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Turkish Online Journal of Qualitative Inquiry (TOJQI)
Volume 12, Issue 7, July 2021: 9217 - 9233

Research Article

A Comparative Analysis Of Job Satisfaction Among Teachers Of Private And Government Schools Of Aj&K

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Abstract

Education is one of the biggest elements of change and development for any nation. The core objective of education is the productivity of developed, skillful and trained human resources which can be used to reduce the issues related to the development of any country. For attaining this objective, it is the need of the hour to make work places more satisfying for employees. Satisfied workers can put hundred percent of their efforts, commitment and potential which leads towards the productivity. This study is quantitative survey design and a close ended questionnaire is used to collect data. Independent sample t-test was applied to correctly compare the level of job satisfaction of private and government school teachers. And it is analyzed that the teachers of private and government schools are satisfied with their jobs with respect to the internal factors and external factors like achievement, responsibility showed significant difference in the level of job satisfaction of private and government school teachers and Government school teachers are more satisfied than the private school teachers with respect to these factors. They are satisfied with their jobs in most of the areas. But still there is need to enhance some of the areas of job to further increase the job satisfaction and for the enhancement of the teaching learning process.

Introduction

Armstrong (2006), indicated job satisfaction as the emotion and behavior of the individuals regarding their work. Furthermore, it is stated by Armstrong that supportive behavior of an individual about his or her work and working surroundings express the job satisfaction. Contrary to this, it refers to the non-supportive and negative behavior regarding job which moves towards the job dissatisfaction. According to Zembylas (2006), job delight of an instructor is rely upon the relationship between what a teacher expects from his or her designation and what he or she is actually getting from the job. Failure and success of education system fundamentally consists upon the satisfaction of teachers but it also requires the satisfaction of managers and administrative staff as well. Teachers are dignified for spending a remarkable amount of time with pupils in classrooms. Therefore, the impact of teacher upon student is significant (Correnti, Miller & Rowan, 2002; Jyoti & Sharma, 2009). But due to lack of job satisfaction the availability of teachers with high qualification

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skills and abilities gets down and the consequence which sector faced is lack of work continuity, which happens due to the absenteeism, resignations and apathy of remaining teachers from schools.

Public And Private Schools Case Of Aj&K Pakistan

Pakistan's administrative region, Azad Jammu and Kashmir consists of 5134 square miles with 4.09 million populations which came into existence as a result of civil battle in 1947, AJK Government 2014 (I. S. Malik, 2002). Administrative shape of AJ&K, has the traits of centralization and authoritarianism. In AJ&K, the schooling is commonly given through public schools and mostly schools in AJ&K possess the negative infrastructure by having lack of facilities. Although, a very little amount of finances which is only 28 percent, is spent on schooling (AJK ASER, 2012). The education system of AJK is dominant by way of public region schools, however, private training is also a main phase of schooling system of AJ&K (Sheikh, 2007). Almost 37 percent enrolment at school level is included with the aid of non-public schools. There is no enough record available about private schools particularly in rural area. (AJK Planning & Development 2013, National Report 2013). The middle, high and secondary schools include primary section, however, there is no longer observed that whether or not the primary section is dealt with as separate primary schools.

The privatization of schooling has been a precedence agenda in liberal policies from last few years and it has been extended towards the high degree in all around the world. A massive number of researches has been allocated in the world to evaluate the public and private schools at distinctive dimensions (Raj, 2013).

Particularly, comparative studies of job satisfaction amongst public and private schools teachers in the last decades (mostly in the US) have proved that generally the private school instructors are extra comfortable with their jobs as compared to their colleagues in public schools (Alt & Peter, 2002; Henke & Knepper, 2000; Perie, et al., 1997). However, such form of research particularly in developing nations with admire to instructor job pleasure has been restrained or has hardly ever been undertaken. But most of the researches aid to the higher delight of public school instructors as compared to their colleagues in private schools (Amjad, 2013; Aziz, 2014; Deeba, 2013).

Raj (2013), compared government and private school teacher's job pleasure in Rohtak city in the State of Haryana and observed that the government instructors are more comfortable by means of their job as compared to their colleagues in non-public schools. Bukar et al. (2011), revealed that, private school teachers are dissatisfied than public school teachers because of the lack of promotion and possibilities for professional improvement and training, negative remuneration as in contrast to their colleagues in public schools, lack of annual increments, clinical allowances and retirement advantages amongst others. Many researches in developing countries point out the excessive job pleasure of public and government school instructors as compared to their counterpart in private schools. In Pakistan, less interest used to be given in this research area. A few researches have been undertaken to examine the job pleasure of public and non-public school teachers. Studies so far researchable have often centered on comparisons between salaries, job security, working circumstance and in general carried out in developing countries which disclose that public school instructors are comparatively more comfortable than their colleagues in non-public sector schools (Akhtar, 2010; Amjad, 2013; Aziz, 2014; Deeba, 2013).

The Content or Need Theory

The wants or content theories put stress on individual elements inside each human being that sustain the behavior or give up the behavior. In the study of Amos, Pearson, Ristaw, and Ristaw (2008:175), it has been found that the focus of content or need theories is on separate elements which are relevant to each individual necessary to sustain the behavior, guide the person how to reach the goal, and when to take initiative regarding some specific task. Need theorists draw attention towards the point that fundamental wants should be satisfied and the values should be gained by the employee with motivation and help of organization and in this way, the person becomes relaxed and comfortable by his or her occupation.

The Process Theory

The process theories (Adams, 1965; Vroom, 1964) also support the phenomenon of job satisfaction. Direction of a behavior, initiation of the behavior, stop showing some specific behavior and sustainability of the behavior are main focus of process theory. As (Amos, et al., 2008) points out, the process theory provide explanation for the strategies of how behavior is directed, sustained and stopped. The emphasis of process theory is on the psychological understanding processes to know about the employee's motivation and delight (Ololube, 2006). The proponent of this theory reflected upon the understanding of the individuals' relevancy to their working conditions and to that way individuals interpret, understand and recognize these conditions (Armstrong, 2006). The process theories strive to recognize the connections amongst the variables (values, expectancies, and needs) which create and show the importance of bonding between motivation and job satisfaction. As Green (2000) has indicated the process theorists comment that job satisfaction depends upon the strong correlation between the needs, values, and expectations.

Adam's Equity Theory

Adams (1963), presented the Equity Theory which provides explanation that humans have a inclination to evaluate and can see distinction amongst the input and the output of the profession. It means that they examine the labor burden which is given to them and the range of hours, they work with income advantages. They also consider the bonus and other advantages they obtained when the proportion of input and output are not equal. Human beings tend to be disappointed and offer way closer to job dissatisfaction. This theory highlights that a person has an impulsive attitude to examine amongst the co-workers and it offers good motivation for the employees to get the high level of input for better output and in this way, they will show consistence and sustainability in the job.

As the researcher perceived from the theory of equity by Adam (1963), there should be stability between the work load performed by the workers and the benefits granted to them. This theory generally deals with the comparison and contrast between the work load and advantages given to the employees. Teachers remark their salaries fair if it is equivalent to salaries of other employees who are working in different organizations.

Statement Of The Problem

It is an admitted fact that the main objective and focus of all the educational institutions is the productivity of highly skillful, politically beneficial, socially and economically developed and sensible citizens who provide benefits to the society and country as well by paying them back through their skills. The accomplishment of these objectives requires the good condition of important elements and components of education system. Satisfaction of teachers can create a very positive learning environment but reverse to this may arise biggest problems which can damage the supply of skilled man-power in education sector. It

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is very hard and attention needed issue that most of the components of education (e.g. maintenance of committed and satisfied staff, encouraged teaching force, productive and skilled teachers in the system of education) are not fulfilling the needs because their own needs may not be fulfilled. So, it is a very complicated issue.

Research Objectives And Question

Research Objective

To compare the level of job satisfaction of the teachers of public and private sectors schools.

Research Question

Is there any significant difference between private and public schools teachers' in their level of job satisfaction?

SIGNIFICANCE OF THE STUDY

Teacher's role in the transformation of information and polishing the skills of the students in the institutions is considered very sensitive and important as well. Conducting this research study, the level of job satisfaction of private and public school teachers has been compared in the targeted schools of District Mirpur AJ&K which will provide such information on which useful strategies, measures and recommendation to be given to enhance job satisfaction of teachers which will automatically enhance their commitment with their profession. This study may additionally help for encouraging teachers inside the faculties via initiating school's administration and principals in institutions on the way to enhance trainers' occupation pleasure and pledge by providing the vibrant depiction of instructors' work delight and their pledge for educational institutions.

METHODOLOGY OF THE STUDY

The investigator used survey design to gather the opinion of private and public sector schools about the current phenomena. As cross-sectional design is consisted upon many other kinds e.g., attitudes and practices, program evaluation, national assessment, community needs and group comparisons. In current research study group comparisons cross-sectional design is used.

SAMPLING OF THE RESEARCH

In this research study, government and private schools teachers of district Mirpur Azad Jammu and Kashmir were selected as a representative of the population. The public and private secondary school teachers of district Mirpur were taken as the targeted population as all the teachers possess the same occupation and characteristics. The researcher was permitted by the teachers and heads of the institutions to carry it out within the targeted population. The teachers of secondary schools of District Mirpur were taken as the participants of this study who voluntarily participated and shared their valuable feelings, understandings, opinions, beliefs, thoughts and personal observation.

DATA COLLECTION TOOL

In this study, single questionnaire was used both for private and public school teachers to understanding about the level of job satisfaction and those factors which highly influence upon the job satisfaction of teachers. The researcher developed the questionnaire with close-ended response by using five point Likert

Scale. The questionnaire was divided into two parts: part A, which deals with the demographic and personal information and part B, which contains questions related to the factors affection job satisfaction.

VALIDITY AND RELIABILITY

In this study, the researcher used the SPSS software and pilot testing to ensure the reliability of the research tool. Cronbach alpha coefficient showed the internal reliability of research instrument in the pilot-test phase. The value of 0.7 as Cronbach alpha coefficient is considered as the reliable value for any research instrument (Creswell, 2012). With reference to this concept in the current study, the Cronbach value for pilot-testing was 0.89 which was considered reliable and hence the research instrument for current study was carried out.

ANALYSIS OF THE DATA

In this research, two assemblies public and private school teachers were compared regarding their level of job satisfaction. These two groups were comparatively analyzed and interpreted by different types of statistics and research tool, especially the close-ended questionnaire was used by the researcher to measure the difference of job satisfaction level of both private and public school teachers. To better present and analyze the data, the results have been described in the form of tables and graphs. The data was collected from total 50 schools in which 25 schools were from private sector and 25 schools were from public sector.

Independent t- test is applied for comparing and differentiating between two groups (private and public school teachers). The t- value and significance (2-tailed) shows the difference in the level of job satisfaction among the teachers of private and public school.

INTERNAL (HYGIENE) FACTORS OF TEACHERS JOB SATISFACTION

School Policies and Administration

Table-1: Independent sample t-test (school policies and administration)

Statements	F	Sig.	T	Df	Sig.(2-tailed)
1. I am satisfied with the policies and practices towards teachers of this school	1.115	.292	.188 .188	497 495.776	.851 .851
2. I am satisfied with the way teachers are informed about school policy.	.251	.617	-.759 -.759	497 496.725	.448 .448
3. I am satisfied with the way school policies are administered.	1.204	.273	1.404 1.403	497 480.256	.161 .161
4. I am satisfied with the way school policies are put into practice	29.205	.000	9.778 9.775	497 484.061	.000 .000

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According to this table the independent sample t-test is showing no significant difference in the level of job satisfaction of teachers of private and public schools regarding factor (school policies and administration) as the significance (2-tailed) is greater than 0.05. But the last item which is related to the implementation of school policies is showing significant difference as significance (2-tailed) is less than 0.05. This analysis shows that the private school teachers are not satisfied with the implementation procedure of the policies in their schools. If the significance value is equivalent to or less than 0.05, then it shows the significant difference between the two groups means both the groups are different and reverse to it shows no significant difference means both the groups are same. The analysis shows that both the groups are satisfied with reference to the factor (school policies and administration).

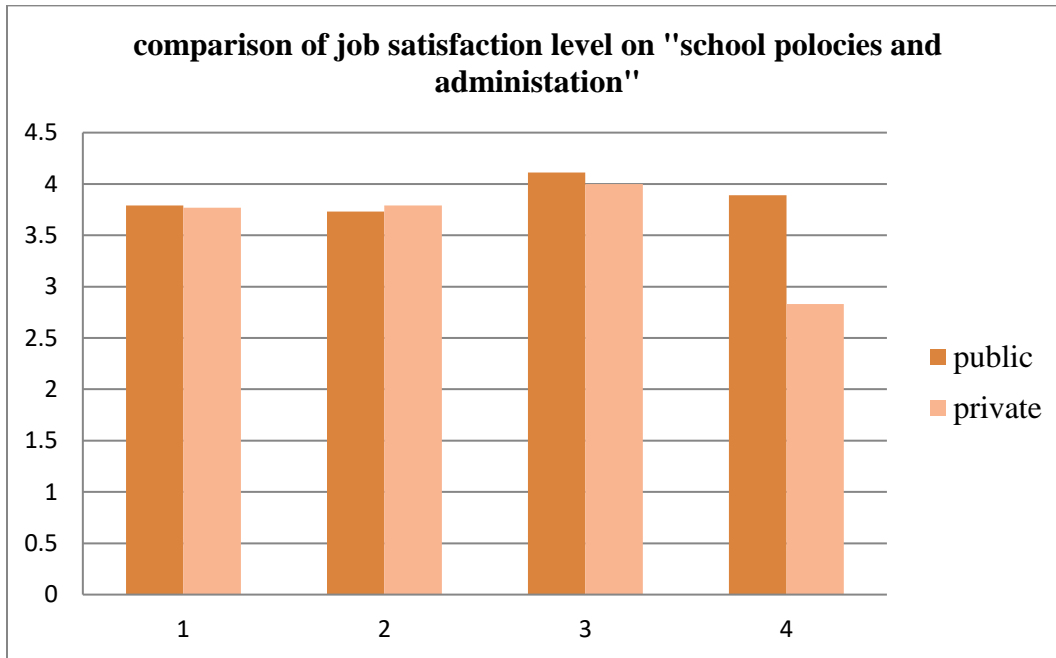


Figure-1: Comparison of job satisfaction level on factor (school policies and administration)

Teachers Job Satisfaction on Interpersonal Relationship with Principal

Table-2: Independent sample t-test (interpersonal relationship with principal)

Statements	F	Sig.	T	df	Sig.(2-tailed)
5. Administration avoids giving stressful situations	10.127	.002	1.309	497	.191
			1.308	485.399	.191
6. I am satisfied with the way my principal and I understand each other.	4.051	.045	1.126	497	.261
			1.126	492.514	.261
7. I am supervised in a supportive and democratic manner.	1.207	.273	-.474	497	.635
			-.474	495.764	.635
8. The principal lets staff members know what is expected from them.	1.662	.198	-.038	497	.970
			-.038	495.454	.970

9. My principal enforces school rules and supports me when I need it.	3.426	.065	1.156 1.156	497 491.242	.248 .248
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As the t-test is applied for further clearance and validity of the results, it is analysed that there is no significant difference between the two groups regarding the factor (interpersonal relationship with principals), as the significance (2-tailed) is not less than 0.05. Both of the groups are not satisfied which leads towards the dissatisfaction in their jobs. Hence, it is concluded that level of job satisfaction decreases when there is no strong relationship made between the heads of the institutes and the teachers. Graphical representation via figure is given below.

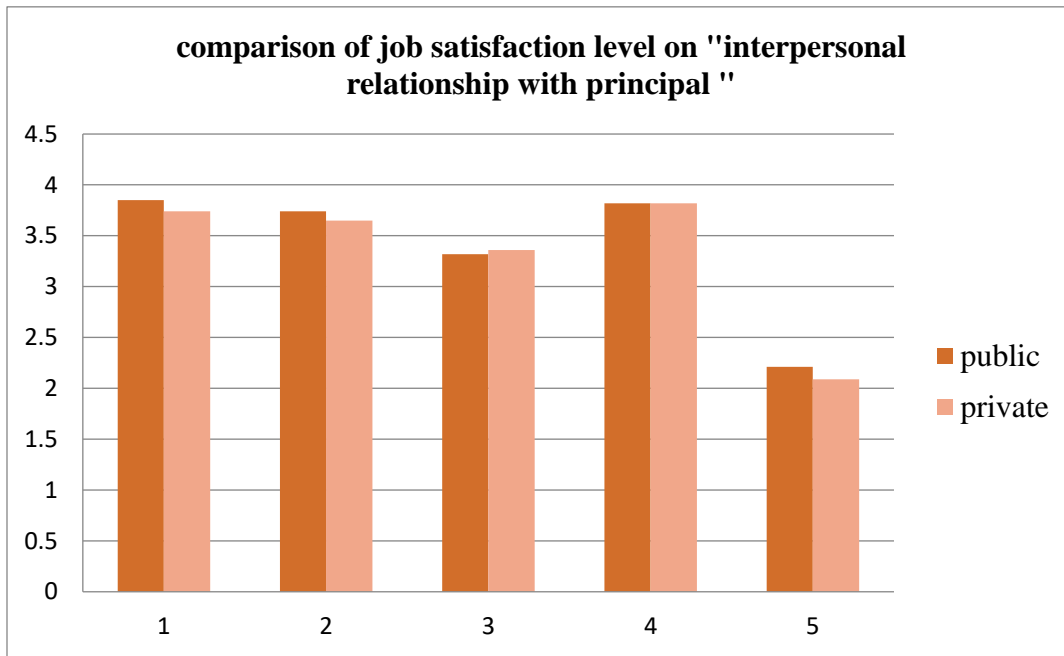


Figure-2: Comparison of job satisfaction level on factor (interpersonal relationship with principal)

Teachers Job Satisfaction on Factor (Salary)

Table-3: Independent sample t-test on factor (salary)

Statements	F	Sig.	T	df	Sig.(2-tailed)
10. My pay as compared to other sectors is satisfactory..	12.431	.000	-5.472	497	.000
			-5.470	480.157	.000
11. I am satisfied with timely payment of salary.	2.269	.133	-.577	497	.564
			-.577	494.853	.564
12. Additional incentive is received for extra work.	9.059	.003	1.688	497	.092
			1.688	489.706	.092

This analysis shows that there is significant difference in the level of job satisfaction in between both of the groups (public and private). But there is no significant difference between both of the groups with reference to the statement (I am satisfied with timely payment of salary) as the significance (2-tailed) value is not less

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than 0.05. On the whole, it is analysed that the level of job satisfaction of private school teachers is higher than the public school teachers with reference to the factor (salary). Graphical representation is given below:



Figure-3: Comparison of job satisfaction level on factor (salary)

Teachers Job Satisfaction on Factor (work conditions)

Table -4: Independent sample t-test on factor (work conditions)

Statements	F	Sig.	T	df	Sig.(2-tailed)
13. Working environment is pleasant.	17.666	.000	2.271 2.270	497 479.859	.024 .024
14. I am satisfied with the way that my school utilizes financial resources.	11.858	.001	3.251 3.245	497 276.909	.001 .001
15. There is an environment full of learning for teachers and students.	13.808	.000	2.798 2.797	497 481.227	.005 .005
16. The physical facilities of the school fulfil the needs.	9.907	.002	-.838 -.838	497 474.709	.402 .402
17. There is too much violence at my school.	19.265	.000	.748 .747	497 466.558	.455 .455
18. I feel challenged in my job as a teacher.	1.877	.171	-.028 -.028	497 293.706	.978 .978
19. I am satisfied with my class size.	.039	.844	-.222 -.222	497 495.684	.824 .824
20. The stress on my job reduces my confidence as a teacher.	.004	.948	-3.565 -3.565	497 495.554	.000 .000

This table depicts that both the groups significantly differ as shown in first five measures of job satisfaction as significance (p-value) is less than 0.05. But the statements (I feel challenged in my job as a teacher), (I am satisfied with my class size), and (The stress on my job reduces my confidence as a teacher) show no significant difference which reveals that towards these statements, the teachers of public and private schools are showing same response. They are not satisfied with reference to these problems in their school which causes lower level of satisfaction in their jobs to some extent. Graphical representation is given below:

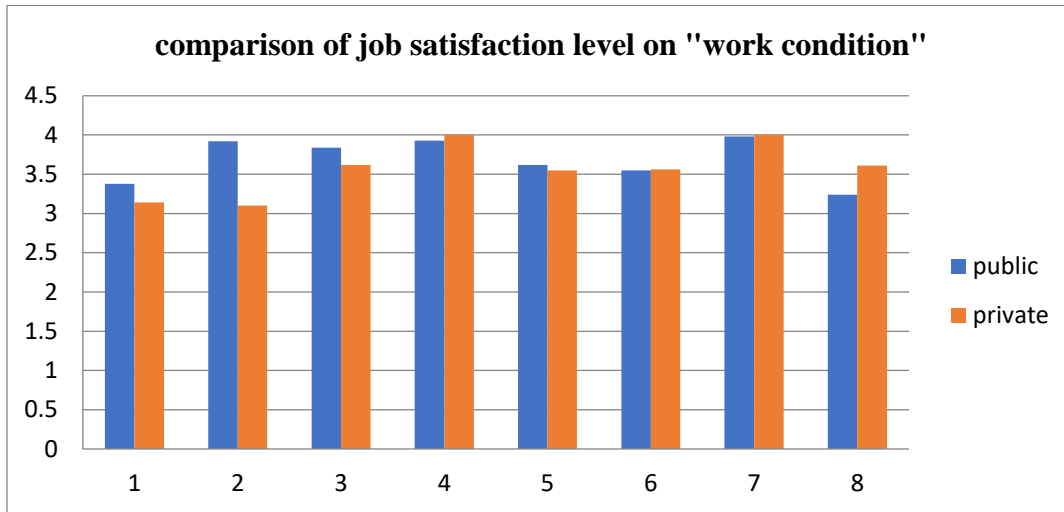


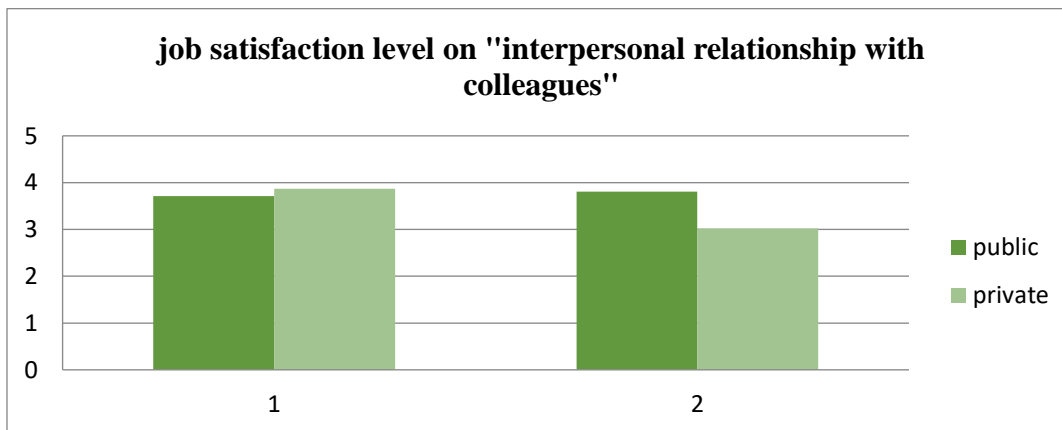
Figure-4: Job satisfaction level on factor (work conditions)

Job Satisfaction of Teachers on Factor (Interpersonal Relationship with Colleagues)

Table:-5: Independent sample t-test (interpersonal relationships with colleagues)

Statements	F	Sig.	T	Df	Sig.(2-tailed)
21. I feel pressure to compete with my colleagues.	.048	.828	-1.828	497	.066
			-1.845	496.674	.066
22. There is a spirit of cooperation among my co-workers.	19.137	.000	7.479	497	.000
			7.477	482.828	.000

This table shows that both of the groups are significantly differing as significance (2-tailed) is less than 0.05 in second measure of job satisfaction. But regarding the statement, (I feel pressure to compete with my colleagues) both of the groups are showing same response which means towards this statement these two groups (public and private school teachers) do not differ. They have same level of job satisfaction regarding this statement. Graphical representation is given below:



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Figure-5: Job satisfaction on factor (interpersonal relationship with colleagues)

Job Satisfaction of Teachers on Factor (Job Security)

Table -6: Independent sample t-test on job security factor

Statements	F	Sig.	T	Df	Sig.(2-tailed)
23. My job provides me security of profession.	6.851	.009	2.638	497	.009
			2.638	493.611	.009
24. My job assures a secure future.	9.575	.002	1.524	497	.128
			1.524	492.059	.128

This table shows that there is significant difference in both of the groups, the significance value (2-tailed) is making this point clear. Public school teachers are more satisfied and have higher level of job satisfaction than private school teachers. Graphical representation is given below:

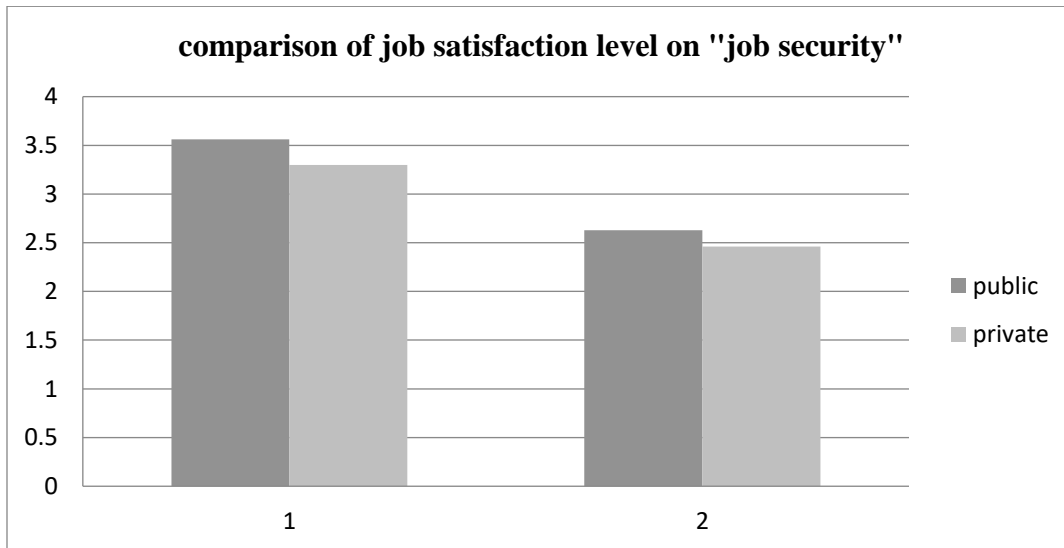


Figure-6: Job satisfaction on factor (job security)

Job Security of Teachers on Factor (Social Status)

Table-7: Independent sample t-test on factor social status

Statements	F	Sig.	T	df	Sig.(2-tailed)
25. The social position in the community that goes with the job.	1.064	.303	1.864	497	.063
			1.863	495.886	.063

This table depicts that these two groups are significantly not differing as the significance value is not less than 0.05. Hence, it is concluded that the results and responses of public and private school teachers' level of job satisfaction regarding the factor (social status) is same. Graphical representation is given below:

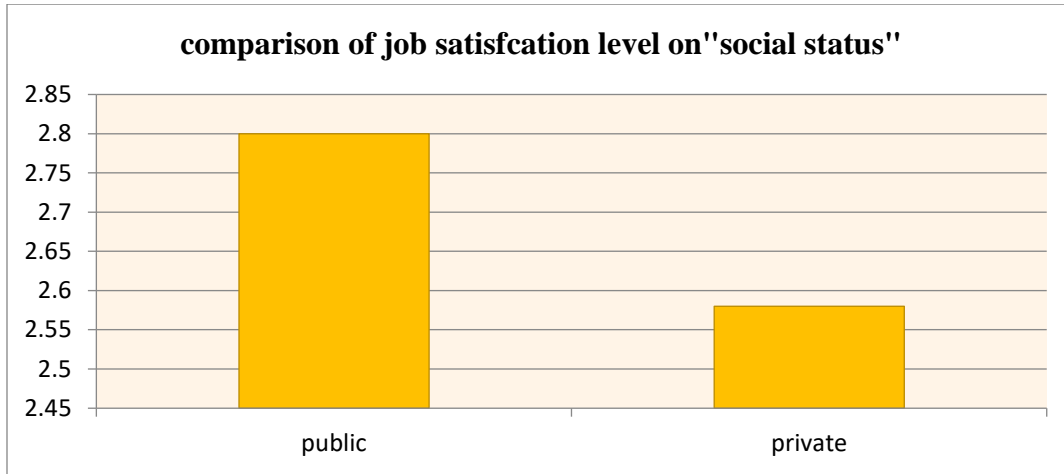


Figure-7: Job satisfaction on factor social status

EXTERNAL (MOTIVATION) FACTORS FOR JOB SATISFACTION

Teacher's job satisfaction on external factors is measured through questionnaire and analyzed by applying t-test.

Job Satisfaction of Public and Private School Teachers on Factor (Achievement)

Table-8: Independent t-test on factor (achievement)

Statements	F	Sig.	T	Df
26. I get the feeling of accomplishment from my job.	1.064	.30	1.864	497
		3	1.863	495.886
27. I feel like I am making a difference in the lives of children.	5.549	.01	.053	497
		9	.053	481.939
28. I feel a strong commitment to the field of education.	.132	.71	-1.753	497
		7	-1.750	329.052
29. I feel joy in my job which keeps me motivated year after year.	.564	.45	.549	497
		3	.548	491.756
30. I am satisfied with the successes gained by my students.	.249	.61	2.977	497
		8	2.976	486.389
31. Student's attitudes towards education in school enhanced my job satisfaction.	12.018	.00	1.799	497
		1	1.799	486.778
32. I am satisfied with my class size.	3.120	.07	-.791	497
		8	-.790	294.707

This table is showing that there is no significant difference in the level of job satisfaction of private and public school teachers as the opinions are same on factor (achievement). But the measure (Students

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attitudes towards education in school enhanced my job satisfaction), and (I feel like I am making a difference in the lives of children) is showing significant difference between the two groups. Graphical representation is given below:

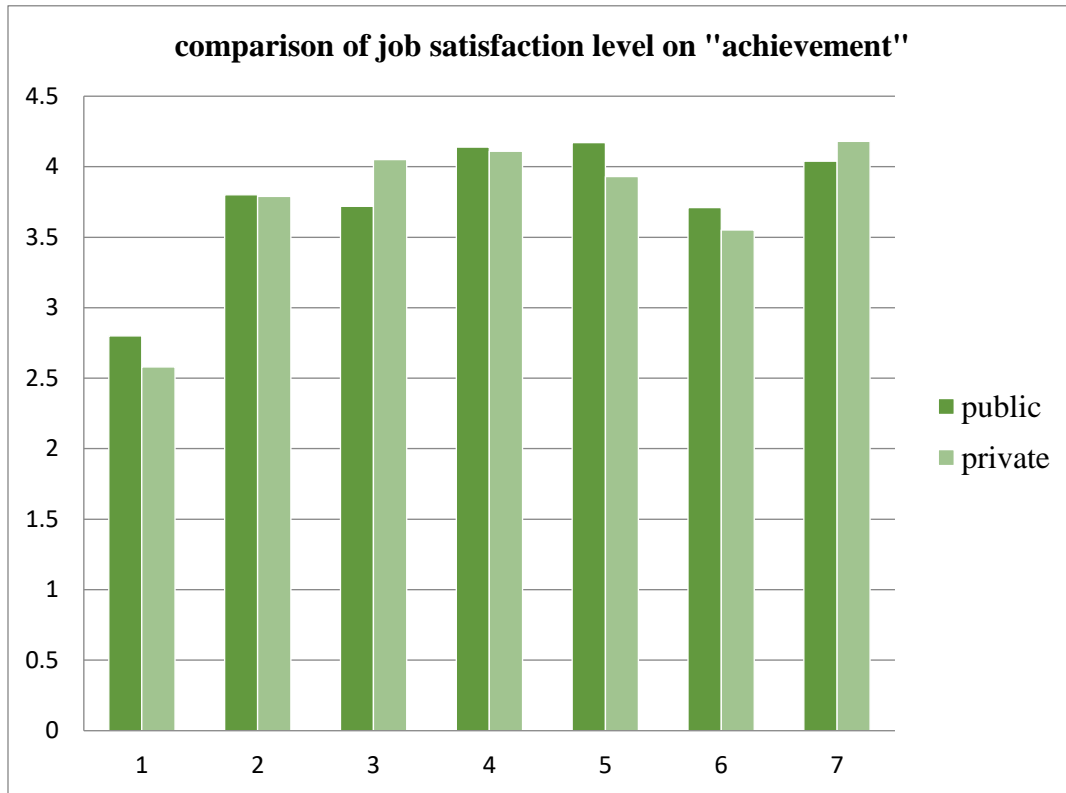


Figure-8: Job satisfaction on factor achievement

Job Satisfaction of Public and Private School Teachers on Factor (Advancement)

Table-9: Independent sample t-test on factor (advancement)

Statements	F	Sig.	T	df
33. There is much growth potential in the field of teaching.	9.221	.003	.854 .854	497 489.204
34. There is a fair promotion procedure in the institute.	67.869	.000	3.011 3.009	497 426.566
35. I am satisfied with the training	.044	.834	.036 .036	497 493.027

Table 9 is depicting significant difference in the level of job satisfaction of public and private school teachers as the significant value that is p value is less than 0.05. But the measure (I am satisfied with the training provided by the school for the enhancement of teaching skills), there is no significant difference between the two groups found as responses show no distinction. Graphical representation is given below:

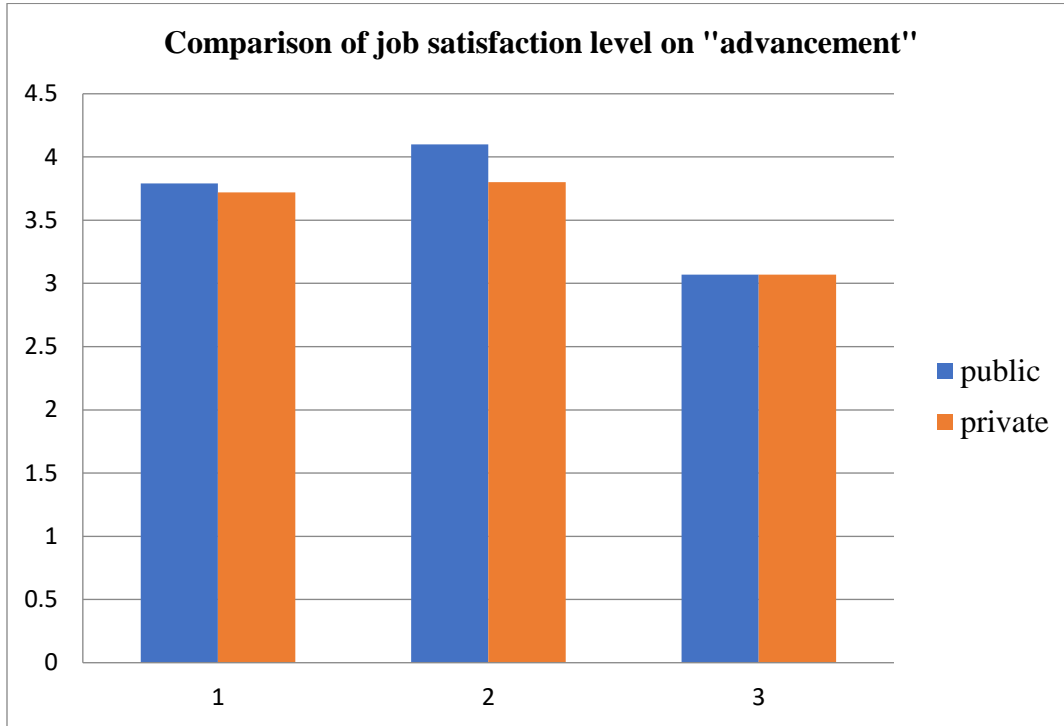


Figure-9: Job satisfaction on factor advancement

Job Satisfaction of Teachers on Factor (Recognition)

Table-10: Independent sample t-test (recognition)

Statements	F	Sig.	T	Df
36. The loyalty of my work is appreciated by the school.	5.836	.016	1.650 1.649	497 487.581
37. I get praise for doing a good job.	1.471	.226	.748 .748	497 495.248
38. Individual accomplishments are recognized at my school.	.318	.573	1.601 1.601	497 496.748

Table 10 reveals that both of the groups (public and private school teachers) are significantly not differing as significance value is not less than 0.05. This table is also showing that in the response of first measure (The loyalty of my work is appreciated by the school) depicts statistically significant difference between the two groups. Graphical representation is given below:

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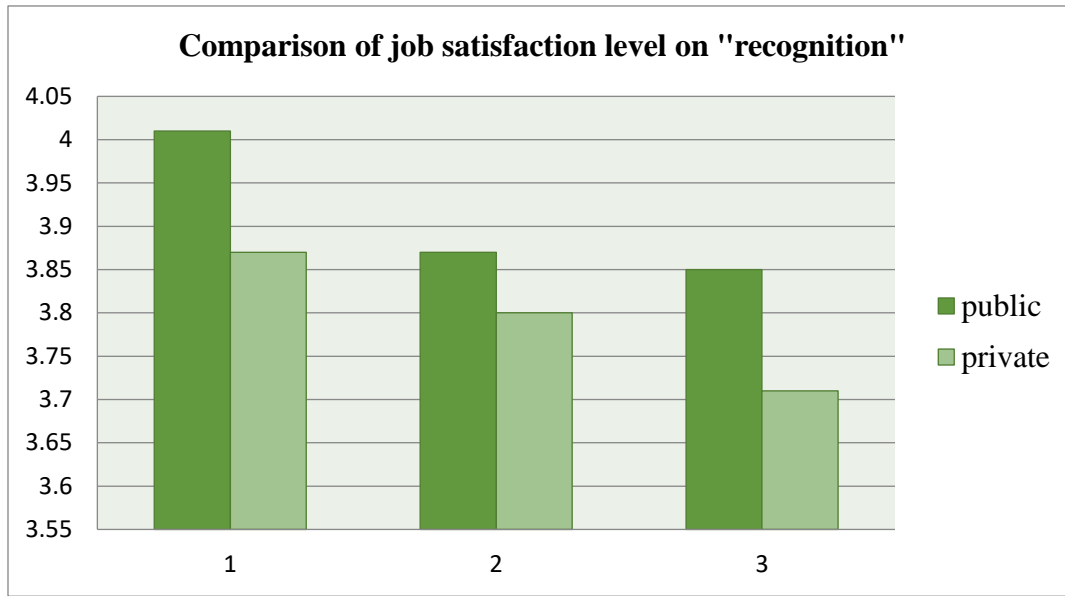


Figure-10: Job satisfaction on factor (recognition)

Comparison of Job Satisfaction of Teachers on Factor (Responsibility)

Table-11: Independent sample t-test on factor (responsibility)

Statement	F	Sig.	T	Df
39. Chances are given by school to make decisions on my own.	6.555	.011	.665	497
			.665	483.307

As in this table, the significance value is less than 0.05 hence, it shows that both the groups are different. Public school teachers level of job satisfaction is higher than private school teachers. Graphical representation is given below:

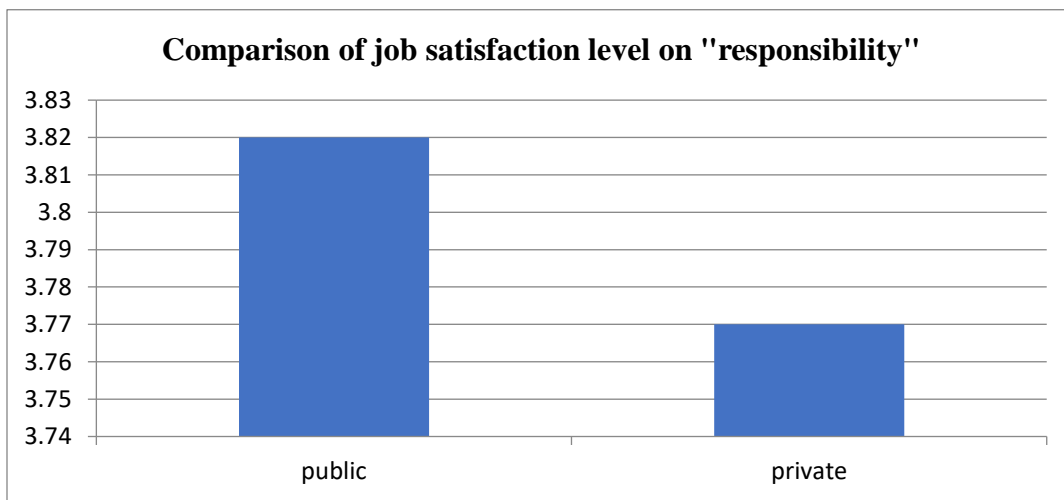


Figure-11: Job satisfaction on factor responsibility

Job Satisfaction of Teachers on Factor (the Possibility of Personal Growth)

Table -12: Independent sample t-test on factor (the possibility of personal growth)

Statements	F	Sig.	T	Df
40. I am satisfied with the current training provided.	2.800	.095	.054 .054	497 493.159
41. I am satisfied with the chance to get educational opportunities.	1.984	.160	-1.506 -1.506	497 494.927
42. The school provides opportunities that are well suited to my abilities.	9.227	.003	2.911 2.910	497 495.138

Table 12 reveals that there is no significant difference in the level of job satisfaction of two groups (public and private) as the t value is significant at 0.05. The last measure is depicting statistically significant difference. The graphical representation is given below:

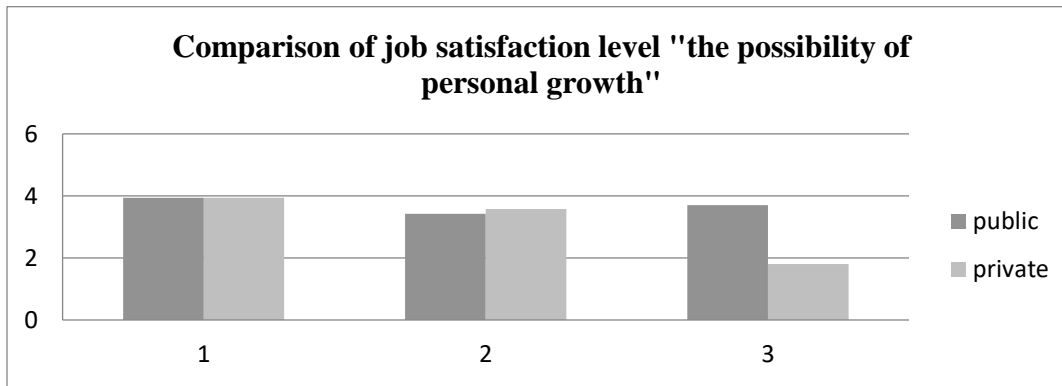


Figure-12: Job satisfaction on factor (the possibility of personal growth)

Job Satisfaction of Teachers on Factor (work itself)

Table-13: Independent sample t-test on factor (work itself)

Statements	F	Sig.	T	Df
43. The job requires me to use a number of complex high level skills.	.006	.937	-.492 -.492	497 496.532
44. I feel joy in my job which keeps me motivated year after year.	.040	.842	-1.459 -1.459	497 492.263
45. I feel strong commitment to the field of education.	.121	.729	.594 .594	497 496.049
46. My students' poor behavior causes stress.	.459	.498	2.045 2.045	497 496.898
47. My profession is a great deal of personal meaning for me.	2.231	.136	-2.088 -2.088	497 496.488
48. My students' poor behavior causes stress.	6.889	.009	1.020 1.019	497 492.939

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This table reveals that there is statistically no significant difference between the two groups. But the last measure (My students' poor behavior causes stress) is showing significant difference. Public school teachers level of job satisfaction is higher than the private school teachers with reference to last measure of job satisfaction. Graphical representation is given below:

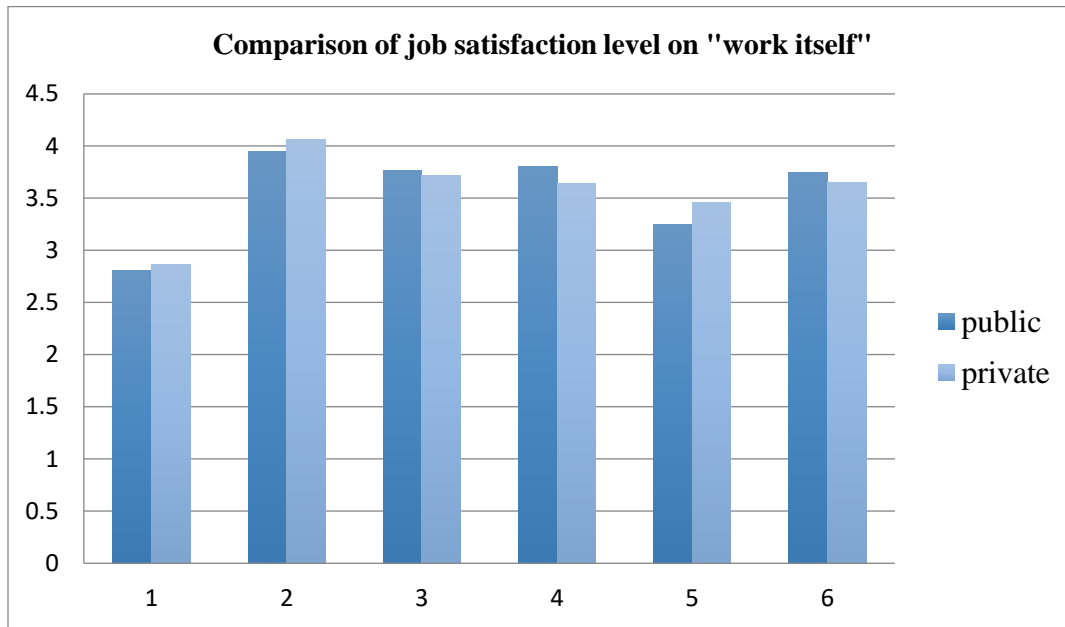


Figure-13: Job satisfaction of public and private school teachers on factor (work itself)

RESULTS AND DISCUSSION

The results highlight that there is very little difference in the level of job satisfaction of public and private school teachers. The analysis of the data through implementing independent sample t-test shows no significant difference in the level of job satisfaction of both the groups. The results show no significant difference in the level of job pleasure of public and private school teachers both on internal and external factors. But in some internal factors of job satisfaction, like (salary) there is significant difference and private teachers seem more satisfied than public school teachers which enhances their level of job satisfaction; in the factor (work condition) public school teachers are more satisfied than private school teachers. Their level of job satisfaction is higher than the private school teachers. In external factors with reference to the factor (advancement), there is significant difference and level of job pleasure of public school teachers is higher than the private school teachers. With reference to the factor (responsibility), public school teachers are more satisfied than private school teachers, hence, their level of job pleasure is also high regarding this factor. The internal factors show greater influence and variance in the level of job satisfaction than external factors. The comparison in the level of job satisfaction of public and private school teachers is not at high level. There is very minor difference in the job pleasure level. Internal factors of job satisfaction show more variance in the job pleasure level than the external factors of job pleasure.

Independent sample t-test was applied to correctly compare the level of job satisfaction of private and government school teachers. And it is analyzed that the teachers of private and government schools are satisfied with their jobs with respect to the internal factors including school policies and administration, interpersonal relationship with principal, social status, and external factors which are achievement, recognition, possibility of personal growth and work itself. These factors showed no significant distinction in the level of job satisfaction of both private and government school teachers. But other internal factors like salary, work conditions, interpersonal relationship with colleagues, job security and external factors like achievement, responsibility showed significant difference in the level of job satisfaction of private and government school teachers and Government school teachers are more satisfied than the private school teachers with respect to these factors. According to the findings and results of the study, it is concluded that the need of the hour is to give the comfort and satisfaction to the teachers especially upon the factors which are mentioned above in which teachers seem dissatisfied. It is analyzed that teachers of public and private schools have distinct demands from their job. Both of the sectors showed variance in their satisfaction level but in the majority of the factors for their job satisfaction, they respond in the same way. They are satisfied with their jobs in most of the areas. But still there is need to enhance some of the areas of job to further increase the job satisfaction and for the enhancement of the teaching learning process.

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