

Research Paper

Job Satisfaction Factors among Pensioner and Non-Pensioner Secondary School Teachers in Relation to Gender

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ABSTRACT

The present study examined job satisfaction factors among secondary school teachers, pensioners and non-pensioners, in relation to gender. Job satisfaction is an important psychological and professional variable in teaching because it influences classroom involvement, institutional commitment, and professional adjustment. The study was conducted on a sample of 160 secondary school teachers, including 80 pensioner teachers and 80 non-pensioner teachers. The sample included 80 male and 80 female teachers, with 40 participants per cell in a 2 x 2 factorial design. The Teacher Job-Satisfaction Questionnaire, developed by Pramod Kumar and D. N. Mutha, was used. The four job satisfaction factors studied were attitude towards profession, attitude towards working conditions, attitude towards authority, and attitude towards institution. Mean, standard deviation, and two-way ANOVA were used for statistical analysis. The results indicated that pensioner teachers scored significantly higher than non-pensioner teachers on all four job satisfaction factors. Gender differences were not significant. The interaction effect of teacher status and gender was significant only for attitude towards working conditions. The findings suggest that assured pension benefits may contribute to more positive professional adjustment among secondary school teachers.

Keywords: *Job Satisfaction, Teacher Status, Pensioner Teachers, Non-Pensioner Teachers, Gender, Secondary School Teachers*

Teaching is one of the most socially responsible professions, and the effectiveness of educational institutions depends heavily on teachers' satisfaction, commitment, and emotional adjustment. Job satisfaction refers to the degree to which a person feels positive or favourable about his or her work role, institutional environment, authority structure, and professional responsibilities. Locke (1976) described job satisfaction as a pleasurable emotional state resulting from the appraisal of one's job or job experiences. In the teaching profession, this satisfaction is not limited to salary or service conditions; it also includes attitudes towards the profession, working conditions, authority, institutional climate, and the dignity associated with the teaching role.

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Secondary school teachers work at an important stage of student development. They handle adolescent learners, examination pressure, administrative responsibilities, parental expectations, and institutional demands. Therefore, their job satisfaction is directly connected with the quality of classroom interaction and school functioning. A satisfied teacher is more likely to show enthusiasm, patience, responsibility, and constructive involvement in school activities. In contrast, dissatisfaction may reduce professional involvement and institutional attachment.

In the Indian educational context, pension scheme status has become an important background variable among teachers. Teachers covered under the Old Pension Scheme generally feel more secure about their post-retirement life, whereas those under the New Pension Scheme may feel more uncertain about their future financial stability. Although both groups perform similar professional duties, their perceptions of security and institutional support may differ. Such differences may influence important factors of job satisfaction, particularly attitudes towards the profession, working conditions, authority, and the institution.

Gender is another relevant variable in the study of teacher job satisfaction. Male and female teachers may experience school environments, role expectations, authority relations, and work-life balance differently. However, gender differences in teaching are not always uniform. In some contexts, female teachers report higher satisfaction because teaching is socially accepted as a suitable profession; in other contexts, additional domestic responsibilities may reduce professional satisfaction. Therefore, gender needs to be examined empirically rather than assumed.

The present study focuses not merely on total job satisfaction but also on its factors. This factor-wise approach is important because a total score may hide specific areas of satisfaction and dissatisfaction. For example, a teacher may be satisfied with the profession but dissatisfied with authority or working conditions. Hence, studying the factors of job satisfaction provides a more detailed and useful understanding of teachers' professional adjustment.

Significance of the Study

The significance of the present article lies in its focus on the internal factors of job satisfaction rather than only on the total score. For school administrators, it is useful to know whether teachers differ in their satisfaction with the profession, working conditions, authority, or institution. Such information can help in planning counselling, administrative reforms, and professional development programmes.

The study is also significant because it examines pensioner and non-pensioner teachers separately. In the present educational context, retirement security and service benefits may influence teachers' sense of stability. The factor-wise findings can therefore provide useful insight into the psychological meaning of pension status in the teaching profession.

REVIEW OF RELATED LITERATURE

Herzberg, Mausner, and Snyderman (1959) proposed the motivation-hygiene theory, which explained that job satisfaction and dissatisfaction are influenced by different sets of factors. Motivators such as achievement, recognition, and responsibility contribute to satisfaction, while hygiene factors such as salary, supervision, policy, and working conditions reduce

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dissatisfaction. This theory is useful for understanding teachers' satisfaction because teaching involves both inner professional motivation and external institutional conditions.

Locke (1976) explained job satisfaction as an emotional response to the appraisal of job experiences. This view is relevant to school teachers because their satisfaction depends on how they evaluate their profession, institutional environment, relationship with authority, and opportunities for meaningful work. The present study applies this perspective by examining different factors of job satisfaction rather than treating job satisfaction as a single variable.

Spector (1997) emphasised that job satisfaction includes attitudes towards several aspects of work such as supervision, conditions, rewards, co-workers, and organisational procedures. In the context of schools, these aspects are reflected in teachers' attitudes towards the profession, working conditions, authority, and institution. Thus, factor-wise assessment is more useful for identifying the areas in which teachers are satisfied or dissatisfied.

Skaalvik and Skaalvik (2011) observed that teacher job satisfaction is closely linked with school context, emotional exhaustion, and motivation to remain in the profession. This suggests that institutional and professional factors are essential in understanding teachers' satisfaction. The present study extends this view by examining how pension status and gender relate to specific job satisfaction factors.

Weiss (2002) argued that job satisfaction should be understood as distinct from evaluations, beliefs, and affective experiences. This is relevant for the present article because teachers may evaluate professional duties, authority, institutional culture, and working conditions differently. Therefore, the factor-wise approach gives a clearer picture of teachers' professional satisfaction.

Objectives of the Study

1. To compare pensioner and non-pensioner secondary school teachers on job satisfaction factors, namely attitude towards profession, attitude towards working conditions, attitude towards authority, and attitude towards institution.
2. To compare male and female secondary school teachers on job satisfaction factors.
3. To examine the interaction effect of teacher status and gender on job satisfaction factors.

Hypotheses

1. There is no significant difference between pensioner and non-pensioner secondary school teachers on job satisfaction factors.
2. There is no significant difference between male and female secondary school teachers on job satisfaction factors.
3. There is no significant interaction effect of teacher status and gender on job satisfaction factors.

RESEARCH METHOD

Sample

The sample consisted of 160 secondary school teachers. The sample included 80 pensioner teachers and 80 non-pensioner teachers. Gender-wise, the sample included 80 male and 80

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female teachers. Each cell of the 2 x 2 design consisted of 40 participants. The sample was selected in accordance with the requirements of the present factor-based article.

Table 1 Sample Distribution

Teacher Status	Male Teachers	Female Teachers	Total
Pensioner Teachers	40	40	80
Non-Pensioner Teachers	40	40	80
Total	80	80	160

Tool Used

The Teacher Job-Satisfaction Questionnaire (TJSQ-KM), developed by Pramod Kumar and D. N. Mutha (Kumar & Mutha, n.d.), was used. The questionnaire measures teachers' job satisfaction across four areas: attitude towards profession, attitude towards working conditions, attitude towards authority, and attitude towards institution. Higher scores indicate higher job satisfaction.

Statistical Techniques

Mean, standard deviation, and 2 x 2 factorial ANOVA were used. Teacher status and gender were treated as independent variables, and the four job satisfaction factors were treated as dependent variables. Significance was tested at the .05 and .01 levels.

RESULTS AND DISCUSSION

Table 2 presents the means and standard deviations of job satisfaction factors by teacher status.

Table 2 Mean and Standard Deviation of Job Satisfaction Factors by Teacher Status

Teacher Status	Attitude towards Profession	Attitude towards Working Conditions	Attitude towards Authority	Attitude towards Institution
Pensioner Teachers	8.00 (1.21)	13.71 (2.05)	7.99 (1.12)	9.68 (1.62)
Non-Pensioner Teachers	6.95 (1.42)	11.86 (2.40)	6.95 (1.41)	8.20 (1.46)

The descriptive results show that pensioner teachers obtained higher mean scores than non-pensioner teachers on all four job satisfaction factors. This indicates that teachers with pension security showed more favourable attitudes towards profession, working conditions, authority, and institution.

Table 3 presents the mean and standard deviation of job satisfaction factors according to gender.

Table 3 Mean and Standard Deviation of Job Satisfaction Factors by Gender

Gender	Attitude towards Profession	Attitude towards Working Conditions	Attitude towards Authority	Attitude towards Institution
Female Teachers	7.58 (1.26)	12.90 (2.26)	7.42 (1.32)	8.85 (1.62)
Male Teachers	7.38 (1.56)	12.68 (2.56)	7.51 (1.43)	9.02 (1.79)

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The mean differences between male and female teachers were small. Female teachers had slightly higher mean scores on some factors, but the differences were not significant and required inferential testing through ANOVA.

Table 4 shows the 2 x 2 ANOVA results for job satisfaction factors.

Table 4 Two-Way ANOVA for Job Satisfaction Factors

Factor	Source	df	F	p	Sig.
Attitude towards Profession	Teacher Status	1, 156	25.42	< .01	< .01
Attitude towards Profession	Gender	1, 156	0.92	.338	NS
Attitude towards Profession	Teacher Status x Gender	1, 156	2.08	.152	NS
Attitude towards Working Conditions	Teacher Status	1, 156	28.21	< .01	< .01
Attitude towards Working Conditions	Gender	1, 156	0.42	.519	NS
Attitude towards Working Conditions	Teacher Status x Gender	1, 156	5.96	.016	< .05
Attitude towards Authority	Teacher Status	1, 156	26.42	< .01	< .01
Attitude towards Authority	Gender	1, 156	0.19	.665	NS
Attitude towards Authority	Teacher Status x Gender	1, 156	1.38	.241	NS
Attitude towards Institution	Teacher Status	1, 156	37.08	< .01	< .01
Attitude towards Institution	Gender	1, 156	0.52	.471	NS
Attitude towards Institution	Teacher Status x Gender	1, 156	3.85	.052	NS

Table 4 presents the two-way ANOVA results for job satisfaction factors among pensioner and non-pensioner secondary school teachers, by gender. The results show that teacher status had a significant effect on all four job satisfaction factors. The F-values for attitude towards profession, working conditions, authority, and institution were 25.42, 28.21, 26.42, and 37.08, respectively, and all were significant at the 0.01 level. Hence, the first null hypothesis, “There is no significant difference between pensioner and non-pensioner secondary school teachers on job satisfaction factors,” was rejected. This indicates that pensioner teachers differed significantly from non-pensioner teachers on all job satisfaction factors. The higher satisfaction of pensioner teachers may be due to greater service security and post-retirement assurance. Job satisfaction is influenced by work conditions, security, institutional climate, and motivational factors (Herzberg et al., 1959; Locke, 1976).

The gender effect was not significant for any job satisfaction factor. The F-values for gender were 0.92, 0.42, 0.19, and 0.52, with p-values greater than .05. Therefore, the second null hypothesis, “There is no significant difference between male and female secondary school teachers on job satisfaction factors,” was accepted. This suggests that male and female teachers showed nearly similar levels of job satisfaction. Thus, gender alone was not a significant determinant in this sample.

The interaction effect of teacher status and gender was significant only for attitude towards working conditions, $F(1, 156) = 5.96$, $p = .016$, significant at the 0.05 level. However, interaction effects were not significant for attitude towards profession, authority, and institution. Therefore, the third null hypothesis, “There is no significant interaction effect of teacher status and gender on job satisfaction factors,” was rejected. This means teacher status and gender jointly influenced only the working conditions factor. Overall, the findings

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support the view that organisational and service-related factors are important in teacher job satisfaction (Spector, 1997; Skaalvik & Skaalvik, 2011).

CONCLUSION

1. Pensioner and non-pensioner secondary school teachers differed significantly on job satisfaction factors.
2. Male and female secondary school teachers did not differ significantly on job satisfaction factors.
3. The interaction effect of teacher status and gender on job satisfaction factors was partially significant.

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Conflict of Interest

The author(s) declared no conflict of interest.

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