



# Job Satisfaction Among Secondary Teachers in Zunheboto District

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**Abstract :** Job satisfaction refers to a collection of attitudes that workers have about their job. It is a set of favourable or unfavourable feelings and emotions with which employees view their works. Job satisfaction uncovers the familiarity of the individual towards his or her job which combines the job situation, events and conditions. The importance of job satisfaction lies in the fact that it is closely related with performance and efficiency of a person and is affected and influenced by a number of factors. The objective was to study job satisfaction among secondary teachers on the basis of gender, management, location, different subjects and years of experience. The study showed that the gender of the teachers, the location of school affects the job satisfaction of the secondary teachers. The study also found that the type of management, different subjects and teaching experience in years of the teachers do not affect the job satisfaction of the secondary teachers.

**Key words:** Job satisfaction, Secondary, Teachers, Zunheboto, Nagaland.

## 1. INTRODUCTION

Job satisfaction describes the degree to which individuals enjoy their job. It refers to a collection of attitudes that workers have about their job. It is a set of favourable or unfavourable feelings and emotions with which employees view their works. Locke (1976) defines job satisfaction as the state of feeling resulting from appraising one's job experiences. Job satisfaction of teachers is very vital. It uncovers the familiarity of the individual towards his or her job which combines the job situation, events and conditions. Measuring the satisfaction of job of the teachers in the field of education has become a primary effort for both the teachers and the researchers to make it an efficient one. The satisfaction of the teachers in the job is very important in the education system in order to deliver the education in the most effective manner. If the teachers are not satisfied in their working environment and job conditions, they cannot give meaningful and effective education. It is very important to know and provide the teachers with all the right facilities required for teaching so that they are satisfied with their job. The importance of job satisfaction lies in the fact that it is closely related with performance and efficiency of a person and is affected and influenced by a number of factors. Some factors which impact the job satisfaction of the teachers are educational qualification, intelligence, work environment, benefits and compensation, workload, personal motivation and values. It is shaped by both intrinsic and extrinsic factors, and understanding these factors can help improve both teacher retention and students' learning outcomes.

## 2. REVIEW OF LITERATURE

Job satisfaction is the way an employee feels about his or her job. Job satisfaction stems from the happiness derived from material gain and the creation of a work, product, or service through one's efforts. They were contented with their job satisfaction facet such as schools' policies, supervision, pay, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition and responsibility. (Usop et al. (2013). The salary of the teachers was significantly affecting the job satisfaction of teachers. (Usman et al. 2013). Teachers chose this career because of the salary, the hours, and the holidays associated with this profession. (Zembylas and Papanastasiou, 2013). There are factors that influence the teachers' job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, and relations with



students. For development of quality teachers', one has to understand the factors associated with it. Job satisfaction is one of these important factors. (Usop et al. (2013). Job satisfaction comes from the nature of the work, such as achievement and recognition related to the work. It exists when inherent feelings of contentment encourage job satisfaction in the teachers. Whereas dissatisfaction of job comes from the external factors in the work environment and circumstances. The satisfaction is impacted through various factors such as salaries, interpersonal relationships, resources and working conditions. Job satisfaction has been considered to be a function of the perceived relationship between that one wants from one's job and what he perceives it is offering (Locke, 1969). Measure of job satisfaction are related to the performance of the job. Results based on a national probability sample of workers indicate that job and life satisfaction were significantly and reciprocally related. (Judge & Watanabe, 1993). The effects of seven variables on job satisfaction related to occupation, age, and urbanization findings showed that education and income have a strong positive correlation with job and life satisfaction. Self-employment also had a significant influence and occupation, though a factor had only less impact on job satisfaction as compared to the other factors. Age and job longevity displayed strong, curved effects. Urbanization did not diminish the relationship. The relationship between job and life satisfaction will probable become relevant over time, in sight of national work force inclinations toward increased education, professionalization, income, and age. Bamundo and Kuppelman (1980). Employees who generally are satisfied with greater number of job variables tend to show overall job satisfaction with their job, while as, employees who show discontent with larger number of job variables tend to show overall discontent with their job. Job discontent with even a single job variable may lead to overall job discontent in an employee and vice-versa. Apart from these factors, the organizational administration should ensure that different variables related with the job satisfaction of their employees should meet the expectations of the employees. (Pandita and Dominic (2019).

### 3. OBJECTIVES OF THE STUDY

To study the job satisfaction among secondary teachers on the basis of gender, type of management, location, different subjects and years of experience.

#### 3.1 HYPOTHESES

1. There is no significant difference in job satisfaction levels between male and female secondary teachers.
2. There is no significant difference in job satisfaction between secondary teachers in private and government institutions.
3. There is no significant difference in job satisfaction between secondary teachers in rural and urban areas.
4. There is no significant difference in job satisfaction of secondary teachers across different subjects.
5. There is no significant difference in job satisfaction between secondary teachers on the basis of teaching experience in years.

### 4. METHODOLOGY

The population of the study comprised of all secondary school teachers from Zunheboto District. Descriptive survey method was employed to select 150 teachers were randomly selected for the study. Job Satisfaction Scale for Teachers by Dixit (1993) was used to study the job satisfaction which is a qualitative benefit. This scale consists 52 items. Statistical techniques such as mean, standard deviation, t-test and ANOVA were used to find out the significant differences with regard to gender, location, management, subjects and years of teaching experience.

### 5. ANALYSIS AND INTERPRETATION

The analysis and interpretation of the study is discussed as follows.

**Table 1. Comparison of job satisfaction between male and female secondary teachers**

Gender	N	Df	Mean	SD	t-value	p-value	Remarks
Male	70	148	187.34	15.77	-2.29	.023	Significant
Female	80		192.88	13.87			



The test result shows a statistically significant difference in job satisfaction between male and female teachers,  $t=-2.29$ ,  $p=.023$ ; with female teachers ( $M=192.88$ ,  $SD=13.87$ ) scoring significantly the mean difference than male teachers ( $M=187.34$ ,  $SD=192.88$ ). It was found that the female has more job satisfaction ( $M=192.88$ ) than the male teachers. Therefore, the null hypothesis that, 'there is no significant difference in job satisfaction levels between male and female secondary teachers.' stands rejected.

**Table .2 Comparison of job satisfaction of secondary teachers on the basis of type of management**

Management	N	Df	Mean	SD	t-value	p-value	Remarks
Private	82	148	195.64	15.35	1.33	.183	Not significant
Government	68		192.30	15			

The result indicated no statistically significant difference in job satisfaction between secondary school teachers on the basis of management. Therefore, the null hypothesis that, 'there is no significant difference in job satisfaction between secondary teachers in private and government institutions' is not rejected, indicating that there is insufficient evidence to conclude that the mean job satisfaction level differs significantly between the two institutions.

**Table 3. Comparison of job satisfaction of secondary teachers on the basis of location**

Location	N	Df	Mean	SD	t-value	p-value	Remarks
Rural	71	148	194.01	14.77	2.94	.004	Significant
Urban	79		186.96	14.49			

The result shows a statistically significant difference in job satisfaction between the teachers based on location,  $t=2.94$ ,  $p=.004$  with Rural ( $M=194.01$ ,  $SD=14.77$ ) scoring significantly higher than the urban location ( $M=186.96$ ,  $SD=14.49$ ). The result indicated significant difference in job satisfaction of secondary school teachers on the basis of location, the teachers in rural area have more job satisfaction than the teachers in urban area. Therefore, the null hypothesis that, 'there is no significant difference in job satisfaction between secondary teachers in rural and urban areas.' stands rejected. There is statistically significant difference in job satisfaction level of teachers based on location.

**Table 4.1: Mean, SD, and F-value of job satisfactions based on teaching experience in years**

Teaching experience in years	N	Mean	SD	F	Remarks
1-5 years	46	189.86	15.02	.594	Not significant
6-10 years	50	189.94	15.32		
11-15 years	48	190.08	14.83		
16-20 years	6	198.33	14.82		
Total	150	190.33	15		

The Participants were grouped based on years of teaching experience into four groups- 1–5 years ( $n = 46$ ), 6–10 years ( $n = 50$ ), 11–15 years ( $n = 48$ ), and 16–20 years ( $n = 6$ ). The overall mean job score was 190.33 ( $SD = 15.00$ ). Group means ranged from 189.86 (1-5 years) to 198.33. (16-20 years). Standard deviations were moderately similar across groups.

**Table 4.2: Comparison of job satisfaction of secondary based on teaching experience in years**

	Sum of square	Df	Mean square	F	Remarks
Between groups	404.46	3	134.82	.594	Not significant
Within groups	33121.03	146	226.85		
Total	33525.5	149			



The result indicated that there is no significant difference in job satisfaction between the groups  $F(3,146) = .59, p = .62, \eta^2 = .01$ . This indicates that groups do not have a statistically significant effect on job satisfaction level. Therefore, the null hypothesis, 'there is no significant difference in job satisfaction between secondary teachers across varying levels of teaching experience.' is accepted.

**Table 5.1: Mean, SD, and F-value of job satisfactions based on different subjects**

Subjects	N	Mean	SD	F	Remarks
Maths	25	186.96	13.55	1.12	Not significant
Social science	56	189.44	17.34		
Science	29	194.13	13.66		
English	40	190.80	12.98		
Total	150	190.30	15		

Secondary teachers were grouped according to the subject speciality into Maths ( $n = 25$ ), Social Science ( $n = 56$ ), Science ( $n = 29$ ), and English ( $n = 40$ ). The overall mean job score was 190.30 ( $SD = 15.00$ ). Group means ranged from 186.96 (Maths) to 194.14 (Science). Standard deviations were moderately similar across groups, indicating comparable variability.

**Table 5.2: Comparison of job satisfaction of secondary based on different subjects**

	Sum of square	Df	Mean square	F	Remarks
Between groups	756.85	3	252.28	1.12	Not significant
Within groups	32768.64	146	224.44		
Total	33525.5	149			

The test results show no significant difference in job satisfaction between the groups,  $F(3,146) = 1.12, p = .34, \eta^2 = .02$ . This indicates that the groups did not have a statistically significant effect on job satisfaction. Therefore, the null hypothesis, 'there is no significant difference in job satisfaction between secondary teacher on the basis of different subjects' is accepted.

## 6. FINDINGS AND DISCUSSIONS

The main findings of the study are discussed as follows:

- The study found out that there is significant difference of job satisfaction between male and female teachers. It was found that the female has more job satisfaction than the male teachers.
- There was no statistically significant difference in job satisfaction between secondary school teachers on the basis of type of management, indicating that there is insufficient evidence to conclude that the mean job satisfaction level differs significantly between the two types of institutions-private and government.
- There is significant difference in job satisfaction of secondary school teachers on the basis of location. The teachers from the rural area have more job satisfaction than the teachers teaching in schools located in urban area.
- The job satisfaction level among the teachers on the basis of teaching experience in years do not statistically vary, hence there is no significant difference in job satisfaction between the groups, indicating that groups do not have a statistically significant effect on job satisfaction level.
- Based on the different subjects, the results show no significant difference in job satisfaction between the groups. This indicates that the groups did not have a statistically significant effect on job satisfaction.

In this study, the factors affecting the job satisfaction of secondary teachers based on the gender, location, type of management, subjects and years of teaching experience were analysed. One of the results obtained based on the findings of the study, female teachers have more job satisfaction than the male teachers. This result is consistent with the studies of (Kumar,2016), (Özkan, & Akgenç2022), (Shaikh,2023), (Mohanakrishnan & M.Jegadeeshwaran ,2022). Researchers suggest various factors for the reason of female job satisfaction. Factors such as women may derive more intrinsic



satisfaction from teaching roles, such as nurturing and student engagement; job security, working conditions, and recognition, autonomy, recognition, and work-life balance were key contributors. Conversely the studies done by (Bhayana, 2022), (Minikumari & Binusha, 2021), Kaur and Sidana (2011) shows that male teachers have more job satisfaction than female teachers. Researchers suggest that male teachers seem to be more satisfied with aspects like autonomy, institutional support and recognition. From all these findings it can be concluded that instead of generalising that a gender has an impact on job satisfaction, it can be due to factors such as socio-cultural, socio-economic conditions and interests that shape the position and work life that are effective in determining the job satisfaction of the teachers. Gender differences in job satisfaction can vary depending on factors like institutional type, location, and specific job dimensions.

Another result shows statistically significant difference in job satisfaction between the teachers based on location indicating significant difference in job satisfaction of secondary school teachers on the basis of location. This result is consistent with the studies of (Minikumari & Binusha, 2021), Kaur and Sidana (2011), (Najar & Yousuf, 2016), (Anjali, 2015). Researchers suggest that factors possibly due to strong community engagement, less administrative pressure, respect, recognition and different expectations in rural settings may be the reason for the higher job satisfaction in rural areas. Conversely studies done by (Williams et al. 2024), Juhji, J. et al. (2023), Tahir, S. (n.d.) reported that teachers in urban area have higher job satisfaction than the teachers in rural area. The researches emphasized on strong administrative support, access to professional development opportunities, technology access, curriculum flexibility and advancement opportunities that contributed to job satisfaction in urban settings. From the findings of the study, it was concluded that there is no significant difference of job satisfaction of the school teachers on the basis of type of management, based on the teaching experience in years and different subjects. The study is in line with the studies done by (Fredeluces & Narido, 2025), (Parida et al., 2024), Kumari & Goyal, 2024) where the study reveals that variables such as teaching experience in years and different subjects taught are not linked to significant differences. All these aspects did not affect teachers' job satisfaction.

## 7. CONCLUSION

In this study, it was found that the gender of the teachers, the location of school affects the job satisfaction of the secondary teachers. The result of this study shows some similarities with some studies in the literature and differences with some other literature. The reason for this may be that the variables that are discussed in this study can be affected by socio-economic structures as suggested by researchers. The study also found that the type of management, different subjects taught and teaching experience in years of the teachers do not affect the job satisfaction of the secondary teachers. Teachers are the main asset in any educational institution. In an institution where the teachers are satisfied with the job based on various factors, the institution yields a better result than an institution where the teachers are not satisfied with their jobs. Job satisfaction reflects an attitude towards one's job and hence includes affect, cognition and behavioural tendencies. Job satisfaction is related to many factors that are important for human resource management such as performance, counterproductive work behaviour, turnover, and employee health. Meier and Spector (2013). Job satisfaction and life satisfaction are closely related and job satisfaction can be measured by finding out the gap between what a person experiences in actual condition and what he thinks should be there.

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