

# Level of job satisfaction among Government School teachers based on Herzberg's two factor theory

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■ **ABSTRACT :** The study entitled “Job satisfaction of government school teachers of Ludhiana district” was undertaken with objectives to study the level of job satisfaction of government school teachers and to find relationship of profile of the teacher and the level of job satisfaction. The study was conducted in schools randomly selected from two rural blocks Doraha and Pakkowl of Ludhiana district of Punjab. Results of the study revealed that majority of the teachers were female in middle adulthood stage of life, married and were graduate with B.Ed. degrees. Results further revealed that majority of the respondents had medium level of job satisfaction. It was found that ‘scope for professional growth’ was most important dimension of intrinsic (motivation) factor, while ‘ability of utilization’ was least and under extrinsic (hygiene) factor ‘social status attached to job’ was the most important dimension and ‘management policies and set up’ was least important for government school teachers. Education level was significantly positively correlated with job satisfaction. Family occupation of school teachers had significant association with job satisfaction. Monthly salary of school teachers had negative relationship with their job satisfaction.

■ **KEY WORDS:** Job satisfaction, Intrinsic, Extrinsic, Motivation, Hygiene

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**E**ducation policies of the nation determine the development of its human resource. Because education is a process of bringing about desirable changes in the behaviour of its pupils. Desirable changes suitable for nation's social, cultural and economic development. Teacher holds an important position in education process whether formal, non-formal or informal.

Teacher has a pivotal role in education system. In other words, foundation of society building is in the hands

of teacher's of the nation. From all the teachers, school teachers are the most important group for nation's growth and development. As initial years of students' life are highly impressionable and have long lasting impact on their lives.

Teaching is considered as the noblest profession therefore, it is imperative that the individuals involved in this profession should be committed and dedicated to their jobs. To develop a positive attitude towards a profession, job satisfaction is a crucial aspect because

only the satisfied professionals are interested and effective in their jobs.

There are numerous definitions given to the term job satisfaction. Oshagbemi (2000) defines job satisfaction as an emotional response that occurs as a result of the interaction between the employee's values concerning his/her job and the profits he/she gained from his/her job. Robbins (2001) explains the concept of job satisfaction as the overall feelings towards or attitudes about the job they perform. On the other hand, Spector (1997) claims that job satisfaction encompasses the reflection of the extent to which employees like their job and its components. On the whole, it can be said that job satisfaction is an area which has been widely researched (Highhouse and Becker, 1993) and research has shown that job satisfaction is linked mainly to two factors: situational (extrinsic) and personal (intrinsic) factors (Qingwen, 2006).

Job satisfaction is a very complex and comprehensive phenomenon. It is a subjective and psychological aspect of functioning in any profession. The term job satisfaction is commonly used in the context of human behaviour at work. In the words of Feldman and Arnold "Job satisfaction is the amount of overall positive effect or feelings that individuals have towards their jobs". Hence, job satisfaction is an important factor that makes an individual to contribute in the productive development of the society. Thus, job satisfaction of school teachers is the foremost concern to be addressed as they are nurturing the backbone of our country. Therefore, the investigator has decided to study the level of job satisfaction of government school teachers and to seek suggestions to enhance the level of job satisfaction. At present job satisfaction has been a crucial issue. People are interested to work in the organization as well as the services where they get more satisfaction, it's human behaviour. But in point of fact, however way such job satisfaction is ensured in several jobs. This study has tried to reveal the job satisfaction of government school teachers of Ludhiana district.

Many of research studies are available that indicates if individual is satisfied with his/her job, than he is eventually give better performance and result. Job satisfaction theories strongly overlap with human motivation theories. The most common theory related to job satisfaction includes: Herzberg's motivator-hygiene theory (two factor theory).

Job satisfaction is the favorable or unfavorable subjective feeling with which employees view their work. It is the extent to which an individual needs were satisfied and the extent to which the individuals perceive that satisfaction as stemming from his total work situation. Sharma (1998) in her study job satisfaction of Home Science faculty of Punjab Agricultural University found that job satisfaction of faculty of home science was of medium level. Majority of respondents expressed medium level of life satisfaction. However, job attraction was found to be high. Singh (1999) revealed that overall job satisfaction among agricultural development officers were intermediate. They were satisfied with freedom of expression, opportunities, team spirit, evaluation process, hours of duty, wages but they were not satisfied with office infrastructure, technical facilities, transport etc. and he found that ADO of farming background had low job satisfaction as compared to non-farming background. Kaur (2002) revealed that job satisfaction of anganwadi workers was of immediate level. They are highly satisfied with their superior's behavior, interaction with mahila mandal and with their work like distributing supplementary nutrition to pregnant and nursing women, they were satisfied with the respect they were getting in the society but they have low satisfaction with promotion, wage, credit, pension scheme, transport facilities, irregular training and lack of refresher training etc. Tasnim (2006) studied 'Job satisfaction among female teachers: a study on primary schools in Bangladesh' and found that cent per cent teachers were highly dissatisfied with poor salary structure. It was found that the primary schools teachers' salary was highly poor in comparison to the existing daily commodity prices. Salary was not a motivating factor for them. Salary must be consistent with present socio-economic condition. Teachers were dissatisfied with political influence while selection of candidate for teaching. They were also dissatisfied with promotion policy. While 68 per cent female teachers were satisfied because of permanency of their job and also had financial guarantee after retirement from the job as there was provision of pension. Teachers having higher degrees than the required qualifications was dissatisfied but the teachers having minimum qualifications were found satisfied. They were satisfied with their choice of posting. Garg (2009) in his study 'Job satisfaction among employees of call centres in selected cities of North India' found that dissatisfaction prevailed among

employees of Indian call centers, 2.92 was the mean satisfaction score of respondents and their attributes which lies below central level 3. Only 33 per cent of respondent were satisfied, 64 per cent were dissatisfied and three per cent of respondents were neither satisfied nor dissatisfied. Yadav (2011) studied 'Job satisfaction of Agricultural scientist of selected State agricultural universities of Northern region' revealed that all agricultural scientist were highly satisfied with their job in Northern region, only little differences were found among three universities Punjab agricultural university, Govind Ballabh Pant University of Agriculture and Technology and Hissar Agricultural University. Further findings revealed that too much paper work caused frustration among all respondents which led to low job satisfaction. Tilakraj and Latila (2013) in their study 'Job satisfaction among teachers of private and government school: a comparative analysis' showed that male respondents were found more satisfied than female teachers. The study also revealed that government school teachers were more satisfied than the private school teachers. This might be due to the flexible environment, job security, high wage and independence in job of government school teachers. Finding also revealed that both private and govt. school teachers showed low level of job satisfaction regarding the factor 'Teachers Training' and 'opportunity for career Development.' At the same time, both private and govt. schools teachers were dissatisfied on fair promotion procedures.

Singh and Kaur (2015) conducted a study 'Job satisfaction among agriculture development officers and horticulture development officers of Punjab' concluded that majority of the ADOs and HDOs were having medium to high level of job satisfaction and their age and service experience were positively and significantly correlated with their job satisfaction.

## ■ RESEARCH METHODS

Presently job satisfaction has been a crucial issue. People are interested to work in the organization as well as the services where they get more satisfaction, it's human behaviour. But in point of fact, however way such job satisfaction is ensured in several jobs. This study has tried to reveal the job satisfaction of government school teachers of Ludhiana District. The study was conducted in rural area of Ludhiana district. From Ludhiana two blocks namely *Doraha* and *Pakkowal* were selected

randomly. The lists of senior secondary schools for each selected block were prepared. From these lists, fifteen government senior secondary schools from each rural block were selected through proportionate random sampling. From each selected school, eight teachers were selected randomly. Similar selection procedure was followed in all selected government schools. Thus, a sample of 120 school teachers from rural government senior secondary schools were selected. To achieve the objectives of the study, self structured interview schedule was prepared. The developed interview schedule was pretested for measuring the reliability and validity. A measuring tool must be reliable and valid. The reliability of measuring instrument pertains to the degree to which it yields consistent results, when it is administered a number of times. The validity refers to the degree to which an instrument measures what it is supposed to be measure. The possible ambiguities in interview schedule were identified, eliminated and modified as per the response pattern of the school teachers. The data were analysed with the help of various statistical tools such as frequencies, percentages, category interval method, mean score, correlation and chi-square.

## ■ RESEARCH FINDINGS AND DISCUSSION

The results obtained from the present investigation as well as relevant discussion have been summarized under following heads :

### Profile of school teachers:

Profile of teachers was studied in terms of socio-personal and professional characteristics.

### Socio-personal and professional characteristic of school teachers:

The socio-personal characteristics of selected respondents were studied in respect of their gender, age, marital status, education, designation, total service experience and duration of present posting and data pertaining to these is presented in Table 1. The findings has been explained and discussed as following:

Data presented in (Table 1) revealed that majority of respondents were female. It was found that 73 per cent respondents were female and 26 per cent were male. The data shows that majority of the school teachers about 52 per cent were from middle adulthood category followed by 32 per cent from early adulthood category

**Table 1 : Distribution of school teachers according to socio-personal and professional profile (n=120)**

Socio-personal profile	Frequency	Percentage
<b>Gender</b>		
Male	32	26.7
Female	88	73.3
<b>Age(years)</b>		
Early adulthood (26-36)	39	32.5
Middle adulthood (37-47)	62	51.7
Late adulthood (48-58)	19	15.8
<b>Marital status</b>		
Unmarried	15	12.5
Married	103	85.8
Widow	02	1.7
<b>Education</b>		
Only Graduate	04	3.3
Graduation with B.Ed.	76	63.3
Post Graduate	40	33
<b>Professional profile</b>		
<b>Designation</b>		
Master/Mistress	88	73.3
Lecturer	32	26.7
<b>Total service experience (years)</b>		
Short (1 to 10)	60	50
Medium (11 to 20)	55	45.8
Long (21 to 30)	05	4.16
<b>Monthly salary (Rs.)</b>		
Low (6000 to 32000)	47	39.1
Medium (33000 to 59000)	41	34.1
High (60000 to 86000)	32	26.7
<b>Duration of present posting (years)</b>		
Short (1 to 8)	76	63.3
Medium (9 to 17)	44	36.7
Long (18 to 26)	-	-

and only 18 per cent were in late adulthood. It was found that a large majority (86 %) of teachers were married followed by unmarried about 12 per cent and only two per cent were widowed. The result shows that majority of teachers about 63 per cent were graduate with B.Ed. degree, followed by 33 per cent only post graduates and only three per cent were graduates (without B.Ed.). The data in the Table 1 depicted that in schools about 73 per cent teachers were Master/Mistress and 27 per cent were Lecturer. The study shows that half of the majority (50 %) teachers had short service experience and about 46 per cent were having medium service experience whereas only about four per cent teachers were with

long service experience. The data exhibited in Table 1 shows that 39 per cent and 34 per cent teachers had low (Rs. 6000-32000) and medium (Rs. 33000-59000) salary, respectively, whereas 26 per cent of teachers had high (Rs. 60000-86000) salary. The results revealed that in schools majority of the teachers about 63 per cent had short duration of present posting, followed by 37 per cent with a stay of medium duration at present place.

### Job satisfaction of rural government school teachers:

Job satisfaction factors have been selected on the basis of Herzberg's motivation-hygiene theory (two factor theory). These two factors are motivation factor (Intrinsic factor) and hygiene factor (Extrinsic factor).

#### Motivation factor (Intrinsic factor):

Motivation factors are intrinsic factors which are inherent to work. These factors motivate the employees for good performance. These factors are called satisfiers which include dimensions as feeling of achievement, recognition and award, ability of utilization, freedom of expression, scope for professional growth and work itself. Data in Table 2 indicates mean scores and standard deviation of government school teachers. Mean score range between one to five, indicating that mean score greater than three implies positive responses and less than three implies negative response. Results regarding these dimensions have been discussed as below:

**Table 2 : Overall mean score distribution of school teachers according to various dimensions of intrinsic factor for job satisfaction**

Intrinsic factor (Motivation factor)	Rural schools	
	Mean	Rank
	Score range (1-5)	
Feeling of achievement	4.43	2
Recognition and reward	3.14	5
Ability of utilization	2.00	6
Freedom of expression	3.69	4
Scope for Professional growth	4.51	1
Work itself	4.09	3
Total mean	3.6	

Data revealed that school teachers were highly satisfied with 'scope of professional growth' (mean score 4.5) followed by 'feeling of achievement' (mean score 4.43) and 'work itself' (4.09). The mean score value

(3.14) on 'recognition and reward' shows that teachers were satisfied but satisfaction level was on the lower end. It was also revealed that teachers were dissatisfied with 'ability of utilization' as mean score was two. In total government school teachers attained 3.6 mean score on motivation factor. It may be inferred that teachers were satisfied on motivation factors but level of motivation may be below.

*Hygiene factors (Extrinsic factor):*

Hygiene factors are extrinsic factors of job satisfaction which are essential for existence of motivation at workplace. These do not lead to positive satisfaction for long-term. But absence or non-existence of these factors at workplace lead to dissatisfaction. The hygiene factors symbolized the physiological needs which the individuals wanted and expected to be fulfilled. It includes adequacy of salary, management policies and set up, job security and advancement, social status attached to job and physical condition of work. Data in (Table 3) indicates mean scores and ranks assigned to various dimensions of hygiene factor. Mean score ranges between one to five, indicating that mean score greater than three implies positive responses and less than three implies negative response. Results regarding these dimensions have been discussed as below:

Data presented in (Table 3) elucidate the satisfaction of teachers on hygiene or extrinsic factors of job satisfaction. It was found that school teachers were highly satisfied with 'social status attached to job'(mean score 4.4) followed by 'adequacy of salary' (mean score 3.43) and 'physical conditions of work' (mean score 3.4). It was encouraging that teachers were satisfied with all extrinsic factors. 'Management policies and set up' was ranked fourth and 'job security and advancement' was ranked least (fifth) by school teachers. In total, mean score values (3.6) of government

Extrinsic factor (Hygiene factor)	Mean	Rank
	Score range (1-5)	
Adequacy of salary	3.43	2
Management policies and set up	3.37	4
Job security and advancement	3.3	5
Social status attached to job	4.4	1
Physical conditions of work	3.4	3
Total mean	3.6	

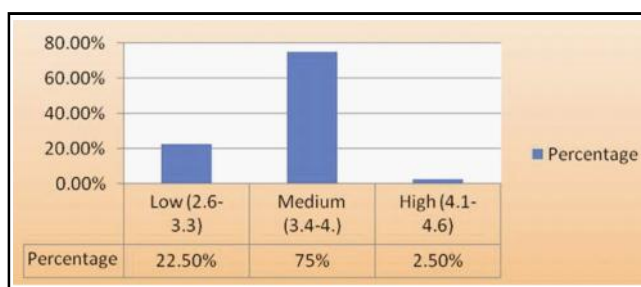
school teachers shows that teachers were satisfied with hygiene factors. However, the level of satisfaction may be lower as shown by mean score values.

**Level of job satisfaction:**

Level of satisfaction refers to the degree/extent to which the respondents were satisfied with their job, it was measured by calculating the cumulative scores of respondents on various dimensions of motivation and hygiene factors in relation to their job and categorized as low, medium and high level of satisfaction.

A close look at data given in (Table 4) shows that a large majority of 75 per cent government school teachers had medium (3.4-4.0) level of job satisfaction, followed by 23 per cent teachers with low (2.6-3.3) level of job satisfaction whereas only about three per cent of school teachers were highly satisfied with their job. These findings were in the line with Sharma (1998) in her study 'job satisfaction of Home Science faculty of Punjab Agricultural University' found that job satisfaction of majority of faculty of Home Science was of medium level. Singh and Kaur (2015) conducted a study on 'Job satisfaction among agriculture development officers and horticulture development officers of Punjab' and concluded that majority of the ADOs and HDOs were having medium to high level of job satisfaction

Level of job satisfaction	Frequency	Percentage
Low (2.6-3.3)	27	22.5
Medium (3.4-4.0)	90	75.0
High (4.1-4.6)	03	2.5



**Fig. 1 : Level of job satisfaction**

**Relationship of socio-personal and professional with job satisfaction of school teachers:**

The relationship between job satisfaction and age, education level, duration of present posting, distance of

posting from hometown, monthly salary and total service experience were computed.

Correlation data in (Table 5) depicted that age of school teachers had non-significant positive correlation with job satisfaction. It means the level of job satisfaction increased with increase in age. These findings are supported with the results of Hossain (2000), who conducted comparative study of private and public banks to measure the job satisfaction in Bangladesh, reported that there was positive correlation between age and job satisfaction among the employees of commercial bank. Higher the age of employee more they were satisfied with their job. It can be noted from the data given in (Table 5) that in schools, education level of teachers had positive significant correlation with job satisfaction, which was significant at five per cent level of significance, it means highly educated teachers had high job satisfaction. Data further revealed that in schools duration of present posting (years) had negative correlation with job satisfaction, means senior teachers had less job satisfaction. It was also found that in schools monthly salary was negatively and significant correlated with job satisfaction which was significant at five per cent level of significance, it means job satisfaction decreased with increase in salary. Data further shows that there was a positive non-significant correlation between total service experience (years) and job satisfaction, means senior teachers were more satisfied with their job.

Table 5 : Relationship of socio-personal and professional profile with job satisfaction of school teachers	
Socio personal profile	r values
<b>Personal profile</b>	
Age (years)	0.034
Education level	0.199*
<b>Professional profile</b>	
Duration of present posting (years)	-0.003
Distance of posting from hometown (kms)	0.168
Monthly salary	-0.239*
Total service experience (years)	0.034

\*indicates significance of value at P=0.05 level

### Association of socio-personal and professional characteristic with job satisfaction:

The data on gender, marital status and designation was nominal (categorical) so it was not possible to compute relationship of these characteristics with job satisfaction using correlation. Hence chi-square test was

used to study association between job satisfaction and gender, marital status and designation.

Chi-square data from Table 6 revealed that in case of gender the relatively large percentage of the respondents were female with a medium level of job satisfaction, there was no significant association between gender and job satisfaction. This findings were in line with Oshagbemi (2000) and Wubuli (2009) who reported that there was no significant association between gender and job satisfaction. Frequency distribution of the respondents under marital status presented in Table 6 indicated that relatively large percentage of respondents were married. The chi-square value was non-significant with their level of job satisfaction. This indicated that there was no significant association between marital status of teachers and their level of job satisfaction. Data further revealed that relatively more teachers were designated as masters, had medium level of job satisfaction. The chi-square value for this profile was significant at five per cent level of significance. It means there was significant association between designation and job satisfaction of school teachers.

**Table 6 : Association of gender, marital status and designation with job satisfaction**

Profile	Job satisfaction		
	Low (2.6-3.3)	Medium (3.4-4.0)	High (4.1-4.6)
Gender	f (%)	f (%)	f (%)
Male	6 (5.0)	26 (21.7)	-
Female	15 (12.5)	71 (59.2)	2 (1.7)
Chi-square	1.056		
Marital status	f (%)	f (%)	f (%)
Unmarried	5 (4.2)	10 (8.3)	-
Married	15 (12.5)	86 (71.6)	2 (1.7)
Widow	1 (0.8)	1 (0.8)	-
Chi-square	2.368		
Designation	f (%)	f (%)	f (%)
Master/Mistress	39 (32.5)	41 (34.2)	8 (6.6)
Lecturer	6 (5.0)	21 (17.5)	5 (4.2)
Chi-square	6.6613*		

\*indicates significance of value at P=0.05 level

### Conclusion and implication of the study:

It can be concluded that majority of government school teachers had medium level of job satisfaction. Education level of school teachers had positive significant relationship with job satisfaction. While monthly salary was significantly negatively correlated with job

satisfaction. Designation of school teachers had significant association with job satisfaction. The results of the present study revealed that school teachers had medium level of job satisfaction. Study implicated that there should be monthly visit by authorities in order to monitor the school conditions.

Authority should provide proper compulsory training facilities to school teachers. More and more audio-visual aids should be used to make the classroom teaching interesting. Time to time sports activity and field trip should be organised so that students as well as teachers can experience new things.

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