

JOB SATISFACTION IN RELATION TO QUALITY OF WORK-LIFE AMONG SCHOOL TEACHERS

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Abstract

Job satisfaction is the positive or negative attitude of employees about this kind of subjects. Consequently, job satisfaction depends on a person who takes his job positively or negatively in his own career. It expresses the extent of match between employees, expectation of the job and the reward that the job provides. The factors of physical conditions and social nature affect job satisfaction and productivity. There are so many factors which directly or indirectly affect the satisfaction of teachers regarding their job, like relation with high authorities, relation with colleagues, relation with students etc. If the higher authorities or the principal is highly disciplined, then there will be more satisfaction among teachers because each and everything will be up to date. Teachers will get more opportunities to develop their talent. Quality of work-life may be set into operation in terms of employee perceptions of their physical and psychological well being at work. It includes virtually every major issue that labor has fought for during the last two decades. It is a term that has been used to describe the broader job-related experiences an individual has. Quality of work-life has been defines as "The quality of relationship between the employees and the total working environment." Quality of work-life is concerned with the overall climate of work and the impact on work and people as well as on organization effectiveness. Quality of work-life incorporates hierarchy of perspectives that not only include work based factors such as job satisfaction, satisfaction with pay and relationship with work colleagues, but also factors that broadly reflects life situation and general feelings of well being. Quality of work-life refers to the favorableness or un favorableness of the work environment. Quality of work-life is a key indicator of the overall quality of human experience at the workplace. For a healthy and prosperous nation, we need quality in work-life among teachers. Job satisfaction leads to the provision of quality in work-life and hence necessary.

Key words – Job Satisfaction, Quality of Work-Life, Career Development, Work Patterns, Work-Life Balance.



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INTRODUCTION

Education plays an important role in the enrichment and modification of culture by constantly recognizing and reconstructing the human enterprise. It is universally acknowledged that any attempt at the improvement in the quality of education ultimately depends on the quality of instruction imparted in the classroom. Teaching is a purposeful process which influences learning. Education is like a flower which distributes its fragrance

all over the environment and improves the quality of human being and helps him to become an able and responsible member of the society.

Every person in this world has one or another job to do. Job is a group of homogeneous tasks related by similarity of functions. When performed by an employee in an exchange for pay, a job consists of duties, responsibilities and tasks. Satisfaction is the contentment one feels when one has fulfilled a desire, need, or expectation. It may be explained as a full of contentment and happiness after a person has achieved what he wanted. Satisfaction, as defined by **Thorndike and Barnhart (1979)**, is the “fulfillment of conditions or desires” (p.904) Therefore, one would expect a person is satisfied when his/her expectations or desires have been met. Job satisfaction is the positive or negative attitude of employees about this kind of subjects. Consequently job satisfaction depends on a person who takes his job positively or negatively in his own career. It expresses the extent of match between employees, expectation of the job and the reward that the job provides. The factors of physical conditions and social nature affect job satisfaction and productivity. **Kreitne & Knicks, (1998)** defines job satisfaction as “an affective or emotional response towards various facets of one’s job.” There are so many factors which directly or indirectly affect the satisfaction of teachers regarding their job, like relation with high authorities, relation with colleagues, relation with students etc. If the higher authorities or the principal is highly disciplined, then there will be more satisfaction among teachers because each and everything will be up to date. Teachers will get more opportunities to develop their talent. In disciplined institutions students are always in discipline. They will regard and respect their teacher. It will raise the morale of teacher. If the teacher is mentally frustrated and has anxiety, that may be due to any reason that is financial or official he will not provide proper attention to students which will destroy his good relationship with the principle and management.

Quality of work-life may be set into operation in terms of employee perceptions of their physical and psychological well being at work. It includes virtually every major issue that labor has fought for the last two decades. It is a term that has been used to describe the broader job-related experiences an individual has. Quality of work-life has been defines as “The quality of relationship between the employees and the total working environment.” Quality of work-life is concerned with the overall climate of work and the impact on work and people as well as on organization effectiveness. According to **Goodman** Quality of work-life is “an attempt to restructure multiple dimensions of the organization and to institute a mechanism which introduces and sustains changes overtime. The concept of quality of work-life deals with the issue of how rewarding or satisfying the time spent in the workplace is. As such, quality of work-life may reflect working conditions and contextual issues such as relationships with work colleagues and the intrinsic satisfaction of the job itself. It is also influenced by factors such as job security, opportunities for career development, work patterns, and work-life balance. Quality of work-life incorporates hierarchy of perspectives that not only include work based factors such as job satisfaction, satisfaction with pay and relationship with work colleagues, but also factors that broadly reflects life situation and general feelings of well being. Quality of work-life refers to the favorableness or unfavorableness of the work environment. Quality of work-life is a key indicator of the overall quality of human experience at the workplace. Quality of work-life expresses a clear way of

thinking about people, their work and the organization in which their careers are fulfilled. Quality of work-life establishes a clear objective that high performance can be achieved with high job satisfaction. For a healthy and prosperous nation, we need quality in work-life among teachers. Job satisfaction leads to the provision of quality in work-life and hence necessary.

STATEMENT OF THE PROBLEM

JOB SATISFACTION IN RELATION TO QUALITY OF WORK-LIFE AMONG TEACHERS WORKING IN GOVERNMENT AND PRIVATE HIGH SCHOOLS

OBJECTIVES

1. To find the difference between job satisfaction among in-service teachers working in private as well as government high schools.
2. To find the difference between quality of work-life among in-service teachers working in private as well as government high schools.
3. To find the relationship between job satisfaction and quality of work-life among in-service teachers working in private high schools.
4. To find the relationship between job satisfaction and quality of work-life among in-service teachers working in government high schools.
5. To find the difference between in-service teachers working in private as well as government high schools in relation to their job satisfaction and quality of work-life.

HYPOTHESES

1. There will be no significant difference between private and government high school in-service teachers in relation to Job satisfaction.
2. There will be no significant difference between private and government high schools in-service teacher's in-relation to quality of work-life.
3. There will be no significant relationship between job satisfaction and quality of work-life of in-service teachers working in private high schools.
4. There will be no significant relationship between job satisfaction and quality of work-life of in-service teachers working in government high schools.
5. There will be no significant difference between in-service teachers working in private as well as government high schools in relation to their job satisfaction and quality of work-life.

Plan and Procedure

The study is delimited to the sample of 200 in-service teachers working in various high schools from private high schools and from government high schools of Hoshiarpur city of Punjab.

The following tools were used for the present study:

1. Teachers job satisfaction scale by Pramod Kumar and D. N. Mutha (1996)

27 items of the questionnaire were positively worded and 4 were negatively order. All these items were scored '1' or '0', depending on the direction of the items. The sum of these values gave the job-satisfaction score for the subject. The total score varied from 0 to 31 showing lowest job-satisfaction to highest job satisfaction for the subject. All the items except 6 and 29 are positively worded. All these items are given a score of '1' for positive responses except 6 and 29, in which case reverse is applicable. The sum of these values gives the job

satisfaction score for the subject. The total score varies from 0 to 29, showing lowest job satisfaction to highest job satisfaction for the subject.

2. Quality of work-life scale inventory by Dr. SantoshDhar and Dr. UpinderDhar (2008)

There is no right or wrong answer to the statements. The statements are designed to assess the differences in individuals' reactions to various situations. The scale is meant to identify differences between individuals and not to rank them as good or bad, right or wrong, desirable or undesirable. It should be duly emphasized that all statements have to be answered in terms of strongly agree, agree, not sure, disagree or strongly disagree and that no statement is to be left unanswered. Though the scale is self administering, it has been found useful to read out the instructions printed on the booklet to the respondents. Each item which is checked as strongly agree, agree, not sure, disagree. Strongly disagree should be awarded the score of 5, 4, 3, 2, and 1 respectively.

ANALYSIS AND INTERPRETATION

HYPOTHESIS I

“There will be no significant difference between private and government high school in-service teachers in relation to job satisfaction”

Table 1. Shows the details of teachers from private and government high school in relation to job satisfaction.

Table 1

Category	N	X	σ	S.E.D	t-ratio	Remarks
Teachers from private High schools	100	22.1	5.2809	0.6346	1.23	Not Significant
Teachers from Government High schools	100	22.88	3.5198			

$$S.E.D = \sqrt{\sigma_1^2 / N_1 + \sigma_2^2 / N_2}$$

$$\sqrt{(5.2809)^2 / 100 + (3.5198)^2 / 100}$$

$$\sqrt{0.2788 + 0.12388}$$

$$= 0.6346$$

$$D = M_1 - M_2 = 0.78$$

$$C.R = D / S.E$$

$$= 0.78 / 0.6346$$

$$= 1.23$$

S.E = Standard error of the difference between uncorrelated means

C.R = Critical Ratio

D = Difference between mean1 and mean 2

N = Total number of raw scores

From the table it is clear that the mean of teachers from private high school is 22.1 and mean of teachers from government high school is 22.88 & S.D is 5.2809 and 3.5198 respectively. t- ratio is 1.23 which is not significant at .05 level of confidence. Hence the

hypothesis “There will be no significant difference between private and government high school in-service teachers in relation to job satisfaction” is accepted. So, there is no significant difference between teachers from private and government high school in-service teachers in relation to job satisfaction.

HYPOTHESIS II

“There will be no significant difference between private and government high school in-service teachers in relation to quality of work-life”

Table 2 Shows the details of teachers from private and government high schools in relation to quality of work-life.

Table 2

Category	N	X	σ	S.E _D	t-ratio	Remarks
Teachers from Private High Schools	100	152.03	20.157	2.52	6.68	Significant
Teachers from Government High Schools	100	168.86	15.181			

$$\begin{aligned}
 S.E_D &= \sqrt{\sigma_1^2 / N_1 + \sigma_2^2 / N_2} \\
 &= \sqrt{(20.157)^2 / 100 + (15.181)^2 / 100} \\
 &= \sqrt{4.063 + 2.3048} \\
 &= 2.52 \\
 D &= M_1 - M_2 = 16.83 \\
 CR &= D / S.E \\
 &= 16.83 / 2.52 \\
 &= 6.68
 \end{aligned}$$

From the table it is clear that the mean of teachers from private high school is 152.03 and mean of teachers from government high schools is 168.86 & S.D of teachers is 20.157 and 15.187 respectively. t- ratio is 6.68 which is significant at .05 level of confidence. Hence the hypothesis “There will be no significant difference between private and government high school in-service teachers in relation to quality of work-life” is rejected. So, there is significant difference between private and government in-service teachers in relation to quality of work-life.

HYPOTHESIS III

“There will be no significant relationship between job satisfaction and quality of work-life in-service teachers working in private high schools”

Table 3.

Category	N	r	Remarks
Job Satisfaction	100	-0.04424	Negatively Correlated
Quality of work-life	100		

From the table it is clear that the correlation between job satisfaction and quality of work-life of in-service teachers working in private high schools is -0.04424 and this relationship is negatively correlated. Hence the Hypothesis “There will be no significant relation between job satisfaction and quality of work-life of in-service teachers working in private high schools” is accepted. So, there is no significant relation between job satisfaction and quality of work-life in-service teachers working in private high schools.

HYPOTHESIS 4

“There will be no significant relationship between job satisfaction and quality of work-life in-service teachers working in government high schools”

Table 4

Category	N	r	Remarks
Job Satisfaction	100	-0.03389	Negatively Correlated
Quality of work-life	100		

From the table it is clear that the correlation between job satisfaction and quality of work-life of in-service teachers working in government high schools is -0.03389 and this relationship is negatively correlated. Hence the Hypothesis “There will be no significant relation between job satisfaction and quality of work-life of in-service teachers working in government high schools” is accepted. So, there is no significant relation between job satisfaction and quality of work-life in-service teachers working in government high schools.

HYPOTHESIS 5

“There will be no significant difference between in-service teachers working in private as well as government high schools in relation to their job satisfaction and quality of work-life”

Table 5

Respondents	N	r	C.R
Teachers from Private High schools	100	-0.04424	-0.0721
Teachers from Government High Schools	100	-0.03389	

$$\sigma_D = \sqrt{1/N_1 - 3 + 1/N_2 - 3}$$

$$= \sqrt{1/97 + 1/97}$$

$$= \sqrt{0.01030 + 0.01030}$$

$$= 0.14$$

$$C.R = r_D / \sigma_D \quad \text{here } r_D = r_1 - r_2$$

$$= -0.04424 - (-0.03389)$$

$$= -0.01035$$

$$\text{Hence } C.R = -0.01035 / 0.14 = -0.0721$$

C.R in this problem falls short of 1.96. Thus our Hypothesis is not rejected under 0.05 level. Accordingly null hypothesis is retained. Hence we can interpret that there is no significant

difference between in-service teachers working in private as well as government high schools in relation to their job satisfaction and quality of work-life.

5.16 EDUCATIONALIMPLICATIONS

1. The study will help the teachers to understand and maintain balance between work and life.
2. The study will help the teachers to know the difference between job satisfaction of in-service teachers working in government as well as private schools.
3. The study will help the teachers to know the difference of quality of work-life of in-service teacher.
4. The study will help the teachers to understand the correlation between job satisfaction and quality of work-life among government schools.
5. The study will help the teachers to understand the correlation between job satisfaction and quality of work-life among private schools.
6. The study will help the teachers to understand correlation between job satisfaction and quality of work-life of in-service teachers.

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