

A Study of Job Satisfaction among Secondary School Teachers in relation to Locality, Subject, Gender and Types of Teachers

Lalit Kumar*

Raj Kumar**

Abstract

Considering the importance of job satisfaction of teachers for the education system the researchers have identified the concept for study and after due review of the area, the researchers have chosen variables like Locality, Subject, Gender and Types of Teachers. By using the Stratified Random Sampling Technique, the researchers have taken 500 Secondary School Teachers from Tirhut Commissionery of Bihar as a sample. Objectives of the study are to compare the job satisfaction of (a) Rural-Urban (b) Science – Arts (c) Male – Female and (d) Regular-Niyojit Secondary School Teachers. Null hypotheses have been formulated in the light of the specified objectives. The job Satisfaction Scale of Kumar and Mutha has been used to collect data. Analysis of the data has been made by using t-test. The data has been analyzed along all the four identified dimensions of the scale as Attitude Towards Profession (ATP), Attitude Towards Working Condition (ATWC), Attitude Towards Institution (ATI) & Attitude Towards Authority (ATA) besides on Composite Job Satisfaction.

Findings of the study are of mixed nature as (1) only 28.40% of Secondary School Teachers have high Job Satisfaction. (2) On ATWC and Composite Job Satisfaction Urban group was found significantly superior, on ATI & ATA dimensions Rural group was found significantly superior and on ATP dimension no significant difference was found. (3) On ATP dimension Science group was found significantly superior, on ATI dimension Arts group was found significantly superior and on ATWC, ATA & also on Composite Job Satisfaction no significant difference was found (4) No significant difference was found between Male and Female group on ATP, ATWC, ATI & ATA dimensions and also on Composite Job satisfaction. (5) On ATP & ATWC dimensions and also on Composite Job Satisfaction Regular Teacher group was found significantly superior. On ATI dimension Niyojit Teacher group was found significantly superior and on ATA dimension no significant difference was found.

Keywords: Job satisfaction, Secondary School teachers, Locality, Subject, Gender, Types of teachers

It has been rightly said that the failure and success of any education system largely depend upon the teacher and her quality. Her inter-personal skill and her temperament have their bearing on the education system. It was clearly stated that no nation can go beyond the level of its teacher and again no people can rise above the level of its teacher. The function of the teacher is not limited to the Cognitive domain of educational objectives only, rather it is extended to Affective and Psycho-motor domains too. The teacher has to teach and has to take care of the emotional and motor aspects of learners. She has to influence the surrounding where she lives and has to direct the society to guide the nation and ultimately the human civilization. The teacher's characteristics & quality, her mental & emotional state, and her satisfaction level & happiness influence the teaching-learning process. Draft National Education Policy (2019) Document has rightly expressed that the teacher truly shapes the futures of our children and the future of our nation. The draft document has lamented on the present state and status of teachers and has wished to restore the high respect for the teacher and the high status of the teaching profession.

It is believed that job satisfaction is a key to success in every profession and teaching as a profession is no exception. In fact, for the teaching profession, it is more required as a dissatisfied teacher can harm the education system in many ways. Teaching is not limited to the educational and emotional development of learners only rather it is related to social and human development too, and so a dissatisfied teacher can influence the process of every type of development adversely. Experiences have shown that a contented teacher becomes an asset to the education system and ultimately to society. A large volume of research literature has been produced on the concept of job satisfaction of teachers and the related studies have expressed the relative importance of job satisfaction concerning different aspects of teaching and learning as a process [Roy, RR & Halder, UK (2018); Kumar, V.S. (2015); Anuradha, K & Kalapriya, C (2015); Rokade, MK (2014); Borah, A. (2015)]. The researchers are of the view that the study related to job satisfaction of teachers can reveal many facts related to education to provide feedback to the teachers, learners, teaching-learning process, teacher educators, education administrators, education planners & policymakers and ultimately to the cause of education. Khan, Afsar (1994)⁷ has rightly stated, "Job satisfaction is as important in the teaching profession as it is in any other profession. When an individual worker is satisfied with his work, he is not the only person who is benefited by it, the employer too gets his share of such benefit.

"Job satisfaction is essential for the development of a teacher's potential. Dissatisfaction causes anxiety, frustration and ultimately burnout among teachers. Goswami, M (2013) expresses the importance of job satisfaction and its relationship with burnout, "the issue of job satisfaction has been given a lot of attention in the literature as it is a subject that affects both the employee as well as the organization. Job burnout hurts job satisfaction of teachers, teachers' job satisfaction and job burnout directly affect the quality of education." Goswami has concluded that all three factors of burnout, i.e., emotional exhaustion, depersonalization, and reduced personal accomplishment lead to decreased

job satisfaction. Quoting S.R. Chowdhury (2015), Kumari, M & Chahal, D (2017) has narrated the inter-relationship of teacher effectiveness and job satisfaction, "There is a significant positive relationship between job satisfaction and teacher effectiveness of secondary school teachers in terms of their gender, age and experience."

New Education Policy Draft (2019) has suggested increasing the horizon of school education by adding Pre-school stage (3 to 6 years of children age). Many changes have to take in the structure of school education as educationists, researchers and teachers are not finding universalization of primary education sufficient. Now the focus is to universalize the entire school education starting from the pre-school stage to higher secondary stage, and special attention is on the secondary stage. This is also considered as the vital educational age from a psychological point of view and so teachers of this stage have to deal with the learners of the storm age (Adolescence is a stage of the storm). Considering the relative importance of secondary school stage and growing demand for the universalization of secondary education the researchers have decided to measure and study the job satisfaction of secondary school teachers.

Many researchers have undertaken studies of job satisfaction concerning locality and some of them have concluded that locality has its bearing on job satisfaction. Saxena, J. (1995) has found rural teachers were relatively more satisfied concerning their jobs in comparison to urban teachers. Edwin S, R and Mini, KVS (2015) found that there is a significant difference in the job satisfaction of Rural and Urban teacher educators and the urban group was found significantly superior on the mean value in comparison to rural group. Borah, A (2015) found no significant difference in the job satisfaction of urban and rural college teachers. Kumar, VS (2015) has concluded that there is a positive relationship between the job satisfaction of higher secondary school teachers concerning the locality of schools. Roy, RR and Halder, UK (2018) found that there is no significant difference between urban and rural secondary school teachers in terms of their job satisfaction. Their research studies do not yield similar result and so there is scope for further study. Few other studies, not reviewed here, also talk about the same difference of opinion. Researches have found no significant difference, have found male counterparts significantly superior, again female counterparts significantly superior in their level of job satisfaction.

Many of the researchers have tried to identify the difference in job satisfaction levels among teachers from science and art backgrounds to conclude whether the subject has its bearing on job satisfaction or not. Rakade, MK (2014) in the study undertaken found a significant difference in the job satisfaction of female teachers working in Arts and Science Junior Colleges. The Science group was found superior based on the mean value. Female teachers working in Aided science and unaided science junior colleges were also found significantly superior to their counterparts in the job satisfaction level. Edwin S, R and Mini, KVS (2015) found no significant difference in the job satisfaction of teacher educators of arts and science subjects. The related reviews suggest a research gap in the job satisfaction of teachers about the subject area.

A wide range of researchers has chosen gender or sex as an independent variable to study the job satisfaction of teachers and teacher educators. Khatoon, T and Hussan, Z (2000) have found that female teachers have a greater degree of job satisfaction than male teachers. Mahmood, A, and Others (2011) have concluded that females are more satisfied with their job than male teachers. Quoting Raisani (1988) and Demato (2001) they have tried to justify their finding that female teachers were more satisfied than their male counterparts. Srivastava, S and Chabra, S. (2014) have found that there is no significant difference among job satisfaction of male and female teacher educators. Edwin S, R and Mini, KVS (2015) have concluded that sex does not influence the job satisfaction of teacher educators. Anuradha, K, and Kalapriya, C (2015) have concluded that job satisfaction of secondary teachers differed significantly depending on their gender. They found male

secondary school teachers significantly superior in comparison to their counterparts. Borah, A (2015) found male college teachers significantly superior in job satisfaction in comparison to female college teachers. Theresu, VTK, and Babu, R (2017) found male teacher educators significantly superior in their job satisfaction in comparison to female teacher educators. Kumar, VS (2015) has concluded that there is a positive relationship between job satisfaction and the gender of the higher secondary school teachers. Roy, RR and Halder, UK (2018) have found that gender does not affect the job satisfaction of the secondary school teachers as there was no significant difference in job satisfaction of the male and female secondary school teachers. The research findings are contradictory as few studies find male teachers significantly superior, some other find female teachers significantly superior and again some studies find no significant difference in the job satisfaction level of male and female teachers. We can conclude that the contradictory nature of research findings has scope for further investigation.

No direct studies have been found to evaluate the job satisfaction level of Regular and Niyojit teachers, but some of the studies have identified variables like fresher teachers, younger and untrained teachers, high salaried teachers, para teachers, etc. Khatoon, T and Hussan, Z (2000) has found that fresher teachers drawing less salary were found more satisfied than their senior who were more experienced teachers drawing higher salaries. Saxena, J (1995) has found younger teachers relatively more satisfied with job satisfaction levels in comparison to older teachers. Shafeeq, NY (2003) has found low salaried teachers having more job satisfaction in comparison to high salaried teachers and concluded that salary does not influence the magnitude of job satisfaction. Srivastva, S and Chabra, S (2014) have found NET qualified teacher educators superior in job satisfaction in comparison to Non-NET qualified teacher educators and have concluded that educational quality is largely related to teacher job satisfaction. Edwin S, R and Mini, KVS (2015) have concluded that monthly income has an influence on the job satisfaction of teacher educators and has suggested the need for providing better conditions of work for increasing job satisfaction of teacher educators. Borah, A (2015) based on her study has suggested that to attain a high degree of job satisfaction it is very necessary to increase and upgrade teachers with regular and adequate salary; promotional avenues, service conditions, adequate retirement benefits, etc. Anuradha, K, and Kalapriya, C (2015) have concluded that secondary school teachers differed significantly on their job satisfaction scores about salary and length of service. Roy, RR, and Halder, UK (2018) have found that there is a significant difference between the Assistant and Para & Contractual secondary school teachers in terms of their job satisfaction. The assistant teacher group was found higher on mean value to show her superiority over Para & Contractual teachers. The discussed studies suggest that few works have been done to compare the regular and contractual teachers and comparison among teachers' job satisfaction in terms of salary, experience, etc. As the phenomena of the appointment of niyojit teachers instead of regular teachers are of recent origin so the researchers have identified the variable types of teachers to compare their job satisfaction level.

Job satisfaction of Secondary School Teachers has been identified by the researchers as a research problem. Locality, Subject, Gender and Types of Teachers have their bearing on job satisfaction in some way or another. A review of related literature shows that there are research gaps in the studies conducted in terms of these variables and so the researchers have decided to study the problem in terms of these reviewed variables. The brief problem of the study is "A Study of Job Satisfaction among Secondary School Teachers in relation to Locality, Subject, Gender and Types of Teachers".

Objectives of the Study

Following are the objectives of the study:

- (O1) To Ascertain the Job Satisfaction Level of Secondary School Teachers.
- (O2) To Find out the Number and percentage of Secondary School Teachers bearing High Job Satisfaction Levels.
- (O3) To Compare the Job Satisfaction of Urban and Rural Secondary School Teachers.
- (O4) To Compare the Job Satisfaction of Science and Arts Secondary School Teachers.
- (O5) To Compare the Job satisfaction of Regular and Niyojit Secondary School Teachers.

Hypotheses of the Study

Following are the hypotheses of the study:

- (H1) Most of the Secondary School Teachers do not possess a High Job Satisfaction Level.
- (H2) Urban and Rural Secondary School Teachers do not differ Significantly in their Job Satisfaction.
- (H3) Science and Arts Secondary School Teachers do not differ Significantly in their Job Satisfaction.
- (H4) Male and female Secondary School Teachers do not differ Significantly in their Job Satisfaction.
- (H5) Regular and Niyojit Secondary School Teachers do not differ Significantly in their Job Satisfaction.

Methodology

(1) Population and Sample of Study

The population of the study consists of all the secondary school teachers of the Tirhutcommissionary. 500 secondary school teachers of the said commissionary have been selected by employing the Stratified Random Sampling Technique.

(2) Research tools and its Description

To collect the data for the study Job Satisfaction Scale of Pramod Kumar and D.N. Mutha has been employed.

In the scale 29 highly discriminating yes-no type items have been incorporated. In the scale four dimensions of Job Satisfaction have been identified as Attitude Towards Profession (ATP), Attitude Towards Working Condition (ATWC), Attitude Towards Institution (ATI) and Attitude Towards Authority (ATA). Composite Job Satisfaction score is the addition of scores yielded on all the four dimensions score.

Dimension wise number of items are as ATP = 06 items, ATWC = 10 items, ATI = 07 items and ATA = 06 items. All the items except items 06 and 29 are positively worded. 01 mark is given for every yes response against a positively worded item. For negatively worded item reverse is true. Thus, the range of the score varies from 0 – 29 marks. The time limit has not been accounted but it takes approximately 20 minutes to complete the questionnaire.

(3) Method of Study

In the present study Survey Method of research has been employed.

(4) Variables in the Study

In the present study, Job Satisfaction has been identified as a dependent variable. Variables like Locality, Subject, Gender and Types of Teachers are independent variables.

The researchers have to measure the influence of locality, subject, gender and types of teachers on Job Satisfaction, i.e., how job satisfaction is being influenced by these chosen independent variables.

(5) Treatment of the Data Obtain

The raw data after converting into group data has been analyzed with statistics like mean, standard deviation, and t-value to test the hypotheses.

(6) Meaning of the Term Used in the Study

(a) Job satisfaction: Job Satisfaction is the score obtained on the scale used i.e., Kumar & Mutha. It measures the satisfaction level of secondary teachers regarding their job.

(b) Locality: Locality means urban and rural secondary school teachers.

(c) Subject: Subject as science and arts, i.e., teachers from a science background and teachers from an arts background.

(d) Gender: Gender means male teachers and female teachers.

(e) Types of Teachers: Types of teachers means regular teacher working on a sanctioned post with full scale and niyojit teacher working on a consolidated salary appointed by the

Table – 1

Number and Percentage of Secondary School Teachers bearing High Job Satisfaction.

Total Number	Number of High Jobs Satisfied	Percentage of High Job Satisfied
500	142	28.40%

Table–1 reveals that only 142 out of 500 secondary school teachers are having high job satisfaction. It means only 28.40% of secondary school teachers bear high job satisfaction.

It indicates that most of the secondary school teachers do not possess high job satisfaction.

Table–2

Mean, SD and t-value between Urban and Rural Secondary School Teachers on different dimensions of Job Satisfaction

Dimensions of Job Satisfaction	Groups	Mean	SD	N	t-value	Level of Significance
ATP	Urban	4.97	0.67	250	0.88	Not Significant
	Rural	4.90	0.98	250		
ATWC	Urban	5.67	3.07	250	8.61	0.01
	Rural	3.69	1.92	250		
ATI	Urban	5.62	1.67	250	2.57	0.05
	Rural	5.98	1.33	250		
ATA	Urban	4.64	1.81	250	9.50	0.01
	Rural	6.16	1.81	250		
Composite Job Satisfaction	Urban	21.28	5.16	250	4.80	0.01
	Rural	19.36	3.72	250		

Table–2 reveals that the obtained t-value between Urban and Rural secondary school teachers on ATP, ATWC, ATI & ATA dimensions of Job Satisfaction and on Composite Job Satisfaction are 0.88, 8.61, 2.57, 9.50 and 4.80 respectively. Except on ATP dimension all the t-values are significant (df = 498) at 0.01 level of significance [ATI (0.05 level)]. On ATWC and on Composite Job Satisfaction Urban secondary school teachers are higher ($M_1 = 5.67$, $M_2 = 3.69$ & $M_1 = 21.28$, $M_2 = 19.36$) in their mean values whereas on ATI and ATA dimensions Rural teachers are higher ($M_2 = 5.98$, $M_1 = 5.62$ & $M_2 = 6.16$, $M_1 = 4.64$) in their mean values.

It indicates on Attitude Towards Working Conditions and on Composite Job Satisfaction urban secondary school teachers are significantly superior to rural secondary school teachers, on Attitude Towards Institution and on Attitude Towards Authority dimensions rural secondary school teachers are significantly superior to urban secondary school teachers.

It further reveals that urban secondary school teachers are significantly more job satisfied & are significantly more positive towards the working conditions in comparison to rural secondary school teachers. On the other hand, rural secondary school teachers have a significantly better attitude towards the institution & the authority in comparison to urban secondary school teachers. It means locality has its bearing on satisfaction.

Table–3

Mean, SD and t-value between Science and Arts Secondary School Teachers on different dimensions of Job Satisfaction

Dimensions of Job Satisfaction	Groups	Mean	SD	N	t-value	Level of Significance
ATP	Science	5.02	0.58	250	2.00	0.05
	Arts	4.86	1.02	250		
ATWC	Science	4.50	2.66	250	1.44	Not Significant
	Arts	4.86	2.82	250		
ATI	Science	5.66	1.54	250	2.00	0.05
	Arts	5.94	1.48	250		
ATA	Science	6.29	1.50	250	1.87	Not Significant
	Arts	6.01	1.77	250		
Composite Job Satisfaction	Science	20.34	4.31	250	0.98	Not Significant
	Arts	20.30	4.87	250		

Table–3 reveals that the obtained t-value between Science and Arts secondary school teachers on ATP, ATWC, ATI and ATA dimensions of Job Satisfaction and on Composite Job Satisfaction are 2.00, 1.44, 2.00, 1.87 and 0.98 respectively. The t-values on ATP and ATI are significant at 0.05 (df = 498) level of significance. On ATP dimension of job satisfaction Science secondary school teachers are superior on mean value ($M_1 = 5.02$) in comparison to Arts secondary school teachers, ($M_2 = 4.86$) but on ATI dimension of job satisfaction Arts secondary school teachers are superior in mean value ($M_2 = 5.94$) in comparison to Science secondary school teachers ($M_1 = 5.66$).

It indicates that on Attitude Towards Profession dimension of job satisfaction science secondary school teachers are significantly superior to arts secondary school teachers, but on Attitude Towards Institution dimension of job satisfaction arts secondary school teachers are significantly superior to science secondary school teachers.

It further indicates that science secondary school teachers have a significantly better opinion against attitude towards a profession in comparison to arts secondary school teachers, whereas arts secondary school teachers have a significantly better opinion against attitude towards institution in comparison to science secondary school teachers.

It means types of the subject has a partial bearing on Job Satisfaction.

Table–4

Mean, SD and t-value between Male and Female Secondary School Teachers on different dimensions of Job Satisfaction

Dimensions of Job Satisfaction	Groups	Mean	SD	N	t-value	Level of Significance
ATP	Male	5.00	0.57	250	1.71	Not Significant
	Female	4.88	1.03	250		
ATWC	Male	4.69	2.87	250	0.08	Not Significant
	Female	4.67	2.62	250		
ATI	Male	5.75	1.65	250	0.71	Not Significant
	Female	5.85	1.37	250		
ATA	Male	6.09	1.63	250	0.80	Not Significant
	Female	6.21	1.67	250		
Composite Job Satisfaction	Male	20.34	4.93	250	0.10	Not Significant
	Female	20.30	4.24	250		

Table–4 reveals that the obtained t-value between Male and Female secondary school teachers on ATP, ATWC, ATI, ATA dimensions of Job Satisfaction are 1.71, 0.08, 0.71, 0.80 and 0.10 respectively. None of these values is significant at the 0.05 level (df = 498) of significance.

It indicates that Male and Female secondary school teachers do not differ significantly in their job satisfaction.

It means gender has not its bearing on job satisfaction.

Table–5

Mean, SD and t-value between Regular and Niyojit Secondary School Teachers on different dimensions of Job Satisfaction

Dimensions of Job Satisfaction	Groups	Mean	SD	N	t-value	Level of Significance
ATP	Regular	5.01	0.81	250	2.00	0.05
	Niyojit	4.87	0.85	250		
ATWC	Regular	5.38	2.89	250	5.83	0.01
	Niyojit	3.98	2.39	250		
ATI	Regular	5.01	0.81	250	8.55	0.01
	Niyojit	5.95	1.48	250		
ATA	Regular	6.10	1.75	250	0.60	Not Significant
	Niyojit	6.19	1.54	250		
Composite Job Satisfaction	Regular	20.92	4.75	250	2.93	0.01
	Niyojit	19.72	4.36	250		

Table–5 reveals that the obtained t-value between Regular and Niyojit secondary school teachers on ATP, ATWC, ATI & ATA dimensions of Job Satisfaction and on Composite Job Satisfaction are 2.00, 5.83, 8.55, 0.60 and 2.93 respectively. Except on ATA dimension all t-values are significant (df = 498) at 0.01 level of significance [ATP (0.05 level)]. On ATP & ATWC dimensions and on Composite Job Satisfaction Regular secondary school teachers are higher on mean values in comparison to Niyojit secondary school teachers ($M_1 = 5.01$, $M_2 = 4.87$; $M_1 = 5.38$, 3.98 and $M_1 = 20.92$, $M_2 = 19.72$). On ATI dimension Niyojit secondary school teachers are higher on mean value ($M_2 = 5.95$) in comparison to Regular secondary school teachers ($M_1 = 5.01$).

It indicates that on Attitude Towards Profession, Attitude Towards Working Condition and on Composite Job Satisfaction regular secondary school teachers are significantly superior to niyojit

secondary school teachers. On Attitude Towards Institution dimension niyojit secondary school teachers are significantly superior to regular secondary school teachers.

It further reveals that regular secondary school teachers are significantly more job satisfied, are significantly more satisfied with the profession and are significantly more positive towards the working conditions in comparison to niyojit secondary school teachers. On the other hand, niyojit secondary school teachers have significantly better attitude towards the institution in comparison to regular secondary school teachers.

It means types of Teachers have bearing on their job satisfaction.

Findings of the Study

(1) Only 142 (28.40%) Secondary School Teachers out of 500 have high job satisfaction.

The findings of the study are similar to the findings of other researchers. Roy, NR, and Devi (2011) have 2.5% extremely job satisfied and 37.5% very job satisfied technical teachers. Atnafu, M (2012) has concluded, "The analysis of the data revealed that the significant number of secondary school teachers did not possess positive job satisfaction."

(2) (i) Urban and Rural Secondary School Teachers do not differ significantly in their Attitude Towards profession (dimension of Job Satisfaction).

(ii) Urban and Rural Secondary School Teachers differ significantly in their Attitude Towards Working Condition (dimension of Job Satisfaction). The urban group was found significantly superior in their Attitude Towards Working Condition in comparison to the Rural group.

(iii) Urban and Rural Secondary School Teachers differ significantly in their

Attitude Towards Institution (dimension of Job Satisfaction). The rural group

was found significantly superior in their Attitude Towards Institution in

comparison to the Urban group.

(iv) Urban and Rural Secondary school Teachers differ significantly in their Attitude Towards Authority (dimension of Job satisfaction). The rural group was found significantly superior in their Attitude Towards Authority in comparison to the Urban group.

(v) Urban and Rural Secondary School Teachers differ significantly in their Job Satisfaction. The urban group was found significantly superior to the Rural group.

The findings of the study reveal that the urban teacher's group is superior in composite job satisfaction and on Attitude Towards Working Condition dimension of job satisfaction, whereas on Attitude Towards Institution and Attitude Towards Authority dimension of job satisfaction rural teacher group is superior. On Attitude Towards Profession dimension, no significant difference in the job satisfaction of urban and rural secondary school teachers was found. The result further reveals that the findings are of mixed nature i.e. Rural teacher significantly superior, Urban teacher

significantly superior and no significant difference. Various studies have differing results in this connection. Urban teachers/ teacher educators superior [Edwin S, R and Mini, KVS (2015), Roy NR and Devi, T (2011)], Rural teachers superior [Kumar, VS (2015)] and no significant difference [Borah, A (2015); Roy, R R, and Halder, UK (2018); Gihar, S and Mishra, DK (2017); Ali, MA, and Zaman, TU (2012)]

3. (i) Science and Arts Secondary School Teachers differ significantly in their Attitude Towards Profession (dimension of Job Satisfaction). Science group was found significantly superior in their Attitude Towards Profession in comparison to Arts group.
- (ii) Science and Arts Secondary school Teachers do not differ significantly in their Attitude Towards Working Condition (dimension of Job Satisfaction).
- (iii) Science and Arts Secondary School Teachers differ significantly in their Attitude Towards Institution (dimension of Job Satisfaction). Arts groups were found significantly superior in their Attitude Towards Institution in comparison to the science group.
- (iv) Science and Arts Secondary School Teachers do not differ significantly in their Attitude Towards Authority (dimension of Job Satisfaction).
- (v) Science and Arts Secondary School Teachers do not differ significantly in their Job Satisfaction.

The findings of the study reveal that Science secondary school teachers group is significantly superior on Attitude Towards Profession dimension of job satisfaction, whereas Arts secondary school teachers group is significantly superior on Attitude Towards Institution dimension of job satisfaction. On Attitude Towards Working Condition, Attitude Towards Authority dimensions of and also on Composite Job Satisfaction no significant difference was found in the job satisfaction level of science and arts secondary school teachers. The findings of the study are of mixed nature and is supported by some studies in, one way or another. Rakade, MK (2014) has concluded that female teachers working in aided science and unaided science junior colleges were found significantly superior to their counterparts in the job satisfaction level. Edwin S, R and Mini, KVS (2015) found no significant difference in the job satisfaction of teacher educators of arts and science subjects.

4. (i) Male and Female Secondary School Teachers do not differ significantly in their Attitude Towards Profession (dimension of Job Satisfaction).
- (ii) Male and Female Secondary School Teachers do not differ significantly in their Attitude Towards Working Condition (dimension of Job Satisfaction).
- (iii) Male and Female Secondary School Teachers do not differ significantly in their Attitude Towards Institution (dimension of Job Satisfaction).

- (iv) Male and Female Secondary School Teachers do not differ significantly in their Attitude Towards Authority (dimension of Job satisfaction).
- (v) Male and Female Secondary School Teachers do not differ significantly in their Job Satisfaction.

The findings of the study reveal that the male and female secondary school teachers do not differ significantly on Attitude Towards Profession, Attitude Towards Working conditions, Attitude Towards Institution & Attitude Towards Authority dimensions of Job Satisfaction and also on Composite Job Satisfaction. Findings of the study are similar to some of the studies [Roy, NR, and Devi, T (2011); Srivastva, S and Chabra S (2014); Roy RR and Halder, UK (2018)]. Few studies find male teachers superior and few other studies find female teachers significantly superior in their job satisfaction.

5. (i) Regular and Niyojit Secondary School Teachers differ significantly in their Attitude Towards Profession (dimension of Job Satisfaction). The regular Teacher group was found significantly superior in their Attitude Towards Profession in comparison to Niyojit Teacher group.
- (ii) Regular and Niyojit Secondary School Teachers differ significantly in their Attitude Towards Working Condition (dimension of Job Satisfaction). Regular Teacher group was found significantly superior in their Attitude Towards Working Conditions in Comparison to Niyojit Teacher group.
- (iii) Regular and Niyojit Secondary School Teachers differ significantly in their Attitude Towards Institution (dimension of Job Satisfaction). Niyojit Teacher group was found significantly superior in their Attitude Towards Institution in comparison to the Regular Teacher group.
- (iv) Regular and Niyojit Secondary School Teachers do not differ significantly in their Attitude Towards Authority (dimension of Job Satisfaction).
- (v) Regular and Niyojit Secondary School Teachers differ significantly in their

Job Satisfaction. Regular Teacher group was found significantly superior in their Job Satisfaction.

The findings of the study reveal that Regular secondary school teachers group was found significantly superior on Attitude Towards Profession & Attitude Towards Working Condition dimensions of Job Satisfaction and also on Composite Job Satisfaction. On Attitude Towards Institution dimension of Job Satisfaction Niyojit secondary school teachers group was found significantly superior. No significant difference was found on Attitude Towards Authority dimension of job satisfaction among Regular and Niyojit secondary school teachers. No direct study was found in terms of the comparison of Regular and Niyojit teachers, but some of the studies have a mixed type of finding like the present study. Khatoon, T and Hassan, Z (2000) found fresher teachers drawing less salary more satisfied than seniors who were more experienced teachers drawing a higher salary. Saxena, J (1995) found younger teachers more job satisfied than older teachers.

Shafeeq, NY (2003) found low salaried teachers more job satisfied in comparison to high salaried teachers and concluded that salary does not influence the magnitude of job satisfaction.

Roy, RR, and Halder, UK (2018) have found Assistant teacher significantly superior in job satisfaction to the Para teacher. Edwin S, R and Mini, KVS (2015) have concluded that monthly income influences the job satisfaction of teacher educators. Borah, A (2015) has suggested increasing and upgrade teachers with a regular and adequate salary, promotional avenues, service conditions, adequate retirement benefits, etc. to attain a high degree of job satisfaction. The teachers' moral and job satisfaction influence their organizational commitment and so enriched working environment positively influences teachers' satisfaction and efficiency. Jamal, S (2012) rightly concludes, "Teachers moral and job satisfaction are found to be significantly and positively correlated with the organizational commitment of teachers. It may be concluded that if the teachers will be satisfied with their job and their moral will be high then they will be more committed to their organizations."

General Conclusions

- (1) Most of the Secondary School Teachers do not possess High Job Satisfaction.
- (2) Urban Secondary School Teachers group is significantly superior on Attitude Towards Working Condition dimension of job satisfaction and also on Composite Job Satisfaction, but Rural Secondary School Teachers group is significantly superior on Attitude Towards Institution and Attitude Towards Authority dimensions of job satisfaction. There is no significant difference in the job satisfaction of Urban and Rural Secondary School Teachers on Attitude Towards Profession dimension of Job satisfaction.
- (3) Science Secondary School Teachers group is significantly superior on Attitude Towards Profession dimension of job satisfaction, whereas Arts Secondary School Teachers groups are significantly superior on Attitude Towards Institution dimension of job satisfaction. There is no significant difference in the job satisfaction of Science and Arts Secondary School Teachers on Attitude Towards Working Condition and Attitude Towards Authority dimensions of job satisfaction and also on Composite Job Satisfaction.
- (4) There is no significant difference in the job satisfaction of Male and Female Secondary School Teachers on Attitude Towards Profession, Attitude Towards Working Condition, Attitude Towards Institution, Attitude Towards Authority dimensions of job satisfaction and also on Composite Job Satisfaction.
- (5) Regular Secondary School Teachers group is significantly superior on Attitude Towards Profession & Attitude Towards Working Condition dimensions of job satisfaction and also on Composite Job Satisfaction. Niyojit Secondary School Teachers group is significantly superior on Attitude Towards Institution dimension of job satisfaction. There is no significant difference in the job satisfaction of Regular and Niyojit Secondary School Teachers on Attitude Towards Authority dimension of job satisfaction.

Educational Implications

In the present study, the researchers have tried to find out whether Locality, Subject, Gender and Types of Teachers as variables have their bearing on the job satisfaction of secondary school

teachers. The findings of the study are of mixed nature and find on a few dimensions of job satisfaction one group superior and again on a few other dimensions the other group. The study suggests investigating why one group is superior on one or two dimensions of job satisfaction and not on the other two or one dimensions? Why urban teachers superior on Attitude Towards Working Condition and rural teachers superior on Attitude Towards Institution? Why Science teachers superior on Attitude Towards Profession and Arts teacher superior on Attitude Towards Institution? Why most of the teachers do not possess high job satisfaction and why Regular teachers find their working conditions & job satisfaction superior to Niyojit teachers. The findings of the study raise some questions to answer through further investigation and suggest improving the overall service conditions of teachers to make them fill important & precious for the system of teaching and learning. All national policies, every education commission, every philosophy of education, every education-based committee and every individual thinks teachers' happiness and job satisfaction have their bearing on the education system; and so their satisfaction needs to be taken care of.

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***Dr. Lalit Kumar is a Professor of Education at the Faculty of Education, Patna University.**

****Dr. Raj Kumar is a PGT at Kendriya Vidyalaya, Muzaffarpur**