CHAPTER - 1

INTRODUCTION

Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times and India is not an exception to it.

Everyone has the right to education. Education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and higher education shall be made generally available and higher education shall be equally accessible to all on the basis of merit, (United Nations, 1948).

Education plays an important role in transforming the society. It requires high quality education having focus on making good human beings. A quality education cannot be provided without committed and dedicated teachers, particularly at school level. In today’s competitive environment the educational institutions, like other institutions survive on their human resources. Therefore, it is very important to study the level of job satisfaction of the teachers at different levels in their respective schools. The working of teachers, willingly and positively, is very imperative for an efficient education system which is the foundation stone of nation building process. The teachers with high level of satisfaction will definitely make the society more healthy and successful.

Teachers are the most important group of professionals for our nation’s future. Their contribution as a nation builder depends upon how much they are aware and satisfied with their jobs. They play a crucial role in the growth of education system. Now a days, it has been observed that the teachers are under tremendous pressure to deliver quality education to the students. The recent enactment of RTE Act in the country has further increased the responsibility of the teachers. They are also expected to play a constructive role in the society and to be role models for others. It is only possible if they are satisfied with their profession.
Attitudes influence behavior and are the indicators of potential problems an organization might encounter. Motivated employees stay on for long to achieve their goals. Job responsibilities, achievements, growth, self-fulfillment and recognition enhance job satisfaction. There are moments in history when new directions were given to the education system keeping in mind the requirements of the society. The education policy in the post-independence phase was redesigned and re-structured keeping in mind the ideals of the new nation based on universalisation of values in the society. The 1968 Education Policy marked a significant step in the history of education in post-independence India. It aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It also laid stress on the need, for a radical reconstruction of the education system, to improve its quality at all stages, for a greater attention to science and technology and cultivation of moral values.

Since then, there has been a considerable expansion in education facilities all over the country at all levels. More than 90 per cent of the country’s rural habitations now have schooling facilities within a radius of one kilometer. There has been a sizeable augmentation of facilities at other stages. Education was given top priority during the post independence. More emphasis was laid on the spread of mass education.

The important step to reorient education in the country was the adoption of National Policy of Education 1986 which laid the greatest emphasis on elimination of disparities in the educational system and an improvement in the quality of publically funded schools so that, ordinarily, parents may not feel the need to send their children to private high fee charging institutions. A concept of a National System of Education was adopted which implied that, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. A uniform national education structure was adopted having national curricular framework. The focus was to have acculturating role of education to refine sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit—thus furthering the goals of socialism, secularism and democracy enshrined in our constitution.
The 93rd Amendment Act 2002 was a step further which made free and compulsory education a fundamental right for all the children in the age group of 6-14 years. But, despite the lapse of over 65 years, the government, ‘with its slow moving machinery’ has not been able to fulfill this promise to the masses. The government’s inability has inevitably encouraged the growth of private institutions and majority of these are performing satisfactorily. They have been able to provide good facilities and quality education. However, the government schools except a few are not performing as per the expectations of the people and even the persons responsible for managing these institutions, the teachers and the employees of such schools usually send their children to private schools. The reasons are not difficult to imagine.

There are two categories of private institutions i.e. aided and unaided. Aided schools are those, which get financial assistance from the government and the un-aided are those, which do not get any such assistance. The other essential distinction between aided and unaided institutions can be made on account of autonomy. The un-aided schools enjoy higher level of autonomy to run the administration of the schools as compared to government aided schools.

The quality of a nation depends upon the quality of its citizens, which though not exclusively, depends upon the standard of education system. It is pertinent to mention here that the quality of education further depends upon the quality of teachers. The teacher is a living ideal, the fountainhead of knowledge and the potential guide to provide direction for the growth and development of students of today and worthy citizens of tomorrow. In a nutshell, the teacher is the backbone of the educational system, the maker of mankind and the architect of the society.

Indian Education Commission (1966) describes teacher as one of the most important factors contributing to the national development. He is the pivot around which all the educational programs, such as curriculum, syllabus, textbooks, evaluation, etc., rotate. The best system of education may fail to achieve the desired end in the absence of sincere, competent and professionally qualified teachers. National Policy on Education (1986) rightly states “No individual can rise above the level of its teachers”.

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The teacher has a vital role for national development and social change. It is his/her responsibility to guide and inspire his/her students, to enrich discipline and to inculcate values, which are in consonance with our cultural heritage and our social objectives. This involves the transmission of knowledge from one generation to another and educational innovations like the restructuring of courses, introduction of examination reforms, making programs relevant to social environment and community needs. Developing new and emerging areas of studies can be brought about successfully only if the teacher is satisfied with his/her job and accepts a progressive outlook on education. In other words, the most important factor in educational reconstruction is the teacher—his/her personal qualities, educational qualification, professional training and the place one occupies in the school or college as well as in the community. The reputation of a school or a college and its influence on the life of the community, invariably depends on the kind of teachers working in it.

Unfortunately, the status of teachers deteriorated over the last few decades, mainly due to poor service conditions of teachers, phenomenal expansion of the educational system, lowering standards of teachers’ education, negligence of duty by many teachers and the changes in the value system of the society.

In the light of these developments, the present study attempts to have an in-depth analysis of the prevailing environment in the private unaided public schools of Punjab. The purpose of the study is to measure the extent of the job satisfaction among the teachers working in these private un-aided public schools of Punjab.

It may be appropriate to explain some of the terms which would be used frequently in the study at this stage.

The Oxford dictionary defines, ‘Job, as an application of effort to a purpose, force in action, doing of something, a task or material to be operated on, doings or experiences of specific kind, employment especially as a means of earning money, a thing done or made, a product or manifestation’.

Job or occupation may be defined as that specific activity with a market value, which an individual continually pursues for the purpose of obtaining steady flow of
income. It also determines the social position of the individual. ‘Occupation is the social role performed by adult members of the society that directly–indirectly yields social and financial consequences and that constitutes a major focus of an adult’ (Hackman and Lawler, 1971).

The term occupation includes two things: (a) the variety of activities for attaining income and (b) the multiple consequences for the individual and the society. The later point indicates that people do not work only for income but also for the satisfaction it gives them. Some people enjoy job and find it to be a central point of their life, while others do not like to work and do it for the sake of doing something. Job satisfaction is the degree to which the people like their jobs. The first group likes (satisfaction) and the second group dislikes (dissatisfaction) their work.

Job satisfaction of the teachers is the most significant variable in the growth of education system and is the most extensively discussed area of study in different disciplines particularly in Human Resource Management, Industrial-Organizational Psychology, Organizational Behavior etc.

Moreover, job satisfaction is a multi-dimensional concept which affects all aspects of human lives. It has been defined by many scholars in different ways. The term Job Satisfaction came into vogue in 1935 when Hoppock published his classic work, ‘JOB SATISFACTION’. He defined it as, ‘any combination of psychological, physiological and environmental circumstances that cause a person truthfully, to say, ‘I am satisfied with my job’. While explaining his argument, he mentioned the following major components of job satisfaction:

1. The facility with which he adjusts himself to other persons;
2. His relative status in the socio-economic group with which he identifies himself;
3. The nature of the work in relation to the abilities and interests of the employees;
4. Security; and
5. Loyalty.
Job satisfaction is the verbal expression of an employee’s evaluation of his work. In number of studies particularly in US, the term job satisfaction has been used synonymously with the term ‘morale’. It is also regarded as contentment or satisfaction of the workers with the job and the company and individual’s well being within the social set up. On the other hand, writers like Blum and Naylor (1968) regard morale as, “the feeling on the part of the worker of being accepted by and belonging to a group of employees through adherence to common goals and confidence in the desirability of these goals. Industrial morale is generated by the group and is a by-product of the group.” In the past, job satisfaction has been considered by some researchers from the view point of need fulfillment, i.e. whether the job is meeting the physical and psychological needs or not (Patcher, 1970).

However, this approach is changing and the focus is on cognitive processes in which the attitudinal variable has become predominant. Therefore, job satisfaction is the result of various attitudes, which the employee holds towards his job. It is the effective orientation on the part of the individuals towards work roles, which they are presently occupying. Positive attitude towards the job is conceptually equivalent to job satisfaction, as on the other hand, negative attitude towards the job is equivalent to job dissatisfaction. Watson (1980) defines work as ‘the carrying out of the tasks which enable people to make a living within the environment in which they find themselves’. He explains that satisfaction is not totally individualistic notion. He has given a continuum for meanings of work to explain intrinsic and extrinsic satisfaction in the figure 1.
However, Friedlander (1964) opines that job content factors are more important for the feeling of job satisfaction and dissatisfaction, while job context factors are of minor importance. He was further supported by Armstrong (1971) who explained, “Job content factors such as feelings of achievement, use of abilities, challenging assignments, growth on the job and recognition are ranked among the most important for both job satisfaction and job dissatisfaction, regardless of the respondents occupational level while on the other hand, job context factors like, employee benefits, effect of job on home life, merit increase, working conditions and the technical competence of the supervisors are the least important for both job satisfaction and job dissatisfaction.” Job satisfaction is of course, basically an individual matter. Employees look for those aspects of job, which are related to their value system. Some give more value on income while the others on the job situation or the type of work.
According to Brown (1959) “the satisfaction a worker derives from his job is not only varied but highly sensitive to change. Financial incentives, quality of supervision and the occupational level effect the job satisfaction”. Gerhart (1987) is of the view that “Job satisfaction or dissatisfaction is the result of various attitudes, the person holds towards his job related factors and toward life in general,” while Roberts et al. (1981) explains that job satisfaction comprises, “those outward or inner manifestations, which give individual a sense of enjoyment or accomplishment, in the performance of his work.”

So, in the light of the above discussion we can divide job factors into three main types:

1. Personal factors, which include sex, age, time on the job and aspirational level;
2. Factors inherent in the job or content factors, which include type of work individual is doing, the amount of skill it requires, the status related with the job, geography of the working place and the residential place; and
3. Factors controllable by management or context factors, which refer to pay it provides, promotion opportunities, working conditions, job security, fringe benefits, relationship with colleagues and supervisors etc.

Smith, Kendall, and Hullin (1969) have suggested that, there are five job dimensions that represent the most important characteristics of a job about which people have affective response. They are:

1. The work itself: the extent to which the job provides an individual with interesting tasks, opportunities for learning, and the chance to accept responsibility;
2. Pay: The amount of financial remuneration that is received and the degree to which this is viewed as equitable vis-à-vis that of others in the organization;
3. Promotion opportunities: the chances for advancement in the hierarchy;
4. Supervision: the abilities of the supervisor to provide technical assistance and behavioral support; and

5. Coworkers: the degree to which fellow workers are technically proficient and socially supportive.

Luthans (1995) has defined Organization behavior as, “the understanding, prediction, and management of human behavior in organizations. Managing the people or the human resources of an organization is a major challenge in managing organizations. People are the key to working of an organization. Today, human resources are recognized as capital by the terms human capital and intellectual capital”.

According to him there are three important dimensions of job satisfaction:

1. Job satisfaction is an emotional response to a job situation. As such it cannot be seen, it can only be inferred;

2. Job satisfaction is often determined by how well outcome meet or exceed expectations. For instance, if organization participants feel that they are working much harder than others in the department but are receiving fewer rewards they will probably have a negative attitudes towards the work, the boss and or coworkers. On the other hand, if they feel they are being treated very well and are being paid equitably, they are likely to have positive attitudes towards the job; and

3. Job satisfaction represents several related attitudes which are most important characteristics of a job about which people have effective response. They are: the work itself, pay, promotion opportunities, supervision and coworkers.

Spector (1997) defines job satisfaction as a cluster of evaluative feelings about the job. He identified 9 facets of job satisfaction:

1. Pay- amount and fairness or equity of salary;

2. Promotion-opportunities and fairness of promotion;

3. Supervision-fairness and competence at managerial tasks by ones supervisor;

4. Benefits- insurance, vacation, and fringe benefits;
5. Contingent procedures-sense of respect, recognition and appreciation;
6. Operating procedure-policies, procedures, rules, perceived red tape;
7. Coworkers- perceived competence and pleasantness of one’s colleagues;
8. Nature of work- enjoyment of the actual tasks itself; and
9. Communication- sharing information within the organization (verbally or in writing).

1.1 THEORIES OF JOB SATISFACTION

There are numerous theories attempting to explain job satisfaction. Each of it has been explored, studied and reviewed by many researchers. The purpose of this part of the chapter is not to provide an exhaustive review of job satisfaction theories but to highlight the main theories so as to take direction for this study of job satisfaction.

1. SITUATIONAL THEORY

The situational occurrences theory emerged in 1992, when Quarstein, McAfee and Glassman stated that job satisfaction is determined by two factors: situational characteristics and situational occurrences. Situational characteristics are things like pay, supervision, working conditions, promotional opportunities and company policies. The situational occurrences are things that occur after taking a job that may be intangible or tangible, positive or negative. Positive occurrences may include extra vacation time, while negative occurrences might include strained co-worker relationship or faulty equipment. Thus, job satisfaction is the product of both situational characteristics and situational occurrences.

2. EXPECTANCY THEORY

The essence of this theory is that if workers put forth more effort and perform better at work, then they will be compensated accordingly. Discrepancies that occur between expected compensation and actual outcome lead to dissatisfaction. If employees receive less than they expect or otherwise feel as if they have been treated unfairly, then dissatisfaction may occur. Over compensation may also lead to
dissatisfaction and the employee may experience feelings of guilt. The compensation does not have to be monetary only. Vroom (1982) generated a three variable equation for scientifically determining job satisfaction. **Expectancy** is the first variable, which is the individual’s perception of how well he or she can carry out the task. **Instrumentality** is the second variable of the equation, which refers to the individual’s confidence that he or she will be compensated fairly for performing a task. **Valence** is the third variable, which considers the value of the expected reward to the employee. In Vroom’s formula each variable is given a probability value, and when all these factors are high, workers will be more satisfied and have more motivation. If any of these factors are low, work performance and his motivation will decline.

**Figure 1.1.1**

**Expectancy Theory**

**Valence:**
The desire of an employee to achieve a specific reward. In most cases, the reward in question is monetary, but can also be social such as recognition of performance.

**Expectancy:**
The employee’s expectation that they have the capability of achieving their desire as defined by their valence.

**Instrumentality:**
The existence of means within the employee's environment that can enable their expectancy of achieving their desire.

Source: Vroom (1982)
3. **NEED HIERARCHY THEORY**

Maslow’s (1954) traditionalist views of job satisfaction were based on a five-tier model of human needs. At the lowest level, basic needs like water, food, shelter were identified. The second type of need is physical and financial security, while the third type included social needs like social acceptance, belongingness, and love. The fourth level included self-esteem needs and recognition by one’s peers. On the top of the pyramid was self-actualization needs like, to become what one is capable of becoming, personal autonomy, and self-direction. According to Maslow, needs exist in a logical order and the basic needs must be fulfilled before those at higher levels. Once the basic needs are satisfied, they no longer serve as motivators for the individuals. The more a job allows for growth and acquisition of higher level needs, the more likely the individual is to report satisfaction with his or her job. The success of motivating people depends on recognizing the needs that are unsatisfied and helping them to fulfill them.

4. **SOCIAL INFLUENCE THEORY**

The basic assumption of the social influence theory of job satisfaction is that, individuals may come into new jobs not knowing how satisfied they will be. They look around, see others’ satisfaction or dissatisfaction and are then influenced by these observations. People decide how satisfied they are not by processing all types of information about themselves but by observing others (Salancik and PFeffer, 1977).
Figure 1.1.2
Maslow’s Hierarchy of Needs

Self Actualization
Personal Growth and Fulfillment

Esteem needs
Achievement, Mastery, Prestige or Managerial responsibility

Belongingness needs
Work group, Family, Rapport, Affection, Relationships

Safety needs
Job security, Occupational safety and Health

Physiological needs
Salary

Source: Maslow (1954)
5. **EQUITY THEORY**

The Equity Theory (Adams, 1963) holds that people make a cognitive comparison of their contribution to a work situation (inputs) and the things they get out of it (outcomes) with those of the other people. Inputs are skills, knowledge, time etc. Outcomes are pay, status etc. Thus, it is a ratio of output to input. Inequity exists for a person when he thinks that this ratio and the other’s ratio are unequal. The individual may change his effort level and performance or may seek a change in the reward received. This ‘equity theory’ proposes that people seek social equity in rewards they expect for performance i.e. people feel satisfied at work when the input or contribution to a job and the resulting outcome are commensurate to that of their co-worker.

**Figure 1.1.3**

![Adam's Equity Theory Diagram]

Source: Adam (1963)
6. **TWO FACTOR THEORY**

Herzberg et al. (1959) proposed that job satisfaction is derived from two sets of factors. The first set is associated with positive feelings about the job and related to the content called motivators (like recognition, responsibility, advancement), the second set known as hygiene factors, prevent dissatisfaction like policies, supervision, salary, interpersonal relations with co-workers. The ‘motivators’ are intrinsic factors and ‘hygienes’ are the extrinsic variables. When hygiene factors are poor, work will be dissatisfying. However, the poor hygienes does not equate to satisfaction. Similarly, when motivators are present people are satisfied, but removing them does not lead to dissatisfaction.

**Figure 1.1.4**

Two Factor Theory

<table>
<thead>
<tr>
<th><strong>FACTORS AFFECTING ATTITUDE ABOUT WORK</strong></th>
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<tr>
<td><strong>HYGIENE FACTORS</strong></td>
</tr>
<tr>
<td><strong>Leading to dissatisfaction</strong></td>
</tr>
<tr>
<td>Salary, organisational policy, quality of supervision, working conditions, interpersonal relationships, status, job security.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MOTIVATORS</strong></th>
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<tbody>
<tr>
<td><strong>Leading to satisfaction</strong></td>
</tr>
<tr>
<td>Challenging work, achievement, growth in job responsibility, advancement, recognition.</td>
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</tbody>
</table>

Source: Herzberg (1959)
1.2 TERMS

In the light of the above discussions, the following terms are defined for the purpose of the present study:

- **Job**: A piece of work especially a specific task done as a part of routine of one’s occupation or for an agreed price (Dictionary.com);
- **Job Satisfaction**: The positive feelings people have about their jobs (Wikipedia);
- **Public school**: Non-governmental, elite educational institutions often modeled on British public schools and self-financed (Wikipedia);
- **Teacher**: A person who teaches or instructs especially as a profession (Dictionary.com);
- **Job Dissatisfaction**: The condition or feeling of being displeased, unsatisfied or discontent (American Heritage Dictionary of English Language);
- **Motivation**: Providing with a reason to act in a certain way (Dictionary.com);
- **Un-aided school**: A school which does not take financial helps from the Government;
- **P.R.T**: Primary Teachers, teaching primary classes (Pre-nursery to std.5);
- **T.G.T**: Trained Graduate Teacher, a graduate with B.Ed;
- **P.G.T**: Post Graduate Teacher, a post graduate with B.Ed;
- **Majha**: Majha region falls between the international border on the west and river Beas on the east. It consists of four districts i.e. Pathankot, Gurdaspur, Amritsar and Tarn Taran. There are twenty constituencies in Majha;
- **Doaba**: Doaba falls between two rivers i.e. Beas on the West and Satluj on the east. A total of four districts fall in this region. These districts are Hoshiarpur, Nawan Shahar, Jalandhar and Kapurthala. There are twenty three constituencies in Doaba;
Malwa- Fourteen districts fall in Malwa region whose boundaries touch with Haryana in the east, Rajasthan in the South and Himachal and Chandigarh in the North and river Satluj and international border in the west. This region has sixty nine assembly constituencies;

- SPSS-Statistical Package for Social Sciences; and
- WAS- Weighted Average Score.

1.3 DEMOGRAPHIC VARIABLES: Determinants of Job Satisfaction

To draw an analytical framework it seems necessary to establish the relationship between independent and dependent variables and to relate them with the theoretical perspective. Job satisfaction is dependent variable of this study. The factors or independent variables which affect the job satisfaction include demographic data (like age, gender, religion), intrinsic characteristics of the job (like recognition, promotion, responsibility), and extrinsic factors (like salary, supervision, working conditions, Figure 1.3.1).

Figure 1.3.1
Determinants of Job Satisfaction

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Dependent Variable</th>
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<tbody>
<tr>
<td>Age</td>
<td>Job Satisfaction</td>
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<tr>
<td>Academic Qualification</td>
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<td>Salary</td>
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<td>Supervision</td>
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<td>Working Environment</td>
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<td>Culture</td>
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<tr>
<td>Gender</td>
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<td>Family</td>
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AGE

Research has often focused on age as a very important factor influencing job satisfaction. Some studies show no significant impact (Miller, 1985; Brown, 1988), some showing gradual linear increase of satisfaction as age increases (Hulin, 1963; Weaver, 1980). In general, we can say that job satisfaction increases gradually with age because job expectations become more realistic as employees mature (Spector, 1977; Herzberg, 1957). This pattern may show a decline in satisfaction after age of 55 (Jewel, 1990), but this may be linked to the decrease in enthusiasm and physical energy after this age.

GENDER

Gender has also received a great deal of focus in studies related to job satisfaction. In 1997, Thompson and McNamara reviewed all job satisfaction studies published in Educational Administration Quarterly, over the past six years and showed no significant difference between male and female satisfaction levels. There are studies that suggest that gender does affect job satisfaction and that men are more satisfied (Locke et al. 1983) and some studies have suggested women are more satisfied (Chapmen and Lowther, 1982). The differences among male and female can be due to unequal treatment at the work place, social interaction, coping strategies of male and females etc.

SALARY

Many researchers have identified salary as a basic variable in the study of job satisfaction. Some early studies (Hoppock, 1935, Herzberg, et al.1957) have suggested that salary has no significant impact on job satisfaction. By 1970’s salary was being viewed as a very important factor. Some argued that (Lawler, 1971) low salary was a reason for dissatisfaction but high salary was not necessarily related to satisfaction. According to Adams (1965) employees must feel that there is an equitable balance between the amount of work performed and the compensation received.
ACADEMIC QUALIFICATION

Academic qualification is asked while applying for any job. Getting job as per one’s academic qualification will satisfy him or her, on the other hand if some one’s job is inferior to his or her academic qualification, it brings dissatisfaction to him or her. When candidate with Master’s degree joins this profession and has to teach junior section, it’s very natural that they will be dissatisfied. So, there is a direct relationship between job satisfaction and academic qualification.

SUPERVISION

Job satisfaction is linked to environment and the culture of the organization. The female teachers have so many responsibilities in families like cooking, rearing and caring the kids etc. All these activities of the female teachers are barrier to their professional punctuality and devotion. While they are supervised these are noted and this leads to the female teachers dissatisfied to their profession.

WORKING ENVIRONMENT

There are two types of working environment which can effect job satisfaction. One is physical environment. Physical environment covers infrastructure of the school: building, class rooms, furniture and other interiors, teachers’ room, toilets; specially, female teachers toilets, play ground of the students, computer facilities, telephone, fax, communication and location of the school etc. Physical environment is directly linked with job satisfaction. If one gets favorable physical environment he or she may be satisfied with the job. Opposite is true that unfavorable working environment creates dissatisfaction.

In most village schools the teachers have no proper rest room, wash room and other facilities. The location of the school is not always within a convenient distance or there are no transportation facilities available in that locality.

Second type environment is social environment. The social environment covers family support to the teachers (specially the female teachers), teacher-student relationship, interpersonal relationship among the colleagues, attitudes of the school
managing committee. If such relation is good one can be satisfied with the job, but because of hostile relations one may be dissatisfied with the job. Thus, environment plays a vital role in context of job satisfaction.

CULTURE

There are two types of culture which has affects on job satisfaction. First, is organizational culture (school culture). Organizational culture is the social glue that binds members of the organization together. The relationship between superior and subordinate, decision making, delegation of authority, types of leadership, and bureaucratic power are part of organizational culture and undemocratic decision making process creates dissatisfaction. And the second is social culture, which includes habits, beliefs, way of life etc. Sometimes the male teachers do not feel comfortable working under female teacher’s supervision. Thus, culture affects job satisfaction.

RURAL AND URBAN WORK PLACE

In urban areas workers often have more job opportunities, higher prestige, higher salary etc. Finley’s (1991) findings showed that higher satisfaction was found in urban institutions as compared to rural settings. Two of the most important disadvantages to rural settings have been professional isolation and lack of opportunities for personal growth. However, the scene may change because of development of the technology – improvement in telecommunication, internet facility, transportation etc.

INTERPERSONAL FACTORS

These include social and support network of employees for example, relationship with the supervisor, co-workers etc. According to Brown (1998) employee supervision and interaction have been found to be one of the most significant variables related to job satisfaction. The Hawthorne Studies of 1920’s has shown that the workers who belong to a social group and have good friends are more satisfied. The nature of supervision also has an important impact on job satisfaction. Studies have shown (Vroom, 1982) that positive interaction with the supervisors’ leads to job satisfaction. Positive interaction includes, constructive feedback, effective communication etc. But
some studies have shown that (Schroffel, 1999) employees who have more experience desire less supervision.

INTRINSIC FACTORS

Work is an integral part of human life. ‘It is often our source of identity and at times our reason for our being’ (Bruce and Blackburn, 1992). Intrinsic factors include respect, responsibility, meaningful work and freedom. Stewart (2000) suggested that helping the workers to feel independent had positive effect on performance of them. Tatsapaugh (1994) suggested that lack of advancement is a reason influencing resignation. When employee’s feel their work is meaningful they show higher level of efforts and attention to their work. (Thomas and Tymon, 1997),

INNOVATION

Innovation relates to creativity, innovative technique in teaching, participation in cultural activities, co-curricular and social welfare activities. When, the employees get a free hand to implement new ideas, their job satisfaction level increases.

1.4 SIGNIFICANCE OF THE STUDY

School is an institution with a complex environment of learning, teaching and personal growth of students and teachers. It has always been and always will be a mirror of the society. Students today face issues like stress, aggression, peer pressure, parents’ pressure, competition etc. which were rare in the early generations. Access to internet is the most significant change in recent years. Educating children effectively is becoming more and more difficult and challenging. The role of a teacher, now a days is not only teaching but also counseling the children. Their duties go beyond the basic job description. Society’s expectation has increased many times from the teachers in terms of inculcating moral values, discipline, quality education and even employability after completing education. The teacher who is happy plays a pivotal role in shaping the society. A happy and satisfied teacher can contribute a lot for the well being of the students. If the satisfaction level is less it can leave a negative impact on them. Job satisfaction means overall adjustment to the work environment and attitude readiness to
react to or against a particular situation in a particular manner. Teachers having a positive attitude towards their profession are said to be more satisfied. Thus, the job satisfaction of the teachers has become very imperative in the complex school environment as they play a fundamental role in the educational process in the society. This study has been designed to identify the factors which influence the level of job satisfaction of the teachers in private un-aided public schools in three regions of Punjab. It has been observed by majority of researchers that neither regulations nor resources, neither technical innovations nor infrastructure, can significantly alter school performance. It is the motivated teacher which energizes and shapes the performance. This implies that teachers’ job satisfaction and motivation are phenomena which contribute to the success of a school.

1.5 OBJECTIVES

The study has been designed to focus on the following objectives:

- To study the dynamics of school education in Punjab;
- To analyse the profile of the teachers on the basis of organizational affiliation and region;
- To study the perceptions of the teachers in regard to working conditions, social welfare, job security and other job factors;
- To identify the factors which dominate the thinking of the working teachers on the basis of their perception;
- To study the impact of demographic and job related factors on the level of job satisfaction; and
- To suggest suitable recommendations for the enhancement of job satisfaction.
1.6 SCHEME OF THE STUDY

The entire study has been organized into the following seven chapters:

Chapter 1 Introduction deals with the meaning of job satisfaction, theories and demographic variables effecting job satisfaction.

Chapter 2 Review of Literature reviews the existing literature pertaining to the job satisfaction of employees in different organizations.

Chapter 3 Research Methodology throws light on the tools used to analyse the data and it also highlights the limitations of the study.

Chapter 4 Dynamics of Education in Punjab looks into the state of education system in Punjab.

Chapter 5 Socio-Economic Profile of the Teachers deals with the profile of the teachers in general. It explains the different variables like, age, gender, marital status etc. of the sampled teachers. It also throws light on the region and organization wise profile of the teachers in the studied schools.

Chapter 6 Level of Job Satisfaction: A Perceptual Analysis discusses the three statistical tools namely: Weighted Average Score, Factor Analysis and Cross Tabulation. Factor analysis has been applied to identify the factors which influence the thinking of the teachers. This chapter also reveals the impact of demographic and job related factors on the level of satisfaction with the help of cross tabulation.

Chapter 7 incorporates the significant findings of the study and the suggestions.