

Job Satisfaction of Secondary School Teachers

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ABSTRACT

In the current study, the level of job satisfaction among Granted and non-Granted Secondary school teachers was examined. A sample of 160 Granted and non-Granted Secondary school teachers from Nagpur was selected. This research included 80 Granted teachers (40 male and 40 female) and 80 non-Granted teachers (40 male and 40 female), totaling 160 educators working in various government and private schools. A standardized job satisfaction test developed by Pramod Kumar and D.N. Mutha (Teacher Job Satisfaction Questionnaire, 1996 revision) was utilized. To test the proposed hypotheses, the 't' test was employed. The findings indicated a significant difference in job satisfaction levels between government and private school teachers. Additionally, it was found that there was no significant variation in job satisfaction levels between male and female school teachers.

Keywords: *Job Satisfaction, Secondary School teachers*

Job satisfaction is a content of significant interest. It refers to how individualities perceive their job and whether they feel happy or disgruntlement with it. It encompasses stations that can be both positive and negative. Weiss (2002) described job satisfaction as an emotional response to one's job, emphasizing that satisfaction should be viewed as this emotional response grounded on one's particular standpoint. In earlier exploration, job satisfaction was examined through the lens of need fulfillment, specifically looking at whether a job satisfies the hand's physical and cerebral requirements, similar as pay and social relations (e.g., Wolf, 1970). presently, the maturity of experimenters concentrates on understanding job satisfaction as a form of station. Job satisfaction represents an existent's station toward different angles of their work. It's viewed as a comprehensive conception.

Locke (1976) proposed colorful confines of job satisfaction, including

- The nature of the work
- The organizational environment
- prices
- The social terrain

Job satisfaction emphasizes the relationship between workers and associations. From a humanistic standpoint, individualities should be treated fairly and with respect, as this significantly influences their physical and internal well-being.

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Organizational commitment is the attachment that an individual has for their current employer rather than how much the individual likes or dislikes the job.

Monday (1998) notes that commitment has three interrelated factors that form a single global conception

- Accepting the association's pretensions and values.
- amenability to work hard for the association.
- Desire to stay with the association.

Note that the focus of this station is solely on the association itself, whereas job satisfaction is concentrated more on the job and angles of the job.

Meyer, Allen, and Smith (1993) developed the idea that there are three distinct types of commitment.

- Affective commitment is the attitudinal element that most nearly aligns with the original unidimensional generality of Monday, Steers, and Porter (1979). It is aligned with a person's emotional attachment to the job and reflects how much a person wants to remain with the employer.
- Continuance commitment is grounded on what would be lost (e.g., pension benefits) by leaving the association. A person might want to keep a job that is dissatisfying because of the need to keep benefits or the incapability to find another job that pays as well, frequently appertained to as a golden bind as a generous payment and benefit package can trap a person in a particular job.

(by Brown, 1996). It correlates most strongly with the facet of work satisfaction, and least strongly with the facet of pay satisfaction, a pattern you have already seen with other job attitudes. This is not surprising because job involvement focuses on work itself as opposed to other aspects of a job.

Job satisfaction can be considered a general index of work adaptation that can be applicable to internal health. Actually, high situations of job satisfaction can reflect positive internal health and well-being. But what happens to people who are displeased with their jobs? Might their internal health be negatively affected?

There are three aspects of internal health that are generally studied in relation to job satisfaction.

- Subclinical internal health symptoms. These are negative feelings at work that everyone gestures from time to time, similar to anxiety or depressed mood.
- Diagnosed internal health diseases. These include anxiety diseases, clinical depression, or substance abuse.
- Positive internal health. This isn't just the absence of internal health symptoms or diseases, but is positive well-being that indicates a high position of emotional and social functioning. Studies of internal health symptoms frequently assess torture and specific negative feelings, most specifically truthfulness, anxiety, and depressed mood. Other studies will use measures of general internal health. Job satisfaction has been shown to relate to both types of measures. Job dissatisfaction has been associated with high situations of negative feelings (e.g., Van Katwyk, Fox, Spector, & Galloway, 2000; Yang, Liu, Nauta, Caughlin, & Spector,), similar to anxiety and depression (Pyc, Meltzer, & Liu, 2017). Job dissatisfaction has also been associated

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with low scores on general measures of internal health, although these don't inescapably reflect clinical diseases (Cass, Siu, Faragher, & Cooper, 2003). This line of exploration has established a link between job satisfaction and internal health, but as with physical health, it isn't clear that dissatisfaction itself leads to poor internal health.

REVIEW OF LITERATURE

Job satisfaction plays a crucial role in the field of organizational psychology and is a highly researched topic. It acts as a mediator in establishing a link between working conditions and individual or organizational outcomes (Dorman & Zapf, 2001). Chen (2010) discovered that there is no notable difference in job satisfaction between male and female teachers in government schools, while a significant difference exists between male and female teachers in private schools.

Suki and Suki (2011) explored the impact of gender on job satisfaction and organizational commitment. Zilli and Zahoor (2012) conducted a study to compare organizational commitment levels between male and female high school teachers. The results indicated that female teachers exhibited a significantly higher level of organizational commitment compared to their male counterparts.

Kumar and Jafri (2011) researched the organizational commitment levels of male and female secondary school teachers and found that female teachers demonstrated greater organizational commitment than male teachers. Kumar Bharat (2020) examined job-related satisfaction among postgraduate teachers across various schools in Dehradun using a descriptive approach. Total 360 postgraduate teachers, with an equal representation of males and females, were evaluated with Dixit's job satisfaction scale, and a significance t-test was applied. The findings revealed a significant difference in the job satisfaction levels among teachers.

Das, A. (2009-10) discovered a significant variation in job satisfaction among secondary school teachers based on government versus private, married versus unmarried, and English versus vernacular medium educators.

Kshirsagar M. M. and Dr. Autade M. (2025) investigated job satisfaction among special education teachers, using a sample of 60 individuals and descriptive statistics. The hypothesis was evaluated using a t-test, and results indicated that job satisfaction levels were higher among female special education teachers than male teachers.

Dr. Ghosh M. Smritikana (2015) studied job satisfaction levels among teachers in government and private schools in Ranchi, involving 200 participants to test the hypothesis through a t-test. The results showed no significant difference in job satisfaction between teachers in government and private schools, and there was also no gender difference noted in job satisfaction levels.

METHODOLOGY

Hypotheses

- **H1:** Teachers working in a granted school are more satisfied with their job than teachers working in non-granted school.
- **H2:** There is a significant gender difference in the job satisfaction of secondary school teachers.

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Objectives

1. To assess the level of job satisfaction of secondary school teachers working in granted and non-granted schools.
2. To study the impact of gender on the job satisfaction of secondary school teachers

Sample

The study's sample included teachers employed in both government and private schools in Nagpur. A total of 160 teachers were selected, comprising 80 teachers from private schools (40 males and 40 females) and 80 teachers from government schools (40 males and 40 females).

Sample Distribution:

Table: sample distribution

Gender	Granted school	None Granted school	
Male	40	40	80
Female	40	40	80
Total	80	80	N- 160

Research design

A 2×2 factorial design was used, involving two independent variables each with two levels.

Table: Research design

Gender (B)	School (A)		
	Gender	Granted	Non-Granted
Male		A1 B1 (N = 40)	A2 B1 (N = 40)
	Female	A1 B2 (N = 40)	A2 B2 (N = 40)

Statistical analysis

- Calculate the average and standard deviation of job satisfaction for both granted and non-granted schools.
- Determine the average and standard deviation of job satisfaction for male and female teachers.
- Calculate the t-ratio for both granted versus non-granted schools and for gender differences.

Variables

- **Independent Variables**
 1. Type of School Teachers: Government and Private school teachers
 2. Gender: Male and Female school teachers.
- **Dependent Variables**
 1. Job satisfaction

Instruments

The Job Satisfaction Scale, developed by Pramod Kumar and D.N. Mutha in 1996, was utilized. This scale consists of 29 statements/questions that require 'yes or no' responses. A score of 1 is assigned for a positive answer, except for statements 6 and 29. The reliability of

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the test, calculated using the split-half method, is 0.95 and 0.97. The test-retest reliability is 0.73 and 0.85, and the validity is significantly high.

Procedure

Initially, a list of secondary schools was created, and permission was sought to meet with the educators. Both male and female instructors were approached during visits to the schools, where the study's objectives were briefly outlined. After building a rapport, consent was obtained and teachers were guaranteed that their responses would be kept confidential. The Job Satisfaction Scale developed by Kumar and Mutha (1996) was administered in both offline and online versions. During school visits, printed questionnaires were handed out in staff rooms or other designated areas, allowing teachers ample time to fill them out. For those who favored digital participation, the same scale was made available via a Google Form. Completed questionnaires were collected right away or during a subsequent visit, while online responses were recorded automatically. All submissions were checked for completeness and later scored in accordance with the guidelines provided in the manual.

Data collection

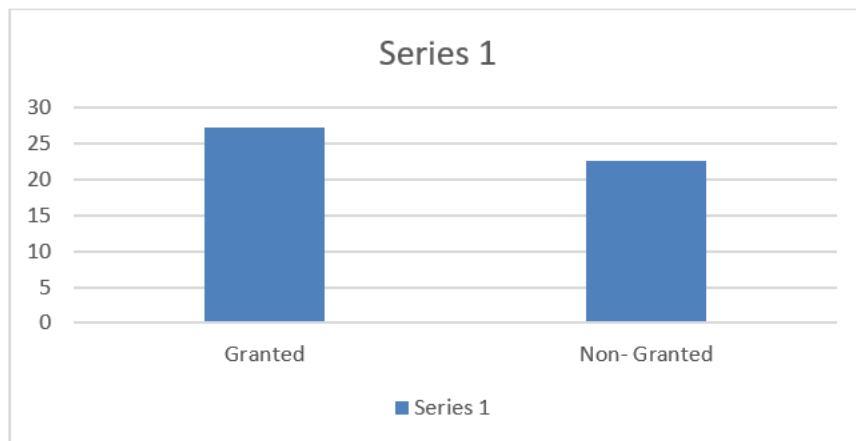
Data were gathered utilizing the Job Satisfaction Scale created by Kumar and Mutha in 1996. Hard-copy questionnaires were personally distributed to teachers at each selected school, ensuring that they comprehended the instructions prior to answering. Alongside the offline method, an online version of the scale was made available via Google Forms and circulated through email and school groups to reach teachers who were not available during visits. Participation in both methods was voluntary, and consent was secured at the start of each form. After collection, offline responses were manually input into a digital sheet, while online responses were retrieved from Google Forms. The two data sets were merged, verified for accuracy, and prepared for analysis.

RESULTS

Table:1 Job satisfaction of teacher working in secondary granted and non-granted school.

School	N	Mean (M)	Standard deviation (S.D)	t-ratio	Significance level
Granted	80	27.3	2.101235		
Non-granted	80	22.65	2.501139	5.28	0.01

Figure – 1 Mean scores of granted and non-granted school teacher on job satisfaction.

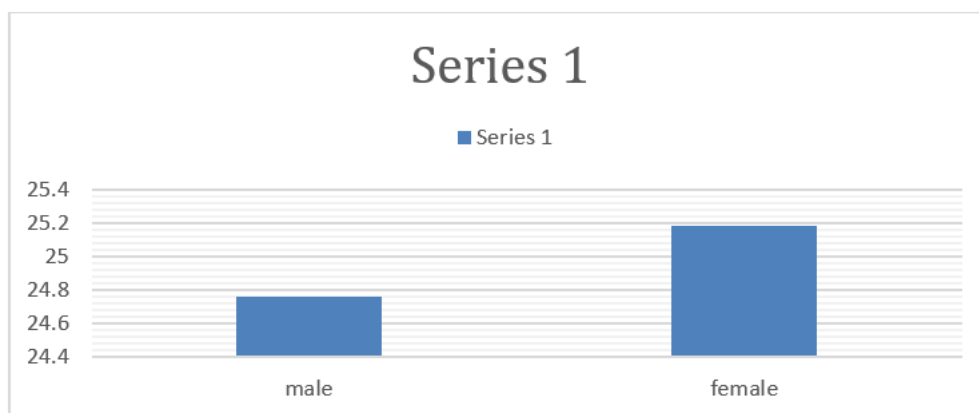


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Table – 2 Job satisfaction of secondary school teachers in relation to gender.

School	N	Mean (M)	Standard deviation (S.D)	t-ratio	Significance level
Male	80	24.76	3.51	0.413	Not significant
Female	80	25.18	3.03		

Figure – 2 Mean scores of Male and Female secondary school teacher.



DISCUSSION

The aim of the current research is to explore the degree of job satisfaction among secondary school educators in both granted and non-granted institutions, as well as to examine how gender influences these levels of job satisfaction.

This research employs a 2 X 2 factorial design. The participants included teachers from both government and private schools in Nagpur. A total of 160 teachers were surveyed, comprising 80 teachers from private schools (with 40 males and 40 females) and 80 from government schools (again 40 males and 40 females). For this study, a standardized job satisfaction questionnaire developed by Pramod Kumar and D.N. Mutha (1996 revision) was utilized.

The mean and standard deviation of job satisfaction for teachers in granted and non-granted schools were calculated. The granted school teachers had a mean score of 27.3 with a standard deviation (S.D) of 2.101, whereas non-granted school teachers recorded a mean score of 22.26 and an S.D of 2.5011. Based on these figures, a t-value of 5.28 was derived, indicating significance at 0.01 level.

The mean and standard deviation of job satisfaction among male and female secondary school teachers were also assessed. The male teachers had a mean score of 24.76 with an S.D of 3.51, while female teachers had a mean score of 25.18 with an S.D of 3.03. The resulting t-value from these means and standard deviations was calculated to be 0.413, reflecting not significance.

Bhatt (2018) reported no gender differences in job satisfaction among secondary school instructors and also noted no significant variation in job satisfaction according to the type of school.

Smritikana Mitra Ghosh (2015) studied job satisfaction levels between private and government school teachers, concluding that there was no significant difference between the

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two groups. Furthermore, it was reaffirmed that there was no notable difference in job satisfaction levels between male and female teachers.

Kumar (2015) discovered significant differences in job satisfaction levels among female teachers related to the type of school management.

CONCLUSION

Teacher's working in granted schools report higher job satisfaction compared to those in non-granted schools. Additionally, there is no notable difference in job satisfaction related to gender among secondary school educators.

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Conflict of Interest

The author(s) declared no conflict of interest.

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