

An Empirical Investigation into Job Satisfaction of Ad-Hoc Teachers Teaching in Secondary Schools of Sikkim

Ms. Punam Chhetri¹, TJMS Raju²

Abstract

Job satisfaction of employees in any organization is an important yardstick for measuring the success of the institution. As far as the teaching profession is concerned, each school's missions and goals are tied up with the teachers and how they discharge their teaching responsibilities. Happy and satisfied teachers make a meaningful contribution towards the achievement of organizational goals and objectives. On the contrary, dissatisfied teachers are often touted as liabilities for schools. The logic here is very straightforward, satisfied teachers deliver to the best of their ability leading to the accomplishment of institutional visions and goals; on the contrary, dissatisfied teachers often lack the zeal and enthusiasm to carry on their professional obligations non-fulfilment of the purposes of the school. Guided by these insights, the investigators were keen to study the job satisfaction of ad-hoc teachers of Sikkim teaching at secondary level in terms of gender, years of teaching experience, and management. For this purpose, a sample of 177 secondary school teachers appointed on an ad-hoc basis was selected as a sample through a simple random sampling technique. The job Satisfaction Scale of Meera Dixit (2013), consisting of eight dimensions, was used as the main instrument for data collection. Data analysis was done in SPSS version 20. The study revealed no significant difference in teachers' overall job satisfaction concerning gender, experience, and management. However, all three demographic variables showed a significant difference concerning different dimensions of the tool.

Keywords: job satisfaction, gender, experience, management, ad-hoc secondary school teachers

Introduction

Job satisfaction is one of the most studied variables (Spector, 1997) as cited in (Ketsella, 2017) and is explored in the context of workers engaged in big organizations, firms, and corporate sectors and, most often, also in the case of teachers.

¹Research Scholar, Department of Education Sikkim University.pcedusgc@gmail.com

²Associate Professor, Department of Education, Sikkim University.tjmsraju@cus.ac.in

The logic behind the interest in this construct's is that satisfied workers make a meaningful contribution to the realization of organizational goals and improve the quality of work. On the contrary, the absence of job satisfaction creates unhappy and unproductive workers, and organizational missions are thwarted. Broadly speaking, job satisfaction refers to the feelings, attitudes, performance, and a sense of contentment of individuals towards their job (Ketsella, 2017). These effective responses are influenced by many factors ranging from salary, facilities, rapport with authorities, institutional climate, students' and co-workers' behaviour, acknowledgment received, the realization of individual goals, etc., which Maslow (1953) calls as Hierarchy of Needs.

The history of research in job satisfaction, particularly of teachers, dates back to as early as 1932-33 when Hoppock conducted a job satisfaction study among five hundred school teachers in the United States and identified hundred more satisfied and hundred least satisfied teachers. Further, Hoppock understood that the more satisfied teachers were older, had better social standing, had better emotional maturity, lower job monotony, and reported healthy interpersonal relationships with colleagues and authorities (Cucina & Bowling, 2015). From then on, a considerable amount of research into teachers' job satisfaction spanning from understanding the antecedents of teachers' job satisfaction/dissatisfaction to exploring the impact of demographic factors on teachers' job satisfaction has enjoyed a fair amount of researchers' attention. Admittedly, it never seems to be an outdated area as it is closely linked with teacher retention issues, improved well-being of teachers, fostering a sense of cohesion in schools, and upgrading the overall status of teachers (Toropova, Myrberg & Johansson, 2020). A close look at the definitions of teachers' job satisfaction reveals that it is a positive relationship between teachers' desire to teach and what they want from their role which is measured through their perceptions and is tied up with the roles they fulfill within the school setting (Lawler, 1973) as cited in (Tayyar, 2014). Similarly, Ho & Au (2006) in Tayyar (2014) understand teachers' job satisfaction as a combination of what they desire from their teaching career and what they achieve. Likewise, Zembylas & Papanastasiou (2006) in (Ayele, 2014) define teachers' job satisfaction as a function of the perceived relationship between what one wants from teaching and what one perceives teaching is offering to a teacher. In a more recent definition, a teacher's job satisfaction refers to the overall attitude and views of teachers towards the working conditions and the profession (Hongying, 2008) as cited in (Singh & Vanlalhriatpuii, 2017). Collectively, these definitions imply that job satisfaction results from the interplay between teachers' perception or views regarding what they ought to receive from their profession and that they achieve.

The onus for the overwhelming body of literature in teachers' job satisfaction and continued interests among the researchers goes to the changing nature of the teaching profession. The conventional role of a teacher centred around passing a certain dose of knowledge and information to passive learners has somehow changed. At the school level, teachers work 10 to 4 shifts and many believe that teaching is fairly easy as teachers have less rigid work time, enjoy many vacations, and leave allowances. However, looking into the intricacies of the teaching profession, a different reality exists. Teachers are expected to perform various tasks, often non-academic, which creates over-worked and stressed teachers. As Neimi, Toon, Kallioneimi & Lavonen (2018) point out, a teacher's role has undergone a transformation and has expanded both within and outside the classroom setting to include a whole gamut of activities to prepare in young learners' skills and competencies needed for the 21st century. In this connection, it is noteworthy to mention that the advent of newer policies in education has changed roles for teachers who have a fundamental role in enacting as they have with them the responsibility of moulding and transforming young learners who contribute toward nation-building. For teachers to respond to these varied challenges brought in by changing times and priorities, a sense of contentment with their job needs not be overstated. Thus, to sum up, job satisfaction of teachers is an important requisite in the teaching-learning process; if teachers are satisfied, they can work towards the fulfilment of educational objectives as well as national goals (Rao & Sridhar, 2003) as cited in (Sarkar & Guha, 2018). The changes brought in the teaching profession due to many factors certainly require investigation and provide a rationale for continuous research being conducted in areas of teachers' job satisfaction.

2. Review of related literature

This part of the paper deals with studies conducted on teachers' job satisfaction both in India and abroad. Mabekoje (2009) examined job satisfaction of 338 secondary school teachers of Nigeria to see whether any gender differences exist concerning pay, promotion, supervision, fringe benefits, contingent rewards, operating procedure, co-workers, nature of work, and communication and found no gender differences in job satisfaction in any of these dimensions and overall job satisfaction of teachers. Ali (2011) attempted to explore the job satisfaction of 200 secondary school teachers of district Sahiwal, Punjab, Pakistan and found that teachers were slightly satisfied with the basic eight dimensions of the job. A significant difference in male and female teachers' job satisfaction was found, and no significant difference was found in the job satisfaction of rural and urban area teachers. Menon & Reppa (2011) investigated the relationship between individual characteristics and teacher job satisfaction in secondary education in Cyprus taking variables like gender and years of experience and found that more experienced teachers enjoyed greater job satisfaction than less experienced ones, however, their study found no significant difference in the job satisfaction of male and female teachers thereby suggesting no association between gender and job satisfaction. Kadir (2014) attempted to determine the levels of job satisfaction of 297 secondary school science teachers in Diyarbakir city of Turkey and found that these teachers had a medium level of job satisfaction. The study also found that teachers' level of job satisfaction did not vary concerning their gender, teaching experience, marital status, field of teaching, and schools' location. Bhuyan & Mallick (2015) studied job satisfaction of contract teachers and regular teachers with gender at the secondary level and found a significant difference in the job satisfaction of regular and contract teachers i.e., regular teachers were more satisfied than contract ones however, no significant difference in job satisfaction was found concerning gender. Kumar & Rajendran (2015) studied job satisfaction of higher secondary school teachers regarding variables like gender, marital status, age group, subject taught by them, nature of the school and locality and found no significant difference in job satisfaction of teachers concerning gender, marital status, age group, subject taught, nature of school and locality. Sharma (2016) in a study of job satisfaction of secondary school teachers, found no significant difference in the job satisfaction of male and female teachers and a significant difference in the job satisfaction of urban and rural and govt, and private school teachers. Teachers teaching in govt. schools and rural area teachers were more satisfied than urban area teachers and teachers of private schools.

3. Objectives of the study

To explore the job satisfaction of ad-hoc teachers regarding certain demographic variables, like-gender, experience, management.

To study demographic differences in the job satisfaction of ad-hoc secondary school teachers according to the dimensions of the job satisfaction scale

4. Hypotheses of the study

H₀₁ There is no significant difference in overall job satisfaction between male and female ad-hoc teachers teaching in Sikkim's secondary schools.

H₀₂ There is no significant difference in overall job satisfaction between ad-hoc teachers having a difference in teaching experience and teaching in Sikkim's secondary schools.

H₀₃ There is no significant difference in overall job satisfaction between government and private school ad-hoc teachers teaching in Sikkim's secondary schools.

Need and Significance of the study

Teachers are expected to transform the learners into resourceful individuals and contribute towards the progress of the country. Having said this, at the secondary level, teachers have an added responsibility of catering to adolescents who encounter several problems- academically, physical or bodily adjustment, emotional adjustment, and conforming to peer pressures. From here emerges the issue of teachers' job satisfaction, which needs to be understood and explored. The present study is significant as it attempts to understand the job satisfaction of ad-hoc teachers at the secondary level given the fact that such studies are less reported in the context of Sikkim, where the practice of appointing teachers on an ad-hoc basis is dominant. It is important to mention here that although appointed on an ad-hoc basis, these teachers are however, exposed to the same amount of workload, in fact, more, with less salary and often posted in far-flung areas. Hence efforts in understanding the job satisfaction of ad-hoc teachers teaching in secondary schools of Sikkim merit attention. Such an understanding can be significant enough to adopt policies and strategies for improving the job satisfaction of ad-hoc teachers.

Statement of the Problem

As times change, new policies and regulations are formulated, keeping up with quality improvement in education. In the whirlpool of this ongoing transformation in the education sector, a teacher's role is too ambiguous many of whom are appointed on an ad-hoc basis who lack job security and are expected to enact several roles, and their job satisfaction is often forgotten. Hence the problem is stated as "Job Satisfaction of Ad-hoc Teachers teaching in Secondary Schools of Sikkim."

The operational definition of the terms used

Job satisfaction- "is the result of various attitudes of an employee towards his job. These attitudes are related to specific factors such as salary, service conditions, advancement opportunities, and other benefits." (Dixit, 2013).

Secondary school teachers- refer to teachers teaching at the secondary level (i.e., IX- X.)

Ad-hoc teachers- in the present study, the term ad-hoc teachers can be understood as those teachers who have been appointed temporarily.

Delimitation of the study: To make the study manageable, the investigators have delimited the present study to 177 ad-hoc secondary school teachers of Sikkim.

The tool used: For the present study, the investigator has used the Job Satisfaction Scale constructed and standardized by Meera Dixit (2013).

Method: The investigators used a descriptive method in the present study.

Sample: The sample for the present study comprised of 177 ad-hoc secondary school teachers of Sikkim selected through a simple random sampling technique.

Results: Results of statistical analysis have been presented below based on the null hypotheses stated earlier.

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Null Hypothesis 1:

There is no significant difference between male and female ad-hoc teachers teaching in secondary schools of Sikkim.

For testing the above null hypothesis, inferential statistics i.e., ‘t’ test, was calculated, the results are as follows:

Table 1

Comparison of Job Satisfaction Between Gender

Dimensions	Gender	n	Mean	SD	t	p	Significance
Intrinsic Aspect of the Job	Male	59	4.00	0.42	1.01	0.31	Not Significant at 0.05 level
	Female	118	3.94	0.38			
salary, Promotional Avenues and Service Conditions	Male	59	3.10	0.59	0.69	0.49	Not Significant at 0.05 level
	Female	118	3.04	0.59			
Physical Facilities	Male	59	3.68	0.55	2.33	0.02	Significant at 0.05 level
	Female	118	3.46	0.67			
Institutional Plans and Policies	Male	59	3.90	0.42	1.24	0.23	Not Significant at 0.05 level
	Female	118	3.85	0.35			
Satisfaction with Authorities	Male	59	4.09	0.47	2.38	0.02	Significant at 0.05 level
	Female	118	3.90	0.51			
Satisfaction with Social Status and Family Welfare	Male	59	3.94	0.53	-0.47	0.64	Not Significant at 0.05 level
	Female	118	3.99	0.74			
Rapport with Students	Male	59	4.13	0.38	0.17	0.86	Not Significant at 0.05 level
	Female	118	4.12	0.35			
Relationship with Co-workers	Male	59	4.12	0.46	1.09	0.28	Not Significant at 0.05 level
	Female	118	4.03	0.50			
Overall Job Satisfaction	Male	59	3.83	0.33	1.72	0.09	Not Significant at 0.05 level
	Female	118	3.74	0.33			

Table 1 shows the results of descriptive and inferential statistics of male and female ad-hoc secondary school teachers in their overall job satisfaction as well as in different dimensions. On perusal of the above table, it is clear that male and female ad-hoc teachers showed a significant difference in terms of physical facilities as $t(175) = 2.33, p=0.02$, which is significant at 0.05 level of significance. Similarly, male and female ad-hoc teachers also showed a significant difference in terms of satisfaction with authorities as $t(175) = 2.38, p=0.02$ which is significant at 0.05 level of significance. However, in terms of an intrinsic aspect of the job, salary promotional avenues and service conditions, institutional plans and policies, satisfaction with social status and family welfare, rapport with students, relationship with co-workers, and an overall job satisfaction male and female ad-hoc teachers did not exhibit any significant difference as the p values were not significant at 0.05 level of significance. Therefore, based on the table, the investigators fail to reject

H₀₁ and conclude that male and female ad-hoc secondary school teachers of Sikkim do not differ significantly in their overall job satisfaction.

Null Hypothesis 2:

There is no significant difference between ad-hoc teachers having a difference in teaching experience and teaching in Sikkim's secondary schools.

For testing the null hypothesis, the t-test was calculated and the results are as follows:

Table 2

Comparison of Job Satisfaction Between Experience

Dimensions	Experience	n	Mean	SD	t	p	Significance
Intrinsic Aspect of the Job salary, Promotional Avenues and Service Conditions	<10 Years	167	3.96	0.39	-0.35	0.73	Not Significant at 0.05 level
	10-20 Years	10	4	0.38			
	<10 Years	167	3.05	0.6			
Physical Facilities	10-20 Years	10	3.1	0.43	-0.22	0.83	Not Significant at 0.05 level
	<10 Years	167	3.52	0.65			
	10-20 Years	10	3.71	0.42			
Institutional Plans and Policies	<10 Years	167	3.89	0.36	2.29	0.05	Significant at 0.05 level
	10-20 Years	10	3.52	0.51			
	<10 Years	167	3.98	0.5			
Satisfaction with Authorities	10-20 Years	10	3.7	0.55	1.73	0.09	Not Significant at 0.05 level
	<10 Years	167	4	0.68			
	10-20 Years	10	3.58	0.61			
Satisfaction with Social Status and Family Welfare	<10 Years	167	4.12	0.37	1.92	0.06	Not Significant at 0.05 level
	10-20 Years	10	4.08	0.23			
	10-20 Years	10	4.07	0.48			
Rapport with Students	<10 Years	167	4.07	0.48	0.33	0.74	Not Significant at 0.05 level
	10-20 Years	10	3.92	0.64			
	<10 Years	167	4.07	0.48			
Relationship with Co-workers	10-20 Years	10	3.92	0.64	0.93	0.36	Not Significant at 0.05 level
	<10 Years	167	4.07	0.48			
	<10 Years	167	3.77	0.33			
Overall Job Satisfaction	<10 Years	167	3.77	0.33	0.82	0.41	Not Significant at 0.05 level

The above table 2 shows the results of descriptive and inferential statistics of teachers having less than ten years and more than ten years of teaching experience overall job satisfaction and different dimensions. The table indicates a significant difference between teachers having less than ten years and between ten to twenty years of teaching experience concerning institutional plans and policies as $t(175) = 2.29, p = 0.05$, which is significant at the 0.05 level significance. However, about overall job satisfaction and other dimensions of the scale, the table does not show any significant result thus, H₀₂ is confirmed and it can be concluded that ad-hoc teachers of Sikkim having less than ten

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years and between ten to twenty years of teaching experience do not differ significantly in their overall job satisfaction.

Null Hypothesis 3

There is no significant difference in overall job satisfaction between government and private school ad-hoc teachers teaching in Sikkim’s secondary schools.

For testing the null hypothesis, the t-test was calculated and the results are as follows:

Table 3

Comparison of Job Satisfaction Between Management

Dimensions	Management	n	Mean	SD	t	p	Significance
Intrinsic Aspect of the Job	Govt.	155	3.96	0.38	0.61	0.54	Not Significant at 0.05 level
	Private	22	3.91	0.46			
Salary, Promotional Avenues and Service Conditions	Govt.	155	3.02	0.57	-2.26	0.02	Significant at 0.05 level
	Private	22	3.32	0.71			
Physical Facilities	Govt.	155	3.49	0.65	-2.11	0.04	Significant at 0.05 level
	Private	22	3.80	0.50			
Institutional Plans and Policies	Govt.	155	3.90	0.36	2.96	0.00	Significant at 0.05 level
	Private	22	3.65	0.42			
Satisfaction with Authorities	Govt.	155	3.98	0.49	0.80	0.42	Not Significant at 0.05 level
	Private	22	3.89	0.58			
Satisfaction with Social Status and Family Welfare	Govt.	155	4.00	0.68	1.30	0.19	Not Significant at 0.05 level
	Private	22	3.80	0.64			
Rapport with Students	Govt.	155	4.14	0.38	2.83	0.01	Significant at 0.05 level
	Private	22	4.00	0.18			
Relationship with Co-workers	Govt.	155	4.08	0.46	1.73	0.09	Not Significant at 0.05 level
	Private	22	3.89	0.63			
Overall Job Satisfaction	Govt.	155	3.77	0.32	0.02	0.09	Not Significant at 0.05 level
	Private	22	3.77	0.41			

Table 3 shows the results of descriptive and inferential statistics of government and private secondary school ad-hoc teachers in their overall job satisfaction and different dimensions. The table indicates that government and private ad-hoc teachers showed a marked difference in salary, promotional avenues and service conditions, physical facilities, institutional plans and policies, and rapport with students. In terms of salary, promotional avenues, and service conditions, government and ad-hoc teachers differed significantly as $t(175) = -2.26, p = 0.02$ is significant at 0.05 level of significance. Likewise, in terms of physical facilities, government and private school ad-hoc teachers differed significantly as $t(175) = -2.11, p = 0.04$ is significant at 0.05 level of significance. Similarly, government and private ad-hoc teachers also showed significant differences concerning institutional plans and policies as $t(175) = 2.96, p = 0.00$ is significant at

0.05 level of significance. In terms of rapport with students government and private ad-hoc teachers differed significantly as $t(175) = 2.83, p = 0.01$ is significant at 0.05 level of significance. However, in terms of an intrinsic aspect of the job, satisfaction with authorities, satisfaction with social status and family welfare, relationship with co-workers, and also in overall job satisfaction, government and private ad-hoc teachers did not differ significantly. Therefore, based on the above analysis, the H_{03} is retained and it is concluded that ad-hoc teachers teaching in government and private secondary schools of Sikkim do not differ significantly in their overall job satisfaction.

Findings and Discussion

The present study found no significant difference in the overall job satisfaction of male and female ad-hoc teachers. This finding aligns with the studies conducted by previous researchers who study also reported no significant gender difference in the job satisfaction of teachers (Mabekoje, 2009; Menon & Reppa, 2011; Kumar & Rajendran, 2015). On the contrary, the study contradicts the study of Ali (2011) who found a significant gender difference in the job satisfaction of teachers. However, a significant gender difference was found in terms of physical facilities and satisfaction with authorities; male teachers with higher mean scores expressed better satisfaction. The likelihood of male teachers having more say in institutional matters might account for such differences in satisfaction with authorities. By nature, female teachers are more likely to prefer adequate standards in terms of physical facilities, which might have contributed to such differences. The study found no significant difference in secondary school teachers' job satisfaction in terms of their teaching experience. In other words, teachers having less than ten years of teaching experience and teachers having more than ten years of teaching experience did not show any marked difference in their overall job satisfaction. Since their appointment is on an ad-hoc basis, they have similar financial status and are expected to carry out an equal amount of workload and hence no difference in their job satisfaction. The finding contradicts the results of Menon and Reppa (2011), whose study had found experienced teachers have better job satisfaction than less experienced ones. Notwithstanding the fact ad-hoc teachers, no matter for many years they serve, are entitled to the same benefits as the freshly appointed ones and undergo a similar level of job satisfaction, hence no significant difference. However, a significant difference was found in terms of institutional plans and policies, where teachers with less than ten years of teaching experience expressed greater contentment than more experienced teachers. The study also found no significant difference in the overall job satisfaction of ad-hoc teachers teaching in government and private secondary schools of Sikkim. The finding however, contradicts the study of Sharma (2016), who found teachers teaching in govt. Schools and rural area teachers to be more satisfied than urban area teachers and teachers of private schools. However, in terms of salary, promotional avenues and service conditions, physical facilities, institutional plans and policies, and rapport with students, a significant difference was found. Teachers teaching in government schools had better satisfaction in salary, promotional avenues and service conditions, institutional plans, policies, and rapport with students. This can be explained in light of the understanding that government school teachers enjoy better financial entitlements. Young teachers appointed on an ad-hoc basis, develop a positive relationship with students, making them better than their private counterparts. Whereas private school teachers were found to be more satisfied in terms of physical facilities. The availability of excellent physical facilities ranging from well-equipped classrooms, laboratories, libraries, and recreational activities possibly explains the higher job satisfaction of private school teachers.

Conclusion

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Job satisfaction is an important indicator of happy, healthy, and productive workers in any organization. As far as teaching is concerned, teachers profoundly influence young learners right from a formative age. This calls for the fact that efforts are made to ensure that teachers are satisfied with their profession at the institutional level. All efforts must be directed towards sustaining the best teachers to ensure educational institutions' growth in general and students in particular. Based on the findings, it can be concluded that ad-hoc teachers are fairly satisfied with their job. However, the availability of physical facilities, better institutional plans and policies, salary, service conditions, and avenues for promotion are core issues that deserve reconsideration and attention. The study also recommends finding ways of strengthening ties between teachers and students since healthy bonding between teachers and students fosters better job satisfaction. Strengthening interpersonal ties among teachers and students certainly paves the way for increased teacher job satisfaction. The creation of a congenial atmosphere in schools, provision of basic facilities, opportunities for teachers to participate in the decision-making process, etc. are essential in ensuring teachers' job satisfaction.

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