



**JOB SATISFACTION LEVEL OF PRIVATE SCHOOL TEACHERS IN CHAKPIKARONG
SUB-DIVISION, CHANDEL DISTRICT, MANIPUR**

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ABSTRACT

As teaching is a dignified and challenging profession, the effective teaching mostly depends on the teacher's professional qualification, experience, attitude and motivational level in terms of job satisfaction. Since people join the teaching profession as the last alternative when all efforts to get into other professions have unsuccessful, teachers in most school system are not satisfied with their jobs. The degree of dissatisfaction in teaching job generally is high in private schools where there is lack of service protection besides giving a stumpy salary. The present study is a humble investigation to estimate the job satisfaction level of private school teachers, and to confirm whether differences exist in the level of job satisfaction among male and female teachers working in private schools in a remote, purely rural, economically very weak and educationally very backward sub-division of a hilly district in Manipur. Interestingly, the study detects a high job satisfaction among the teachers and more favourably to female teachers.

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INTRODUCTION

Chakpikarong is the Manipuri word, which consists of two Meitei words 'Chakpi' means providing food and 'Karong' meaning the meeting point or joining place of two rivers. Tuingan and Chapki River meet here. The sub-division is the home of the Yangoupokpi-Lokchao Wildlife Sanctuary, a protected area network in Manipur, and is situated on the Indo-Myanmar border of Chandel. The sanctuary is the home of about 86 species of fishes, 6 species of amphibians, 29 species of mammals and spread over an area of 185 km² (71.4 sq mi). Chakpikarong is one of the three Sub-Divisions of Chandel District in Manipur and the headquarter itself is named as Chakpikarong.

The sub-division is located between Latitude 24.2079° to 24.6637 ° N and Longitude 93.9008° to 93.9063°E. The Anal Naga tribe is the major tribe inhabited in this sub-division since time immemorial.. Thadou, Taro, Paite and Maring tribe are also inhabited in this sub-division. The history of this sub-division is deeply rooted with the history of Manipur. As per Census of India Report-2011, the sub-division has a total population of 52,939. Out of which 28,152 are males and 24,787 are females. This gives an average sex ratio of 880 only which is too low below the state average of 985. In 2011 there were a total of 9,820 families in this sub-division.

Scheduled tribes constitute the majority of population with 48,937 persons (24,453 males and 24,484 females). It makes 92.44% of the total population of the sub-division. Scheduled caste population is 62 (61 males and 1 female).

However, the density of population is found to be only 43. The total literacy rate of this sub-division is 62.70% where the male literacy is 68.43% and female literacy works to be 56.20% only. Main workers, 19,918 in numbers constitute 37.62% of the total population. To facilitate the administration, Chakpikarong Sub-Division is divided into 171 villages. Chakpikarong sub-division has government high schools. There are other private schools functioning in the sub-division.

Rationale of the Study

In a place like Chakpikarong where there a very low standard of education exist, a teacher plays a very vital role in improving the level of education. A teacher can dedicate and commit for the welfare of the school and students only when they are fully satisfied with their job. Therefore, the researcher felt the need to conduct an in-depth study to evaluate the job satisfaction level among the teachers of private schools in Chakpikarong Sub-Division, Chandel District.

Statement of the Problem

The present study has been entitled as "Job Satisfaction Level of Private School Teachers in Chakpikarong Sub-Division, Chandel District, Manipur. In the present study, an attempt is made to evaluate the satisfaction level of private school teachers and the differences between the satisfaction level of male and female teachers.

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Objectives of the Study

The following are the objectives of the study

1. To estimate the job satisfaction level of teaching staffs of private schools at Chakpikarong Sub-Division, Chandel District, Manipur.
2. To compare the job satisfaction level of male and female teachers in private schools of Chakpikarong sub-division, Chandel District, Manipur.
3. To identify the factors for job satisfaction among the private school teachers in Chakpikarong sub-division, Chandel District, Manipur.

Hypotheses of the Study

The following are the hypotheses of the present study

1. There is high level of job satisfaction among the private school teachers in Chakpikarong sub-division.
2. The level of job satisfaction among the female teachers is higher than that of male teachers working in private schools of Chakpikarong sub-division.
3. Low payment of teachers and insignificant service protection are the important factors for low level of job satisfaction among the private school teachers in Chakpikarong located in the sub-division.

Delimitation of the Study

The research problem undertaken is strictly done within the territory of Chakpikarong sub-division, Chandel District Manipur. The study is further delimited to the private schools located in Chakpikarong sub-division along with the teachers working in these institutions.

Methods and Procedure

The present study follows the descriptive survey type of research.

Population

The entire private schools located in Chakpikarong and the teachers working there constitute the population of the current work. There are altogether 112 schools in the sub-division in both government and private sectors during 2019.

Sample of the Study

Having varied constraints, sample size is restricted to only 5 private schools and 62 teachers working in these institutions. These 62 respondents consist of 32 male and 30 female teachers.

Data Base

In the initial phase of the study, a survey was conducted to estimate the number of schools and total teaching faculty. In the second phase, a pilot study was therefore carried out on five (5) schools. While primary data were generated through well designed questionnaire and survey through scheduled method, all possible secondary information were also referred to.

Tools employed

This study, being of descriptive nature, used self developed likert type questionnaire schedule with five point scales, interview and schedule methods. The questionnaire was designed with focus on the topic of study. In order to measure job satisfaction, Minnesota Satisfaction Questionnaire (Weiss,

Dawis, England & Lofquist, 1967), Job Descriptive Index (Smith, Kendall & Hulin, 1969) and Job Satisfaction Survey (Paul E. Spector, 1985) were considered and a new suitable questionnaire was developed to serve the purpose of the study. The information schedule generates data pertaining to age group, gender, caste category, religion, academic qualification, marital status teaching experience and salary. Job satisfaction questionnaire schedule take care of respondents opinion in respect of ten (10) areas: social status, company policies co-workers, recognition, security, supervision, working condition, creativity salary and nature of work in 5 point scale; Strongly disagree, disagree, neutral, agree and strongly agree.

Statistical Techniques Employed

The generated data and information were analyzed and interpreted in terms of descriptive statistics, Ranking Method, T-Test and Percentage method using MS Excel and Special Package for Social Science (SPSS).

Conceptual Framework

Teaching is a noble but challenging profession and teacher is the most important pillar of the education system. Naik (1998) points out that no profession is as noble as teaching. Mohanty (2000) argue that the role of teacher is very vital in teaching learning process in schools. The effectiveness and performance of schools often depends upon the role of teachers. Nadeem, Rana, Lone, Maqbool, Naz and Ali (2011) believe that "no dynamic of teaching is possible without a dynamic teacher. So an effective teacher is known through his/her effected and Qualitative teaching" Similarly Hargreaves (1999) adds that educational improvement is impossible without the positive role of teacher.

The effective teaching mostly depends on the teacher's professional qualification and experience, attitude and motivational level. The teachers satisfied from job perform comparatively better than others. To maximize the performance of teachers, they need motivation. Aziz, Akhtar, and Rauf (2012) belief that "motivation leads to job satisfaction and provides energy for success and is a significant and crucial factor of success and performance of teachers". Teachers are supposed to have the ability to get satisfied from their respective jobs. Therefore educational programmes should inculcate the qualities in teachers so that he/she may be in his/her best position to impart education to students and the attitude of teachers towards education influences the nature and extent of their participation in the education and related educational programme.

Job satisfaction has always been a flash point of discussion among the researchers and scholars since long. This critical issue has gained enthusiastic attention of researchers all around the world after the beginning of industrialization, but now it is applied to each and every organization. In the field of education, measuring the job satisfaction of teachers has become a prime focus of attention for researchers to make it a dynamic and efficient one. The job satisfaction of teachers particularly at high school level is very vital. The value of high school education is undeniable; it is very important to provide teachers with the utmost facilities so that they must be satisfied with the status of their job. The highlighted topic is a very serious issue due to the importance of high school education which is central stage of the whole pyramid of education system in the world. A better performance from a teacher can

only be expected if they are satisfied with their job. Job satisfaction is only possible if the job fulfilled the basic needs of teachers in terms of salary and better status as explained by Khan (1999), "salary or emoluments caters the material needs of the employees in allowing a sense of status and importance.

It is evident that quite a large number of people join the teaching profession as the last resort when all efforts to get into other professions have failed. There is again evidence indicating that most teachers in most school system are not satisfied with their jobs which is very disturbing to learn.

The National Policy on Education admits that no education system can rise above the quality of teachers. The policy, therefore, recommends some steps towards the enhancement of an efficient teaching profession. These include training and recruitment of more efficient teachers at primary, secondary and high school level. To attract and retain the quality teachers is a great challenge to the educational institutions. Any work cannot be effectively done without satisfaction. So, job satisfaction is an important phenomenon in every sector especially in the teaching profession that ensures class performance and productivity of schools. The teacher would get interested to teach their students effectively when they are satisfied with their jobs. Teachers would perform to maximum capacity, only if they are satisfied with their jobs.

History of Job Satisfaction

The term job satisfaction was brought to lime light by Hoppock (1935). He revived 35 studies on job satisfaction conducted prior to 1933 and observed that job satisfaction is combination of psychological, physiological and environmental circumstances. That causes a person to say, "I am satisfied with my job". Such a description indicate the variety of variables that influence the satisfaction of the individual but tell us nothing about the nature of job satisfaction. Job satisfaction has not been most aptly defined by Pestonjee (1973) as a job, management personal adjustment and social requirement. Morse (1953) considers job satisfaction as dependent upon job content, identification with the co financial and job status and priding group cohesiveness. One of the biggest preludes to the study of job satisfaction was the Hawthorne study. These studies (1924-1933), primarily credited to Elton Mayo of the Harvard Business School, sought to find the effects of various conditions on workers' productivity. These studies ultimately show that novel changes in work conditions temporarily increase productivity. It later found that this increase resulted, not from the conditions but from the knowledge of being observed. This finding provides strong evidence that people work for purposes other than pay, which paved the way for researchers to investigate other factors in job satisfaction.

Concept of Job Satisfaction

The concept of job satisfaction traditionally has been of great interest to social scientists concerned with the problems of work in an industrial society (Spector, 1997). Job satisfaction refers to a person's feeling of satisfaction on the job, which act as a motivation to work. It is not the self satisfaction, happiness or self contentment but the satisfaction of the job. Job satisfaction relates to the total relationship between an individual and the employer for which is paid. Satisfaction means the simple feeling of attainment of any goal or

objective. It is the relationship between what everyone expects in accordance to what everyone achieves.

There are so many concepts regarding job satisfaction. It is also a fact that job satisfaction is nothing but the favourable attitude or high internal work. But job satisfaction is an elaborate composite concept including individual's mental disposition, interpersonal relations that exists in the industry present. It may be distinct as the satisfaction wherein be deserve from doing his work is the composite product of favourable attitude, high level work and positive job related and own social factors. Job satisfaction is an attitude that employers have about their work and is based on major factors both inherit and extrinsic to the individual. In short job satisfaction is about fitting the right person to the right job, in the right culture and keeping them satisfied. A number of consequences have been shown to result from job satisfaction and dissatisfaction with respect to the workers' psychological well being and with respect to the effective functioning of organizations. Of these, differences in measurement techniques are especially problematic since a multitude of indicators have been developed (Spector, 1997) and it is questionable whether they all measure the same thing. So, research on job satisfaction is necessary to examine the different ways of measuring job satisfaction. Such knowledge would help researchers in assessing the dependence of their inferences regarding the causes and consequences of job satisfaction on the indicators they have used to measure the concept and would thus facilitate the comparison of research findings. Hackman and Oldham(1976) have postulated that the employee with high growth need strength would experience more job satisfaction than the employee with low growth need strength.

Herzberg's two factor theory (1959)-Content Theory; Equity Theory (Adams, 1963) -Process Theory; Vroom's Expectancy Theory (1964)-Process Theory; Job Characteristics Theory (Hackman & Oldham, 1975-76)-Process Theory; Minnesota Satisfiobn Questionnaire (Weiss., Dawis, England & Lofquist, 1967); Job Descriptive Index (Smith, Kendall & Hulin, 1969); and Job Satisfaction Survey (Spector, 1985) are some of the relevant and widely followed theories of job satisfaction.

Importance of Job Satisfaction among Private School Teachers

Job satisfaction is an important indicator of how teachers feel about their teaching job and a predictor of work behaviour. It can partially mediate the relationship of personality variables and deviant work behavior. Job satisfaction of the private school teachers is very important in the teaching and learning process. Job occupies an important place in the life of private school teachers. It is an important source of satisfaction of an individual's psychological, biological and social needs. Selection of a job therefore is of crucial importance. Job has been defined as a piece of work by which one earns his/her livelihood. It is not that kind of work which is taken up as a hobby for any recreational value. But it is that activity a person chooses as the profession of his/her life. The economic returns the job yields to its worker decide its importance although psychological and biological aspects are of no less importance. The job is, therefore closely related to an occupation rather than to a vacation. Satisfaction of cultural needs such as social and religious is of much importance in a vacation. Economic

need is the most important in an occupation and incidentally other needs also might be satisfied in the course of the occupational activity. Job differs according to the nature of work and place of work. They also differ according to the level and type of skills required and the rewards yielded. The jobs similarly differ in the nature and amount of satisfaction that is given to the workers.

Barring few individuals that are indifferent, everyone takes to one job or the other. Some jobs contribute more towards the economic and cultural growth of the nation than do other jobs. The status attached to job likewise differs according to their contribution to human welfare and social progress. Viewed objectively, no job is less valuable than the other. Every job has got its own role in the modern set up for social harmony and human welfare. The success of democracy depends on the realization of responsibilities and discharge of legitimate duties by the people in all jobs, big and small. Job satisfaction gives happiness, efficiency and success in the work. It gives harmony to the individual and progress to the society. But the effects of dissatisfaction are disastrous. All types of work are not inherently satisfying. People who are engaged in a work, which is not satisfying in it tend to look for satisfaction from sources external to it.

Earlier Relevant Works Done

A number of works have been done on the study of job satisfaction of teachers around the world.

Davis and Nestrom (1985) in their study opined that job satisfaction represents a combination of positive or negative feelings that workers have towards their work and is linked to the individual's behaviour.

Bhatt (1987), considering the gender differences in job satisfaction, studied the personality determinations of job satisfaction of college teachers and found more favourable results towards female teachers. It was further found that job satisfaction has no significant relation with the age, area of work, educational qualification and experience.

Fisher, Bozeman, Young and Meurs (1992), Xie and Johns, (2000), Vidal Valle and Aragon (2007) and Lane, Esser, Holte and McCUSKAR (2010), opined that salary, working environment, autonomy, communication and organizational commitment are the influencing factors of job satisfaction.

Karl and Sutton (1998) found from the employees 'point of view that job satisfaction is a desirable outcome in itself. It becomes important for the managers to understand what employees' value in order to redesign jobs, reward systems and human resource management policies that will result in optimum job satisfaction and productivity.

Latham (1998) gave more importance on internal factors of job satisfaction like: their freedom in choosing teaching methods; class activities; relation with students, other teachers, and managers. He opined that these factors play bigger role in job satisfaction when compared to the external factors.

Athansios D. Koustelios (2001), in his article entitled, "Personal Characteristics and Job Satisfaction of Greek Teachers" have revealed that the teachers are satisfied with their job itself along with their supervision, but are dissatisfied with pay and promotional opportunities.

Harris and Associates (2001), in their study entitled, "The American Teacher: Key Elements of Quality Schools" have

explained that only one-fourth of teachers are satisfied with parental support.

Subhdhi (2002), in his article entitled, "Job Satisfaction of Secondary School Teachers: A Microscopic Study" indicated that the female teachers were better satisfied with their teaching profession than their male counterparts. Greater job satisfaction of private school teachers than the aided school teachers was another finding.

Protheroe, Lewis and Paik (2002), shows in their research that the level of collaboration and communication between teachers and managers in solving problems is much essential in increasing job satisfaction.

Ahmed, Raheem and Jamal (2003) observed in their study that female teachers are highly satisfied when compared to the male teachers. Teachers working in government schools on the other hand showed higher satisfaction than the teachers working in private schools.

Noll (2004) examined the factors which affect the job satisfaction of the teachers and observed that the motivation, teacher relationship with the administration and working environment were the factors that affect the job satisfaction of the teachers.

G.A. Faruqui and Islam (2005), in their work "Evaluation of Faculties Job Satisfaction in Private Universities" have found out that the most dissatisfactory issues for faculty are salary structure and untimely payment, student's quality, and prolonged working hours.

M.B. Rathod and M. Verma (2006) have examined the job satisfaction of teachers in relation to Role Commitment and the findings revealed that there was a significant influence of sex, experience, seniority, role commitment and location of residence on job-satisfaction of teachers. However, training was not found to be influential factor of job satisfaction.

Manikandan and Jayan (2006), examined the influence of age on job satisfaction, job involvement, organizational commitment and mental health of employees. It was found that age and mental health status have significant influence on the job satisfaction.

Khaleque (2007) conducted a study on teachers of higher education and their job satisfaction. The result indicated that the level of job satisfaction among the teachers was not significant and female teachers possessed higher degree of job satisfaction.

Kaliski (2007) highlighted that job satisfaction is a worker's sense of achievement and success on the job. It is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment.

George and Jones (2008) opined that job satisfaction is the collection of feeling and beliefs that people have about their current job.

Bozkurt (2008) found out that educators reach the highest job satisfaction level by their job's content and the lowest job satisfaction level by their salaries. The study also indicated that the teachers evaluated their job as pleasurable even though they mentioned negative conditions in which they performed their jobs.

Gupta and Sahu (2009) studied the relationship of job satisfaction with the organizational stress and place of control on vocational teachers. The result revealed that there is no significant gender difference between organizational stress and place of control on vocational school teachers.

Khalid (2010) examined job satisfaction among the employees of both public and private sector banks. The findings of the study indicated that the sectoral differences in terms of salary, promotions, job security, recognition and benefits play a significant role in influencing one's perception of job satisfaction.

John (2010), Mehta (2012), and Zilli (2012) conducted a survey regarding the teacher's job satisfaction to know whether the teacher's perception is affected by the type of organization. The result observed that there is a significant difference in the level of satisfaction of government and private school teachers.

Neog and Barua (2014) found that salary occupies the most important factor for influencing employees' job satisfaction compared with other major factors.

Phuong and Vinh (2017) opined that job satisfaction is influenced by workplace environment, pay and promotion potential, fairness and workplace relationships.

Vijayakumar and Vivek (2018) confirmed in their work that when there is a good workplace environment, it will lead to more job satisfaction for employees.

RESULT AND DISCUSSION

The mean scale description developed by Landell (1977) for five point scale is use to measure job satisfaction level. (Mean value of 1.00-2.33= Low; 2.34-3.67=Medium & 3.68-5.00=High).

Testing of Hypothesis No. 1: There is high level of job satisfaction among the private school teachers.

Since the mean value of all the 10 areas connected with the job satisfaction range between 3.68 to 4.27, the job satisfaction of private school teachers in Chakpikarong sub-division is summarily high. The result is further validated through t- test as shown in Table No. 1 below:

Table 1 One-Sample Test

Test Value = 0					
t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper
136.383	6 1	0.000	4.01452	3.9557	4.0734

As the p value is measured at 0.000, the null hypothesis is accepted at 0.01 significance level. Therefore, it is concluded that there is a high level of job satisfaction among the private school teachers.

Testing of Hypothesis No. 2: The level of job satisfaction among the female teachers are higher than that of male teachers working in private schools in Chakpikarong sub-division, Chandel District, Manipur.

Table 2 One-Sample Test

Category of Teacher	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Male	136.383	6 1	0.000	4.01452	3.9557	4.0734
Female	140.417	6 1	0.000	3.99032	3.9335	4.0471

Similarly, as seen in Table No. 2 the p value is measured at 0.000. Therefore, the null hypothesis is accepted at 0.01 significance level. Hence, it is concluded that the level of job satisfaction among the female teachers are higher than that of male teachers working in private schools in Chakpikarong sub-division, Chandel district, Manipur.

The study revealed that Pay/Salary and Security stands at 9th and 10th position while ranking the ten (10) areas/variables connected with job satisfaction. It is considered that the two areas could be the most important factor of job satisfaction. Therefore, the following hypothesis is further tested.

Testing of Hypothesis No. 3: Low payment of teachers and insignificant service security are the important factors for measuring the level of job satisfaction among the private school teachers in Chakpikarong sub-division, Chandel district, Manipur.

Table 3 One –Sample Test

Factors of Job Satisfaction	Test Value=0					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Payment/Salary	58.138	6 1	0.000	4.19355	4.0493	4.3378
Security	85.405	6 1	0.000	4.17742	4.0796	4.2752

As revealed in table no. 3.3, the p value is measured at 0.000. Therefore, the null hypothesis is accepted at 0.01 significance level. Thus low payment of teachers and insignificant service protection are the important factors for measuring the level of job satisfaction among the private school teachers at Chakpikarong sub-division, Chandel District, Manipur.

Main Findings

1. In general, teachers of private school in Chakpikarong sub-division have a high level of job satisfaction since all the 10 factors of job satisfaction recorded a mean value ranging between 3.68 to 5.00. Although the salary is meager with no provision of service security in private schools, teachers in Chakpikarong sub-division anyhow satisfies with the teaching job they opted.
2. Female teachers working in the private schools in Chakpikarong sub-division, Chandel District, Manipur are found to be more satisfied in the teaching job rather than their male counterpart working in the same profession and in the same institutions. Suitability of the job in terms of association and interaction with young children in school, lesser job opportunity in the sub-division, weakness in movement to other towns in the Manipur valley in search of better job, inability to invest on significant own business enterprises etc are reasons.
3. Pay/Salary and Service Security with the lowest mean value (being 3.68 and 3.79 respectively) amongst the 10

factors of job satisfaction have been considered as the most important factors of job satisfaction in respect of private school teachers of Chakpikarong sub-division of Chandel District, Manipur.

- The following conditions are also recorded in the investigation:

As shown in table no. 4 (below), 67.7 % of teachers are quite young below 30 years of age and their main objective is to earn teaching experience and thus salary or service protection has no concern; second, almost 83.9% of teachers are beginner teachers having less than 4 years of teaching experience, third, 75.8% of them are unmarried singles who has little or no dependants; fourth, 93.5 % of all the teachers under investigation belongs to scheduled tribe population and are found to be the local residents having no transport problems for movement to school and back; fifth, 82.3% of all the teachers under study do not possess higher qualification other than bachelor degree which restricts them apply for better teaching position. These conditions help teachers in the area of study acquired a high job satisfaction.

Table No. 4 Category of Teachers

Teachers Age range	Below 20	21-30	31-40	41-50	Total
Frequency	10	32	17	3	62
In pc of total	16.1	51.6	27.4	4.8	100.00

Caste Category	General	OBC	ST	SC	Total
Frequency	02	02	58	00	62
In pc of total	3.2	3.2	93.5	00	100.00

Category by Religion	Hindu	Christian	Muslim	Others	Total
Frequency	04	58	00	00	62
In pc of total	6.5	93.5	00	00	100.00

Category by Marital Status	Single	Married	Widower	Widow	Total
Frequency	47	15	00	00	62
In pc of total	75.0	24.2	00	00	100.00

Category by Qualification	XII Passed	Graduate	Post Graduate	Other Higher Degree	Total
Frequency	08	43	11	00	62
In pc of total	12.9	82.3	17.7	00	100.00

Category by Experience of Teaching	Below 2 Years	2-4 Years	4-6 Years	More than 6 Years	Total
Frequency	00	52	01	09	62
In pc of total	00	83.9	1.6	14.5	100.00

Category by Salary	Below 5,000	5,000-6,000	6,000-7,000	Above 7,000	Total
Frequency	08	32	18	04	62
In pc of total	12.90	51.60	29.00	06.50	100.00

Suggestions for improving Job Satisfaction

- Appointment of teachers should be made to the qualified and right persons who love to join the profession.
- Entrance of female teachers particularly at the primary and secondary level must be appreciated.
- The private schools should fixed the initial salary of Teachers to a minimum of rupees 15,000 per month at least to help him/her able to run the kitchen of the teacher's family.
- Annual Increment to the salary at a reasonable rate should be given to the teachers.

- A better service environment can be created by offering all possible employee welfare schemes including EPF.
- Regular teacher appreciation programme should be organized along with institution of best teacher award.
- Full service protection must be given to those teachers who have already crossed the age bar for applying job in the government/autonomous institutions.
- The state government may published a regulation of private institutions indicating the norms for establishment, administration, appointment of teachers and other staffs, payment of salary, service conditions, admissions etc. and monitor its implementation through district and sub-divisional administration.

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