

**A STUDY OF JOB SATISFACTION OF ELEMENTARY
SCHOOL TEACHERS IN AIZAWL CITY, MIZORAM**

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DECLARATION

I, Jennifer Malsawmtluangi, hereby declare that the subject matter of the Dissertation entitled “**A Study of Job Satisfaction of Elementary School Teachers in Aizawl City, Mizoram**” , is a record of work done by me, that the content of this Dissertation did not form basis of the award of any previous degree to me, or to the best of my knowledge, to anyone else; and that the Dissertation has not been submitted by me for any research degree in any other University/ Institute.

This is being submitted to the Mizoram University, Aizawl for the award of Master of Philosophy in Education.

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CHAPTER – I

INTRODUCTION

INTRODUCTION

Job Satisfaction is the favourableness or unfavourableness with which employees view their work (Bruneberg, 1976). It signifies the amount of agreement between one's expectations of the job and the rewards the job provides. Job satisfaction is defined as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs". This definition suggests that job satisfaction is a general or global affective reaction that individuals hold about their job. Job satisfaction is concerned with a person or a group in the organization. Job Satisfaction can be applicable more to parts of an individual's job. Job satisfaction is affected by many factors like co-workers, pay, job conditions, supervision, nature of the work and benefits.

Job satisfaction is a widely accepted psychological aspect of functioning in any profession which describes how content an individual is with his or her job. It is a relatively recent term since in previous centuries the jobs available to a particular person were often predetermined by the occupation of that person's parent. It is the result of various attitudes possessed by an employee towards his job. Job satisfaction has been defined as an attitude which results from a balancing summation of many specific likes and dislike experienced in connection with the job (Bullock 1952). It refers to one's job, his general adjustment and social relationship in and outside his job. This satisfaction and dissatisfaction with one's job depends upon the positive

or negative evaluation of one's own success or failure in the realization of personal goals and perceived contribution of the job to it. Positive attitudes towards the job are conceptually equivalent to job satisfaction and negative attitude towards the job are equivalent to job dissatisfaction. The happier people are within their job, the more satisfied they are said to be. Job satisfaction, a worker's sense of achievement and success, is generally perceived to be directly linked to productivity as well as personal wellbeing. Job satisfaction implies doing a job one enjoys, doing it well, and being suitably rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. The Harvard Professional Group (1998) sees job satisfaction as the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a general feeling of fulfilment. Tangible ways in which job satisfaction benefits the organization include reduction in complaints and grievances, absenteeism, turnover and termination, as well as improved punctuality and worker morale. Job satisfaction is also linked to a healthier work force a good indicator of longevity. Job satisfaction and occupational success are major factors in personal satisfaction, self-respect, self-esteem and self-development. A satisfied worker is more likely to be creative, flexible, innovative and loyal. The most cited definition in the field of job satisfaction research within the different disciplines that have examined it, is the one offered by Locke (1976) in which he suggested that job satisfaction is, "A pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." In any work situation, if the worker feels that he can get a set of conditions

which will lead to not only what is called achievement of the aims and objectives of the organisation but also to such a situation where his personal desires are fulfilled in order to get the fullest satisfaction of life, the only link with the organisation can be claimed to be complete. It is there that the true concept of job satisfaction finds its existence. Job satisfaction is the positive orientation of an individual towards the work role which he is presently occupying, which can be restated as an individual liking more aspects of work than he dislikes. Job satisfaction results from the interaction between the worker and his job situation.

A recent meta analysis found surprisingly low correlations between job satisfaction and performance. Further, the meta-analysis found that the relationship between satisfaction and performance can be moderated by job complexity, such that for high-complexity jobs the correlation between satisfaction and performance is higher than for jobs of low to moderate complexity. Additionally, one longitudinal study indicated that among work attitudes, job satisfaction is a strong predictor of absenteeism, suggesting that increasing job satisfaction and organizational commitment are potentially good strategies for reducing absenteeism and turnover intentions. Recent research has also shown that intention to quit alone can have negative effects on performance, organizational deviance, and organizational citizenship behaviours. Job satisfaction has been the subject of seminal and significant research in the social sciences (Arnold, Cooper, & Robertson, 1998). A key finding notes that employee satisfaction has been found to be a reliable predictor of retention (Bobbitt, Faupel, & Burns, 1991; Meek, 1998).

Arnold et al. found that personal satisfaction, along with professional responsibility, is an important indicator of a person's psychological well-being, as well as a predictor of work performance and commitment.

Existent literature has also shown that satisfaction is influenced directly by the characteristics of the job and the extent to which motivational characteristics (e.g., task significance, autonomy, feedback, personal work ethic) match what people value and is expected of them on the job (Hackman & Oldham, 1976; Steers & Rhodes, 1987). Job satisfaction is defined as peoples' affective relation to their work role, and a function of the perceived relationship between what they wanted from the job, and what they perceived it was offering . More specifically, teacher job satisfaction was a predictor of teacher retention,a determinant of teacher commitment, and a contributor to teacher effectiveness . Newstron and Davis defined Job Satisfaction as a set of favorable or unfavourable feelings with which employees view their work. It's a feeling of relative pleasure or pain that differs from objective thought and behavioral intentions . From the above definition it can be said that job satisfaction is the perception of an employee about his job. It is a psychological phenomenon of an employee which describes the feeling and thought towards his job.

1.1 JOB SATISFACTION IN EDUCATIONAL INSTITUTIONS:

The progress of any country is dependent on its educational system and the education system will be able to discharge its set functions only when accomplished by right kind of teaching staff. It is the teachers that translate all educational theories into practice making the students learn. The teachers therefore have the most powerful influence in any system of education. It can be understood, if one reads the observation of Kalam and Rajan (1998), "If you are a teacher in whatever capacity you have a very special role to play because more than anybody else you are shaping generations". Teaching is the only field where we are handling the students who will become the citizens of next generation. Teachers are responsible to provide needed skills and positive attitude for the future citizens for which they are called as the nation builders. Education Commission (1964-66) as stated, "The destiny of India is now being shaped in her classrooms." This, we believe is no mere rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. On the quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction the principal objective of which is to raise the standard of living of our people". Hence, it is very crucial to prepare teachers for all levels of education and this sole responsibility is in the hands of teacher educators working in different teacher training institutes.

Teachers' job satisfaction may be considered as one of the important factors, which can enhance teaching competency. Students'

behaviours in class atmosphere are mostly affected by the teachers' remarks and ideas, their methods of approach to the students or their tendency to control class. Thus, it is very important those teachers must be satisfied with their job. Because a well satisfied teacher can give his best to his students. (Ms. Sharma (2013). Of all professionals, he is the one most intimately in touch with human lives and their development. The keystone in the educational endeavour is doubtless the teacher. More than anything else, the progress and prosperity of the students depends on him. A teacher's place cannot be taken and nobody can effectively influence the pupils in the manner and to the degree, which is possible only for him to do. The teacher occupies a very important place in society because he bring about the transmission of intellectual tradition from one generation to the next. He is the one to maintain the level of technological skill and to keep the light of civilization burning. The duty of the teacher does not end in the classroom with his students, rather he owes a duty to the society and nation. For the upliftment and progress of society, a very important role is played by a teacher who is satisfied with his teaching job.

Effective teachers are those who achieve the goals which they set for themselves or which others set for them (e.g. Commissions on Education, Ministry of Education, Legislators, Govt. officials and /or School Administration). As a consequence, those who study and attempt to improve teacher effectiveness must be cognizant of the goals imposed on the teachers of the goals that teachers establish for themselves or

both. That effective teacher must possess the knowledge and skills needed to attain the goal, and must be able to use that knowledge and those skills appropriately if these goals are to be achieved. So, the crucial and vital importance of teachers in the man making process cannot be over estimated. In a true sense the teacher is a guide, who is directing the journey of those whom he teaches. A good teacher should be a good inspire and the process of inspiration should be based upon the process of impression, indoctrination, instruction, training, regimentation, etc, more or less insists upon the process of imposition which results in dehumanization of individuals. It is unrealistic to set aside our emotions and feelings in workplace. The Organization life requires that we work together side by side for six to eight hours a day. We spend more time with our co-workers than we do with our friends, spouse or children. Frustration, tolerance and anger management eliminates verbal pull-downs, fights and group disruptions and are better able to express anger appropriately without resorting to violence, fervour, suspensions or expulsions (Ms. Devi, Dr. Dharamveer, Ms. Soni (2013))

Teachers are arguably the most important group of professionals for our nation's future. Daily interaction between teachers and students is at the center of the educational process; attracting and retaining high quality teachers is, thus, a primary necessity for education. If education is viewed as the backbone and energizing force for the national progress then the exalted and pivotal position of the teacher cannot be ignored as she/he has been assigned the responsibility of educating the future

generation. If teachers feel satisfaction, they will be in position to cope with the educational objectives in successful manner.

Many researches on Teacher's Job satisfaction have been conducted in developed countries, but little attempt had been made in developing countries like India. The evidence available from educational systems in developed countries identifies a complex picture in which job satisfaction is closely related to the other key factors of the complexities of work and life in general within a particular social context. It was believed that teacher satisfaction is produced, manifested and coped with differently in different societies. What little research had been done in developing countries was based on a set of theoretical assumptions that had been developed from findings in developed countries [28]. The role played by satisfaction in the normal working life of teachers in developing countries like India is little-understood area thus the necessity for such research is evident.

1.2 RATIONALE OF THE STUDY:

The satisfaction experienced by employees in their respective fields is an important factor influencing growth, not just in major countries but also in this small state of Mizoram. If an employee have no satisfaction towards the job they are employed in the job would suffer so would the growth and development of the State and Nation.

Job satisfaction is even more imperative in education, since teachers are the foundation stone in our educational system. If a teacher is not satisfied in his/her profession it would affect the lesson and the students which would in turn affect the whole nation, since, the students are the future of the nation.

Studies in job satisfaction have been done by many researchers not just the job satisfaction in the educational system but also jobs in different organizations. The scholar after going through research studies in this area found that job satisfaction of elementary school teachers has not been done by any past researchers. Thus, it is in this context, that the present investigator proposed to study the job satisfaction level of teachers in elementary schools and to answer the following research questions –

1. What is the job satisfaction level of teachers of elementary schools?
2. Is there difference between male and female teachers in their level of job satisfaction?
3. Is there difference between teachers of government and private elementary schools in their level of job satisfaction?

1.3 STATEMENT OF THE PROBLEM:

In light of the above discussion, and in order to get the answers empirically to the concerns raised above, the present research problem is formulated as, **“A Study of Job Satisfaction of Elementary School Teachers in Aizawl City, Mizoram”**.

1.4 OPERATIONAL DEFINITION OF KEYWORDS:

1. Job Satisfaction: Job satisfaction is defined as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs".
2. Elementary School: Elementary school in this proposal refers to the all the classes from I – VIII.

1.5 OBJECTIVES OF THE STUDY:

1. To study job satisfaction level of elementary school teachers in Aizawl City.
2. To make gender-wise comparison of job satisfaction level of elementary school teachers of Aizawl City.
3. To compare the level of job satisfaction of teachers in Government and Private elementary schools of Aizawl City.
4. To suggest measures for improving job satisfaction of elementary school teachers on the basis of the findings of the study.
5. To compare the level of job satisfaction of teachers in Primary and Middle schools of Aizawl City.

1.6 HYPOTHESES:

On the basis of the objectives identified for the study the following hypotheses have been formed.

1. Teachers of elementary schools in Aizawl City have different level of job satisfaction.
2. There is significant difference between the job satisfaction level of male and female teachers of elementary schools in Aizawl City.
3. Teachers of Government elementary schools have higher level of job satisfaction than teachers of private elementary schools in Aizawl City.
4. Teachers of Primary schools have higher level of job satisfaction than teachers of Middle schools in Aizawl City.

1.7 DELIMITATION OF THE STUDY:

The proposed study has been delimited as follows:

1. The study has been restricted to elementary school teachers.
2. 31 government and private schools in Aizawl City are selected for this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

CHAPTER II

REVIEW OF RELATED LITERATURE

Review of related research has an important place in scientific investigation. Review and abstracting journal which gives brief summaries of research studies reported in a variety of periodicals are great time savers. They enable one to keep abreast of the work being done in the field and also on related fields.

In the following the investigator reviewed important studies related to the area of job satisfaction in educational institutions.

Marlow et al. (1996) conducted research in the Northwestern United States to examine the reasons for teachers' leaving, with specific focus on students (e.g. student discipline, motivation and attitude), emotional factors (e.g. lack of fulfillment, boredom, stress, and frustration), social respect, administrative and family support, working conditions, and salary. Their research showed that factors of students, social respect, working conditions and emotional aspects ranked highest as the reasons for teachers' leaving.

Kleckler & Loadman (1996) explored the relationship between teacher empowerment and teacher job satisfaction, taking into account salary, opportunities for advancement, degree of challenge of the job, autonomy, general working conditions, interaction with colleagues, and interaction with students. With respect to job satisfaction, teachers

were most satisfied with interaction with students, yet least satisfied with working conditions.

NCES (1997) analyzed teacher job satisfaction in terms of four clusters of variables: school characteristics (e.g. school sector, school level, community type, percent of students who are minorities, etc.), teacher background characteristics (e.g. age, sex, race/ethnicity, years teaching experience, education, etc.), workplace conditions (e.g. administrative support, student behavior, family support, routine duties, etc.), and teacher compensation (e.g. salary, benefits, etc.). In general, workplace conditions were connected with high level of teacher job satisfaction, while salary and benefits were far less associated with it. Teachers in private schools, in elementary schools, in urban areas, in low minority schools, with fewer experiences and, with administrative and family support, felt more satisfied than their peers. Moreover, female and younger teachers were more satisfied than male and older ones were.

In Canada, Ma and MacMillan (1999) surveyed over 2,000 elementary school teachers. The study found that female teachers were more satisfied with their professional role as a teacher compared to their male counterparts. The gender gap in professional satisfaction grew with increased teaching competence. The study also found that teachers who stayed in the profession longer were less satisfied with their professional role. Gender was also a significant factor in a study by Klecker and Lodman (1999) in the US who found that female

elementary teachers rated their job satisfaction more positively, even across years of teaching experience.

Khatoon and Hasan (2000) probed the job satisfaction of secondary school teachers in relation to their religion. The findings revealed that the majority of teachers liked their jobs and female teachers had a greater degree of job satisfaction than the male teachers. The fresher teachers drawing less salary were more satisfied than their seniors who were experienced and drawing higher salaries. It was found that the teachers' training influenced job satisfaction negatively whereas religion did not have any effect on the teachers' job satisfaction.

Shafeeq (2000) aimed to determine the correlation between job satisfaction and adjustment of teachers and whether there exists any significant difference between mean scores of teachers on adjustment with high and low job satisfaction. The findings revealed that highly adjusted teachers had low job satisfaction and vice-versa. Though the relationship between adjustment and job satisfaction was found to be low and negative yet it indicated that high adjustment leads to low job satisfaction. It also revealed that adjustment did not play any significant role in job satisfaction of teachers.

Panda (2001) made a comparative study of attitude towards teaching profession and job satisfaction of teachers of Assam and Orissa. The study revealed that a significant percentage of teachers of Assam and Orissa had high or moderate degree of job satisfaction. But it was also

found that more than 40 percent female, experienced, urban and rural teachers of Assam; and male, experienced teachers of Orissa were dissatisfied with their jobs. A significant and positive relationship between attitude towards teaching profession and job satisfaction of teachers of Assam and Orissa in general and their different categories except in case of male and female teachers in Assam was also observed.

Mertler (2001) found most results similar to previous researches. On the whole, 77% of the teachers were satisfied with their jobs. Eighty-seven percent of the teachers aged from 26-30 years, and 86% of those aged over 56 years were more satisfied than average. Teachers with experiences for more than 20 years as well as those with experiences for fewer than 5 years were more satisfied. Additionally, middle/junior high school teachers felt more satisfied than elementary and high school teachers. Unlike previous findings, Mertler's research found that males had a slightly higher level of job satisfaction than females did.

Kyriacou (2001) observes that, due to variation between countries and national education systems, there are differences in the main sources of teacher stress. He also observes that job satisfaction is a complex issue in that 'even in the context of feeling overloaded, taking on additional duties in a valued area of work need not create more stress, and may indeed enhance job satisfaction'.

Dinham and Scott (2002) has shown that teachers derive satisfaction by matters intrinsic to the role of teaching such as student successes,

counseling students, positive relationships with parents and students, and personal growth. External factors such as salaries, holidays and working hours did not rank high in teacher satisfaction levels.

Bao (2002) made a comprehensive survey on teachers' *xin tai* (feelings and thoughts) across the country, taking more social and cultural contexts into account. In general, most teachers (83.1%) in China thought of teaching as one of the best occupations. Less-educated, older, and primary school teachers were more satisfied than their counterparts. Concerning expectation of life, unlike 29.1% of those who claimed to enjoy a simple and humble life, 40.2% of teachers preferred pursuing a rich and superior life. Regarding job stress, 78.6% of teachers, especially younger, female, low-ranked teachers and teachers in urban areas, felt quite stressful. With respect to career development, most teachers were dissatisfied. In addition, most teachers were concerned with the national policy on teacher recruitment. On the whole, however, teachers participating in the survey expressed their satisfaction and *zhi ye ze ren gan* (responsibility) with teaching, although they felt not that satisfied in some aspects. This may be explained by the role of teacher and the meaning of education in Chinese culture rooted in Confucian, in which the teacher was highly respected and treated as an authority.

Xiao & Li (2003), teachers in urban areas in China tended to feel less satisfied with their salary, but more satisfied with their job security, working environment, and self-accomplishment.

Vyas (2002) studied the job satisfaction of school teachers with reference to sex, marital status and educational qualifications. The objective was to assess the job satisfaction of male and female married and unmarried teachers with higher and minimum educational qualification. The findings indicated that sex was not related to job satisfaction and married teachers possessed more positive towards job satisfaction than the unmarried teachers. Also, educational qualifications were not found to be related to job satisfaction of teachers.

Bhuyan and Choudhary (2003) determined the degree of job satisfaction of teachers with respect to sex, marital status, and location as well as experience and identified the factors responsible for job satisfaction of teachers. The teachers were found to be happy with revised pay scale, promotional aspects but were unhappy with academic environment of the institutions and the retirement benefits. No association was found between level of job satisfaction and sex, locality, marital status and experience of the teachers. The results revealed a significant difference in job satisfaction of male and female teachers; but there was no significant difference in job satisfaction between married and unmarried; between rural and urban and among experience of the teachers.

Choudhury (2003) made an attempt to determine the degree of correlation and to find out the significant differences among teachers on

job satisfaction with respect to sex, marital status, location and experience. It was concluded that the teachers working in different institutions possessed the same degree of job satisfaction with respect to marital status, location and experience, except sex (male and female). No relationship was found in job satisfaction among male and female, more and less experienced, married and unmarried teachers working in different institutions.

Gupta and Jain (2003) undertook a study with the objective of comparing the job satisfaction between teachers working in government and private schools and to identify the factors influencing teachers to take up nursery teaching as a career. It was found that most of the teachers do not think of nursery school teaching as their career from the early school stage and hence do not purposely plan and prepare for it. A variety of factors such as salary, security, physical conditions, promotion, recognition etc. were reported to influence job satisfaction.

Shailaja (2003) examined locus of control and job involvement in relation to the job satisfaction of the teachers. The major objective of the study was to establish the relationship among locus of control, job involvement and job satisfaction. The results revealed that locus of control as a generalized expectancy for internal or external control of reinforcement was meaningfully related to job satisfaction. It showed clearly that job involvement influenced job satisfaction of teachers and a

significant relationship existed between job involvement and job satisfaction of teachers.

Meng (2004) analyzed the difficulties of retaining teachers in public high schools, and he suggested that low salary and few benefits, job stress, lack of self-fulfillment, and familial factors (e.g. time to spend with family members, care for children's education, etc.) accounted for teachers leaving.

De Nobile and McCormick (2005) investigated the relationships between job satisfaction and occupational stress among Catholic primary schools in New South Wales, Australia. They found that four stress domains (information domain, personal domain, student domain, and school domain) were predictors of job satisfaction. Negative associations were found between job satisfaction and occupational stress. Sources of stress included lack of support from school administration, supervision, job variety, the staff-principal relationship and staff-student relationships.

Ololube (2005) assessed the relationship between the level of teachers' job satisfaction, motivation and their teaching performance in Rivers State, Nigeria. The survey results revealed that teacher dissatisfaction was associated with educational policies, administration, pay and fringe benefits, material rewards and advancement.

Sargent & Hannum (2005) conducted an in-depth research on teacher job satisfaction in rural Northwest China, in terms of community factors, school environment factors, and teacher characteristics. Their findings were mostly in alignment with previous studies, but contrary to their assumptions, however, teachers with greater workloads, felt more satisfied. Furthermore, economic development was negatively connected with teacher job satisfaction.

Liu & Tu (2005) conducted research in rural areas in Middle China, and they reported that the most negative factors that demolished teacher satisfaction were low salary, heavy duty, few opportunities of training and development, and difficulty to advance in teacher ranking.

Ali, Khan and Alam (2005) contemplated to ascertain the effect of locus of control, sex and marital status on job satisfaction. The results revealed that the internally group of teachers were found to be significantly more satisfied with their job than their externally controlled counterparts. The female teachers showed significantly greater degree of job satisfaction than the male teachers and married teachers were found to be significantly more satisfied with their job than unmarried counterparts.

Mary and Raj (2005) studied job satisfaction of government school teachers with respect to a) gender, b) medium of instruction, c) locality, d) educational qualifications, e) salary, f) subjects, g) type of schools, h) age, and i) experience. No significant difference was found in the job

satisfaction of teachers with respect to the above said variables. It indicated that the job satisfaction of government school teachers of overall and at all levels in the region was not high and they possessed average level of job satisfaction. However, the mean scores revealed that the female teachers had average job satisfaction and medium of instruction, locality and religion contributed significantly to job satisfaction.

Sharma and Bansal (2005) focussed on the occupational stress pattern and its relation with job satisfaction in working women belonging to two service groups- school teachers and bank clerks. No significant difference was found between occupational stress patterns as a whole. Only one stressor, responsibility for persons was found to vary for the two groups. On the other hand, three out of twelve stressors i.e. low status, role conflict, unreasonable group and political pressure were found to be the predictor variables for job satisfaction in the study.

Lee (2006) found that the job satisfaction of primary school teachers in Cambodia was closely associated with salary level and welfare conditions. However, job satisfaction was also intertwined with non-remunerative incentives, such as school management, principal leadership, and professional development

Kochar and Khetarpal (2006) explored stress, job satisfaction and locus of control among permanent and temporary teachers. The relationship between job satisfaction and internal-external control was found to be

positive and statistically significant. The results showed that the mean stress score for permanent teachers was low as compared to temporary teachers however, their job satisfaction and coping score was higher as compared to temporary teachers. The permanent and temporary teachers differed significantly with respect to internal-external control as they had different job conditions.

Manikandan and Jayan (2006) examined the influence of age on job satisfaction, job involvement, organizational commitment and mental health of employees. It was reported that different age groups did not differ significantly with respect to job satisfaction and organizational commitment. Age was found to have a significant influence on the job satisfaction. Also, mental health status was significantly influenced but age of the employees that is the age groups showed a higher mean score as compared to the lower groups.

Khaleque (2007) conducted a study on teachers of higher education and their job-satisfaction. The sample under study involved 120 teachers of both (male and female) of rural and urban areas. The results indicated that the level of job satisfaction among the teachers was not significant and the female teachers possessed higher degree of job satisfaction in average than that of male teachers in general.

Neelkandan and Rajendran (2007) conducted a study which aimed to find out the level of job satisfaction of employees in a public sector organization. The results revealed that employees differed in job

satisfaction on the basis of marital status and years of service. The married employees possessed higher job satisfaction than the unmarried employees and the employees with a service of 16 years and above had higher job satisfaction than the employees with less than 5 years of service, 11-15 years of service and 6-10 years of service.

Seenivasan (2007) undertook a study to determine the job satisfaction of secondary school teachers. The job satisfaction of teachers was analyzed on the basis of the variables: age, sex, qualification, experience, spouse's level of education, spouse's employment and size of the family. The findings revealed that the teachers in general were satisfied with their jobs. All the teachers irrespective of their sex, qualification, spouse's level of education were satisfied with their job. The size of the family and experience of teachers did not have any effect on their overall job satisfaction. Further, it was found that the teachers in the age group of 30-40 and 40-50 were most satisfied groups and the teachers whose spouses were employed were satisfied with their jobs whereas all teachers whose spouses were not employed were not satisfied.

Singh and Bhardwaj (2007) evaluated the differential effect if any, of organizational hierarchies of employees on job satisfaction. The analyses of the data revealed that organizational hierarchies exerted differential effects on job satisfaction among the employees. The employees belonging to junior engineers' group exhibited lowest job satisfaction whereas the class-III employees appeared as being much more satisfied with their job. Also, the employees belonging to junior

engineers' group exhibited lowest level of job satisfaction whereas the employees belonging to class-III feel more job satisfaction as compared to other two groups.

Singh (2007) studied the job satisfaction of teachers in relation to their attitude towards teaching. The objectives were to compare the job satisfaction of teachers with their attitude towards teaching and also to compare the job satisfaction of male and female teachers, with their attitude towards teaching. The job satisfaction was found to be positively but not significantly related to their attitude towards teaching. The job satisfaction of male and female teachers was also positively but not significantly related to their attitude towards teaching.

Ishwara and Laxmana (2008) investigated the correlates of job satisfaction among the teachers. The majority of teachers were found to be dissatisfied about various aspects of their job. The highest aspects of job satisfaction were found to be the work itself, pay, recognition for good work, creativity, responsibility, professional growth, working condition and job security. The study revealed a positive association between overall job satisfaction and specific job satisfaction. Organizational, individual and career factors also determined the level of job satisfaction of the teachers.

Kamboj (2008) tried to find out the relationship between job satisfaction and self-actualization of secondary school teachers. The

findings indicated a positive and significant correlation between job satisfaction and self-actualization of secondary school teachers. From the results, it was also inferred that the teachers who were more satisfied with their jobs were also found to be more self-actualized.

Perrachione, Rosser & Petersen (2008) The purpose of this study was to identify intrinsic and extrinsic variables that influence teacher job satisfaction and retention. A survey was sent to 300 randomly selected Missouri public elementary schoolteachers in grades K-5 having 5 or more years of teaching experience. The results from 201 respondents suggest that three intrinsic motivators (personal teaching efficacy, working with students, and job satisfaction) were perceived to significantly influence satisfaction and retention, while two extrinsic motivators (low salary and role overload) did not have any effect. Using multiple linear regression and qualitative analysis, the findings show that teachers who experienced satisfaction at their school and/or satisfaction with the profession of teaching were more likely to remain. No relationship was found between satisfaction with the job of teaching, suggesting that retention was determined by teacher satisfaction with the profession and not with work-related duties.

Basu (2009) investigated the impact of gender and marital status on job satisfaction of the secondary school teachers. The results exhibited that gender and marital status had a significant bearing on the job satisfaction of the teachers. While female teachers scored higher job satisfaction as compared to the male teachers, the mean scores of the

unmarried teachers on job satisfaction was lower than those of the married teachers.

Bhandari and Patil (2009) carried out a study on job satisfaction among the women teachers. It was found that a few women teachers faced certain problems such as lack of coordination and cooperation in the workplace. Majority of these teachers were found to be satisfied with their work, job and salary and said that they had promotional opportunities in the teaching profession. Majority of women teachers acknowledged that they have got recognition for the job and work done. The study also revealed that 55.25% of the women teachers were fully satisfied with their job and work; and only about 41.69% of these women teachers revealed that they have got recognition and encouragement for the work done in their workplace.

Chamundeswari and Vasanthi (2009) studied job satisfaction and occupational commitment among teachers. The study aimed at finding if there was any significant difference in job satisfaction and occupational commitment among teachers. Significant differences were found in job satisfaction and occupational commitment between teachers in different categories of schools. The central board school teachers were significantly better in their commitment when compared to the matriculation board teachers. The study reported a significant and positive correlation between job satisfaction and occupational commitment.

Gopalkrishnan (2009) undertook a study aimed at identifying the factors that determine job satisfaction of teachers. It was found that job satisfaction was determined by the relationship and cordiality that existed between the principal and faculty members. The study revealed that while the teachers were satisfied with principal, parents and students, physical facilities, self-esteem and co-teachers, they were dissatisfied with salary and fringe benefits, opportunity for achievement, academic policies, management and job security.

Gujjar, Ahmed and Naoreen (2009) made a comparative study of job satisfaction of teachers of Bawalpur in Pakistan. The study revealed that female teachers were more satisfied than their male counterparts, permanent teachers were more satisfied than contractual teachers on different dimensions of the job satisfaction as well as on overall job satisfaction. It was found that designation wise secondary school teachers were more positive than the elementary school teachers on atmosphere of the institutions. Age wise the teachers belonging to the age group of 41-50 years was significantly positive than the age group of 20-30 years on relation with colleagues and experience wise the group having experience of 16-20 years was more positive than the group having experience of 1-5 years on relation with colleagues.

Gupta and Sahu (2009) probed organizational role stress and job satisfaction among the male and female teachers. The main objective was to find out the relationship between the organizational role stress and job satisfaction among vocational teachers. Results indicated that

there were significant gender differences regarding job satisfaction only. Organizational role stress and job satisfaction were significantly and negatively correlated and this relationship was found to be significant for males as well as for females.

Gupta and Sahu (2009) studied job satisfaction as related to organizational role stress and locus of control among teachers. The major objective of the study was to find out the relationships of job satisfaction with organizational role stress and locus of control among vocational teachers and to find out the gender differences regarding these relationships. Results indicated that there was significant gender difference regarding job satisfaction only. Job satisfaction and organizational role stress were significantly and negatively correlated and this relationship was found significant for males as well as females. Job satisfaction and locus of control were found to be significantly and negatively correlated. However, a significant and positive relationship was found between locus of control and organizational role stress and this relationship was also found significant for males as well as for females.

Saveri (2009) explored the relationship between job satisfaction and life satisfaction among the teachers and also measured the extent of job satisfaction and life satisfaction among them. Significant differences were found between aided and government, rural and urban, married and unmarried school teachers in their extent of job satisfaction. The study revealed a positive relationship between job satisfaction and life

satisfaction and a significant association between job satisfaction and total number of years of teaching experience was also found. The majority of teachers exhibited a moderate level of job satisfaction and life satisfaction.

Sharma and Patnaik (2009) undertook a study of organizational health of elementary schools and job satisfaction of teachers with the objective to determine whether the status of organizational health of elementary schools and job satisfaction of teachers was satisfactory and whether there existed a positive relationship between organizational health and job satisfaction of elementary school teachers. The results indicated that the teachers of private schools were highly satisfied whereas the teachers of government schools were only above average in job satisfaction. A positive and substantial correlation was found between organizational health of schools and job satisfaction of teachers.

Singh (2009) made an attempt to find out the impact of leadership behaviour on teachers' job satisfaction and pupils' academic achievement. The study concluded that some dimensions of leadership behaviour played a significant role in pupils' academic achievement also. It also revealed that leadership as a whole was significantly related to teachers' job satisfaction as well as to pupils' academic achievement and that all the dimensions of leadership behaviour were not the significant predictors of pupils' academic achievement.

Akhtar and Naqvi (2010) made a comparative study of job satisfaction of public and private school teachers. It was hypothesized that there was no significant difference in job satisfaction between the teachers working in public and private schools. The data analysis was conducted through 't'-test and ANOVA which reported no significant difference between teacher's job satisfaction in public and private schools.

Brackett and Salovey (2010) studied the emotion-regulation ability, burnout, and job satisfaction among secondary school teachers. It also examined the mediating effects of affect and principal support on these outcomes. The emotion-regulation ability was found to be positively associated with positive affect, principal support, job satisfaction, and one component of burnout i.e. personal accomplishment. Two path models demonstrated that both positive affect and principal support mediated independently the associations between emotion-regulation ability and both personal accomplishment and job satisfaction.

Neelkandan (2010) determined the level of job satisfaction of teachers in relation to organizational health of the schools. The study concluded that there was a significant relationship between the job satisfaction and organizational health of the school teachers. However, it also revealed that the teachers differed in job satisfaction in relation to the organizational health. Significant relationship was found between the job satisfaction and organizational health of male and female, rural and urban teachers.

Sharma (2010) examined the professional commitment of teachers in relation to their job satisfaction and gender differences. The objectives were to study the relationship between professional commitment and job satisfaction of teachers and to find the difference in the professional commitment due to gender differences. The study reported a positive and significant correlation between job satisfaction and professional commitment of the teachers whereas the professional commitment was found to be independent of the gender differences.

Sood (2010) explored the relationship between job satisfaction and role commitment level of teachers as well as certain selected background factors like gender and length of service of secondary school teachers. The findings revealed that the level of job satisfaction level of secondary school teachers had a positive significant effect on their role commitment and teachers with higher job satisfaction level exhibited significantly higher commitment towards teaching profession as compared to the teachers with either moderate or low job satisfaction level. Further, the teachers with an experience of 10 years and less possessed significantly higher commitment towards teaching profession in comparison to highly experienced teachers with total length of service of 15 years and more. Also, gender and teaching experience were found to have a significant combined influence on role commitment of secondary school teachers.

Fatimah and Halim (2011) undertook a study to examine the relationship between organizational justice and organizational

citizenship behaviour with job satisfaction among secondary school teachers and identified effects of the dimensions of organizational justice and organizational citizenship on job satisfaction. The results showed significant relationship between organizational justice and job satisfaction, organizational citizenship behaviour and job satisfaction. Organizational justice was found to have a positive significant relationship with job satisfaction where organizational citizenship behaviour acted as the moderator between the two variables.

Kaur and Sidana (2011) estimated and compared the level of job satisfaction of teachers according to gender, area of location and type of management. The study revealed that the level of job satisfaction of male teachers was higher than their female counterparts. Further, rural teachers were found to be more satisfied as compared to the urban teachers. It was reported that the government teachers were more satisfied than their counterparts working in government aided and private institutions whereas the teachers working in private institutions were more satisfied than those working government aided institutions.

Lam and Yan (2011) explored the job satisfaction and career development of beginning teachers. The beginning teachers were initially interviewed after graduation from the teacher training programme and then after gaining a two-year teaching experience. The school factors such as volume of non-teaching workload, equitability in the distribution of work, and professional autonomy were reported to

influence the job satisfaction and teaching motivation of teachers significantly.

Mahmood and Haider (2011) investigated the difference between gender (male and female teachers) and types of school (urban and rural) about job satisfaction. Generally teachers were reported to be less satisfied with advancement, compensation supervision human-relation and working conditions. It was also revealed that the female teachers were more satisfied than their male counterparts and there was no significant difference between urban and rural teachers' job satisfaction.

Massey (2011) analyzed the difference in intensity of relationship between teacher freezing and job satisfaction of secondary school teachers. The study also aimed at investigating the effect of sex, experience and types of school on teacher freezing and job satisfaction. However, no significant effect of sex, experience and types of school on teacher freezing and job satisfaction was found. The findings revealed a significant intensity of relationship between teacher freezing and job satisfaction.

Menon and Athanasoula-Reppa (2011) examined the association between individual characteristics and teachers' job satisfaction in secondary education in Cyprus. The use of factor analysis resulted in the identification of the following seven factors which represent different aspects of job satisfaction: school climate, key stakeholders, support and training, participation in school management, student/school progress,

professional development and employment terms. The experienced teachers reported significantly higher job satisfaction on two of the identified dimensions (key stakeholders and participation in school management). No significant differences between men and women on all dimensions of job satisfaction were found, pointing to the absence of a link between gender and job satisfaction.

Singh and Pal (2011) carried out a study of job satisfaction and teaching effectiveness of school teachers. The study aimed at estimating the general level of job satisfaction and teaching effectiveness of primary and upper school teachers and the correlation between these two variables. The general job satisfaction was found to be 70% among the respondents whereas effectiveness was higher (73.5%) as compared to the former. The study also reported a significantly higher correlation between job satisfaction and teaching effectiveness.

Sridevi (2011) in her study on job satisfaction investigated the significant difference in job satisfaction among the teachers with respect to their gender, locale and type of institution. The study revealed that the majority of the teachers expressed moderate level of job satisfaction and the teachers working in aided institutions were highly satisfied with their job than the teachers of unaided and government institutions. No significant differences were found in the job satisfaction of the teachers with respect to gender and length of service.

Changiz & Mandana (2011) examined employees' perception of ISO 9001 practices and its impact on job satisfaction within a food company located in north of Iran. There were 52 respondents. Data was collected from employees within various departments of a large food production industry located in the Golestan Province(North of Iran). Employees from five types of occupational groups were presented in the sample (ie operators n=12 ; staff, n=10; technician, n=14; executives, n=10; managers, n=5). The proposed model was developed with the intention of examining this relationship. This research used self completed questionnaires, distributed within this organization. The results revealed that customer focus, training in education, empowerment and team work and continuous improvement and problem prevention were all positively associated with employees job satisfaction. It was also found that "empowerment and team work" and "continuous improvement and problem prevention" explained 68% of job satisfaction variance which is significant.

Bhayana (2012) studied the effect of gender, academic stream and teaching experience on job satisfaction of teachers. The major findings were that there was no significant difference in job satisfaction between male and female teachers and more experienced teachers had more job satisfaction than the less experienced teachers. However, no significant interaction effects of gender and academic stream; gender and teaching experience; gender, academic stream and teaching experience were found on the job satisfaction of the teachers.

Nagar (2012) studied job satisfaction and organizational commitment among the teachers during the times of burn out. The study also examined the effect of increased job satisfaction on commitment among teachers towards their organization. The results indicated that all the three factors of burn out namely, depersonalization, reduced personal accomplishment and emotional exhaustion lead to decreased job satisfaction. In terms of job satisfaction, females showed higher levels of job satisfaction as compared to men and were reported to be more committed to their organizations as compared to the male teachers. It was also concluded that greater job satisfaction contributed significantly towards an increase in organizational commitment.

Gupta, Pasrija and Bansal (2012) made a comparison of job satisfaction of secondary school teachers in relation to their some demographic variables such as gender, locality, qualifications, experience and type of schools. The findings reported significant differences in job satisfaction between male and female teachers indicating that female teachers were more satisfied than their male counterparts. Similarly, it revealed that more experienced teachers and teachers belonging to rural areas had better job satisfaction their counterparts. Further, the teachers having post-graduate qualifications and working in private schools were reported to be significantly better than their counterparts.

Salim and Mustafa (2012) conducted a study to ascertain the role of emotional intelligence on job satisfaction and the effect of gender on the relationship between emotional intelligence and job satisfaction. The

results of the study showed a significant positive relationship between emotional intelligence and job satisfaction and no effect of gender was observed on the relationship between the two variables.

Klassen & Chiu (2012) sought to examine the relationships among teachers' years of experience, teacher characteristics (gender and teaching level), three domains of self-efficacy (instructional strategies, classroom management, and student engagement), two types of job stress (workload and classroom stress), and job satisfaction with a sample of 1,430 practicing teachers using factor analysis, item response modeling, systems of equations, and a structural equation model. Teachers' years of experience showed nonlinear relationships with all three self-efficacy factors, increasing from early career to mid-career and then falling afterwards. Female teachers had greater workload stress, greater classroom stress from student behaviors, and lower classroom management self-efficacy. Teachers with greater workload stress had greater classroom management self-efficacy, whereas teachers with greater classroom stress had lower self-efficacy and lower job satisfaction. Those teaching young children (in elementary grades and kindergarten) had higher levels of self-efficacy for classroom management and student engagement. Lastly, teachers with greater classroom management self-efficacy or greater instructional strategies self-efficacy had greater job satisfaction.

Sharma (2013) Education is responsible for healthy progress and development of any society. It is the responsibility of teacher to impart

quality education. It can be said that teachers have great responsibility to shape our nation. So it become necessary that for successful teaching and overall advancement of education the teacher"s attitude towards teaching should be always high and positive. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. If the teachers enjoy their job with positive attitude, their work will be easier, expert like and will have long lasting impact on the society. For this study is done with teachers of higher secondary English and Hindi medium schools of Raebareli and Teacher job satisfaction Questionnaire of Pramod Kumar, D.Phil. and D. N. Mutha, Ph.D. given to randomly selected sample teachers as tool. Finding indicates, there are indications that teacher"s level of job satisfaction has a positive relation with success in teaching. The satisfaction of teachers with teaching profession is significantly correlated with teaching success.

Devi, Dharamveer, Soni (2013)

Job satisfaction of teachers is essential for the effective teaching learning process in schools and colleges. We can say that effective teaching is the results of job satisfaction. The teacher who is dissatisfied with his/her work will be unable to motive his/her pupils to attain learning. Job satisfaction of teacher has long been a focus of attention for educational researchers. Arguably, this is because of links between job satisfaction and organizational behavior issues such as commitment, absenteeism turnover, efficiency and productivity. A sample of 200 teacher educators (100 male and 100 female) working in secondary

teacher training institutions (B.Ed. Colleges) situated in Haryana state are selected through random technique of sampling. Job satisfaction of school and college employees may be related to personal characteristic, such as age, gender and years of experience. This paper is an attempt to understand the essentials of job satisfaction in increasing the quality of teaching and learning in the classrooms. The results were evaluated and significance was seen at both 0.05 level and 0.01 level of significance . Teacher Effectiveness Scale by Dr Pramod Kumar & Dr D.N.Mutha (1974) and Job-Satisfactions Scale by Meera Dixit are selected to find the essentials of job satisfaction that helps in better teaching in classrooms . This study found that there is very strong relationship between job satisfaction and teachers effectiveness in teaching and thus, points out at the essentials required in teaching.

The foregoing review of related studies throws light on the nature of works done relating to the problem under study. It helped the investigator a lot in defining the problem, limiting the scope and formulating the hypotheses. From the above scanning of literature we can see that any success, achievement of an organization/ institution depends on the employees satisfaction with their job and job situation

CHAPTER III

METHOD AND PROCEDURES

CHAPTER III

METHOD AND PROCEDURE

In any type of research, after deciding the objectives, one has to plan for the method of selecting sample, the tools and techniques to be used, the administration of the tools and collection of required information using the tools.

This chapter deals with the methodology adopted in the present investigation. The methodology and procedures followed by the investigator in the present study is discussed in the following manner:

1.1 Method of Study

1.2 Population and Sample of the Study

1.3 Tools for Data Collection

1.4 Administration and Scoring of Data, and

1.5 Statistical Techniques for Analysis of Data

1.1 METHOD OF STUDY

The present study mainly belongs to the category of descriptive research as it involves survey and fact finding enquiry relating to job satisfaction level of elementary school teachers in relation to: gender, types of management and category of school.

2.2 POPULATION AND SAMPLE OF THE STUDY

Since the present investigation is concerned with the study of job satisfaction of elementary school teachers of Aizawl City, Mizoram, the population included all primary and middle schools covering both government and private managed schools in Aizawl City.

The sample for the study consisted of 100 government and 100 private teachers which were selected randomly from 31 schools in Aizawl. Equal number of teachers were be taken as sample from different gender, management and category.

2.3 TOOLS FOR DATA COLLECTION

For the purpose of finding out the job satisfaction level of elementary school teachers, the Job Satisfaction Scale for primary and secondary teachers (DJSS) developed by Dr. Meera Dixit, Department of Education, National Degree College, Lucknow(1993) was used.

This Likert type Scale is based upon eight factors of job satisfaction. They are:

1. Salary, promotional avenues and service conditions:

3 12 19 20 31 34 45 50

2. Intrinsic aspect of the job:

1 11 25 30 35 46 52

3. Physical facilities:

2 10 24 29 36 43 48 49 51

4. Institutional Plans and Policies:

4 13 26 38 40 47

5. Satisfaction with Authorities:

5 14 21 27 32 41

6. Satisfaction with social status and family welfare:

8 9 17 18 23

7. Rapport with students:

7 15 22 28 33 39

8. Relationship with co-workers:

6 16 37 42 44

Reliability of the scale was determined by split-half method. The test was first divided into two equivalent halves, and the co-relation calculated for these half tests. From the reliability of the half test, the self co-relation of the whole test was calculated by using Spearman Brown Prophecy

formula. The split half and test-retest reliability has been tested as .92 and .86 on 100 individuals.

Against each statement five choice are given as SA(Strongly Agree), A (Agree), U (Undecided), D (Disagree) and SD (Strongly Disagree). To record their responses the teachers make one choice in each item. The responses were scored as 1, 4, 3, 2, 5. The teachers take 15 – 30 minutes to work on the scale. The specimen copy of the scale has been given in Appendix 1.

2.4 ADMINISTRATION AND SCORING OF DATA

To find out the job satisfaction of elementary school teachers using the Job Satisfaction Scale for Primary and Secondary Teachers (DJSS), the investigator personally visited all the schools selected as samples for the study and administered the scale to the selected samples. The respondents were given enough time to ponder over all the statements in the scale sa as to ensure a truthful response from them.

The filled in Job Satisfaction Scale were scored following the pattern suggested by the author of the scale. The scale consist of 52 statements. Against each statements five choices are given as SA (strongly agree), A (agree), U (undecided), D (disagree) and SD (strongly disagree). The responses were scored as 1, 4, 3, 2, 5. The minimum score was fixed at 93 (very low degree of satisfaction) and maximum score was fixed as 240 (highest degree of satisfaction).

2.4 STATISTICAL TECHNIQUES FOR ANALYSIS OF DATA

The tabulated scores of the Job Satisfaction Scale were classified in accordance with, gender, school management, category of school for carrying out statistical analysis. For analysing the data, the investigator employed the following statistical techniques:

1. Percentages were used to find out the number of teachers having different level of job satisfaction
2. Mean and Standard Deviation were used on the different categories of respondents.

't' test to find out the significance of difference between various categories of respondents

CHAPTER IV

ANALYSIS AND INTERPRETATION

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

The data for the present study were collected using Job Satisfaction Scale for Primary and Secondary Teachers (DJSS) by Dr. Meera Dixit (1993). The responses obtained from the subjects were scored following the standard scoring procedures described in the manual. The scores were classified, tabulated and analysed and the details are given in the present chapter. The analysis of the data was carried out with the help of appropriate statistical techniques, keeping in view the objectives of the study and the findings were meaningfully interpreted. The details are given in the following ways:-

4.1 Job Satisfaction level of elementary school teachers of Aizawl City, Mizoram.

The following table shows the job satisfaction level of elementary school teachers in Aizawl City, Mizoram.

Table No 4.1
Job Satisfaction level of elementary school teachers of Aizawl city, Mizoram

Job Satisfaction Level	Total Respondents
Very low degree of satisfaction	4%
Low degree of satisfaction	8%
Average degree of satisfaction	51.5%
Good degree of satisfaction	37%
Highest degree of satisfaction	1.5%

A perusal of data vide Table No 4.1 reveals that there were 4 % of respondents who had very low degree of satisfaction and 8% of respondents had low degree of satisfaction. At the same time, there were 51.5% of respondents with average degree of satisfaction while 37% of respondents were with good degree of satisfaction and 1.5% of respondents with highest degree of satisfaction. From the above table we can see that the majority (more than half) of the respondents fall under average degree of satisfaction with only a few respondents under very low and low degree of satisfaction. Thus, we can say that elementary school teachers of Aizawl City, Mizoram taken as a whole are fairly satisfied with their jobs.

4.1.1 Job satisfaction level of elementary school teachers of Aizawl City, Mizoram, classified according to gender.

The following table shows the job satisfaction level of elementary school teachers classified according to gender.

Table No 4.2
Job Satisfaction Level of elementary school teachers of Aizawl City, Mizoram,
classified according to Gender.

1.

Level of satisfaction	Male	Female
Very low degree of satisfaction	4%	0%
Low degree of satisfaction	16%	0%
Average degree of satisfaction	54%	49%
Good degree of satisfaction	26%	48%

Highest degree of satisfaction	0%	3%
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A perusal of data vide Table No 4.2 reveals that among the male respondents 4% had very low degree of satisfaction while there were no females in this level. 16% of male respondents had low degree of satisfaction whereas there were no female respondents in that level. There were 54% males in average degree of satisfaction and the percentage of female respondents in this level was 49%. Among the male respondents 26% were in the level of good degree of satisfaction while 48% of female respondents were in this level. There were 3% of female respondents in the level of highest degree of satisfaction whereas there were no male respondents in this level.

4.1.2 Job Satisfaction level of elementary school teachers classified according to school management.

The following table shows the job satisfaction level of elementary school teachers classified according to school management.

Table No 4.3

Job satisfaction level of elementary school teachers classified according to School Management.

Level of satisfaction	Private	Government
Very low degree of satisfaction	4%	0%
Low degree of satisfaction	10%	6%
Average degree of satisfaction	45%	58%

Good degree of satisfaction	41%	33%
Highest degree of satisfaction	0%	3%

A perusal of data vide Table No 4.3 reveals that among the private school respondents 4% had very low degree of satisfaction while there were no government schools in this level. 10% of private school respondents had low degree of satisfaction whereas there were 6% government school respondents in this level. There were 45% private schools in average degree of satisfaction and the percentage of government school respondents in this level was 58%. Among the private school respondents 41% were in the level of good degree of satisfaction while 33% of government school respondents were in this level. There were no private respondents in the level of highest degree of satisfaction whereas there were 3% government school respondents in this level.

4.1.3 Job satisfaction of elementary school teachers classified according to category of school.

The following table shows the job satisfaction level of elementary school teachers classified according to category of school.

Table No 4.4

Job satisfaction of elementary school teachers classified according to category of school.

Level of satisfaction	Primary Schools	Middle School	
Very low degree of satisfaction	4%	0%	
Low degree of	7%	9%	

satisfaction			
Average degree of satisfaction	45%	58%	
Good degree of satisfaction	42%	32%	
Highest degree of satisfaction	2%	1%	

A perusal of data vide Table no 4.4 reveals that among the primary school respondents 4% had very low degree of satisfaction while there were no middle school respondents in this level. 7% of primary school respondents had low degree of satisfaction whereas there were 9% of middle school respondents in that level. There were 45% primary school respondents in average degree of satisfaction and the percentage of middle school respondents in this level was 58%. Among the primary school respondents 42% were in the level of good degree of satisfaction while 32% of middle school respondents were in this level. There were 2% of primary school respondents in the level of highest degree of satisfaction whereas there were 1% middle school respondents in this level.

4.2 SIGNIFICANCE OF DIFFERENCE BETWEEN THE JOB SATISFACTION OF ELEMENTARY SCHOOL TEACHERS IN AIZAWL CITY, MIZORAM.

To compare the job satisfaction level of elementary school teachers in Aizawl City, Mizoram, according to gender, school management, category of schools and others, the mean and standard deviation of the scores were obtained. The mean differences were

tested applying 't' test and the detail results is shown in the following way:

4.2.1 Significance of difference in job satisfaction level between gender among elementary school teachers in Aizawl City, Mizoram.

The following table shows the gender difference in level of job satisfaction of respondents.

Table No 4.5

Comparative analysis of respondents belonging to different gender in regards to job satisfaction

Gender	Total number	Mean	SD	$\frac{\text{mean difference}}{SE_D}$	t VALUE
Male	100	164.29	21.06	2.37	5.25
Female	100	176.75	10.85		

** Significant at .01 level

A perusal of data vide Table No 4.5 reveals that the 't' value of 5.25 is much greater than the criterion 't' value at .01 level (2.60) and .05 level (1.97) of confidence for 198 df. This means that the job satisfaction of elementary school teachers of different gender is significant at .01 level of confidence for 198 df. However, the difference in the mean score is in favour of the female teachers whose mean score of 176.75 is higher than the mean score of male teachers which is

164.29. the result indicates that the female teachers are more satisfied with their job than male teachers.

4.2.2 Significance of difference in job satisfaction level of elementary school teachers between different school management in Aizawl City, Mizoram.

The following table shows school management difference in level of job satisfaction of respondents.

Table No 4.6

Comparative analysis of respondents belonging to different school management in regards to job satisfaction

Management	Total number	Mean	SD	$\frac{\text{difference}}{SE^D}$	tVALUE
Government	100	172.47	11.94	2.31	0.93
Private	100	170.33	19.75		

A perusal of data vide Table No 4.6 reveals that the 't' value 0.93 is lower than the criterion 't' value at .01 level (2.60) and .05 level (1.97) of confidence for 198 df. This means that the job satisfaction level of elementary school teachers from different school management is not significant at any level. However, a comparison of the mean score shows that elementary teacher from government managed institutions are slightly more satisfied with their job than elementary teachers from privately managed institutions.

4.2.3 Significance of difference in job satisfaction level of elementary school teachers between different category of school in Aizawl City, Mizoram.

The following table shows difference in the level of satisfaction among respondents belonging to different category of school.

Table No 4.7

Comparative analysis of respondents belonging to different category of school in regards to job satisfaction

Category of school	Total number	Mean	SD	$\frac{\text{mean diff}}{SE_D}$	tVALUE
Primary school	100	171.21	19.91	2.36	0.16
Middle school	100	171.59	12.71		

A perusal of data vide Table No 4.7 reveals that the 't' value of 0.16 is lower than the criterion 't' value at .01 level (2.60) and .05 level (1.97) of confidence for 198 df. This means that there is no significant difference between the job satisfaction level of elementary school teachers coming from different category of school. However, a comparison of their mean score reveals that that middle school teachers are slightly more satisfied with their jobs than primary school teachers.

4.2.4 Significance of difference in job satisfaction relating to salary, promotional avenues and service conditions between male and female elementary school teachers in Aizawl city, Mizoram.

The following table shows the difference in job satisfaction between male and female elementary school teachers of Aizawl City, Mizoram in relation to salary, promotional avenues and service conditions.

Table No 4.8

Comparative analysis of respondents belonging to different genders in relation to salary, promotional avenues and service conditions.

Gender	Total no of teachers	Mean	SD	$\frac{\text{different vic_con}}{SE^D}$	tVALUE
Male	100	22.63	2.26	0.32	2.81
Female	100	21.73	2.17		

**significant at .01 level

A perusal of data vide Table No 4.8 reveals that the 't' value 2.81 is higher than the criterion 't' value at .01 level (2.60) and .05 level (1.97) of confidence for 198 df. This means that elementary school teachers from different gender in relation to their salary, promotional avenues and service conditions is significant. However, a comparison of their

mean score shows that male teachers are more satisfied with their salary, promotional avenues and service conditions than female teachers.

4.2.5 Significance of difference in salary, promotional avenues and service conditions between Government and Private elementary school teachers in Aizawl city, Mizoram.

The following table shows the difference in job satisfaction between Government and Private elementary school teachers of Aizawl City, Mizoram in relation to salary, promotional avenues and service conditions.

Table No 4.9

Comparative analysis of respondents belonging to different school management in relation to salary, promotional avenues and service conditions.

Management	Total no of teachers	Mean	SD	$\frac{t_{ue} \text{ and } t_{SE}^D}{SE^D}$	tVALUE
Government	100	22.68	2.28	0.32	3.13
Private	100	21.68	2.17		

** Significant at .01 level

A perusal of data vide Table No 4.9 reveal that the 't' value of 3.13 is much higher than the criterion 't' value at .01 level (2.60) and .05 level (1.97) of confidence for 198 df. This means that elementary school teachers from different school management in relation to their salary, promotional avenues and service conditions is significant. However, a

comparison of their mean score shows that teachers from government managed schools are more satisfied with their salary, promotional avenues and service conditions than teachers from private schools.

4.2.6 Significance of difference in salary, promotional avenues and service conditions between primary and middle elementary school teachers in Aizawl city, Mizoram.

The following table shows the difference in job satisfaction between primary and middle elementary school teachers of Aizawl City, Mizoram in relation to salary, promotional avenues and service conditions.

Table No 4.10

Comparative analysis of respondents belonging to different category of school in relation to salary, promotional avenues and service conditions.

Category of School	Total no of teachers	Mean	SD	$\frac{\text{Mean diff cat service co}}{SE^D}$	tVALUE
Primary School	100	21.98	2.20	0.32	1.25
Middle School	100	22.38	2.24		

A perusal of data vide Table No 4.10 reveals that the 't' value of 1.25 is lower than the criterion 't' value at .01 level (2.60) and .05 level (1.97) of confidence for 198 df. This means that there is no significant difference between different category of school in relation to salary, promotional avenues and service conditions. However, a comparison of

the mean score shows that middle school teachers are more satisfied with their salary, promotional avenues and service conditions than primary school teachers.

4.2.7 Significance of difference in intrinsic aspect of the job between male and female elementary school teachers of Aizawl City, Mizoram.

The following table shows the difference in job satisfaction between male and female elementary school teachers of Aizawl City, Mizoram in relation to intrinsic aspect of the job.

Table No 4.11

Comparative analysis of respondents belonging to different genders in relation to intrinsic aspect of the job.

Gender	Total no of teachers	Mean	SD	$\frac{\text{Difference}}{SE}$	tVALUE
Male	100	21.09	2.11	0.08	0.75
Female	100	21.15	2.11		

A perusal of data vide Table No 4.11 reveals that the 't' value of 0.75 is lower than the criterion 't' value at .01 level (2.60) and .05 level (1.97) of confidence for 198 df. This means that there is no significant difference between different gender in relation to intrinsic aspect of the job. However, a comparison of the mean score shows that female

teachers are more satisfied with the intrinsic aspect of the job than male teachers.

4.2.8 Significance of difference in intrinsic aspect of the job between Government and Private elementary school teachers of Aizawl City, Mizoram.

The following table shows the difference in job satisfaction between government and private elementary school teachers of Aizawl City, Mizoram in relation to intrinsic aspect of the job.

Table No 4.12

Comparative analysis of respondents belonging to different school management in relation to intrinsic aspect of the job.

Management	Total no of teachers	Mean	SD	$\frac{\text{difference of the job}}{SE^D}$	tVALUE
Government	100	21.17	2.12	0.28	0.36
Private	100	21.07	2.11		

A perusal of data vide Table No 4.12 reveals that the 't' value of 0.36 is lower than the criterion 't' value at .01 level (2.60) and .05 level (1.97) of confidence for 198 df. This means that there is no significant difference in intrinsic aspect of the job between different school management. However, a comparison of the mean score shows that teachers from government managed schools are more satisfied in relation to intrinsic aspect of the job than teachers from private schools.

4.2.9 Significance of difference in intrinsic aspect of the job between primary and middle elementary school teachers of Aizawl City, Mizoram.

The following table shows the difference in job satisfaction between primary and middle elementary school teachers of Aizawl City, Mizoram in relation to intrinsic aspect of the job.

Table No 4.13

Comparative analysis of respondents belonging to different category of school in relation to intrinsic aspect of the job.

Category of school	Total no of teachers	Mean	SD	$\frac{\text{mean diff. bet. cat. job.}}{SE D}$	tVALUE
Primary school	100	21.03	2.10	0.28	0.64
Middle school	100	21.21	2.12		

A perusal of data vide Table No 4.13 reveals that the 't' value of 0.64 is much lower than the criterion 't' value at .01 level (2.60) and .05 level (1.97) of confidence for 198 df. This means that there is no significant difference relating to intrinsic aspect of the job between different category of school. However, a comparison of the mean score shows that middle school teachers have a higher satisfaction in relation to intrinsic aspect of the job than primary school teachers.

4.2.10 Significance of difference in physical facilities between male and female elementary school teachers of Aizawl City, Mizoram.

The following table shows the significance of difference in job satisfaction between male and female elementary school teachers of Aizawl City, Mizoram in relation to physical facilities.

Table No 4.14

Comparative analysis of respondents belonging to different gender in relation to physical facilities.

Gender	Total no of teachers	Mean	SD	$\frac{\text{mean difference}}{SE_D}$	tVALUE
Male	100	24.46	2.46	0.33	3.09
Female	100	23.44	2.34		

** Significant at .01 level

A perusal of data vide Table No 4.14 reveals that the 't' value of 3.09 is much higher than the criterion 't' value at .01 level (2.60) and .05 level (1.97) of confidence for 198 df. This means that job satisfaction in relation to physical facilities between different gender is significant. However, a comparison of the mean score shows that male teachers are more satisfied regarding physical facilities than female teachers.

4.2.11 Significance of difference in physical facilities between Government and Private elementary school teachers of Aizawl City, Mizoram.

The following table shows the significance of difference in job satisfaction between government and private elementary school teachers of Aizawl City, Mizoram in relation to physical facilities.

Table No 4.15

Comparative analysis of respondents belonging to different school management in relation to physical facilities.

Management	Total no of teachers	Mean	SD	$\frac{\text{difference}}{SE^D}$	tVALUE
Government	100	24.40	2.44	0.35	2.57
Private	100	23.50	2.35		

** Significant at .05 level

A perusal of data vide Table No 4.15 reveals that the 't' value of 2.57 is lower than the criterion 't' value at .01 level (2.60) and higher at .05 level (1.97) of confidence for 198 df. This means that satisfaction in relation to physical facilities between different school management is significant. However, a comparison of the mean score shows that

teachers from government managed schools are more satisfied in regards to physical facilities than teachers from private schools.

4.2.12 Significance of difference in physical facilities between primary and middle elementary school teachers of Aizawl City, Mizoram.

The following table shows the significance of difference in job satisfaction between primary and middle elementary school teachers of Aizawl City, Mizoram in relation to physical facilities.

Table No 4.16

Comparative analysis of respondents belonging to different category of school in relation to physical facilities.

Category of School	Total no of teachers	Mean	SD	$\frac{\text{mean diff}}{SE_D}$	tVALUE
Primary School	100	23.70	2.37	0.35	1.43
Middle School	100	24.20	2.43		

A perusal of data vide Table No 4.16 reveals that the 't' value of 1.43 is lower than the criterion 't' value at .01 level (2.60) and .05 level (1.97) of confidence for 198 df. This means that there is no significant difference between different category of school in relation to physical facilities. However, a comparison of the mean score shows that middle

school teachers are more satisfied with physical facilities than primary school teachers.

4.2.13 Significance of difference in institutional plans and policies between male and female elementary school teachers of Aizawl City, Mizoram.

The following table shows the significance of difference in job satisfaction between male and female elementary school teachers of Aizawl City, Mizoram in relation to institutional plans and policies.

Table No 4.17

Comparative analysis of respondents belonging to different gender in relation to institutional plans and policies.

Gender	Total no of teachers	Mean	SD	$\frac{\text{Mean difference}}{SE^D}$	tVALUE
Male	100	16.94	1.69	0.24	1.0
Female	100	17.18	1.72		

A perusal of data vide Table No 4.17 reveals that the 't' value of 1.0 is much lower than the criterion 't' value at .01 level (2.60) and .05

level (1.97) of confidence for 198 df. This means that there is no significant difference between different gender in relation to institutional plans and policies. However, a comparison of the mean score shows that female teachers are more satisfied in relation to institutional plans and policies than male teachers.

4.2.14 Significance of difference in institutional plans and policies between Government and Private elementary school teachers of Aizawl City, Mizoram.

The following table shows the significance of difference in job satisfaction between Government and Private elementary school teachers of Aizawl City, Mizoram in relation to institutional plans and policies.

Table No 4.18

Comparative analysis of respondents belonging to different school management in relation to institutional plans and policies.

Management	Total no of teachers	Mean	SD	$\frac{\text{diffrent nd Polic}}{SE^D}$	tVALUE
Government	100	17.38	1.74	0.24	2.67
Private	100	16.74	1.67		

** Significant at .01 level

A perusal of data vide Table No 4.18 reveals that the 't' value of 2.67 is higher than the criterion 't' value at .01 level (2.60) and .05 level (1.97) of confidence for 198 df. This means that satisfaction in relation to institutional plans and policies between different school management is significant. However, a comparison of the mean score shows that teachers from government schools are more satisfied regarding institutional plans and policies than teachers from private schools.

4.2.15 Significance of difference in institutional plans and policies between primary and middle elementary school teachers of Aizawl City, Mizoram.

The following table shows the significance of difference in job satisfaction between primary and middle elementary school teachers of Aizawl City, Mizoram in relation to institutional plans and policies.

Table No 4.19

Comparative analysis of respondents belonging to different category of school in relation to institutional plans and policies.

Category of School	Total no of teachers	Mean	SD	$\frac{\text{credit cat policies.}}{SE^D}$	tVALUE
Primary School	100	17.17	1.72	0.24	0.88
Middle School	100	16.96	1.70		

A perusal of data vide Table No 4.19 reveals that the 't' value of 0.88 is much lower than the criterion 't' value at .01 level (2.60) and .05 level (1.97) of confidence for 198 df. This means that there is no significant difference between different category of school in relation to institutional plans and policies. However, a comparison of the mean score shows that primary school teachers are more satisfied regarding institutional plans and policies than middle school teachers.

4.2.16 Significance of difference in satisfaction with authorities between male and female elementary School teachers of Aizawl City, Mizoram.

The following table shows the significance of difference in job satisfaction between male and female elementary school teachers of Aizawl City, Mizoram in relation to satisfaction with authorities.

Table No 4.20

Comparative analysis of respondents belonging to different gender in relation to satisfaction with authorities.

Gender	Total no of teachers	Mean	SD	$\frac{\text{mean difference}}{SE_D}$	tVALUE
Male	100	18.34	1.83	0.26	2.11

Female	100	18.89	1.89		
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** Significant at .05 level

A perusal of data vide Table No 4.20 reveals that the 't' value of 2.11 is lower than the criterion 't' value at .01 level (2.60) and higher at .05 level (1.97) of confidence for 198 df. This means that satisfaction between different gender in relation to satisfaction with authorities is significant. However, a comparison of the mean score shows that female teachers are more satisfied with regards to satisfaction with authorities than male teachers.

4.2.17 Significance of difference in satisfaction with authorities between Government and Private elementary School teachers of Aizawl City, Mizoram.

The following table shows the significance of difference in job satisfaction between government and private elementary school teachers of Aizawl City, Mizoram in relation to satisfaction with authorities.

Table No 4.21

Comparative analysis of respondents belonging to different school management in relation to satisfaction with authorities.

Management	Total no of teachers	Mean	SD	$\frac{—}{SE^D}$	tVALUE
Government	100	18.67	1.87	0.24	0.46
Private	100	18.56	1.85		

A perusal of data vide Table No 4.21 reveals that the 't' value of 0.46 is much lower than the criterion 't' value at .01 level (2.60) and .05 level (1.97) of confidence for 198 df. This means that there is no significant difference in between different school management in relation to satisfaction with authorities. However, a comparison of their mean scores shows that teachers from government schools are more satisfied with authorities than teachers from private schools.

4.2.18 Significance of difference in satisfaction with authorities between primary and middle elementary School teachers of Aizawl City, Mizoram.

The following table shows the significance of difference in job satisfaction between primary and middle elementary school teachers of Aizawl City, Mizoram in relation to satisfaction with authorities.

Table No 4.22

Comparative analysis of respondents belonging to different category of school in relation to satisfaction with authorities.

Category of school	Total no of teachers	Mean	SD	$\frac{\text{Mean diff. bet cat}}{SE^D}$	tVALUE
Primary School	100	18.76	1.88	0.26	1.12
Middle School	100	18.47	1.85		

A perusal of data vide 4.22 reveals that the 't' value of 1.12 is lower than the criterion 't' value at .01 level (2.60) and .05 level (1.97) of confidence for 198 df. This means that there is no significant difference between different category of school in relation to satisfaction with authorities. However, a comparison of their mean score shows that primary school teachers are more satisfied with authorities than middle school teachers.

4.2.19 Significance of difference in satisfaction with social status between male and female elementary school teachers of Aizawl City, Mizoram.

The following table shows the significance of difference in job satisfaction between male and female elementary school teachers of Aizawl City, Mizoram in relation to satisfaction with social status.

Table No 4.23

Comparative analysis of respondents belonging to different gender in relation to satisfaction with social status.

Gender	Total no of teachers	Mean	SD	$\frac{\text{Mean}}{SE^D}$	tVALUE
Male	100	20.48	2.05	0.28	1.04
Female	100	20.77	2.08		

A perusal of data vide Table No 4.23 reveals that the 't' value of 1.04 is lower than the criterion 't' value at .01 level (2.60) and .05 level (1.97) of confidence for 198 df. This means that there is no significant difference between gender in relation to satisfaction with social status. However, a comparison of their mean score shows that female teachers are more satisfied with their social status than male teachers.

4.2.20 Significance of difference in satisfaction with social status between Government and Private elementary school teachers of Aizawl City, Mizoram.

The following table shows the significance of difference in job satisfaction between government and private elementary school teachers of Aizawl City, Mizoram in relation to satisfaction with social status.

Table No 4.24

Comparative analysis of respondents belonging to different school management in relation to satisfaction with social status.

Management	Total no of teachers	Mean	SD	$\frac{\text{diff:rent}}{\text{cia_stat}} \frac{SE^D}{}$	tVALUE
Government	100	20.75	2.08	0.28	0.89
Private	100	20.50	2.05		

A perusal of data vide Table No 4.24 reveals that the 't' value of 0.89 is much lower than the criterion 't' value at .01 level (2.60) and .05 level (1.97) of confidence for 198 df. This means that there is no significant difference between different school management in relation to satisfaction with social status. However, a comparison of their mean score shows that teachers from government schools are more satisfied with their social status that teachers from private schools.

4.2.21 Significance of difference in satisfaction with social status between primary and middle elementary school teachers of Aizawl City, Mizoram.

The following table shows the significance of difference in job satisfaction between primary and middle elementary school teachers of Aizawl City, Mizoram in relation to satisfaction with social status.

Table No 4.25

Comparative analysis of respondents belonging to different category of school in relation to satisfaction with social status.

Category of school	Total no of teachers	Mean	SD	Significant stat. is. $\frac{t}{SE D}$	tVALUE
Primary School	100	20.55	2.05	0.28	0.54
Middle School	100	20.70	2.07		

A perusal of data vide Table No 4.25 reveals that the 't' value of 0.54 is much lower than the criterion 't' value at .01 level (2.60) and .05 level (1.97) of confidence for 198 df. This means that there is no significant difference between different category of school in relation to satisfaction with social status. However, a comparison of their mean score shows that middle school teachers are more satisfied with their social status than primary school teachers.

4.2.22 Significance of difference in rapport with students between male and female elementary school teachers of Aizawl City, Mizoram.

The following table shows the significance of difference in job satisfaction between male and female elementary school teachers of Aizawl City, Mizoram in relation to rapport with students.

Table No 4.26

Comparative analysis of respondents belonging to different gender in relation to rapport with students.

Gender	Total no of teachers	Mean	SD	$\frac{\text{Mean Difference}}{SE D}$	tVALUE
Male	100	23.21	2.32	0.33	2.12
Female	100	23.91	2.39		

** Significant at .05 level

A perusal of data vide Table No 4.26 reveals that the 't' value of 2.12 is lower than the criterion 't' value at .01 level (2.60) and higher at .05 level (1.97) of confidence for 198 df. This means that rapport with students between different gender is significant. However, a comparison of their mean score shows that female teachers are better at establishing rapport with students than male teachers.

4.2.23 Significance of difference in rapport with students between Government and Private elementary school teachers of Aizawl City, Mizoram.

The following table shows the significance of difference in job satisfaction between government and private elementary school teachers of Aizawl City, Mizoram in relation to rapport with students.

Table No 4.27

Comparative analysis of respondents belonging to different school management in relation to rapport with students.

Management	Total no of teachers	Mean	SD	$\frac{\text{difference in means.}}{SE^D}$	tVALUE
Government	100	23.41	2.34	0.33	0.91
Private	100	23.71	2.37		

A perusal of data vide Table No 4.27 reveals that the 't' value of 0.91 is much lower than the criterion 't' value at .01 level (2.60) and .05 level (1.97) of confidence for 198 df. This means that there is no significant difference between different school management in relation to rapport with students. However, a comparison of their mean score shows that private school teacher are slightly more better at establishing rapport with students that government school teachers.

4.2.24 Significance of difference in rapport with students between Primary and Middle elementary school teachers of Aizawl City, Mizoram.

The following table shows the significance of difference in job satisfaction between primary and middle elementary school teachers of Aizawl City, Mizoram in relation to rapport with students.

Table No 4.28

Comparative analysis of respondents belonging to different category of school in relation to rapport with students.

Category of school	Total no of teachers	Mean	SD	$\frac{\text{difference}}{SE^D}$	tVALUE
Primary School	100	23.69	2.37	0.33	0.79
Middle School	100	23.43	2.34		

A perusal of data vide Table No 4.28 reveal that the 't' value of 0.79 is much lower than the criterion 't' value at .01 level (2.60) and .05 level (1.97) of confidence for 198 df. This means that there is no significant difference between different category of school in relation to rapport with students. However, a comparison of their mean score shows that primary school teachers are slightly better at establishing rapport with students than middle school teachers.

4.2.25 Significance of difference in relationship with co-workers between male and female elementary school teachers of Aizawl City, Mizoram.

The following table shows the significance of difference in job satisfaction between male and female elementary school teachers of Aizawl City, Mizoram in regards to relationship with co-workers.

Table No 4.29

Comparative analysis of respondents belonging to different gender with regards to relationship with co-workers.

Gender	Total no of teachers	Mean	SD	$\frac{\text{difference}}{SE^D}$	tVALUE
Male	100	21.10	2.11	0.3	2.67

Female	100	21.90	2.19		
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** Significant at .01 level

A perusal of data vide Table No 4.29 reveals that the 't' value of 2.67 is higher than the criterion 't' value at .01 level (2.60) and .05 level (1.97) of confidence for 198 df. This means that relationship with co-workers between different gender is significant. However, a comparison of their mean score shows that female teachers are better at creating and maintaining friendly relationship with co-workers than male teachers.

4.2.26 Significance of difference in relationship with co-workers between Government and Private elementary school teachers of Aizawl City, Mizoram.

The following table shows the significance of difference in job satisfaction between government and private elementary school teachers of Aizawl City, Mizoram in regards to relationship with co-workers.

Table No 4.30

Comparative analysis of respondents belonging to different school management with regards to relationship with co-workers.

Management	Total no of teachers	Mean	SD	$\frac{\text{diffvrent co_work}}{SE^D}$	tVALUE
Government	100	21.94	2.19	0.32	0.84
Private	100	22.21	2.22		

A perusal of data vide Table No 4.30 reveals that the 't' value of 0.84 is much lower than the criterion 't' value at .01 level (2.60) and .05 level (1.97) of confidence for 198 df. This means that there is no significant difference between different school management in regards to relationship with co-workers. However, a comparison of their mean score shows that private school teachers are more capable in creating and maintaining relationship with co-workers than government school teachers.

4.2.27 Significance of difference in relationship with co-workers between primary and middle elementary school teachers of Aizawl City, Mizoram.

The following table shows the significance of difference in job satisfaction between primary and middle elementary school teachers of Aizawl City, Mizoram in regards to relationship with co-workers.

Table No 4.31

Comparative analysis of respondents belonging to different category of

Category of school	Total no of teachers	Mean	SD	$\frac{\text{Difference}}{SE_D}$	tVALUE
Primary School	100	22.26	2.23	0.32	1.16
Middle School	100	21.89	2.19		

school with regards to relationship with co-workers.

A perusal of data vide Table 4.31 reveals that the 't' value of 1.16 is much lower than the criterion 't' value at .01 level (2.60) and .05 level (1.97) of confidence for 198 df. This mean that there is no significant difference between different category of school regarding relationship with co-workers. However, a comparison of their mean score shows that primary school teachers are better at creating and maintaining relationship with co-workers than middle school teachers.

CHAPTER V

SUMMARY, MAJOR FINDINGS, DISCUSSIONS AND SUGGESTIONS FOR FURTHER RESEARCH

CHAPTER – V

MAJOR FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

This chapter is divided into four sections. The first section 5.1 presents a summary of the study. The major findings of the study have been presented in section 5.2, discussions of the present study is in section 5.3 and lastly, suggestions for further research is presented in section 5.4.

5.1 SUMMARY OF THE STUDY

Job Satisfaction is the favourableness or unfavourableness with which employees view their work (Bruneberg, 1976). It signifies the amount of agreement between one's expectations of the job and the rewards the job provides. Job satisfaction is defined as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs". This definition suggests that job satisfaction is a general or global affective reaction that individuals hold about their job. Job satisfaction is concerned with a person or a group in the organization. Job Satisfaction can be applicable more to parts of an individual's job. Job satisfaction is affected by many factors like co-workers, pay, job conditions, supervision, nature of the work and benefits.

Job satisfaction is a widely accepted psychological aspect of functioning in any profession which describes how content an individual is with his or her

job. It is a relatively recent term since in previous centuries the jobs available to a particular person were often predetermined by the occupation of that person's parent. It is the result of various attitudes possessed by an employee towards his job. Job satisfaction has been defined as an attitude which results from a balancing summation of many specific likes and dislike experienced in connection with the job (Bullock 1952). It refers to one's job, his general adjustment and social relationship in and outside his job. This satisfaction and dissatisfaction with one's job depends upon the positive or negative evaluation of one's own success or failure in the realization personal goals and perceived contribution of the job to it. Positive attitudes towards the job are conceptually equivalent to job satisfaction and negative attitude towards the job are equivalent to job dissatisfaction. The happier people are within their job, the more satisfied they are said to be. Job satisfaction is the positive orientation of an individual towards the work role which he is presently occupying, which can be restated as an individual liking more aspects of work than he dislikes. Job satisfaction results from the interaction between the worker and his job situation.

Teachers' job satisfaction may be considered as one of the important factors, which can enhance teaching competency. Students' behaviours in class atmosphere are mostly affected by the teachers' remarks and ideas, their methods of approach to the students or their tendency to control class. Thus, it is very important those teachers must be satisfied with their job. Because a well satisfied teacher can give his best to his students. (Ms. Sharma (2013). The duty of the teacher does not end in the classroom with his students, rather he owes a duty to the society and nation. For the upliftment

and progress of society, a very important role is played by a teacher who is satisfied with his teaching job.

Teachers are arguably the most important group of professionals for our nation's future. Daily interaction between teachers and students is at the center of the educational process; attracting and retaining high quality teachers is, thus, a primary necessity for education. If education is viewed as the backbone and energizing force for the national progress then the exalted and pivotal position of the teacher cannot be ignored as she/he has been assigned the responsibility of educating the future generation. If teachers feel satisfaction, they will be in position to cope with the educational objectives in successful manner.

RATIONALE OF THE STUDY:

The satisfaction experienced by employees in their respective fields is an important factor influencing growth, not just in major countries but also in this small state of Mizoram. If an employee have no satisfaction towards the job they are employed in the job would suffer so would the growth and development of the State and Nation.

Job satisfaction is even more imperative in education, since teachers are the foundation stone in our educational system. If a teacher is not satisfied in his/her profession it would affect the lesson and the students which would in turn affect the whole nation, since, the students are the future of the nation.

Studies in job satisfaction have been done by many researchers not just the job satisfaction in the educational system but also jobs in different

organizations. The scholar after going through research studies in this area found that job satisfaction of elementary school teachers has not been done by any past researchers. Thus, it is in this context, that the present investigator proposed to study the job satisfaction level of teachers in elementary schools and to answer the following research questions –

1. What is the job satisfaction level of teachers of elementary schools?
2. Is there difference between male and female teachers in their level of job satisfaction?
3. there difference between teachers of government and private elementary schools in their level of job satisfaction?

STATEMENT OF THE PROBLEM:

In light of the above discussion, and in order to get the answers empirically to the concerns raised above, the present research problem is formulated as, “**A Study of Job Satisfaction of Elementary School Teachers in Aizawl City, Mizoram**”.

OBJECTIVES OF THE STUDY:

1. To study job satisfaction level of elementary school teachers in Aizawl City.
2. To make gender-wise comparison of job satisfaction level of elementary school teachers of Aizawl City.
3. To compare the level of job satisfaction of teachers in Government and Private elementary schools of Aizawl City.

4. To suggest measures for improving job satisfaction of elementary school teachers on the basis of the findings of the study.

HYPOTHESIS:

On the basis of the objectives indentified for the study the following hypotheses have been formed.

1. Teachers of elementary schools in Aizawl City have different level of job satisfaction.
2. There is significant difference between the job satisfaction level of male and female teachers of elementary schools in Aizawl City.
3. There is significant difference between the job satisfaction level of government and private school teachers in Aizawl City.
4. There is significant difference between the job satisfaction level of primary and middle school teachers in Aizawl City.

DELIMITATION OF THE STUDY:

1. The proposed study has been delimited to Aizawl City due to time limitation.
2. Government and Private schools from nearby area has been taken as samples for the study.

5.2 MAJOR FINDINGS OF THE STUDY

5.2.1 The Job Satisfaction Level of Elementary School Teachers in Aizawl City, Mizoram.

The job satisfaction level of elementary school teachers was studied through the application of Job Satisfaction Scale for Primary and Secondary teachers (DJSS) by Dr. Meera Dixit.

1. The percentages of the scores showed that elementary school teachers of Aizawl City, Mizoram are satisfied with their job. Only 12% of the respondents were below average level (very low & low degree of satisfaction) in the job satisfaction scale given in the manual of the test, which means that 88% of the respondents were average and above(average, good & highest level of satisfaction) in the job satisfaction scale.
2. In respect to difference in gender, there were 20% of male respondents whose scores were below average level(very low & low degree of satisfaction), while there were no female respondents in this level. 80% of the male respondents scores were average and above(average , good & highest degree of satisfaction), whereas the female respondents score 100% in this level of satisfaction. From these generalizations, we can see that the female elementary teachers have a higher level of satisfaction in their jobs.
3. On the basis of school management, 14% of private school respondents were below average level (very low & low degree of satisfaction), whereas, only 6% of government school respondents were in this level. 86% of private school respondents were average and above (average, good & highest degree of satisfaction), while 94% of government school respondents were in this level. From the results of their scores it is clear that government school teachers have a higher level of satisfaction in their jobs.

4. On the basis of category of school, 11% of primary school respondents are below average (very low & low degree of satisfaction), while 9% of middle school respondents were in this level. 89% of primary school respondents were average and above (average, good & highest degree of satisfaction) and 91% of middle school respondents were in this level, which showed that middle school teachers have a slightly higher level of job satisfaction.

5.2.2 Significance of Difference Between the Job Satisfaction Level of Elementary School Teachers in Aizawl City, Mizoram Belonging to Different Gender.

The male and female elementary school teachers have been compared as per the job satisfaction scale for primary and secondary teachers (DJSS) by Dr. Meera Dixit. Their job satisfaction level were compared from the total scores and the eight factors relating to job satisfaction. The mean and standard deviation of the scores, and the mean difference were tested by applying 't' test. The findings are as follows:

1. There was significant difference between the job satisfaction level of elementary school teachers from different gender. The comparison of their mean scores showed that female teachers have a higher level of job satisfaction than the male teachers.
2. There was significant difference between the job satisfaction level of elementary school teachers from different gender in relation to 1st factor (salary, promotional avenues and service conditions). The

comparison of their mean scores showed that male teachers are slightly more satisfied with regards to their salary, promotional avenues and service conditions.

3. There was no significant difference between the job satisfaction level of elementary school teachers from different gender in relation to 2nd factor (intrinsic aspect of the job). However, when their mean scores were compared it showed that the female teachers are slightly more satisfied in relation to the intrinsic aspect of the job.
4. There was significant difference between the job satisfaction level of elementary school teachers from different gender in relation to 3rd factor (physical facilities). The comparison of the mean scores showed that male teachers are slightly more satisfied than female teachers with regards to physical facilities.
5. There was no significant difference between job satisfaction level of elementary school teachers from different gender in relation to 4th factor (institutional plans and policies). However, the comparison of their mean scores showed that female teachers are slightly more satisfied than male teachers with regards to institutional plans and policies.
6. There was significant difference between the job satisfaction level of elementary school teachers from different gender in relation to 5th factor (satisfaction with authorities). The comparison of their mean scores showed that female teachers are slightly more satisfied than male teachers with regards to satisfaction with authorities.
7. There was no significant difference between the job satisfaction level of elementary school teachers from different gender in relation to 6th

factor (satisfaction with social status and family welfare). However, the comparison of their mean scores showed that female teachers are slightly more satisfied than male teachers with regards to satisfaction with social status and family welfare.

8. There was significant difference between the job satisfaction level of elementary school teachers from different gender in relation to 7th factor (rapport with students). The comparison of their mean scores showed that female teachers are slightly more satisfied than male teachers with regards to rapport with students.
9. There was significant difference between the job satisfaction level of elementary school teachers from different gender in relation to 8th factor (relationship with co-workers). The mean scores showed that female teachers are slightly more satisfied than male teachers with regard to relationship with co-workers.

5.2.3 Significance of Difference Between the Job Satisfaction Level of Elementary School Teachers in Aizawl City, Mizoram Belonging to Different School Management.

The job satisfaction level of teachers from different school management were compared. For this the mean and standard deviations of the scores were obtained. The mean difference were tested applying 't' test and the findings are presented in the following ways:

1. There was no significant difference between the job satisfaction level of elementary school teachers from different school management. However, the comparison of their mean scores showed that government

school teachers have a higher level of job satisfaction than private school teachers.

2. There was significant difference between the job satisfaction level of elementary school teachers from different school management in relation to 1st factor (salary, promotional avenues and service conditions). The comparison of their mean scores showed that government school teachers were more satisfied with their jobs than private school teachers with regards to salary, promotional avenues and service condtions.
3. There was no significant difference between the job satisfaction level of elementary school teachers from different school management in relation to 2nd factor (intrinsic aspect of the job). However, the comparison of mean scores showed that government school teachers are slightly more satisfied with their jobs than private school teachers with regards to intrinsic aspect of the job.
4. There was significant difference between the job satisfaction level of elementary school teachers from different school management in relation to 3rd factor (physical facilities). The comparison of their mean score showed that government school teachers were slightly more satisfied with their jobs than private school teachers with regards to physical facilities.
5. There was significant difference between the job satisfaction level of elementary school teachers from different school management in relation to 4th factor (institutional plans and policies). The comparison of their mean score showed that government school teachers were

slightly more satisfied with their jobs than private school teachers with regards to institutional plans and policies.

6. There was no significant difference between the job satisfaction level of elementary school teachers from different school management in relation to 5th factor (satisfaction with authorities). However, a comparison of their mean score showed that government school teachers were slightly more satisfied with their jobs than private school teachers with regards to satisfaction with authorities.
7. There was no significant difference between the job satisfaction level of elementary school teachers from different school management in relation to 6th factor (satisfaction with social status and family welfare). However, the comparison of their mean score showed that government school teachers were slightly more satisfied with their jobs than private school teachers with regards to satisfaction with social status and family welfare.
8. There was no significant difference between the job satisfaction level of elementary school teachers from different school management in relation to 7th factor (rapport with students). However, a comparison of their mean score showed that private school teachers were slightly more satisfied with their jobs than government school teachers with regards to rapport with students.
9. There was no significant difference between the job satisfaction level of elementary school teachers from different school management in relation to 8th factor (relationship with co-workers). However, the comparison of their mean score showed that government school

teachers are slightly more satisfied with their jobs than private school teachers with regards to relationship with co-workers.

5.2.4 Significance of Difference Between the Job Satisfaction Level of Elementary School Teachers in Aizawl City, Mizoram Belonging to Different Category of School.

The job satisfaction level of teachers from different category of school were compared. For this the mean and standard deviations of the scores were obtained. The mean difference were tested applying 't' test and the findings are presented in the following ways:

1. There was no significant difference between the job satisfaction level of elementary school teachers from different category of school. However, the comparison of their mean score showed that middle school teachers were more satisfied with their jobs than primary school teachers.
2. There was no significant difference between the job satisfaction level of elementary school teachers from different category of school in relation to 1st factor (salary, promotional avenues and service conditions). However, the comparison of their mean score showed that primary school teachers were slightly more satisfied with their jobs than middle school teachers with regards to salary, promotional avenues and service conditions.
3. There was no significant difference between the job satisfaction level of elementary school teachers from different category of school in relation to 2nd factor (intrinsic aspect of the job). However, the comparison of their mean score showed that middle school teachers were slightly

more satisfied with their jobs than primary school teachers with regards to intrinsic aspect of the job.

4. There was no significant difference between the job satisfaction level of elementary school teachers from different category of school in relation to 3rd factor (physical facilities). However, the comparison of their mean score showed that primary school teachers were more satisfied with their jobs than middle school teachers with regards to physical facilities.
5. There was no significant difference between the job satisfaction level of elementary school teachers from different category of school in relation to 4th factor (institutional plans and policies). The comparison of the mean score showed that primary school teachers were slightly more satisfied with their jobs than middle school teachers with regards to institutional plans and policies.
6. There was no significant difference between the job satisfaction level of elementary school teachers from different category of school in relation to 5th factor (satisfaction with authorities). However, the comparison of their mean score showed that primary school teachers were slightly more satisfied with their jobs than middle school teachers with regards to satisfaction with authorities.
7. There was no significant difference between the job satisfaction level of elementary school teachers from different category of school in relation to 6th factor (satisfaction with social status and family welfare). The comparison of their mean score showed that middle school teachers were slightly more satisfied with their jobs than primary school

teachers with regards to satisfaction with social status and family welfare.

8. There was no significant difference between the job satisfaction level of elementary school teachers from different category of school in relation to 7th factor (rapport with students). The comparison of their mean score showed that primary school teachers were slightly more satisfied with their jobs than middle school teachers with regards to rapport with students.
9. There was no significant difference between the job satisfaction level of elementary school teachers from different category of school in relation to 8th factor (relationship with co-worker). However, the comparison of their mean score showed that middle school teachers were more satisfied with their jobs than primary school teachers with regards to relationship with co-workers.

5.3 DISCUSSIONS OF THE PRESENT STUDY

1. The findings that there were as many as 20% of male respondents who were below average in job satisfaction level is of serious concern. The responsibility of a teacher is such that the future of students is directly influenced by their teachers. A more in depth to find out reasons for unsatisfactory level of job satisfaction may be required to tackle this issue. At the same time, it is encouraging to find that no female teachers were found to be in this category.
2. The findings that more percentage of teachers under private management were below average in the level of job satisfaction

when compared with teachers in government management, may be taken to mean that private managed schools still have to go a long way in improving the working condition of their teachers.

3. The existence of significant difference between male and female on salary, promotional avenues and service condition factor with the males having more positive level is an interesting finding which may be taken to mean that males have less responsibilities in the home front and did not need to spend money as much as the females do.
4. Females scoring higher on the factors of satisfaction with authorities, rapport with students and relationship with co-workers may mean that since females are usually friendlier than males this, may have positively affected relationship with authorities, students and co-workers.
5. Comparison of private and government elementary schools on various factors related to job satisfaction level of teachers proved that common belief that the working condition of teachers of government schools in relation to salary, promotional avenues and service conditions, physical facilities and institutional plans and policies were better than the working conditions of teachers of private schools.

5.4 Suggestions for Further Research:

The present study is done covering only a limited area as well as limited number of respondents, further research may be taken up by researchers in the following topics :

1. Inter – District comparison of Job Satisfaction may be studied.
2. Comparative study of Job Satisfaction level of elementary and secondary schools may be taken up.
3. Attitude towards teaching profession in relation to Job Satisfaction is one area which may be taken up.

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CANDIDATE**

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APPENDIX – I

JOB SATISFACTION SCALE FOR PRIMARY AND SECONDARY TEACHERS (DJSS)

This Likert type Scale is based upon eight factors of job satisfaction.
They are:

1. Salary, promotional avenues and service conditions:

3 12 19 20 31 34 45 50

2. Intrinsic aspect of the job:

1 11 25 30 35 46 52

3. Physical facilities:

2 10 24 29 36 43 48 49 51

4. Institutional Plans and Policies:

4 13 26 38 40 47

5. Satisfaction with Authorities:

5 14 21 27 32 41

6. Satisfaction with social status and family welfare:

8 9 17 18 23

7. Rapport with students:

7 15 22 28 33 39

8. Relationship with co-workers:

6 16 37 42 44

Reliability of the scale was determined by split-half method. The test was first divided into two equivalent halves, and the co-relation calculated for these half tests. From the reliability of the half test, the self co-relation of the whole test was calculated by using Spearman Brown Prophecy formula. The split half and test-retest reliability has been tested as .92 and .86 on 100 individuals.

Scoring is on a five point scale from one to five (1-5). For the response of “strongly agree” scoring is 1 and for “disagree” it is 2, for “undecided” 3 marks are allotted and for “agree” scoring is 4 and for “strongly disagree” it is 5. From the scores of teachers, with the help of the table below, job satisfaction level can be decided.

Showing norms based on Percentile Value for the scores of Primary and Secondary school Teachers

Raw scores for primary teachers	Percentile value	Raw scores for secondary teachers	interpretation
93	0	93	Very low degree of satisfaction
102	1	103	
138	10	137	
146	20	141	Low degree of satisfaction
150	25	142	
154	30	144	
161	40	148	Average degree of satisfaction
167	50	151	
173	60	154	
181	70	164	Good degree of satisfaction
186	75	170	
190	80	175	
202	90	192	Highest degree of satisfaction
232	99	229	
240	100	240	

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DEPARTMENT : EDUCATION

TITLE OF DESSERTATION : A Study of Job Satisfaction of
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City, Mizoram

DATE OF PAYMENT OF ADMISSION: 01.08.2013

(Commencement of first Semester)

COMMENCEMENT OF FIRST : January, 2014

SEM/DESSERTATION

(From conclusion of end semester exams)

APPROVAL OF RESEARCH PROPOSAL

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2. SCHOOL BOARD : 09.05.2014

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