
A Study of Job Satisfaction among Secondary School Teachers in Aizawl

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Abstract

Job satisfaction is an integral factor among secondary school teachers as it has substantial impacts on their productivity, performance, and ultimately, the quality of education provided to students (Shen, Leslie, Spybrook, & Ma, 2012). The purpose of the study is to investigate job satisfaction among secondary school teachers of Aizawl, Mizoram. The current study employs a descriptive survey method for analysing the data from 100 secondary school teachers. From the selected samples, there were 55 female respondents and 45 male respondents. The samples were collected using the random sampling method. The Job Satisfaction Scale developed by Dr.Meera Dixit was used as a tool to collect the desired data. The findings of the study highlighted that there was no significant difference in job satisfaction among secondary school teachers with reference to gender. The findings also indicated that there was no significant difference in job satisfaction among secondary school teachers with reference to the types of management.

Keywords: Job satisfaction, Teachers, Secondary schools

Introduction

The character of a nation is inherently a reflection of the calibre of its citizens, and, in turn, the citizens' quality is profoundly influenced by the standard of their education (Biesta, 2009). At the heart of this education system lays the quality of its teachers, who act as living paragons of knowledge and are instrumental guides to students' growth, preparing them to become the esteemed citizens of tomorrow (Darling-Hammond, 2000). Teachers serve as the keystone of any educational system, moulding humanity and crafting the societal structure. When an individual enters the workforce, they are allocated specific duties, in both the public

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and private sectors, commensurate with their job specifications, regulated by a distinct set of rules (Ingersoll, 2001). Education, in this context, is a mission of paramount national significance.

The role and responsibility of teachers surpass those in many other professions. They are viewed as crucial sources of knowledge, the torchbearers of value creation, and the altruistic builders of the nation (Goodson & Hargreaves, 1996). Hence, the degree of accountability placed on a teacher is arguably higher than on any other public servant. Elevating the standard of education requires a concerted focus on enhancing the recruitment and training of teachers, boosting their societal stature, and improving their working conditions (OECD, 2019). Teachers require adequate knowledge and skills, desirable personal traits, promising professional prospects, and motivation to meet the lofty expectations placed upon them.

A teacher's job satisfaction plays a pivotal role in societal upliftment. A contented teacher can contribute significantly to the well-being of students, whereas an unsatisfied teacher might foster a tense environment, negatively impacting the learning process and thereby the students' academic growth (Sharma & Jyoti, 2009). The crux of improving education lies in ensuring teacher satisfaction. Despite vast resources expended on opening new schools, developing better curricula, and devising improved methods of student assessment, these efforts will fall short if schools are not staffed with satisfied teachers. After all, teachers shape the future generation's skills and character (Hargreaves & Fullan, 2012).

Review of related literature

A thorough exploration of relevant academic literature is pivotal in establishing connections between current investigations and past research. It lays out the work that has already been done on the topic, exhibiting ideas and concepts generated by previous researchers. This crucial background not only furnishes the necessary context to examine the research at hand but also provides perspective. The present chapter delves into the research on job satisfaction among secondary school teachers. The findings of these studies aid in comprehending the existing knowledge within this area and delineate the course for future inquiries.

Nyamubi (2017) investigated the factors influencing job satisfaction among secondary school teachers in Tanzania. The study found that job satisfaction among these teachers was primarily driven by positive relationships with colleagues, students, and parents, as well as respect and acknowledgment for their contributions to education within the community. Teachers derived satisfaction from seeing their students succeed academically. However, poor workplace conditions in many schools proved to be demoralizing. Substantial opportunities existed for enhancing both the quality of life for teachers and their teaching environments. The lack of teaching materials and laboratory equipment contributed to frustration, and job dissatisfaction often prompted teachers to seek alternative sources of income, such as private tutoring or engaging in nonteaching activities.

Singh and Bamba (2017) studied job satisfaction among government college teachers in Gurugram and found that four factors – compensation and security, career advancement, cooperation, and job interest – had a significant influence on job satisfaction. Their study also showed that teachers had high levels of satisfaction with salary, communication, and morale. However, the teachers reported a lack of training and development programs and were dissatisfied with the salary increments and allowances provided under the 7th pay commission.

Babu (2014) examined job satisfaction among teacher educators in the Telangana region of Andhra Pradesh. The study revealed that the majority (87%) of teacher educators reported a very low degree of job satisfaction, followed by 10% with a low degree. A mere 2.75% reported an average degree of job satisfaction, and surprisingly, none of the respondents fell under the “good” category. The study also found no significant differences in job satisfaction based on gender, age, marital status, experience, or management.

Ayele (2014) examined teachers’ job satisfaction and commitment in general secondary schools within Hadiya Zone, located in the Southern Nations, Nationalities, and Peoples’ Regional State, Ethiopia. The study discovered a significant and positive correlation between job satisfaction and commitment among teachers. Higher levels of job satisfaction corresponded with increased commitment in the studied region. The findings concerning external and internal factors affecting teachers’ job satisfaction revealed that both factors played a role in influencing job satisfaction in the general secondary schools of Hadiya Zone. However, external factors had a relatively greater impact compared to internal factors on teachers’ job satisfaction in the area.

Immaculate and Grace (2014) observed that despite the rapid expansion in the number of private secondary schools, there appeared to be a lack of job satisfaction among teachers employed in these institutions.

Naik and Yadav (2013) conducted a study on job satisfaction among tribal area teachers and discovered that there was a significant difference in job satisfaction between government and private secondary level teachers in tribal areas. However, no significant difference in job satisfaction was found between male and female private secondary level teachers in tribal areas.

Prajapati and Mohalik (2013) reported a significant difference in job satisfaction among teacher educators concerning gender, revealing that female teacher educators were more satisfied with their jobs than their male counterparts.

Raji, et al. (2013) conducted a study investigating job satisfaction among elementary school female teachers in relation to their teaching attitudes and family structures. The researchers found no significant difference in job satisfaction for these teachers concerning their teaching

attitudes. Additionally, there was no observed difference in job satisfaction in relation to their family types, nor was there any interaction between job satisfaction, teaching attitudes, and family types of elementary school female teachers.

Sarswati (2013) found in her study that lecturers of government colleges in Delhi were most satisfied than the Lecturers of Private Colleges in Delhi in relation of their general working conditions.

Afshan (2013) discovered in her research that no significant difference existed in job satisfaction and work motivation between male and female teacher educators employed in publicly funded institutions.

Singh and Kumar (2012) conducted a study on job satisfaction and stress among teachers from different faculties in JawaharNavodayaVidyalayas in India. Their findings indicated that these teachers experienced high levels of stress and low levels of job satisfaction, with differences in satisfaction among teachers from various faculties.

Manzoor, et al. (2011) conducted a study examining job stress and job satisfaction among university faculty in Lahore, Pakistan. The researchers used various variables, including professionalism, satisfaction with organizational management, the job's respectable nature, satisfaction with facilities and benefits, relationships with colleagues, job demands (both physical and mental), performance evaluation by the employer, job assignments, pressure from comparing with colleagues' performance, and inadequate salary. The study found that most faculty members were generally satisfied with their work, although there were some who experienced significant job-related stress. Most participants reported average satisfaction across all variables assessed in the survey. Furthermore, the study revealed a common association between job satisfaction and job stress.

Ayan and Kocacik (2010) conducted a study to examine the relationship between high school teachers' job satisfaction levels and their personality types, as well as to assess the differences in job satisfaction levels based on personality traits among teachers working in state schools in the central and suburban provinces of Sicily. The findings revealed that teachers' job satisfaction was close to an intermediate level, and more than half of the teachers exhibited extroverted personalities. A comparison of the teachers' scores on the job satisfaction scale, which was used to evaluate their personality characteristics, indicated significant differences in job satisfaction related to traits such as liking competences, social and occupational ambition, quickness to anger, and concealing emotions.

Wong and Heng (2009) conducted a study investigating factors that influence job satisfaction among faculty members in two Malaysian universities. The findings revealed that all motivator aspects were associated with job dissatisfaction, while some hygiene factors actually

contributed to job satisfaction. The motivators, including recognition, growth, achievement, responsibility, and the work itself, received low scores among Malaysian faculty members, indicating a tendency toward job dissatisfaction. Conversely, two hygiene factors—organizational policies and administration, as well as salary—were ranked low in Herzberg’s model but scored high among Malaysian faculty members, suggesting a trend toward job satisfaction. The study also indicated that cultural differences may influence employees’ responses to job satisfaction, as the pattern of job attitudes among Malaysian faculty members did not align with Herzberg’s job satisfaction model. In conclusion, this research helped identify factors that determine job satisfaction among Malaysian university faculty members.

Objectives of the study

1. To find out the level of job satisfaction among secondary school teachers of Aizawl.
2. To compare the job satisfaction among secondary school teachers of Aizawl with reference to gender.
3. To compare the job satisfaction among secondary school teachers of Aizawl with reference to the type of management.

Hypotheses

1. There is no significant difference in job satisfaction among secondary school teachers of Aizawl with reference to gender.
2. There is no significant difference in job satisfaction among secondary school teachers of Aizawl with reference to type of management.

Method of study

The current research study employs a descriptive survey method. The primary rationale behind this choice is that this research seeks to ascertain job satisfaction among secondary school teachers in Aizawl.

Population

The population under investigation in the current study encompasses all secondary school teachers employed in institutions aligned with the Mizoram Board of School Education (MBSE). According to the data acquired from the Directorate of School Education, Government of Mizoram (2020), there exists a total of 195 secondary schools within the Aizawl District. The collective count of teachers engaged in these educational institutions amounts to 1440, of which 865 are male and 575 are female.

Sample

Since the study involves finding out the level of job satisfaction among secondary school teachers in Aizawl, the sample was selected systematically. It comprises a random

selection of teachers of secondary school students from the Aizawl district. The sample selected comprises of 100 secondary school teachers. From the selected samples, there were 55 female respondents and 45 male respondents. The details of the samples are presented under table 3.1

TABLE - 1
Details of sample collected

Total No. of Secondary School Teachers in Aizawl	Respondents	Gender		Type of Management	
		Male	Female	Government	private
1440	100	45	55	54	46

Tool used for data collection: The tool used for the present study was Job Satisfaction Scale developed by Meera Dixit.

Job Satisfaction Scale: The research instrument for this study is a scale composed of 52 individual statements, with each providing five alternatives. The respondents are tasked with choosing the alternative that best encapsulates their honest reactions. Depending on the necessities of the study, this scale can be administered to teachers in either primary or secondary education, either as a whole or partially.

Data collection

For the purpose of collecting data, the investigator personally visited Government Schools and Private Secondary Schools within Aizawl City to meet the sample teachers. The Job Satisfaction Scale was administered personally by the investigator for each of teachers after establishing good rapport with them.

Mode of analyses

After scoring the job satisfaction scale responses, the data obtained from 100 secondary school teachers were scored as per the standard scoring method provided for each test. Each student was allotted a serial number according to the variables under the study. The test scores were then entered in the tabulation sheet and were subject to statistical treatment by employing the following statistical techniques for the analysis.

Descriptive statistical measures

Measures of Central Tendency and Percentiles were used to find out the nature of score distribution and the classification of respondents in different categories.

Test of significance for mean difference

The significant difference between the mean scores of secondary school teachers with reference to gender and type of management was tested by using the 't' test.

Analysis and interpretation of data

This section meticulously explores and deciphers the data collected from the job satisfaction scale, specifically pertaining to secondary school teachers in Aizawl. The amassed responses were categorically structured, organized in tables, and scrutinized in accordance with an industry-standard scoring protocol. To effectuate the analysis, suitable statistical methodologies were applied with due diligence. The interpretation of the results was then carried out in a substantive way, ensuring alignment with the well-defined objectives and hypotheses of this research. The ensuing sections present these findings in a comprehensive and articulate manner.

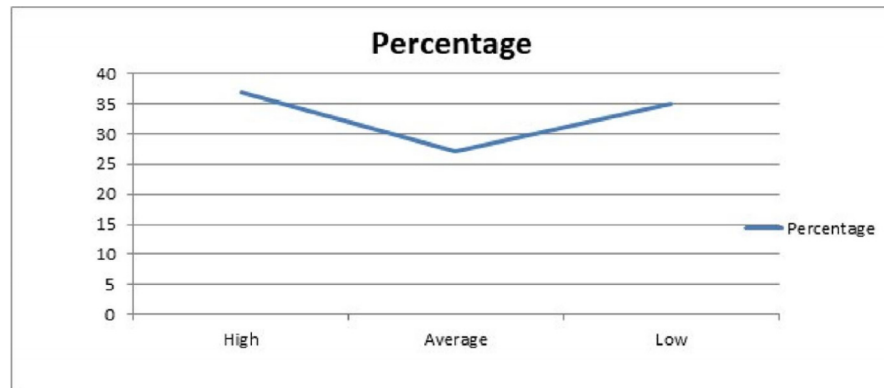
Objective No.1:To find out the level of job satisfaction among secondary school teachers of Mizoram.

The responses derived from the ‘Job Satisfaction Scale’ for secondary school teachers were diligently scored and tabulated. Based on these results, teachers’ job satisfaction was segmented into three distinct tiers: ‘High Job Satisfaction’, ‘Moderate Job Satisfaction’, and ‘Low Job Satisfaction’, adhering to the prescribed norms of the scale. Scores exceeding the 66th percentile were denoted as high job satisfaction, while those sandwiched between the 33rd and 66th percentiles were labelled as moderate job satisfaction. Scores falling below the 33rd percentile were earmarked as low job satisfaction. The parameters for each category are as follows: High Job Satisfaction (a score of 191 or higher), Moderate Job Satisfaction (a score within the range of 181 - 190), and Low Job Satisfaction (a score of 180 or lower). The succeeding table vividly portrays the job satisfaction levels of secondary school teachers within the Aizawldistrict.

Table No. 2

Job Satisfaction among the teachers of Secondary School in Aizawl (N=100)

Range of Score	Number of teachers	Percentage	Level of satisfaction
191 and above	38	38	High
181- 190	27	27	Moderate
180 and below	35	35	Low



As depicted in the referenced Table No 1, of the 100 higher secondary school teachers surveyed in Aizawl, 38 teachers, equivalent to 38%, demonstrated high job satisfaction. Meanwhile, 27% of the teachers, equating to 27 individuals, were categorised under the bracket of moderate job satisfaction. On the contrary, low job satisfaction was observed among 35 teachers, constituting 35% of the total. The overarching observation from this study suggests a sizable portion of secondary school teachers in Aizawl to be highly content with their profession.

Objective No. 2: To compare the job satisfaction among secondary school teachers of Mizoram with reference to gender.

Table No 3

Job Satisfaction among Secondary School Teachers of Mizoram with reference to Gender

Gender	Mean	SD	t-value	df	Sig.level
Male	45	186.68	1.66	98	NS
Female	55	186.05			

***NS means not significant**

As shown in Table No. 3 the t-value for the significance difference between the mean scores of male and female secondary school teachers is 1.66, whereas the required t-value with df= 98, to declare the difference as significant is 1.98 at 0.05 level of confident. Since the calculated t-value was below the criterion t-value, there was no significant difference between these two groups with regard to their job satisfaction. Therefore, the null hypothesis No.1 that stated there is no significant difference in the level of job satisfaction with regard to gender was accepted..

Objective No. 3: To compare the job satisfaction among secondary school teachers of Mizoram with reference to type of management:

Table No.: 4

Job Satisfaction among Secondary School Teachers of Mizoram with reference to Type of Management

Management	Mean	SD	t-value	df	Sig.level
Government	55	14.74	1.66	98	NS
Private	45	16.82			

***NS means not significant**

As shown in Table No. 4.3 the t-value for the significance difference between the mean scores of government and private Secondary School teachers is 1.66 whereas the required t-value with df= 98, to declare the difference as significant is 1.98 at 0.05 level of confident. Since the calculated t-value was below the criterion t-value, there was no significant difference between these two groups with regard to their Job Satisfaction. Therefore, the null hypothesis No.2 that stated there is no significant difference in the level of Job Satisfaction with regard to Gender was accepted.

Findings and discussions

1. The findings indicated that there was no significant difference in job satisfaction among secondary school teachers with reference to gender.

Discussion: An intriguing observation from the study is that no significant difference was detected in job satisfaction among secondary school teachers in Aizawl in terms of gender. This suggests that both male and female teachers exhibit comparable levels of job satisfaction. Factors that typically contribute to job satisfaction, such as sense of purpose, work-life balance, and professional growth opportunities, appear to impact both genders equally in this context. Therefore, in Aizawl’s secondary education system, gender does not seem to be a determinant factor in influencing teacher job satisfaction.

2. The findings indicated that there was no significant difference in job satisfaction among secondary school teachers with reference to types of management.

Discussion: The study also revealed that the type of management in secondary schools in Aizawl does not have a significant influence on job satisfaction among teachers. This implies that regardless of the management style—be it democratic, laissez-faire, or autocratic—teachers’ job satisfaction levels remain relatively constant. This finding is particularly interesting as it suggests that in Aizawl’s secondary school context, the management approach does not significantly shape or alter the satisfaction teachers derive from their jobs. It appears that other aspects, such as the inherent rewards of teaching, relationships with students, or personal motivation, may play a more substantial role in influencing job satisfaction.

Recommendations

Promoting job satisfaction among secondary school teachers is crucial not only for the teachers themselves but also for the overall educational outcomes of the students. Several strategies can be adopted to enhance job satisfaction:

1. **Professional Development Opportunities:** Regular opportunities for professional development can enhance teachers' skills, knowledge, and confidence. These opportunities can range from workshops and seminars to advanced degrees and certifications.
2. **Adequate Compensation:** Ensuring fair and adequate compensation can significantly influence teachers' job satisfaction. Compensation should not only account for the workload but also the additional responsibilities and out-of-classroom time that teachers often contribute.
3. **Positive Work Environment:** A supportive and collaborative work environment can reduce stress and foster job satisfaction. Regular interaction and collaboration with colleagues, support from management, and a positive school culture are all crucial.
4. **Recognition and Appreciation:** Recognizing and appreciating teachers for their hard work and contribution can greatly enhance job satisfaction. This recognition can be both formal (such as awards) and informal (such as verbal praise or thank-you notes).
5. **Reduced Workload:** Excessive workload can lead to burnout, reducing job satisfaction. Schools should strive for manageable class sizes and realistic expectations regarding extra duties, allowing teachers to focus on quality instruction.
6. **Autonomy:** Giving teachers more autonomy in their classrooms can also enhance job satisfaction. When teachers feel trusted and empowered to make decisions, it can lead to greater job satisfaction and improved student outcomes.

Conclusion

In conclusion, this study presents a varied landscape of job satisfaction among secondary school teachers. Out of 100 participants, a notable proportion, 38%, reported high levels of job satisfaction, indicating positive aspects of their professional experience. Conversely, a concerning 35% reported low job satisfaction, highlighting areas that require urgent attention and intervention to enhance their work experience and potentially their effectiveness. The remaining 27% fell into the moderate category, pointing to the possibility of improvements in certain areas. These results underscore the necessity of further exploration and strategies to elevate the levels of job satisfaction among teachers, given the critical role they play in shaping future generations. Further research should be conducted to understand the specific factors leading to these varied levels of job satisfaction and to design interventions to improve overall satisfaction levels, particularly for those reporting low job satisfaction.

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