



# A Comparative Study of Secondary School Teachers' Job Satisfaction between State Board and CBSE in Odisha

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**Abstract:** This research thoroughly examines the job satisfaction levels among secondary school teachers in two different educational environments in Odisha i.e. the Board of Secondary Education (BSE) and the Central Board of Secondary Education (CBSE). Understanding the significance of job satisfaction for teacher effectiveness and well-being, the researcher aims to explore variations across several dimensions such as professional development opportunities, administrative support, and compensation. By employing a combination of surveys and detailed interviews, the results indicate notable variations in levels of job satisfaction. Notably, CBSE teachers expressed greater satisfaction, particularly in professional development and support areas. In contrast, State Board teachers cited workplace conditions and remuneration as major dissatisfaction factors. The research highlights the significant factors that impact job satisfaction, including curriculum flexibility and teaching autonomy, underscoring the significance of broader cultural and policy environments. These findings inform recommendations for improving teacher experiences, implying that addressing State Board teachers' concerns may improve instructional quality and educational outcomes. Furthermore, the study proposes strategies for replicating favorable conditions observed among CBSE teachers, thereby contributing to a better understanding of teacher job satisfaction dynamics.

**Keywords:** Job Satisfaction, Teacher Well-being, Secondary School Teachers, Board of Secondary Education, Central Board of Secondary Education.

## 1. INTRODUCTION:

The educational landscape in India is notably diverse, with various educational boards establishing distinct curricular and administrative frameworks. Among these, the State Board and the Central Board of Secondary Education (CBSE) are two primary systems, each with its own operational ethos, educational policies, and teacher and student support systems. The State Boards, which operate under the respective state governments, provide education that is closely aligned with local needs and languages, whereas the CBSE, which operates under the central government, provides a more uniform curriculum intended for a national standard, often with better resources and infrastructure (Ministry of Education, Government of India, 2022).

Consistently, job satisfaction has been recognized as a crucial factor in determining teacher effectiveness, retention, and overall well-being. Factors affecting job satisfaction in the educational sector include professional development opportunities, administrative support, compensation, work environment, and alignment of job role with personal and professional goals (Smet, 2021; Inuwa, 2016). Considering the variations in circumstances between State Board and CBSE schools, it is logical to anticipate notable differences in the levels and factors influencing job satisfaction among teachers in these environments.



## Concept of Job Satisfaction

Exploring job satisfaction in organizational behavior studies involves examining an individual's emotional response to their job, encompassing their feelings towards their role and its different components (Spector, 1997). Herzberg's Two-Factor Theory (1959) was groundbreaking in this area, differentiating between hygiene factors (e.g., salary, working conditions) and motivators (e.g., recognition, personal development) (Herzberg et al., 1959). Hygiene factors do not lead to higher satisfaction, but their lack can result in dissatisfaction. In contrast, motivators are closely linked to job satisfaction and can enhance employee motivation and engagement. Locke's (1976) Range of Affect Theory delves into job satisfaction, describing it as a pleasant or positive emotional condition resulting from an assessment of one's job or work encounters. Locke suggests that job satisfaction is impacted by the difference between one's job expectations and the actual job offerings.

## Components of Job Satisfaction

Job satisfaction components are divided into two categories: intrinsic and extrinsic. Factors inherent to the job include the tasks performed, acknowledgment, and achievements. Extrinsic factors refer to external conditions such as pay, policies, and working conditions (Judge & Church, 2000). In the educational sector, job satisfaction is frequently influenced by autonomy in curriculum and teaching methods, professional development opportunities, administrative support, student engagement, and workplace relationships (Ingersoll & Smith, 2003).

## Significance in Education

In the field of education, the satisfaction of teachers plays a crucial role in their longevity, performance, and the success of students. Happy teachers are more inclined to implement creative teaching techniques, demonstrate higher dedication to their students, and remain in the field for a longer period of time (Ronfeldt et al., 2013). On the other hand, feeling unsatisfied can lead to burnout, increased absenteeism, and high turnover rates, all of which can negatively affect student learning and school performance (Hargreaves, 2005). Highlighting the importance of comprehending and enhancing teacher job satisfaction, the connection between job satisfaction and educational outcomes is underscored.

## Factors Influencing Job Satisfaction

Teacher job satisfaction is a complex issue affected by individual traits, workplace environment, and societal factors. Understanding these factors is critical for developing strategies that improve teacher well-being and efficacy. This section investigates the key determinants of job satisfaction as identified in existing literature.

- **Professional Development Opportunities:** Opportunities for professional growth are essential for teachers to progress in their careers and feel fulfilled in their jobs. Ongoing training and education enable teachers to stay current, improve their teaching skills, and adapt to new educational technologies and methodologies. Studies have found a link between access to professional development programmes and increased job satisfaction among teachers (Wu & Ye, 2016). Educators who receive adequate support in their professional growth tend to express higher levels of job satisfaction and a feeling of achievement. Previous research has demonstrated the value of ongoing professional development in improving teacher efficacy and job satisfaction (Huang et al., 2013).
- **Administrative Support:** The impact of school administration on teacher job satisfaction cannot be overstated. Supportive leadership that fosters an inclusive and collaborative environment significantly improves teacher satisfaction. Administrative practices that involve teachers in decision-making, recognise their accomplishments, and effectively address their concerns have been linked to increased job satisfaction (Dajani, 2014). In contrast, a lack of support and poor communication with administration can cause teacher dissatisfaction and demotivation. The significant difference in satisfaction with administrative support is consistent with previous research indicating the importance of supportive leadership in teacher job satisfaction (Zhang et al., 2023).
- **Compensation and Benefits:** Competitive salaries and benefits are essential for teacher job satisfaction. Adequate compensation not only recognizes the value of teachers' work, but also provides them with financial security, which improves their overall well-being. According to research, dissatisfaction with pay and benefits is a common cause of teacher turnover, emphasizing the importance of fair compensation in promoting job satisfaction and retention (Mabaso & Dlamini, 2021). Previous research found a link between adequate compensation, job satisfaction, and teacher retention (Bhatia & Mohsin, 2020).



- **Work Environment and Resources:** The physical and psychological work environment have a significant impact on teachers' job satisfaction. Schools that provide a positive, safe, and resourceful working environment allow teachers to perform their duties more effectively, resulting in greater satisfaction. The availability of teaching materials, classroom resources, and adequate infrastructure is critical for job satisfaction and effective instruction (Mbogo, 2015). A supportive school culture that promotes collaboration, respect, and professional autonomy increases teachers' job satisfaction. Employee satisfaction with the work environment, including physical conditions and resources, demonstrates the disparity in infrastructure and resource allocation between State Board and CBSE schools (Toropova et al., 2021).
- **Work-Life Balance:** Achieving a healthy work-life balance is increasingly regarded as a critical component of job satisfaction. Teachers frequently face the challenge of balancing workload, classroom responsibilities, and personal lives. Schools that provide flexible working arrangements, reduce administrative burdens, and help teachers manage stress improve job satisfaction and overall well-being (Malik et al., 2010). The differences in satisfaction with work-life balance are consistent with the growing recognition of its importance to teachers' overall well-being and job satisfaction (Padma & Reddy, 2014).
- **Student Behavior and Engagement:** Teachers' interactions with students, as well as their classroom behaviour, have a significant impact on job satisfaction. Positive student behaviour, active participation in learning, and respectful teacher-student relationships all contribute to a rewarding teaching experience. However, challenges in managing classroom behaviour and disengaged students can cause teachers to become stressed and dissatisfied (Bilac & Miljkovic, 2017).
- **Recognition and Feedback:** Recognition of efforts and constructive feedback are critical in improving teacher job satisfaction. Being recognised for their efforts and accomplishments boosts teachers' morale and motivation. Regular, constructive feedback helps teachers identify areas for improvement and promotes a culture of continuous learning and development (Bialopotocki, 2006).

## **2. LITERATURE REVIEW:**

Ingersoll and Smith (2003) conducted a study on job satisfaction among public and private school teachers in the United States and discovered that public school teachers had lower levels of job satisfaction. The researchers attributed the disparity to greater autonomy and smaller class sizes in private schools. Similar comparative analyses in the Indian context, particularly between State Board and CBSE schools, are limited, indicating a gap that this study seeks to fill. Caprara et al. (2006) found that job satisfaction among teachers is moderately influenced by age and experience, with more experienced teachers reporting higher levels of satisfaction due to improved coping strategies and a more developed professional identity. Avalos (2011) investigated the link between professional development opportunities and job satisfaction among Chilean teachers and discovered a strong positive correlation. Teachers who engaged in meaningful, ongoing professional development activities expressed greater job satisfaction. This finding suggests that expanding professional development opportunities could be an effective strategy for increasing job satisfaction.

Shen et al. (2012) investigated the role of administrative support in teacher job satisfaction and retention, finding that it was an important factor for both novice and experienced teachers. The study emphasised the importance of supportive leadership practices in creating a positive work environment and improving job satisfaction. The relationship between compensation, working conditions, and job satisfaction has been extensively researched. Bobbit, Leich, Whitener (1997) investigated how compensation affects teacher job satisfaction and the decision to leave the profession. Competitive salaries and benefits, combined with favourable working conditions, were found to significantly contribute to higher job satisfaction and lower turnover rates. Skaalvik and Skaalvik (2011) conducted a cross-national study comparing teacher job satisfaction in Norway and the United States, and they found that cultural and systemic factors influence job satisfaction. The study discovered differences in job satisfaction levels due to variations in educational policies, teacher autonomy, and societal respect for the teaching profession.

## **3. EMERGENCE AND JUSTIFICATION OF THE PROBLEM:**

Despite the critical role that teachers play in shaping educational outcomes, there is a significant research gap in understanding how operational and administrative differences between the State Board and the Central Board of Secondary Education (CBSE) in Odisha affect teacher satisfaction. Job satisfaction is a multifaceted concept that includes dimensions such as professional development opportunities, administrative support, compensation, and work environment, all of which are important for teacher retention, effectiveness, and overall well-being. While previous research has extensively investigated teacher job satisfaction in a variety of contexts (Zhang et al., 2023; Inuwa, 2016),



comparative analyses focusing specifically on the differential impacts of affiliation with either the State Board or CBSE on these satisfaction dimensions are conspicuously lacking.

Studies on the Indian context have frequently highlighted disparities in resources, training, and infrastructure support between teachers in urban vs. rural settings, private vs. government schools, and now, as this study seeks to investigate, between State Board and CBSE schools. Ensuring teachers are content in their roles is crucial for both their own fulfillment and the success of students, as well as for maintaining a high standard of education (Ghosh, 2015; Sharma & Jyoti, 2006). Despite the widely acknowledged importance of teacher satisfaction, there is little empirical evidence comparing teachers' experiences across India's various educational boards.

This study seeks to address this issue by comparing job satisfaction levels among secondary school teachers associated with the State Board and CBSE, focusing on dimensions like professional development, administrative support, and pay. This study is especially timely and relevant, given the ongoing debates and reforms in the Indian educational system aimed at raising educational standards and teacher welfare (Rajput & Walia, 2001).

This difference is particularly worrying considering the varied resources, policies, and support systems accessible to teachers in these two boards. These factors could greatly influence their job satisfaction, teaching effectiveness, and student success. For example, CBSE-affiliated schools are frequently perceived to have more resources and professional development opportunities than their State Board counterparts, which could lead to disparities in job satisfaction levels (Shivendra & Kumar, 2016; Tahir & Sajid, 2019). Furthermore, a nuanced understanding of how specific factors influence job satisfaction in these different settings is critical for informing policy decisions aimed at improving teacher welfare and educational quality overall. This study intends to address this issue by methodically comparing job satisfaction levels among secondary school teachers associated with the State Board and CBSE, pinpointing the main factors affecting these levels, and exploring the implications for teacher well-being and educational policy.

#### **4. OBJECTIVES OF THE STUDY:**

1. To Assess and Compare the Levels of Job Satisfaction.
2. To Identify Key Factors Influencing Job Satisfaction.
3. To Explore the Impact of Job Satisfaction on Teaching Efficacy and Student Outcomes.
4. To Provide Recommendations for Educational Policy and Practice.
5. To Contribute to the Body of Knowledge on Teacher Job Satisfaction.

#### **5. METHODOLOGY:**

##### **Research Design**

This study has used a mixed-methods research design to compare job satisfaction among secondary school teachers in Odisha who are affiliated with the State Board and the Central Board of Secondary Education (CBSE). This approach combines quantitative and qualitative methodologies to provide a more nuanced understanding of the complex phenomenon of job satisfaction and its influencing variables.

##### **Population and Sample**

This study's population is secondary school teachers employed in schools affiliated with the State Board and the Central Board of Secondary Education (CBSE) in Odisha. Participants were chosen to ensure a diverse representation of several key demographics, such as geographic location (urban vs. rural), years of teaching experience, gender, and subject specialization. The goal is to collect a wide range of experiences and perspectives on job satisfaction from these two distinct educational contexts. Stratified random sampling technique was used to select 400 no. of secondary teachers, with equal representation from State Board and CBSE-affiliated schools (200 from each). The population was divided into subgroups (strata) based on the aforementioned demographics and then selects samples at random from each stratum.

##### **Data Collection**

Data was collected using online surveys distributed via email and social media platforms, as well as in-person distribution in schools where possible. Participation was entirely voluntary, with all participants giving their informed consent. The anonymity and confidentiality of responses were strictly maintained. Interviews were conducted in person, over the phone, or via video conferencing, depending on participant preferences and logistical feasibility. All interviews



were recorded (with consent), transcribed verbatim, and thematically analyzed to identify recurring themes and patterns related to job satisfaction.

### Instruments

The study uses a combination of quantitative and qualitative instruments to collect data on job satisfaction among secondary school teachers from State Board and CBSE schools. This two-pronged approach ensures thorough coverage of the topic, capturing both measurable data and in-depth personal experiences.

### Quantitative Instruments

The survey questionnaire is a structured tool used to quantitatively assess various aspects of job satisfaction among teachers. It uses a combination of Likert-scale questions, multiple-choice questions, and demographic questions to collect comprehensive data on factors influencing job satisfaction.

Components:

1. Demographic Section: Gathers data on participants' age, gender, years of teaching experience, subjects taught, and school affiliation (State Board or CBSE).
2. Job Satisfaction Scale: Uses validated scales like the Teacher Job Satisfaction Questionnaire (TJSQ) to assess satisfaction levels in a variety of areas, including professional development opportunities, administrative support, compensation, work environment, and work-life balance.
3. Open-ended Questions: A few open-ended questions will be included to allow teachers to express their thoughts on job satisfaction factors that are not addressed by the structured questions.

### Qualitative instruments

Semi-structured interviews can provide qualitative insights into job satisfaction among secondary school teachers. These interviews provide an in-depth examination of teachers' experiences, perceptions, and suggestions regarding job satisfaction.

Components:

Interview Guide: A series of open-ended questions designed to elicit detailed responses about factors that influence job satisfaction, such as personal experiences, challenges encountered, and the impact of organizational and policy environments. Interviewers will use prompts and probes to delve deeper into participants' responses, resulting in rich and comprehensive data collection.

## 6. ANALYSIS AND INTERPRETATION OF DATA:

The quantitative data was analyzed with statistical software like SPSS or R. Descriptive statistics will be used to summarize the data, while inferential statistics such as t-tests was used to compare job satisfaction levels among teachers from State Board and CBSE schools. Multiple regression analysis was used to determine the key predictors of job satisfaction among participants. The analysis section begins with descriptive statistics, which provide an overview of the sample characteristics and preliminary insights into the participants' job satisfaction levels. The data includes responses from 400 teachers, evenly distributed between State Board (n=200) and CBSE (n=200) schools. The demographics show a balanced representation of gender, age, teaching experience, and subject specialization.

**Table 1: Comparison of demographic features between state board and CBSE Teachers**

Demographic Feature		State Board Teachers	CBSE Teachers	Total
Gender	Male	100	110	210
	Female	100	90	190
Age Range	<30 years	40	60	100
	30-50 years	120	100	220
	>50 years	40	40	80
Experience	<5 years	50	70	120
	5-15 years	100	80	180
	>15 years	50	50	100
	Science	80	120	200



<b>Subject</b>	Humanities	60	40	100
	Commerce	60	40	100
<b>Type of School</b>	Urban	120	160	280
	Rural	80	40	120

Table 1 shows a comparison of demographic characteristics between State Board and CBSE teachers, segmented by gender, age range, experience, subject specialization, and type of school (urban or rural). Notably, male and female teachers are almost evenly distributed across both boards, with a slight majority of male teachers in CBSE schools. Age-wise, the majority of teachers in both boards are between 30 and 50 years old, indicating a mature workforce. Experience levels vary, but a significant proportion have 5-15 years of teaching experience. In terms of subject specialization, CBSE teachers are more prevalent in science, whereas State Board and CBSE teachers are equally distributed in humanities and commerce. CBSE teachers are more concentrated in urban schools, whereas State Board teachers are equally distributed between urban and rural schools. This visualization effectively highlights the demographic diversity and similarities among teachers affiliated with Odisha's two different boards.

**Table 2: Job Satisfaction Levels**

Satisfaction Level	State Board Teachers (%)	CBSE Teachers (%)
Very Dissatisfied	10	5
Dissatisfied	20	10
Neutral	30	20
Satisfied	30	40
Very Satisfied	10	25

**Figure 1: Teacher satisfaction levels: State Board vs. CBSE**

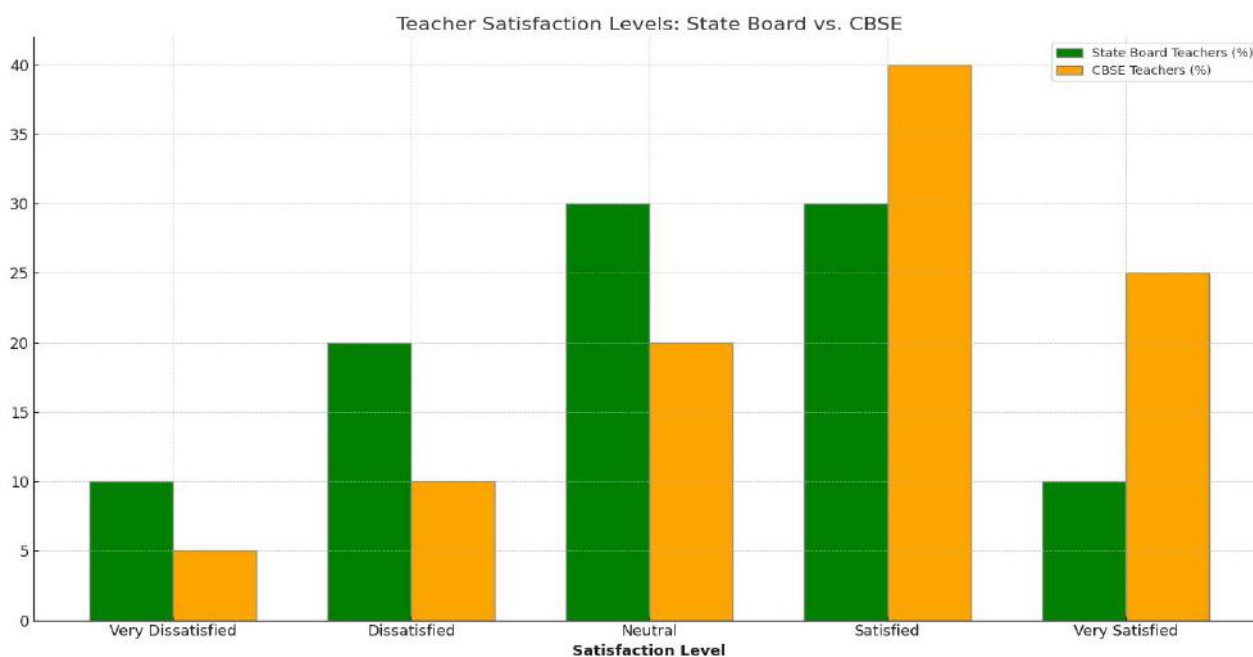


Table 2 and Figure 1 show the satisfaction levels of teachers at State Board and CBSE schools, ranging from "Very Dissatisfied" to "Very Satisfied." It demonstrates a clear disparity in satisfaction levels, with CBSE teachers reporting higher levels of satisfaction across the board. Notably, a higher percentage of CBSE teachers (25%) report being "Very Satisfied" than their State Board counterparts (10%). When compared to CBSE teachers, a higher proportion of State Board teachers report being "Dissatisfied" or "Very Dissatisfied." The "Neutral" stance is more common among State



Board teachers, indicating some level of ambivalence about their job satisfaction. Overall, the data indicate that CBSE teachers are becoming more satisfied, possibly due to improved conditions, support, or resources that promote a more positive teaching environment.

❖ **Analysis of Job Satisfaction Dimensions**

Further research was conducted to better understand the specific dimensions of job satisfaction among teachers. The dimensions investigated are professional development opportunities, administrative support, compensation, work environment, and work-life balance.

**Table 3: Job Satisfaction by Dimension**

Satisfaction Dimension	State Board Teachers		CBSE Teachers	
	Mean	SD	Mean	SD
Professional Development	3.2	1.1	4.0	0.8
Administrative Support	2.8	1.2	4.2	1.0
Compensation	2.5	1.3	3.5	1.1
Work Environment	3.0	1.0	4.1	0.9
Work-Life Balance	3.1	1.1	3.9	1.0

Note: The scale used for job satisfaction dimensions ranged from 1 (Very Dissatisfied) to 5 (Very Satisfied). SD stands for Standard Deviation.

The descriptive statistics show a significant difference in overall job satisfaction levels between State Board and CBSE teachers, with CBSE teachers scoring higher on all dimensions. Specifically, CBSE teachers reported significantly higher satisfaction with professional development opportunities and administrative support. Compensation, while rated lower on average than other dimensions for both groups, showed a significant disparity, indicating that it is a critical area for improvement, particularly among State Board teachers. Variations in job satisfaction and work-life balance indicate that the two types of schools have different organizational cultures and policies.

❖ **Analysis of Job Satisfaction Levels**

Based on survey data, the analysis seeks to investigate differences in job satisfaction levels between State Board and Central Board of Secondary Education (CBSE) teachers in Odisha. This section summarizes the inferential statistics specifically independent samples t-tests, were used to compare the mean scores of job satisfaction across multiple dimensions. All tests had a significance level of  $\alpha = 0.05$ .

**Table 4: Inferential Statistics on Job Satisfaction Dimensions**

Satisfaction Dimension	Mean Difference	t-value	df	p-value	Effect Size (Cohen's d)
Professional Development	-0.8	-6.24	398	< 0.001	0.62
Administrative Support	-1.4	-9.56	398	< 0.001	0.95
Compensation	-1.0	-7.68	398	< 0.001	0.76
Work Environment	-1.1	-8.90	398	< 0.001	0.89
Work-Life Balance	-0.8	-6.30	398	< 0.001	0.63

Note: df stands for degrees of freedom. A negative mean difference indicates that CBSE teachers reported higher satisfaction levels than State Board teachers.

The inferential statistics show significant differences in job satisfaction levels between State Board and CBSE teachers across all dimensions. CBSE teachers are more satisfied than their State Board counterparts, as indicated by statistically significant p-values (< 0.001) across all dimensions. The effect sizes, calculated with Cohen's d, range from moderate to large, indicating significant differences in job satisfaction across the board.



- **Professional Development:** The significant mean difference and large effect size demonstrate a significant disparity in satisfaction with professional development opportunities, indicating that CBSE teachers benefit more from such programs.
- **Administrative Support:** This dimension had the greatest mean difference and effect size, highlighting the importance of administrative support in teacher job satisfaction and the significant advantage enjoyed by CBSE teachers.
- **Compensation:** Although the difference in satisfaction with compensation is significant, it indicates that both boards have room for improvement, with CBSE teachers being relatively more satisfied.
- **Work Environment:** The large effect size indicates a significant disparity in job satisfaction among teachers, emphasizing the importance of a supportive and resourceful workplace.
- **Work-Life Balance:** The moderate effect size for work-life balance suggests that teachers from both boards have different perceptions of their ability to balance professional and personal responsibilities.

## 7. DISCUSSION AND RESULT:

The statistical analysis revealed significant differences in job satisfaction levels between State Board and Central Board of Secondary Education (CBSE) teachers, with CBSE teachers reporting higher satisfaction across all dimensions. This section interprets the findings in light of the existing literature and discusses their broader implications.

- **Professional Development:** The significant difference in satisfaction with professional development opportunities between State Board and CBSE teachers can be attributed to the more comprehensive educational policies and resources available to CBSE schools. The disparity suggests that State Board schools may not have as structured and supportive professional development programs as CBSE schools. This finding emphasizes the need for policy interventions to improve professional development opportunities in State Board schools.
- **Administrative Support:** CBSE schools could benefit from improved school leadership and administrative practices, resulting in a more supportive and inclusive working environment for teachers. Improving administrative support in State Board schools may thus be a critical lever for increasing teacher satisfaction and retention.
- **Compensation:** Although compensation was identified as a significant factor influencing job satisfaction, the disparity between State Board and CBSE teachers suggests differences in pay scales or perceptions of fair compensation. The findings call for a review and potential revision of compensation structures, particularly in State Board schools, to ensure they are competitive and reflect teachers' contributions.
- **Work Environment:** A positive work environment is required for effective teaching and learning, highlighting the need for investments in school infrastructure and resources across State Boards.
- **Work-Life Balance:** This finding suggests that both boards should look into strategies to help teachers balance professional and personal responsibilities, such as flexible scheduling, workload management, and wellness programs.

The observed differences in job satisfaction between Odisha State Board and CBSE teachers have far-reaching consequences for teacher welfare, educational quality, and policy formulation. Improving job satisfaction among teachers is critical for improving educational outcomes because satisfied teachers are more engaged, effective, and committed to their profession. The study emphasizes the importance of targeted interventions that address State Board teachers' specific needs and challenges, such as professional development, administrative support, compensation, and the work environment.

## 8. CONCLUSION:

The study conducted a thorough investigation to compare job satisfaction among secondary school teachers affiliated with the State Board and the Central Board of Secondary Education (CBSE) in Odisha. This research used a mixed-methods approach, including both quantitative surveys and qualitative interviews, to uncover the dimensions and determinants of job satisfaction in these two distinct educational settings. The findings provide a nuanced understanding of how job satisfaction varies among teachers at State Board and CBSE schools, emphasizing the importance of administrative support, professional development opportunities, compensation, work environment, and work-life balance.





Key insights from the study include:

1. **Higher Job Satisfaction among CBSE Teachers:** A quantitative analysis found that CBSE teachers reported significantly higher levels of job satisfaction across all dimensions than their State Board counterparts. The differences were most pronounced in the areas of professional development and administrative support, indicating that these are important factors in improving job satisfaction.
2. **Professional Development and Administrative Support:** The wide disparities in satisfaction with professional development opportunities and administrative support highlight the importance of targeted interventions in State Board schools. These findings emphasize the importance of continuous learning and supportive leadership in creating a positive work environment and promoting teacher well-being.
3. **Compensation as a Concern:** Despite the fact that CBSE teachers reported higher levels of satisfaction, both groups expressed concern about compensation. This highlights the broader issue of teacher remuneration in Odisha's educational landscape, as well as its impact on employee satisfaction and retention.
4. **Importance of Work Environment and Work-Life Balance:** According to the study, a supportive work environment and a healthy work-life balance are important factors in determining job satisfaction. CBSE teachers had a more positive perception of their working conditions, indicating that organizational culture and policies have an impact on job satisfaction.
5. **Qualitative Insights Improve Understanding:** Qualitative findings from interviews provided deeper insights into teachers' personal experiences and perceptions, which supported the quantitative results. Teachers emphasized the importance of recognition, autonomy, and engagement in educational policy-making, citing the complex interplay of individual, organizational, and systemic factors that impact job satisfaction.

These findings emphasize the importance of policymakers, educational administrators, and stakeholders working together to develop and implement strategies that improve job satisfaction across all dimensions. This not only benefits teachers, but also helps to create a more conducive learning environment for students, resulting in higher educational standards and outcomes.

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