

## Job Satisfaction and Secondary School Teachers: An Analytical Study

Ngunlin Wangsu<sup>1\*</sup>, Dr. Jerina Begum<sup>2</sup>

### ABSTRACT

Workplace happiness is a subjective experience. It varies to employee to employee on the basis of unique perspectives, values and needs. This study looked at the factors that influence job satisfaction among teachers in government secondary schools by applying a simple random technique. A total number of 60 teachers 30 male and 30 female teachers were selected randomly as a sample from 6 Government Secondary Schools of Changlang District, Arunachal Pradesh to see the main differences in the factors that affect job satisfaction compared to male and female teachers. Data were analyzed by calculating simple mean, SD and t-test to see the level pertaining to job satisfaction followed by graphic representation. Gender wise educators teaching in secondary schools in Changlang district, Arunachal Pradesh, show no major differences in job satisfaction except for physical facilities and relationships with co-workers. However, Overall satisfaction significantly differs between gender. The outcome highlighted that the job satisfaction on physical facilities is highest, followed by the other factors, the lowest satisfaction is in social status and family welfare.

**Keywords:** Arunachal Pradesh, Changlang, District, Factor, Female, Job Satisfaction, Secondary School, Teachers, Male

The contribution of a teacher carries immense responsibility, serving as the foundation for building and maintaining a strong and effective education system that nurtures both academic excellence and personal growth in students. Teachers fill a complex set of roles that vary from society to society and from one educational level to another. They can guide students by being positive role models. Workplace happiness is a subjective experience. It varies to employee to employee on the basis of unique perspectives, value and needs Job satisfaction (JS) of teachers is important as it can impact on the standard of teaching and the success of students.

Job satisfaction comes from various aspects, such as work environment, recognition and appreciation, carrier development opportunities, work- life balance, compensation and benefits, communication and feedback, relationships with colleagues, and receiving a salary that matches the effort and value they bring to their work. With positive fulfillment of these factors, teachers are more likely to feel satisfied and motivated in their profession. Within

<sup>1</sup>Research Scholar, Department of Education, University of Science & Technology Meghalaya

<sup>2</sup>Associate Professor, Department of Psychology, University of Science & Technology Meghalaya

\*Corresponding Author

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the teaching and learning process, the teacher is the hub from where the students gain information and skills. Job satisfaction of teachers has extensive implications. It contributes to teacher well-being and also satisfied teachers are less vulnerable to stress and burnout (Skaalvik & Skaalvik, 2011). Satisfied teachers offer higher instructional quality and better learning support for their students (Klusmann, Kunter, Trautwein, 2008). When teachers feel fulfilled and appreciated, they tend to remain dedicated to their profession and provide the kind of high-quality education that students required to thrive. Therefore, improving teacher job satisfaction should be a key focus for educational institutions, as it directly affects both teacher retention and student performance.

Job Satisfaction factors collectively influence teachers' enthusiasm, commitment, and overall job satisfaction. With positive factors, teachers are more motivated, engaged, and dedicated. These factors not only boost their sense of achievement but also enhance their effectiveness in the classroom. As a result, students benefit from the teachers' passion and involvement, creating a better learning environment. Ultimately, teachers' overall satisfaction is closely tied to their commitment to the profession, which directly impacts their performance and the achievement of their students.

Obineli (2013) research explored perceptions of teachers regarding influencing factors of satisfaction on their job in Ekwusigo Government Area, Anambra. Showing four hypotheses, with a sample size of 140. The findings showed no significant differences in teachers' perceptions of salary, promotion, or in-service training based on gender, experience, or school type. However, a significant difference was found between married and unmarried teachers in their perceptions of the work environment. Ahmed (2014) studied to assess the extent of workplace fulfilment among educators in public and private secondary institutions, addressing conflicting results in prior research. Results showed government school teachers have higher job satisfaction than private school teachers, though no gender differences were found. Common reasons for satisfaction included good relationships with colleagues and students' performance, while dissatisfaction stemmed from poor pay, teacher shortages, and infrastructure issues. Anastasiou & Papakonstantinou (2014) found that teachers were more satisfied with the job itself and less satisfied with working conditions and young teachers and women exhibit high levels of stress. Environmental factors lead to positive outcomes for teachers' work performance including the scope of decent rewards, positive working environment, encouragement from school principal and involvement in school administration and decision making. Mathur & Mehta (2015) intended to measure the factors that influence employee job satisfaction and identify the most significant ones. The findings revealed that important effects on satisfaction in workplace of academic employees include job challenges, concerns about performance evaluation methods, and absence of definite job responsibility in institutions. Moreover, private institute employees experienced more concern for salary and guard against job position in comparison to the government institute employees. Solangi et al., (2015) did research to analyze the extent of occupational contentment felt by government secondary school teachers and to identify factors that lead towards dissatisfaction among teachers. By using a convenient sampling technique, 343 secondary school teachers were selected keeping in view male, female, and rural urban locations of schools. The findings' suggested teachers were satisfied with their salary, extra benefits and managerial care received by employees. Teachers experienced a moderate sense of fulfillment regarding institutional guidelines and objectives but expressed dissatisfaction with advancement prospects and career growth opportunities. Bashir (2017) aimed to study the connection of satisfaction in work, professional dedication of 300 teachers from secondary school of Punjab, India.

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Gender wise Important variance of teachers is found, but no notable change in their professional commitment. But a positive relationship was there between job satisfaction and professional commitment. Barman (2018) studied to classify the aspects which effect job satisfaction or dissatisfaction among educators at work in various B.Ed. academies in West-Bengal. Using a descriptive survey method with 150 teacher educators from government, private B.Ed. colleges. Data were analyzed using mean, frequency, and percentage. The results revealed that personal, job-related and institution-related factors play a vital part in determining the job satisfaction levels for educators. Rahim & Lakshmi (2018) study was conducted with a sample of 100 teachers from English and Telugu medium secondary schools in Anantapur district, Andhra Pradesh, to examine job satisfaction. The Job Descriptive Index by Hulin, Kendall, and Smith (1969) was used for measurement. The data were analyzed by calculating the mean, standard deviation, t-test, and F-ratio. The findings showed no substantial distinction in career contentment among teaching professionals affiliated with different income groups or between those teaching in different mediums of instruction. Ajlan (2019) undertook research to analyze the main aspects impacting teachers' work satisfaction in state-run secondary schools in Buraidah, Saudi Arabia with 150 teachers. The data were analyzed through descriptive statistics, factor analysis, correlation, reliability, and multiple regression analysis to identify key factors influencing job satisfaction. The results showed that salary, school management, and working conditions all impact teachers' job satisfaction, with salary having the greatest effect. Tahir & Sajid (2019) studied the job satisfaction of 350 teachers from four higher education institutions in India using Paula Lester's Teacher Job Satisfaction Questionnaire (TJSQ). The sample was randomly selected using proportionate stratified sampling based on designations from Delhi University, Jamia Millia Islamia, IIM Lucknow, and IIT Delhi. The results showed that teachers were generally satisfied about their jobs, mainly with teaching responsibilities, opportunities for advancement, and the duties involved. However, dissatisfaction was mainly due to working conditions, pay, and recognition.

### ***Research Gap***

It has been observed that job satisfaction is studied by many researchers with other variables. Many studies have been done in abroad and at national levels still, no similar studies have been discovered at the regional level where secondary school educators' level of workplace satisfaction is inflated by various factors are studied, although studies were done on this variable and through other variables. Not any study has originated regarding factors which are affecting the professional fulfilment of secondary teachers in Arunachal Pradesh. After reviewing some secondary school related issues in Arunachal Pradesh, the authors have come to ascertain the situation of teachers in secondary school, how much it is challenging to perform their duties as a school teachers like road conditions, poor infrastructure, teacher-student ratio etc. Therefore, the researcher intends to work on the several issues that impact on the job satisfaction of secondary school teachers of Arunachal Pradesh, especially in the selected Changlang district. The insights from this study are expected to provide valuable understanding for researchers, teachers, the community people, and policy makers in the state.

The problem statement in the current study is “Job Satisfaction and Secondary School Teachers: An Analytical Study”

### ***Importance of the Work***

Teachers' work satisfaction holds a great importance in getting twisted in their workplace that extremely necessary for a teacher to make them successful teachers in the academic

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progression. However, main purpose of studying this area is to see the factors that have the greatest effect on job satisfaction. This study outcome will be valuable for its potential to enhance teaching effectiveness, improve student outcomes, support teachers' well-being, and update education plans and practices. By understanding the factors affecting job satisfaction, it can work towards creating more fulfilling and supportive teaching environments that will help both educators and students alike. The present study will also contribute to the excellent improvement for teachers of secondary school in terms of their teaching and also for their mental well-being in understanding them in every way in their daily lives and help the policy maker to include some teacher's welfare schemes.

### *Delimitations*

- The study is limited to Arunachal Pradesh only.
- The study is limited to Changlang district of Arunachal Pradesh only.
- The study is limited to teachers of Government Secondary only.

### *Objectives*

- To examine the factors influencing job satisfaction among secondary school teachers.
- To analyze gender-based differences in job satisfaction factors.

### *Hypotheses*

The objective 1 is investigatory therefore, the hypothesis was not formulated.

As per the objectives 2, the following null hypothesis has been proposed:

H<sub>0</sub>: There is no significant difference between influencing factors of JS of male-female secondary school teachers.

## **METHOD**

### *Sample*

A simple random technique is applied for the present study. Total number of 60 (male-30, female-30) teachers were randomly selected from 6 Government affiliated Secondary School of Changlang District, Arunachal Pradesh.

### *Tool Used*

The Job Satisfaction Scale (2013) developed by Dr. (Mrs.) Meera Dixit was administered to measure the variable job satisfaction. JS scale was constructed, on the basis of the following factors a) Intrinsic aspect b) Salary, service conditions and promotion c) Physical facilities d) Institutional plans and policies e) Satisfaction with authorities f) Social status and family welfare g) Rapport with students and h) Relationship with co-workers. The tool consists of 52 items of 5 point Likert-type scale. The score range is from 52 to 260.

## **RESULTS AND DISCUSSION**

Data were presented in Table 1, highlighting the difference in gender wise job satisfaction and its factors among the teachers. Data analysis was done by using t-test. Results indicate a significant correlation in the factor of physical facilities (C) and the factor of relationships with co-workers (H) between male - female teachers at .05 level. In physical facilities and relationships with co-workers are showed significant effects on job satisfaction of teachers.

Table:1 Shows the variance in JS factors of Male- Female Secondary School Teachers

Factors	Sex	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference	t	df	P-value
FACTOR_A	Male	30	27.97	3.399	.620	1.233	1.407	58	.165
	Female	30	26.73	3.393	.619				
FACTOR_B	Male	30	27.93	5.394	.985	1.767	1.458	58	.150
	Female	30	26.17	3.869	.706				
FACTOR_C	Male	30	34.33	6.332	1.156	3.100	2.008	58	<b>.049*</b>
	Female	30	31.23	5.606	1.023				
FACTOR_D	Male	30	24.23	3.093	.565	.867	.999	58	.322
	Female	30	23.37	3.605	.658				
FACTOR_E	Male	30	25.00	3.373	.616	1.367	1.457	58	.150
	Female	30	23.63	3.873	.707				
FACTOR_F	Male	30	20.97	2.580	.471	.800	1.181	58	.242
	Female	30	20.17	2.666	.487				
FACTOR_G	Male	30	25.60	3.180	.581	1.400	1.721	58	.091
	Female	30	24.20	3.123	.570				
FACTOR_H	Male	30	21.83	2.718	.496	1.600	2.192	58	<b>.032*</b>
	Female	30	20.23	2.932	.535				
OVERALL	Male	30	207.87	22.705	4.145	12.133	2.012	58	<b>.049*</b>
	Female	30	195.73	23.984	4.379				

\*P – Significant at .05 level

However, no significant differences are there between male-female teachers in other factors; (factor-A), (factor-B), (factor-D), (factor-E), (factor-F) and (factor-G). The results show that these factors do not have an impact on their job satisfaction. On the other hand, there is a remarkable distinction in overall job satisfaction between male and female school teachers, with each group experiencing different levels of satisfaction.

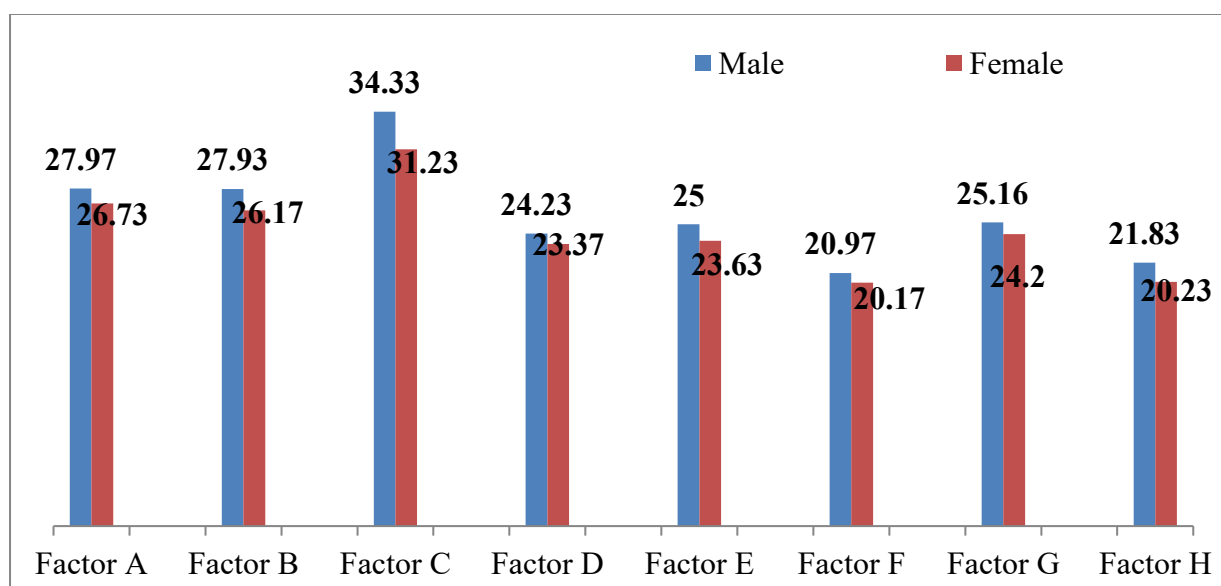


Fig. 1 shows factor-wise mean variance in JS between male - female secondary school teachers

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The outcome of the independent t-test in comparison of male- female in their job satisfaction of teachers is shown in Table 1. Score mean of each of the eight factors varies from 20.17 to 34.33. A substantial gap was identified between male- female teachers regarding satisfaction with the physical facilities factor ( $t=2.008$ ) followed by teacher's JS in relations with co-workers ( $t=2.192$ ). Results also showed that males are more satisfied ( $m= 34.33$ ) than females ( $m= 31.23$ ) in the physical facilities, and in relationship with co-worker, the satisfaction in work place of male teachers ( $m=21.83$ ) is more than the female teachers ( $m= 20.23$ ).

Moreover, the data shows that (Fig 1) the factor Physical facilities (C) of job satisfaction is highest followed by Intrinsic aspect (A), Salary, service conditions and promotion (B) and Rapport with students (G), the lowest satisfaction is with social status and family welfare (F).

The result shows that job satisfaction in physical facilities is significantly different between males and females. Here the physical facilities indicate well-equipped classrooms, sanitation facilities, female safety environment and teaching resources directly impact teachers' job satisfaction and vary from male to female. Good facilities create a positive, efficient work environment, and reducing stress leads to motivation. In contrast, poor facilities lead to frustration, stress, demotivation and lower job satisfaction.

Another factor relationship with co-workers is also significant. It indicates that relationships with co-workers greatly influence job satisfaction of teachers. JS is high among the male teachers. Positive interactions and relationships with other teachers create a supportive work environment, boosting confidence and motivation. When teachers feel connected to their colleagues, they share resources and ideas, contributing to professional growth. In contrast, negative relationships or a lack of teamwork can lead to isolation and stress among teachers, reducing job satisfaction. Overall strong collaborative relationships with co-workers is key for enhancing teachers' in the workplace and fostering a positive academic culture.

### CONCLUSION

In view of the findings, it can be discussed that no significant differences exist between male and female secondary school teachers of Changlang district of Arunachal Pradesh except for factors (C) and (H). It directs that the hypothesis is accepted. Gender, as a whole, plays a distinct role in shaping the factors that influence job satisfaction among secondary school teachers.

The most influencing factor is physical facilities, like well-equipped classrooms and teaching resources, directly impact teachers work satisfaction. Good facilities create an efficient, positive work environment, reduced stress and improve motivation towards job. In contrast, poor facilities lead to frustration, stress, and lower career contentment. The least influencing factor is (social status and family welfare) followed by (relationship with co-workers). Thus, it can be stated that (social status and family welfare) do not affect teachers JS more. So, it is very important to enhanced their JS, they should get a healthy school environment, classroom with sufficient teaching facilities, good infrastructure. In absence of these factors, teachers may develop a negative attitude toward their work, they may neglect on their responsibilities which can lead poor academic performance among students. These two factors are not a strong determining factor of their JS. It indicates that without these factors both the JS and their teaching effectiveness will not be affected.

### **Recommendations**

There are some suggestions that researchers may wish to recommend to other researchers related to this field. The researcher concentrated specifically concerning the eight factors. Therefore, it is suggested that future studies can consider other factors including job security, mental health, family dynamics, and similar aspects. To strengthen the educational process, there must be a strong and harmonious bond within the community and educational organizations as a supportive system. The reasons why all the driving forces of job satisfaction can be examined by the researchers in their future studies. The researcher can see how marital status and age affect the features of work happiness in further research. The Government and School authorities must look into the matter and other related issues faced by the teachers by organizing some training programs for teachers according to the issues that need to discuss about.

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***Conflict of Interest***

The author(s) declared no conflict of interest.

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