the result of the chi-square. The significance values of all the variables is less that 0.05 thus the findings of the study can be apply on the universe of the study.

Table 8 : Chi-Square Test

	Var1	Var2	Var3	Var4	Var5	Var6	Var7	Var8	Var9	Var10
Chi-Squ	62.00	153.64	69.38	91.94	105.28	288.05	199.66	41.61	156.19	185.53
Asy.Sig	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000

Table 9 : Chi-Square Test (Cont…)

	Var11	Var12	Var13	Var14	Var15
Chi-Square	120.66	296.56	179.02	124.33	195.84
Asymp. Sig.	.000	.000	.000	.000	.000

VI. Conclusion

The study reveals a number of facts about the satisfaction level of the teachers in the government schools of the Ludhiana. The study found that most number of teachers are satisfied in the region. The study reveals that the major reason of the satisfaction of these teachers are the salary paid to them, the working hours of the schools and resources available in the campus for them. Karim et.al (2011) also revealed in his study that government teachers have an advantage of the fixed salary, though he also revealed in his study that the chance of growth is limited in government teaching. The present study unveiled that In the Ludhiana (Punjab)

region the teachers are happy from the salary, timing and resources which are the most important things for satisfaction of the employees at any organization. Thus to conclude it may said that the government teachers who comes under the universe of the present study seems to be happy and satisfied from their job. The future studies may be done on the comparison of satisfaction level for government and private school teachers.\

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