

To Probe into the Job Satisfaction of Teachers

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Abstract: *This study examined the job satisfaction of secondary and higher secondary school teachers in the Nadia district, West Bengal, with a particular focus on gender-wise differences. Using a stratified random sampling approach, data were collected from 516 Bengali-medium teachers, comprising 344 males and 172 females from 30 government, government-aided, and government-sponsored schools. The study aimed to assess overall job satisfaction as well as compare the satisfaction levels of male and female teachers. Descriptive analysis revealed that the teachers, considered as a whole, exhibited a high level of job satisfaction with a mean score of 3.64 and a standard deviation of 0.55. Male teachers also reported high job satisfaction ($M = 3.63$, $SD = 0.54$), while female teachers showed a similarly high level of satisfaction ($M = 3.67$, $SD = 0.57$). Inferential analysis indicated that the difference between male and female teachers was statistically insignificant, suggesting that gender had no influence on job satisfaction in the present sample. The findings support the view that teachers in the studied district generally experience favourable work-related attitudes and occupational well-being. The research emphasizes the necessity of maintaining supportive school environments, equitable professional conditions, and positive administrative practices to sustain teacher satisfaction. It also contributes to the broader understanding of teacher well-being in the Indian educational context, especially within rural and semi-urban government school setting.*

Keywords: job satisfaction, school teachers, gender difference, Nadia District, teacher well-being

1. Introduction

Job satisfaction has long been recognized as a decisive factor in teacher motivation, commitment, retention, and classroom effectiveness, a concern first highlighted in early organizational studies by **Hoppock (1935)** and later clarified through **Locke's (1976)** influential definition of job satisfaction as a positive emotional state resulting from one's appraisal of work experiences. In education, this construct is especially significant because teachers' attitudes toward their jobs shape not only their well-being but also school climate, instructional quality, and learner outcomes (**Tahir & Sajid, 2019**). Contemporary research continues to show that the determinants of satisfaction in teaching are multidimensional, involving supervision, work itself, recognition, colleagues, pay, working conditions, advancement, responsibility, and job security (**Tahir & Sajid, 2019**). Reviews of Indian studies further indicate that teacher satisfaction is closely linked to institutional support, workload, professional growth, and the socio-cultural context of schooling (**Shodh Sagar, 2024**). Within India, the teaching profession has undergone substantial change due to expanding enrolment, administrative pressures, uneven infrastructure, and growing expectations for accountability and performance. Yet, empirical work on school teachers' job satisfaction remains uneven across regions, and localized evidence from district-level contexts is still limited. This gap is important because school teachers in government, government-aided, and government-sponsored institutions often work under distinct organizational conditions that may influence how they perceive their jobs. The Nadia district, with its mix of educational settings and social diversity, offers a meaningful context for examining these issues. The present study, therefore, seeks to probe the job satisfaction of teachers in Nadia District and to compare the experiences of male and female teachers. By doing so, it aims to contribute to the literature on teacher well-being in Indian schools and provide evidence that may inform educational planning, administrative support, and teacher-retention strategies. The study is also relevant because sustained job satisfaction can strengthen professionalism, reduce dissatisfaction-related

turnover, and improve the overall quality of teaching in the region (**Tahir & Sajid, 2019**).

1.1 Perspective

This study offers a valuable perspective on teacher well-being by showing that job satisfaction is not merely an individual feeling but a key indicator of school health, professional stability, and educational quality. In Nadia district, where teachers work across diverse institutional settings, understanding satisfaction can reveal how administrative support, workload, recognition, and working conditions shape morale. The findings can help policymakers and school leaders design more supportive environments, strengthen teacher retention, and improve classroom effectiveness. It also adds a localized voice to Indian educational research by linking teacher satisfaction with broader issues of equity, professionalism, and sustainable school development.

1.2 Objectives

- O₁: To study the overall level of job satisfaction among school teachers (both male and female considered together).
- O₂: To investigate the job satisfaction levels of male school teachers of Nadia District.
- O₃: To investigate the job satisfaction levels of female school teachers of Nadia District.
- O₄: To compare male and female school teachers with respect to their job satisfaction.

1.3 Research Questions

- Q₁: To what extent are school teachers (male and female together) satisfied with their jobs?
- Q₂: To what extent are male school teachers satisfied with their jobs?
- Q₃: To what extent are female school teachers satisfied with their jobs?
- Q₄: Do male and female school teachers differ significantly with respect to their job satisfaction?

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1.4 Hypothesis

H₁: The school teachers, considering both males and females as a whole, are highly satisfied with their jobs.

H₂: The male school teachers are highly satisfied with their jobs.

H₃: The female school teachers are highly satisfied with their jobs.

H₄: The male and female school teachers do not differ with respect to their job satisfaction.

2. Job Satisfaction

Job satisfaction is a central psychological construct in organizational and educational research because it reflects how individuals emotionally and cognitively evaluate their work. **Hoppock (1935)** described it as a combination of psychological, physiological, and environmental conditions that make a person say, "I am satisfied with my job," while **Locke (1976)** defined it as a pleasurable emotional state arising from the appraisal of one's job and job experiences. In this sense, job satisfaction is not a single feeling but an attitude shaped by perceptions of work itself, supervision, pay, recognition, relationships, and opportunities for growth.

For teachers, job satisfaction is especially important because it influences motivation, commitment, classroom performance, and retention. When teachers experience supportive working conditions and feel their efforts are valued, they are more likely to show professional enthusiasm and stability. Conversely, dissatisfaction may lead to stress, reduced effectiveness, and withdrawal from the profession. Contemporary studies also view job satisfaction as a multidimensional construct that includes both affective reactions and cognitive judgments about one's work (**Tahir & Sajid, 2019**). Thus, it functions as both an indicator of personal well-being and a marker of institutional health. In the present study, job satisfaction is understood as teachers' overall positive or negative evaluation of their professional experiences in school. This construct is particularly relevant in the context of Nadia District, where school conditions, administrative support, and social environment may vary across institutions and shape teachers' satisfaction differently.

3. Review of Literature

The literature on teacher job satisfaction has evolved from early humanistic explanations to more context-sensitive studies of school climate, leadership, and professional well-being. Classical theorists laid the foundation for understanding the construct. **Hoppock (1935)** viewed job satisfaction as the worker's overall feeling of liking or disliking the job, while **Maslow (1954)** linked satisfaction to the fulfilment of hierarchical needs. Herzberg, Mausner, and Snyderman's two-factor theory further distinguished between motivators such as achievement and recognition and hygiene factors such as salary, supervision, and working conditions (**Herzberg et al., 1959/2010**). **Locke (1976)** refined the concept by defining job satisfaction as a pleasurable emotional state resulting from the appraisal of one's work experiences. These classical perspectives remain useful because they explain why teachers may feel satisfied by intrinsic rewards yet dissatisfied by structural constraints.

Contemporary literature expands this view by showing that teacher job satisfaction is multidimensional and shaped by both personal and organizational variables. **Spector (1997)** emphasized that job satisfaction reflects how people feel about various facets of their work, including supervision, pay, coworkers, and communication. For teachers, recent studies indicate that intrinsic factors such as achievement, recognition, responsibility, and professional growth are often stronger satisfiers than extrinsic rewards alone (**Özcan, 2022**). At the same time, extrinsic conditions such as salary, management style, workload, and working conditions continue to influence teachers' attitudes toward the profession (**Kessler, 2018; Özcan, 2022**). Empirical studies show mixed but informative patterns. In some contexts, teachers report moderate to high satisfaction overall, yet dissatisfaction with pay, promotion opportunities, and administrative support persists (**Özcan, 2022**). Gender differences are often small or inconsistent, suggesting that school-level and contextual factors may matter more than demographic ones (**Mocheche et al., 2017; Özcan, 2022**). In India, recent reviews show that teacher satisfaction is closely connected to institutional climate, professional support, and local educational realities (**A Review of Job Satisfaction among School Teachers in India, 2024**). This is especially relevant for Nadia District, where teachers work across diverse school types and social settings.

A critical gap in the literature is the limited district-level evidence from eastern India, particularly studies that combine classical theory with present-day contextual analysis. Most studies identify factors of satisfaction, but fewer examine how these factors operate within specific local educational ecologies. Therefore, probing teacher job satisfaction in Nadia District is justified both theoretically and practically, as it can inform teacher support, retention, and school improvement.

4. Methodology

4.1 Research Design

The present study employed a quantitative descriptive survey research design to investigate the level of job satisfaction among secondary and higher secondary school teachers in the Nadia district, West Bengal. A survey approach was considered appropriate because it facilitates the systematic collection of standardized data from a large number of respondents, thereby enabling the description and analysis of prevailing trends in teachers' job satisfaction. The study adopted a cross-sectional design in which data were collected from participants at a single point in time.

4.2 Population and Sample

The target population comprised teachers employed in government, government-aided, and government-sponsored secondary and higher secondary schools located in the Nadia district, West Bengal, India. To ensure that the sample adequately represented the characteristics of the population, only teachers serving in Bengali-medium schools were included in the study.

A total of 516 teachers participated in the investigation,

consisting of 344 male teachers and 172 female teachers. Initially, 574 teachers were approached; however, only 516 respondents completed all research instruments satisfactorily and were therefore included in the final analysis.

4.3 Sampling Technique

The study employed a multistage stratified random sampling technique to obtain a representative sample. Stratified random sampling was selected because it minimizes sampling bias and ensures proportional representation of important subgroups within the population. The population was stratified according to educational blocks and school characteristics before participants were selected randomly. The sampling process was completed in three sequential stages:

Selection of Educational Blocks: The Nadia district comprises 18 educational blocks. Fifteen educational blocks were selected for inclusion in the study.

Selection of Schools: Thirty Government-Aided and Government-Sponsored co-educational secondary and higher secondary schools were randomly selected from the chosen educational blocks.

Selection of Participants: The researcher personally visited each selected school after obtaining formal permission from the respective heads of institutions. Teachers who consented to participate were administered the research instruments during scheduled sessions conducted on the school premises.

This multistage sampling procedure enhanced the representativeness of the sample while ensuring adequate geographical coverage across the district.

4.4 Research Instrument

Job satisfaction was measured using the Job Satisfaction Scale (JSS) developed by **Singh (1989)**. The instrument consists of 20 items rated on a five-point Likert scale, with responses ranging from Highly Dissatisfied (1) to Highly Satisfied (5). The total score ranges from 20 to 100, where higher scores indicate greater job satisfaction.

For ease of interpretation, normalized mean scores were calculated by dividing the total scale score by the number of items. Based on the normalized mean, respondents were classified as Highly Dissatisfied (1.00–1.99), Dissatisfied (2.00–2.99), Satisfied (3.01–4.00), or Highly Satisfied (4.01–5.00).

Table 5.1.1: Descriptive Statistics of Job Satisfaction Scale Score of Teachers (Considering Male and Female as a Whole)

Job Satisfaction	N	Range	Min.	Max.	Mean	Std. Deviation	Remarks
Job Satisfaction	516	2.40	2.50	4.90	3.64	0.55	High

Table 5.1.1 shows that overall job satisfaction was high ($M = 3.64$, $SD = 0.55$).

Figure 5.1.1 (a) depicts the histogram with the normal curve of **Job Satisfaction Scale (JSS) Scores** of teachers,

The JSS was selected because of its established applicability within the Indian educational context, comprehensive assessment of multiple dimensions of job satisfaction, and strong psychometric properties. Previous studies have reported satisfactory content and concurrent validity, while the scale demonstrates excellent reliability with a reported coefficient of 0.96, indicating high internal consistency.

4.5 Procedure for Data Collection

Prior to data collection, formal permission was obtained from the heads of the selected schools. Participants were informed about the purpose of the study, and voluntary participation was ensured. Teachers completed the questionnaires in designated rooms within their respective schools under the supervision of the researcher. Standardized instructions provided in the instrument manuals were strictly followed to maintain uniformity in administration. All completed questionnaires were checked for completeness before being included in the final dataset.

4.6 Ethical Considerations

The study adhered to established ethical principles for educational research. Participation was entirely voluntary, and informed consent was obtained from all respondents. Participants were assured that the information collected would be used exclusively for academic purposes and that their identities would remain confidential. Anonymity was maintained throughout the research process, and respondents were informed of their right to withdraw from the study at any stage without any adverse consequences.

5. Result

5.1. Job Satisfaction (Descriptive statistics)

Descriptive statistics of “*Job Satisfaction Scale*” Scores of teachers are presented herewith in tabular form.

5.1.1 Job Satisfaction of the Teachers (Considering Male and Female as a Whole)

Here, the purpose of the presentation is to test the following hypothesis –

Hypothesis H₁: The school teachers, considering both male and female as a whole, have high job satisfaction.

Table 5.1.1 exhibits the descriptive statistics of “*Job Satisfaction Scale*” scores of the teachers, considering both male and female teachers as a whole.

considering male and female as a whole. By visually examining we come to know that the said distribution was about to normal (**Fein, Gilmour, Machin & Hendry, 2022**).

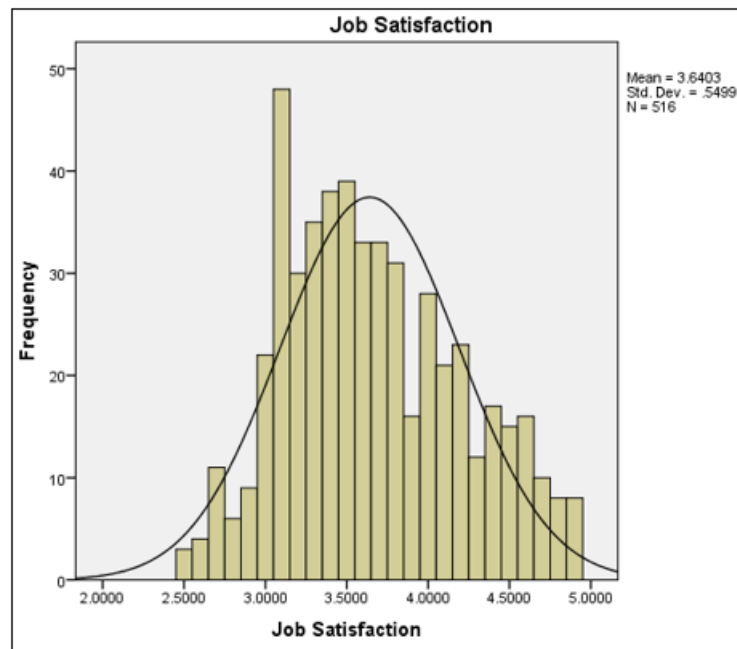


Figure 5.1.1(a): Histogram with normal curve of Job Satisfaction Scale Scores of teachers considering male and female as a whole

5.1.2 Job Satisfaction of the Male Teachers

Here, the purpose of the presentation is to test the following hypothesis –

Hypothesis H₂: The male school teachers have high job satisfaction.

Table 5.1.2 exhibits the descriptive statistics of “*Job Satisfaction Scale*” scores of the male teachers.

Table 5.1.2: Descriptive Statistics of Job Satisfaction Scale Score of Male Teachers

Job Satisfaction	N	Range	Min.	Max.	Mean	Std. Deviation	Remarks
Job Satisfaction	344	2.40	2.50	4.90	3.63	0.54	High

Table 5.1.2 indicates that male teachers reported high satisfaction ($M = 3.63$, $SD = 0.54$).

visually examining, we come to know that the said distribution was about normal (Fein, Gilmour, Machin & Hendry, 2022).

Figure 5.1.2 depicts the histogram with the normal curve of **Job Satisfaction Scale (JSS) Scores** of the male teachers. By

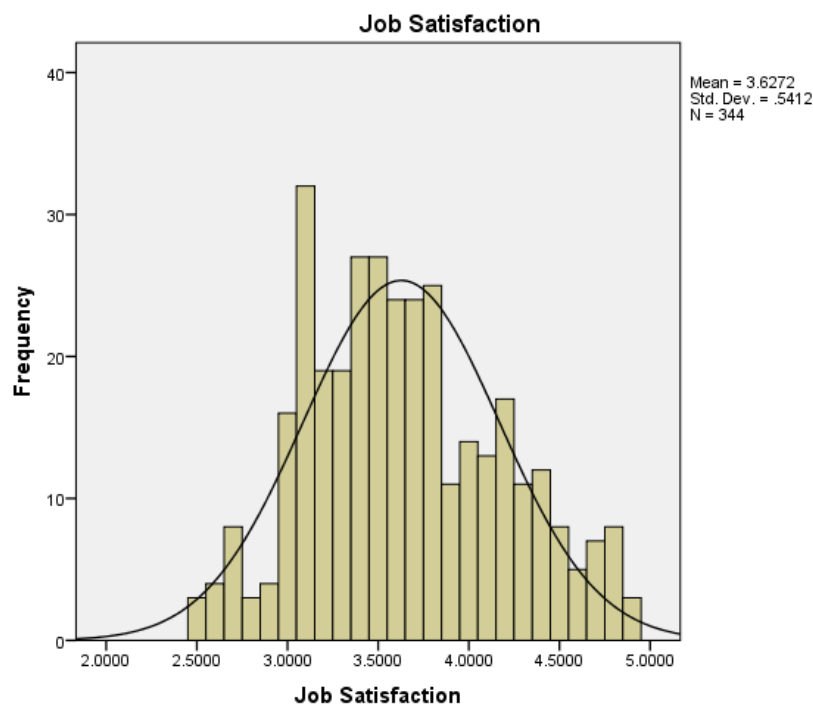


Figure 5.1.2 (a): Histogram with normal curve of job satisfaction scale scores of male teachers

5.1.3 Job Satisfaction of the Female Teachers

Here, the purpose of the presentation is to test the following hypothesis –

Hypothesis H₃: The female school teachers have high job satisfaction.

Table 5.1.3 exhibits the descriptive statistics of “*Job Satisfaction Scale*” scores of the female teachers.

Table 5.1.3: Descriptive Statistics of Job Satisfaction Scale Score of Female Teachers

Job Satisfaction	N	Range	Min.	Max.	Mean	Std. Deviation	Remarks
Job Satisfaction	172	2.20	2.70	4.90	3.67	0.57	High

As shown in Table 5.1.3, female teachers also expressed high satisfaction ($M = 3.67$, $SD = 0.57$).

considering female. By visually examining, we come to know that the said distribution was about normal (Fein, Gilmour, Machin & Hendry, 2022).

Figure 5.1.3 (a) depicts the histogram with the normal curve of **Job Satisfaction Scale (JSS) Scores** of teachers,

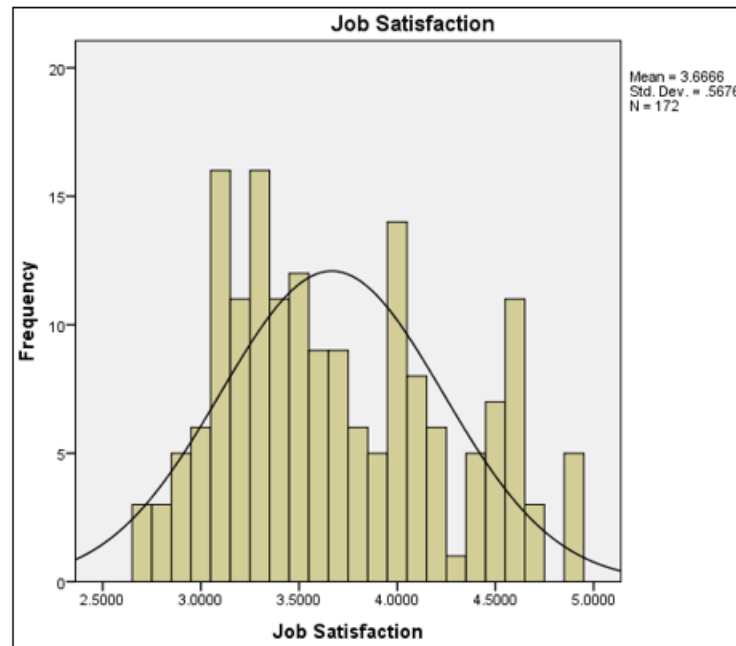


Figure 5.1.3 (a): Histogram with Normal Curve of Job Satisfaction Scale Scores of Female Teachers

5.2 Job Satisfaction (Comparative Analysis)

The results of the **Comparative Analysis** in Job Satisfaction Scale Score of male and female teachers are presented in tabular form to test the following null hypothesis:

Hypothesis H₄: The male and female school teachers do not differ with respect to their job satisfaction.

Table 5.2 (a): Group Statistics of Scores on Job Satisfaction Scale Scores of male and female Teachers

Job Satisfaction	Gender	N	Mean	Std. Deviation	Remarks
Job Satisfaction	Male	344	3.63	0.54	High
	Female	172	3.67	0.57	High

Table 5.2. (a) exhibits the group statistics of **Job Satisfaction** scale scores of male and female teachers; both the male and female teachers expressed their high job satisfaction.

Figure 5.2.(a) shows the bar diagram of the means of the Different Dimensions of the **Job Satisfaction** Scale scores of female and male faculties of higher education.

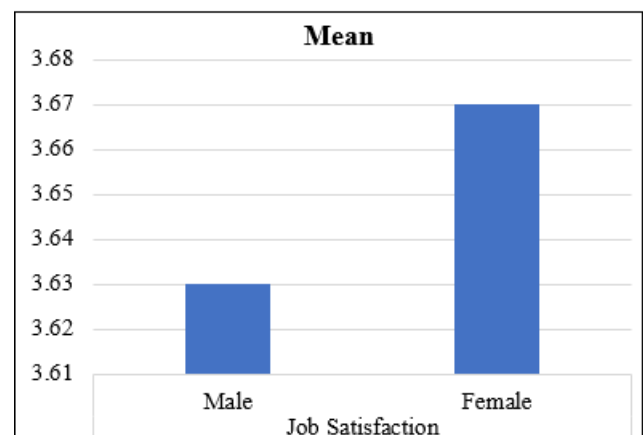


Figure 5.2 (a): Bar Diagram of Mean Scores of Job Satisfaction of Male and Female Teachers Separate

Table 5.2(b): Results of Independent Samples Test of Gender Wise Comparison of Means of Dimensions of Job Satisfaction Scale Scores of male and female School Teachers.

Job Satisfaction		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	Df	Sig. (2-tailed)
Job Satisfaction	Equal variances assumed	1.97	0.16	-0.77	514.00	0.44
	Equal variances not assumed.			-0.75	328.03	0.45

From table 5.2.(b), it is transparent that the two groups (male and female) did not differ (statistically) significantly in job satisfaction.

6. Discussion

The present study investigated the level of job satisfaction among secondary and higher secondary school teachers in Nadia district, West Bengal, and examined whether significant gender differences existed in teachers' job satisfaction. The findings indicate that teachers, irrespective of gender, reported a high level of job satisfaction ($M = 3.64$, $SD = 0.55$), thereby supporting the first three hypotheses. Furthermore, the absence of a statistically significant gender difference ($t = -0.77$, $p = .44$) supports the fourth hypothesis, suggesting that male and female teachers experience comparable levels of occupational satisfaction.

The overall high level of job satisfaction observed in this study is consistent with the theoretical propositions of **Locke (1976)**, who argued that job satisfaction reflects a positive emotional response arising from the appraisal of one's work experiences. The findings suggest that teachers in Nadia District generally perceive their professional roles positively, which may be attributed to supportive institutional environments, stable employment conditions, meaningful teacher–student relationships, and the intrinsic rewards associated with teaching. These results also align with Herzberg's Two-Factor Theory (**Herzberg et al., 1959/2010**), which proposes that intrinsic motivators such as achievement, recognition, responsibility, and opportunities for professional contribution play a greater role in enhancing job satisfaction than extrinsic factors alone.

The findings further corroborate previous empirical research indicating that teachers often derive satisfaction from the social significance and intrinsic value of the teaching profession despite administrative challenges. **Özcan (2022)** reported that teachers generally experience moderate to high job satisfaction when professional autonomy, recognition, and collegial relationships are maintained. Similarly, **Tahir and Sajid (2019)** emphasized that positive school climate, effective leadership, supportive supervision, and collaborative work environments substantially contribute to teachers' occupational well-being. The present findings suggest that similar organizational characteristics may exist within the government, government-aided, and government-sponsored schools of Nadia District.

An important finding of the present investigation is the lack of significant gender differences in job satisfaction. Although female teachers recorded a marginally higher mean score ($M = 3.67$) than male teachers ($M = 3.63$), the difference was statistically insignificant. This result supports earlier studies reporting that gender alone is not a decisive predictor of teacher job satisfaction (**Mocheche et al., 2017; Özcan,**

2022). Rather than demographic characteristics, institutional variables such as administrative support, workload distribution, professional development opportunities, and school climate appear to exert greater influence on teachers' perceptions of their work. The similarity in satisfaction levels across genders may also reflect relatively equitable employment policies, standardized salary structures, and comparable professional responsibilities within the sampled schools.

From a practical perspective, the findings highlight the importance of maintaining favourable working conditions to sustain teacher motivation and educational quality. Although teachers reported high satisfaction, educational administrators should continue strengthening supportive leadership practices, ensuring fair recognition systems, reducing unnecessary administrative burdens, and expanding opportunities for continuous professional development. Such initiatives are consistent with the objectives of the National Education Policy (**2020**), which emphasizes teacher empowerment, professional autonomy, and institutional support as essential components of quality education.

Nevertheless, the findings should be interpreted within certain limitations. The study was confined to Bengali-medium government and government-aided schools in one district of West Bengal and employed a cross-sectional survey design, limiting causal interpretation and broader generalization. Future research should include teachers from private institutions, different linguistic backgrounds, and multiple states while incorporating additional predictors such as organizational commitment, work stress, school leadership, teacher self-efficacy, and psychological well-being through longitudinal or mixed-methods approaches.

Overall, the study contributes valuable district-level evidence demonstrating that teachers in the Nadia district generally experience high job satisfaction regardless of gender. These findings reinforce the importance of sustaining supportive educational environments that enhance teacher well-being, professional commitment, and ultimately the quality of school education.

7. Conclusion

The study concludes that secondary and higher secondary school teachers in the Nadia district possess a high level of job satisfaction, irrespective of gender. Both male and female teachers demonstrated comparable satisfaction levels, with no statistically significant gender difference observed. These findings indicate that the existing educational environment provides conditions conducive to positive professional experiences and occupational well-being. Sustaining supportive leadership, equitable workplace practices, and opportunities for professional growth remains essential for maintaining teacher satisfaction. Overall, the study

contributes valuable evidence to the literature on teacher well-being and offers useful insights for educational administrators and policymakers seeking to enhance school effectiveness.

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

8. Future Research

Future research should examine teacher job satisfaction across diverse educational settings, including private, unaided, and multilingual schools, to improve the generalizability of the findings. Longitudinal studies are recommended to explore changes in job satisfaction over time and identify causal relationships. Researchers may also investigate the influence of organizational climate, leadership style, workload, occupational stress, self-efficacy, and teacher well-being on job satisfaction. Incorporating qualitative or mixed-methods approaches would provide deeper insights into teachers' lived experiences and contextual factors, thereby contributing to more effective educational policies and teacher-support initiatives.

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