A STUDY OF JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS OF GOA

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June 2025

DECLARATION

I, Mr. Sunil Kumar, hereby declare that this thesis entitled **A STUDY OF JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS OF GOA** represents work which has beencarried out by me and that it has not been submitted, either in part or full, to any other University or Institution for the award of any research degree.

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CERTIFICATE

I hereby certify that the above Declaration of the candidate, Mr. Sunil Kumar is true and the work entitled **A STUDY OF JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS OF GOA** was carried out under my supervision.

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CHAPTER I

INTRODUCTION

When viewed simply as transmitting knowledge, skills, and information from teachers to students, education fails to encompass its transformative power fully. It involves tangible aspects of the world and intangible human experiences and narratives that do not have a physical form. Education is the process of acquiring new experiences, and in a broader sense, experiences are considered educative.

The Dictionary of Education (1973) defines education as "*the comprehensive processes thr ough which an individual cultivates abilities, attitudes, and behaviours of practical signific ance within their society; the social mechanism by which individuals are shaped by a meti culously regulated environment (notably that of schools) to attain social competence and o ptimal personal growth.*"

Mehta and Poonga (1997) argued that a nation's progress should not be measured solely by its physical infrastructure but by developing its human resources through a well-structured education system. While physical facilities are important, they are fleeting and can lose value over time. Without a strong educational foundation, a nation struggles to develop and sustain these resources. Therefore, education is a vital factor, not only for equipping future generations with the skills needed to secure a livelihood but also for fostering a deep awareness of pressing social and environmental issues. It plays a key role in nurturing a scientific mindset, independence, and a sense of responsibility, all essential for individuals to become active and responsible citizens.

The importance of secondary education is increasingly being recognized today. The effectiveness of any system is closely linked to the job satisfaction of its employees, and this is also true for the education system. When teachers' basic needs are met, their performance improves, ultimately enhancing the quality of secondary education. Khan (1999) stated that "*salary or compensation addresses the material needs of employees, providing them with a sense of status and significance*."

As Nigama et al. (2018) stated, the role of teachers in society may evolve, but their status remains unchanged. Attracting qualified teachers to the profession remains a significant challenge for educational institutions. A key trait of an effective teacher is maintaining a positive outlook. Job satisfaction, a combination of emotional and psychological experiences derived from work, is crucial for teachers to be motivated and perform

effectively. Teachers play a critical role in shaping the nation by educating future citizens, making their job satisfaction essential for the well-being of society. Content instructors are more inclined to interact effectively with their pupils. Globally, countries strive to enhance their education systems to meet the challenges of globalization. Teachers perform at their best when satisfied with their jobs, so job satisfaction is vital in ensuring quality performance and productivity in schools.

1.1. JOB SATISFACTION

Satisfaction of Job is generally understood as an individual's overall attitude or emotional response towards their job. According to Locke (1976), it is described as a favourable emotional response that arises from evaluating one's job-related experiences. Mosaddagh Rad (2004) posits that job satisfaction is a critical factor in professional succes s, as it contributes to an overall feeling of personal accomplishment, efficiency, productivit y, and effectiveness. Gracia-Bernal et al. (2005) observed that job satisfaction significantly influences employee performance, retention, and turnover rates. Green (2000) views job satisfaction as a psychological condition wherein individuals feel comfortable in their work environment, relatively unaffected by internal or external disturbances.

1.2. THEORIES OF JOB SATISFACTION

Job satisfaction is essential in the fields of organisational psychology, human resource management, and behavioural sciences. This pertains to the degree of positive or negative feelings individuals have regarding their employment. Various theories have developed over the years to elucidate the factors contributing to job satisfaction and its effects on workplace outcomes, including motivation, retention, and performance. Theories are classified into content theories, which emphasise the factors that motivate individuals, and process theories, which examine the mechanisms of motivation.

1.2.1. TWO-FACTOR THEORY OF HERZBERG

Herzberg's Two-Factor Theory, also referred to as the Motivation-Hygiene Theory, was introduced by Frederick Herzberg and his colleagues following a landmark study involving 203 engineers and accountants (Herzberg, Mausner, & Snyderman, 1959). Participants were asked to recall times when they felt exceptionally good or bad about their jobs. The study revealed two categories of job factors that influence employee attitudes: motivators and hygiene.

Motivators (Intrinsic Factors) are factors inherent to the content of the job and reflect the psychological needs for growth and fulfilment. These include achievement, recognition,

responsibility, the nature of the work, opportunities for advancement, and personal growth (Herzberg et al., 1959). These factors significantly enhance job satisfaction because they fulfill employees' desires for personal development and self-actualization (Hennings-Donow, 2025). Vroom (1964) explained that the term motivation originates from the Latin word movere, meaning "to move." Motivation is defined as an internal driving force stemming from individual needs, prompting purposeful actions to achieve desired outcomes. Schulze and Steyn (2003) asserted that an in-depth understanding of employee behaviour necessitates an appreciation of the underlying needs or motives, as these significantly influence workplace actions. Robbins (2001) conceptualised motivation as a process concerned with the fulfilment of needs; when an individual perceives that specific factors satisfy their needs, they are more likely to exert greater effort towards achieving organisational goals. Theoretical frameworks on motivation offer valuable insights into employee behaviour and attitudes (Rowley, 1996; Weaver, 1998). These theories are broadly categorised into content theories and process theories. Content theories emphasise the role of internal needs in directing behaviour, and include seminal contributions by Maslow (1954), McClelland (1961), Herzberg (1966), and Alderfer (1969). The Process Theories examine the dynamic interplay of variables that influence motivation. Key theorists in this domain include Heider (1958), Vroom (1964), Adams (1965), Locke (1976), and Lawler (1973).

In contrast, Hygiene Factors (Extrinsic Factors) pertain to the contextual conditions of the job, such as salary, company policies, working conditions, supervisory practices, interpersonal relations, and security of employability. The presence of hygiene factors may mitigate dissatisfaction; however, their existence alone does not guarantee satisfaction. (Burgess, Baker, & Conner, 2025). For example, a well-paid employee may feel disengaged if the job lacks recognition or meaningful responsibilities.

One of Herzberg's most pivotal contributions is the realization that removing dissatisfaction is not the same as creating satisfaction. The two dimensions operate independently; thus, reducing dissatisfaction (through improved hygiene) is necessary but insufficient for fostering motivation (Frank II, 2025). True job satisfaction stems from enhancing intrinsic motivators. The theory has been widely applied in organizational design, particularly in job enrichment programs which aim to increase employees' intrinsic motivation by giving them more meaningful and autonomous work. Managers are encouraged to redesign roles so employees experience responsibility, achievement, and recognition, rather than simply improving external conditions (Hajikazemi et al., 2025). Herzberg's theory remains highly

relevant in industries like education and healthcare, where intrinsic satisfaction is crucial for performance and retention. For instance, educational institutions that offer professional growth opportunities and recognize teaching excellence tend to report higher faculty satisfaction (Horten, 2025). Herzberg's theory, while practically useful, faces criticism due to methodological limitations, including its dependence on self-reported critical incident techniques and potential biases in recollection (Adams, 2025). Nonetheless, many contemporary studies continue to validate its central distinction, particularly in high-commitment professions.

1.2.2. HIERARCHY OF NEEDS THEORY OF ABRAHAM MASLOW

Abraham Maslow's influential 1943 research article, 'A Theory of Human Motivation', presented the Hierarchy of Needs Theory. This theory asserts that human behaviour is motivated by the fulfilment of a hierarchy of wants (Maslow, 1943). This idea has been extensively used in organisational behaviour and job satisfaction studies to comprehend employee motivation and workplace engagement.

Maslow's hierarchy is commonly depicted as a pyramid consisting of five levels of Needs. The lower or basic survival needs are called Physiological Needs, like food, water, sleep, and shelter. With reference to the job or work, the Physiological needs include adequate pay, comfortable working conditions, and access to rest breaks in the workplace. Upon the fulfilment of physiological demands, humans want physical and emotional security. The second need is Safety Needs, which includes job security, safe work environments, benefits such as health insurance, and stable organizational structures. The third is Love and Belongingness at this stage, employees desire interpersonal relationships, team cohesion, inclusion in group activities, and positive relationships with supervisors and colleagues. The subsequent hierarchical demands are Esteem demands, including the need for self-respect, acknowledgement, accomplishment, and the esteem of others. Organizations fulfill these needs by offering promotions, awards, performance appraisals, and roles that carry responsibility. The highest level need is Self-Actualization, where individuals seek personal growth, fulfillment, and the realization of their potential. In the workplace, this could be through opportunities for innovation, creativity, and autonomy in one's role (Maslow, 1943). Maslow posits that humans must fulfil lower-order wants prior to advancing to higher-order demands. The job satisfaction, employers must ensure that basic and psychological needs are met before expecting employees to be intrinsically motivated or fulfilled in their roles.

Maslow's theory has been influential in human resource management, guiding practices such as structured onboarding (to meet safety and belonging needs), employee recognition programs (esteem needs), and career development plans (self-actualization). It is often used to evaluate whether organizational policies align with employee motivation at various levels (Tyson, 2025). For instance, in educational institutions, where motivation significantly impacts teaching quality, addressing lower-order needs like job security and fair compensation has been shown to enable faculty to focus on higher-order pursuits like professional growth and academic contribution (Horten, 2025). Despite its popularity, Maslow's hierarchy has been subject to several criticisms. The rigidity of the hierarchical order has been challenged, as individuals often pursue multiple levels simultaneously or prioritize higher-level needs despite lower-level deficiencies. For example, educators might pursue self-actualization through teaching excellence even while experiencing financial insecurity (Burgess, Baker, & Conner, 2025). Moreover, empirical studies have failed to universally confirm the sequence and dominance of needs as proposed by Maslow, particularly in culturally diverse settings. Needs prioritization can vary significantly based on cultural, personal, or situational factors (Frank II, 2025). As a result, some scholars suggest that while the model offers a useful conceptual framework, it should not be interpreted as a one-size-fits-all solution.

Despite its limitations, Maslow's theory remains foundational in organizational theory and continues to be adapted into modern frameworks that account for dynamic and individualized needs hierarchies. For example, the theory has been integrated into self-determination models, personalized learning environments in education, and well-being programs in corporate HR settings (Hajikazemi et al., 2025).

1.2.3. ALDERFER'S ERG THEORY

Clayton Alderfer put forth the ERG Theory of Motivation in 1969 as an extension and refinement of Maslow's Hierarchy of Needs. While Maslow posited five distinct levels of needs in a strict hierarchical structure, Alderfer condensed them into three categories: Existence, Relatedness, and Growth (ERG). The ERG theory was developed in response to the limitations and empirical criticisms of Maslow's model, aiming to create a framework that better aligns with the complexity and variability of human motivation, especially in workplace environments (Alderfer, 1969). Existence Needs encompass all material and physiological desires necessary for survival and comfort. In organizational settings, existence needs include salary, job benefits, safe working conditions, and other basic needs

that ensure employees' physical well-being. The second core component is Relatedness Needs, which mainly refers to the desire for meaningful interpersonal relationships. Includes connections with co-workers, managers, teams, and external stakeholders. Relatedness is akin to Maslow's social and esteem needs, emphasizing the importance of mutual respect, trust, and collaboration. The last core component, 'G,' stands for growth needs. Growth involves the intrinsic desire to achieve personal development and self fulfillment through meaningful work. This aligns with Maslow's self-actualization and parts of esteem needs, but ERG theory conceptualizes growth as an ongoing drive rather than a terminal stage.

Unlike Maslow's theory, which requires the satisfaction of lower-level needs before addressing higher ones, ERG Theory allows for greater flexibility. Alderfer introduced the concepts of Satisfaction-progression, which is Similar to Maslow's upward movement, where fulfilling a lower need leads to the pursuit of a higher one, and Frustration-regression, a key innovation in ERG theory. If higher-order wants (e.g., development) remain perpetually unmet, people may revert to lower-order needs (e.g., relatedness or existence), pursuing fulfilment in those areas. (Frank II, 2025).

ERG theory has proven to be more adaptable in real-world contexts where human needs often do not follow a rigid hierarchy. For example, in dynamic and stressful job environments such as education, healthcare, or high-tech industries, employees may shift between needs levels depending on situational pressures and organizational support (Burgess, Baker, & Conner, 2025). Alderfer's model provides a valuable lens for designing HR policies, leadership strategies, and job roles. Organizations that ensure baseline existence needs (e.g., compensation, job security), while also facilitating team cohesion (relatedness) and offering continuous learning and advancement (growth), tend to higher levels of employee satisfaction and engagement (Hajikazemi et al., 2025).

ERG theory is also culturally and contextually sensitive, making it suitable for diverse workplaces where employees may place varying emphasis on needs based on cultural values or personal goals (Tyson, 2025). It supports the idea that employee motivation is fluid, influenced by both internal aspirations and external environmental factors.

Though not as widely cited as Maslow's hierarchy, ERG Theory has received empirical support for its conceptual clarity and practical flexibility. It aligns closely with modern psychological and behavioral research that suggests human motivation is non-linear and context dependent. However, critics argue that it, like Maslow's model, lacks quantitative tools for precise measurement and may oversimplify complex motivational processes (Horten, 2025).

Nevertheless, ERG theory continues to be integrated into modern motivational frameworks and is frequently used in organizational development, leadership training, and workforce management.

1.2.4. THEORY OF NEEDS BY MCCLELLAND

David McClelland's Theory of Needs, or the Three requirements Theory, originated in the 1960s as a dynamic motivational model emphasising learnt needs shaped by life events rather than hierarchical or intrinsic requirements (McClelland, 1961). The theory delineates three fundamental motivational factors that affect workplace behaviour: need for success (nAch), need for affiliation (nAff), and need for power (nPow).

The urge for accomplishment signifies an individual's motivation to strive and attain established objectives. Individuals with a strong drive for achievement like demanding activities, want consistent feedback, and excel in performance-oriented settings. The urge for affiliation pertains to the need for interpersonal connections, cooperation, and social acceptance. Employees motivated by nAff prioritise cohesion and often excel in collaborative environments. Ultimately, the need for power encompasses the aspiration to influence or dominate others. This urge may be personal (centred on domination) or institutional/social (directed towards organisational objectives).

Unlike Maslow or Alderfer’s models, McClelland emphasized that people differ in the strength of these needs, and each individual may be predominantly motivated by one over the others. Importantly, these needs can be measured using the Thematic Apperception Test (TAT), providing a more empirical basis for understanding motivation.

In organizational contexts, McClelland’s theory is widely applied in leadership development and job-role alignment. For instance, individuals with high nPow may be suitable for managerial roles, while those high in nAch excel in goal-oriented positions (Tyson, 2025). The theory’s adaptability across various cultures and its focus on learned behavior make it particularly relevant in today’s diverse workplaces (Frank II, 2025).

1.2.5. JOB CHARACTERISTICS MODEL OF HACKMAN AND OLDHAM

Hackman and Oldham (1976) prepared the Job Characteristics Model (JCM), which is one of the most influential theories in understanding how job design affects employee motivation, satisfaction, and performance. Unlike earlier theories focused on needs or individual traits, JCM emphasizes the role of job structure in shaping psychological states and work outcomes.

The concept has five fundamental job dimensions: Skill diversity refers to the degree to which a position necessitates a range of talents. Task identity refers to the extent to which a job entails the completion of a distinct and recognisable task. Task importance refers to the influence of a role on individuals both inside and beyond the organisation. Autonomy refers to the degree of independence and discretion permitted in the scheduling and execution of tasks. The last factor is Feedback, referring to the clarity and directness of performance information provided to the employee.

These factors affect three essential psychological states: Experienced Meaningfulness, Experienced Responsibility, and Knowledge of Results. Upon activation, these states result in increased internal work motivation, job satisfaction, and performance, while simultaneously reducing absenteeism and turnover (Hackman & Oldham, 1976).

A central concept in JCM is the Motivating Potential Score (MPS), a mathematical formula used to predict the motivational quality of a job depending on five dimensions. This has practical value in evaluating and redesigning jobs to enhance employee engagement.

The model has been successfully applied across sectors such as education, healthcare, and information technology. For example, educators given more Autonomy and Feedback are often found in higher levels of intrinsic motivation and job satisfaction (Horten, 2025; Adams, 2025). JCM also aligns well with modern trends in job enrichment and employee centred design, making it a cornerstone in contemporary HR strategies.

1.2.6. EQUITY THEORY BY STACEY ADAMS

Equity Theory, created by John Stacey Adams in 1963, emphasises fairness as a fundamental element of motivation and work satisfaction. Employees assess the equity of their work circumstances by juxtaposing their input-output ratio (e.g., effort, talents, experience vs rewards, compensation, recognition) with that of comparable individuals, colleagues, peers, or industry benchmarks.

If individuals perceive equity, they are likely to feel satisfied and motivated. If they perceive inequity, such as being under-rewarded or over-rewarded relative to others, it can lead to emotional distress and demotivation. Employees may respond to this perceived inequity by altering their inputs (e.g., reducing effort), seeking changes in outcomes (e.g., demanding raises), or even exiting the organization (Adams, 1963).

Equity theory is rooted in cognitive dissonance, the discomfort individuals feel when they sense imbalance or injustice in their social exchanges. The theory has significant

implications for HR policies, compensation strategies, and performance management systems, where perceptions of fairness directly impact organizational outcomes.

Equity theory plays a crucial role in discussions around diversity, equity, and inclusion (DEI) in modern organizational settings. Employees from underrepresented groups who perceive systemic inequities may experience lower job satisfaction, engagement, and organizational commitment (Almandoz, 2025). Likewise, performance evaluation practices must be designed to ensure transparency and fairness to avoid perceptions of bias.

Research in healthcare and education also confirms that perceived fairness in recognition, workload distribution, and leadership treatment strongly correlates with job satisfaction (Quoi, 2025). Thus, equity theory remains a vital lens for understanding the psychological foundations of workplace motivation.

1.2.7. EXPECTANCY THEORY (VROOM, 1964)

Victor Vroom formulated Expectancy Theory, a foundational theory of motivation which explains how individuals make decisions regarding various behavioral options in 1964. The theory posits that motivation is influenced by a rational assessment of three components: expectation, instrumentality, and valence (Vroom, 1964). Expectancy is an individual's conviction that effort will result in successful performance. If employees believe their hard work will not impact performance due to systemic barriers or inadequate tools, their motivation diminishes. Instrumentality is the perception that successful performance will lead to desired outcomes. If employees believe rewards (e.g., pay raises, promotions) are not reliably tied to performance, instrumentality will be low. Valence reflects the subjective value an individual places on the outcomes. For instance, an employee might value time off more than a financial bonus, and rewards must align with personal preferences to be motivating.

The three components combine multiplicatively, meaning that overall motivation collapses if any element is zero. Therefore, all three conditions must be satisfied for optimal motivation: individuals must believe they can perform (expectancy), believe performance leads to rewards (instrumentality), and value those rewards (valence).

In contemporary organizations, Expectancy Theory underpins performance-based reward systems, goal-setting programs, and employee development plans. For example, when performance appraisal systems are transparent and consistently linked to promotion decisions, employees are more likely to exhibit motivated behavior (Yu, 2025).

Moreover, the theory is highly applicable in dynamic workplaces such as sales, healthcare, and education, where personal effort must visibly translate into outcomes to sustain motivation and job satisfaction (Hennings-Donow, 2025).

1.2.8. SELF-DETERMINATION THEORY (SDT)

Self-Determination Theory (SDT), created by Deci and Ryan in 1985, serves as a comprehensive framework for understanding human motivation and personality, especially within social and occupational contexts. Self-Determination Theory primarily underscores the significance of intrinsic drive and delineates three essential psychological needs: Autonomy, Competence, and Relatedness. Autonomy pertains to the need of seeing oneself as in command of one's actions and objectives. In the workplace, people exhibit enhanced performance and more satisfaction when granted autonomy in their roles. Competence is the need to see oneself as efficient and competent. Employees exhibit heightened motivation when provided with feedback, acknowledgement, and opportunity for skill enhancement. Relatedness encompasses the sensation of connection to others, including coworkers, supervisors, and the broader organisation. A feeling of belonging amplifies emotional commitment to the task.

Unlike earlier theories emphasizing extrinsic rewards, SDT suggests that sustainable motivation arises from fulfilling these intrinsic needs, leading to higher well-being, engagement, and job satisfaction (Deci & Ryan, 2000). Moreover, while extrinsic rewards (e.g., bonuses) may initially motivate, they can undermine intrinsic motivation if perceived as controlling or conditional.

In practical terms, SDT has been applied to leadership styles, employee development, and organizational culture design. Workplaces supporting autonomy, such as flexible scheduling, participative decision-making, or role enrichment, report higher retention and satisfaction (Hennings-Donow, 2025). For instance, teachers who experience autonomy and recognition tend to feel more committed to their institutions. The theory aligns with current trends in employee empowerment, making it highly relevant in modern knowledge-based and service-driven industries (Quoi, 2025).

1.2.9. JOB DEMANDS AND RESOURCES (JD-R) MODEL

The Job Demands-Resources (JD-R) Model, established by Demerouti et al. (2001), is a contemporary and adaptable paradigm for examining job-related stress, motivation, and satisfaction in various occupational contexts. Unlike earlier motivation theories that assumed a universal set of needs or job characteristics, the JD-R model accommodates the

diverse nature of work by dividing all job factors into two broad categories: job demands and job resources. Job demands refer to the physical, psychological, or organisational elements of a job that need continuous effort. Examples include substantial workload, time constraints, emotional pressures, and job uncertainty. Excessive workloads are associated with burnout and health deterioration. Job resources facilitate the attainment of work objectives, mitigate pressures, or promote development. These include assistance from peers and superiors, autonomy in the workplace, performance evaluations, and chances for professional growth.

A fundamental tenet of the JD-R model is the existence of two processes; the first is A health deterioration process in which excessive demands result in burnout. Secondly, a motivating process whereby enough resources foster involvement and happiness (Bakker & Demerouti, 2007).

The JD and R model has been empirically validated across various sectors, including construction, education, and healthcare, proving particularly relevant in high-pressure environments. For instance, studies in the engineering sector show that mindfulness training, paired with sufficient resources, significantly reduces stress and improves satisfaction (Hajikazemi et al., 2025). Importantly, the JD-R model is diagnostic and prescriptive, enabling organizations to tailor interventions such as reducing unnecessary demands or enhancing social support to improve employee well-being and performance. Its versatility makes it one of the most extensively used models in contemporary organisational research and practice.

1.2.10. EMERGING PERSPECTIVES

In response to evolving workplace dynamics, contemporary perspectives on job satisfaction have moved beyond traditional motivation models to integrate emotional, ethical, social, and cognitive factors that influence employee experiences. These newer frameworks recognize that job satisfaction is multidimensional and context-dependent, especially in diverse, technology-driven, and ethically complex environments.

One such development is the integration of moral reasoning and ethical behavior into job satisfaction research. For example, healthcare and education professionals report higher satisfaction when their values align with organizational ethics and when they have the moral courage to act accordingly (Quoi, 2025). In these settings, ethical climate and value congruence strongly predict satisfaction and retention.

Another emerging area is the Relational Sacrifice Theory, which explores how perceived sacrifices made in relationships (personal or professional) can influence job satisfaction. When employees feel their contributions are appreciated or reciprocated, their emotional investment in work increases (Yu, 2025). However, unresolved relational imbalances may lead to guilt or burnout, indicating the need for balanced, respectful workplace relationships. Mindfulness-based models are also gaining traction. These emphasize awareness, presence, and emotional regulation to manage stress and enhance satisfaction, particularly in high-demand sectors like construction and healthcare (Hajikazemi et al., 2025). Such approaches underscore a growing interest in employee well-being as both a precursor and a product of job satisfaction.

Lastly, modern frameworks increasingly recognize intersectionality—the impact of race, gender, age, and cultural background on workplace experience and satisfaction. These nuanced perspectives offer inclusive strategies for managing diverse workforces and promoting equitable satisfaction outcomes (Almandoz, 2025).

These emerging theories expand our understanding of job satisfaction beyond basic needs or job structure, aligning it with broader concerns of ethics, identity, emotion, and well-being.

1.3. FACTORS INFLUENCING JOB SATISFACTION

Harrell (1968), in his seminal work Industrial Psychology, identified that a constellation of interrelated factors influences job satisfaction. He categorised these influences into three broad domains: personal factors, factors inherent in the job, and factors controllable by management.

1.3.1. PERSONAL FACTORS

Employees' personal characteristics significantly impact their perception of job satisfaction. These include demographic and psychological characteristics like the gender, marital status, level of education, personality traits, family history, and socio-economic position.

1.3.2.1. GENDER

Numerous empirical research indicate that female workers often demonstrate more job satisfaction than their male colleagues. This trend, despite persistent issues such as gender discrimination and wage disparities, is often attributed to relatively lower financial expectations and career aspirations among women.

1.3.2.2. NUMBER OF DEPENDENTS

A higher number of dependents is typically associated with reduced job satisfaction, possibly due to increased financial pressure and stress. However, the variation in satisfaction levels due to this factor is often minimal.

1.3.2.3. AGE

The relationship between age and job satisfaction is complex and varies across contexts. Older employees tend to report higher levels of intrinsic satisfaction (e.g., related to achievement and meaningfulness of work) while often expressing lower satisfaction regarding extrinsic elements such as salary or occupational prestige.

1.3.2.4. TENURE IN THE ORGANISATION

Job satisfaction tends to follow a U-shaped curve over time. It is generally higher during the initial phase of employment, declines over the next five to eight years, and then gradually increases with prolonged association with the organisation.

1.3.2.5. EDUCATIONAL ATTAINMENT

The research concerning the impact of education on work satisfaction is inconclusive. Some studies indicate that more education correlates with increased contentment owing to improved career opportunities, while others contend that highly educated persons often possess heightened expectations that may not be met.

1.3.2. FACTORS INHERENT IN THE JOB

These are attributes directly related to the nature of the job itself, independent of external influences. Increasingly, such factors are becoming critical in employee selection and retention.

1.3.2.1. NATURE OF WORK

The diversity and complexity of tasks significantly affect job satisfaction. Roles involving varied and intellectually stimulating tasks tend to generate higher satisfaction than monotonous and repetitive work.

1.3.2.2. SKILL REQUIREMENTS

Job satisfaction is positively correlated with the level of skill required for the role. Skilled workers often derive satisfaction directly from the competent execution of their tasks, with factors like salary or work conditions becoming relevant primarily when the intrinsic satisfaction from skill use is diminished.

1.3.2.3. OCCUPATIONAL STATUS

Occupational status, determined by societal perceptions, indirectly influences job satisfaction. Employees in lower-status roles often experience dissatisfaction and may seek positions with higher perceived prestige. While these values are culturally stable within a country, they can vary internationally and evolve under changing socio-economic conditions.

1.3.2.4. SIZE OF THE ORGANISATION

The size of the organisation affects interpersonal relationships and communication. Smaller organisations often promote more frequent and informal interaction, increasing satisfaction. In larger organisations, such interaction depends largely on organisational structure and the nature of assigned roles.

1.3.3. FACTORS CONTROLLABLE BY MANAGEMENT

Organisational practices and managerial decisions play a crucial role in shaping job satisfaction. These include supervision quality, job security, interpersonal relations, compensation, and prospects for career growth.

1.3.3.1. JOB SECURITY

Job security is a basic phenomenon of satisfaction, particularly for the average worker. However, individuals with higher educational qualifications tend to place less emphasis on security, possibly due to greater employment opportunities or confidence in their employability.

1.3.2.1. COMPENSATION

Although management frequently emphasizes monetary compensation, it does not consistently emerge as the primary determinant of job satisfaction. Factors such as job security and the nature of work often take precedence. Nevertheless, the importance of pay is context-dependent, varying with economic conditions and employee expectations.

1.3.2.2. OPPORTUNITIES FOR ADVANCEMENT

Career advancement is especially significant for younger employees. The belief that merit is rewarded and that there is scope for progression contributes positively to job satisfaction, even in cases where promotions are not immediately expected.

1.3.2.3. RELATIONSHIP WITH CO-WORKERS

A collegial and cooperative work environment contributes to overall satisfaction. Long-standing working relationships, particularly in sectors like banking, foster mutual support.

However, interpersonal dynamics can be influenced by expectations of reciprocity in favours and assistance.

1.3.2.4. QUALITY OF SUPERVISION

Adequate supervision ensures that tasks are completed efficiently and also encourages employee involvement. Supportive, equitable, and communicative supervisors are more likely to enhance the work satisfaction of their subordinates.

1.4. FACTORS INFLUENCING TEACHER JOB SATISFACTION

Retaining teachers effectively is contingent upon ensuring their job satisfaction in the teaching profession. Satisfied teachers tend to demonstrate enhanced performance in classroom and reduced turnover intentions (Skaalvik & Skaalvik, 2014). The incentives either financial or non-financial or both are instrumental in promoting teachers' job satisfaction, thereby decreasing attrition rates (Aydin, Sarier, & Uysal, 2013). A positive level of satisfaction about their profession among teachers contributes to improved productivity and classroom effectiveness. Motivated and satisfied educators are more inclined to inspire and involve their pupils in significant educational experiences. Conversely, empirical studies indicate that inadequate job satisfaction may lead even highly qualified and competent educators towards burnout, absenteeism, and eventual departure from the profession (Chamundeswari, 2013). Teacher satisfaction is affected by aspects including work-related objectives, self-efficacy, positive emotions, organisational support, and working environment (Van den Berghe et al., 2014).

1.4.1. WORK GOALS

Workplace dynamics such as biases, levels of support, and resistance significantly influence the achievement of professional goals (Herzberg, Mausner, & Snyderman, 2011; Hyvonen et al., 2009). Work is conceptualised as a combination of daily responsibilities and the degree of autonomy afforded to employees (Herzberg et al., 2011). Goal clarity and alignment with individual roles enhance subjective well-being and professional efficacy, thereby contributing to overall job satisfaction (Luthans, 2002). Goal-setting theory posits that the establishment of ambitious objectives correlates positively with heightened satisfaction, whereas more modest goals may reduce it (Locke & Latham, 2006). Empirical findings suggest that teachers who set higher goals experience greater satisfaction with their work (Koestner et al., 2002; Wiese & Freund, 2005).

1.4.2. SELF-EFFICACY

The components of competence and attitude are central elements to the fulfilment of goals. Teachers who exhibit commitment, motivation, enthusiasm, and perseverance tend to reflect high levels of self efficacy. In this regard, self-efficacy denotes a teacher's confidence in their capacity to attain certain academic objectives using proficient educational methods (Skaalvik & Skaalvik, 2014; Soodak & Podell, 1996). A robust body of research has established a positive correlation between teachers' self-efficacy and student performance (Dicke et al., 2014). Satisfaction in the teaching profession is closely linked to self-efficacy, which influences classroom practices. Teachers with strong self-efficacy are more likely to adopt innovative teaching methods, demonstrate better organisational abilities, and set clear instructional goals (Moulding, Stewart, & Dunmeyer, 2014; Rodriguez et al., 2014). Moreover, heightened self-efficacy enhances work satisfaction and fosters enduring commitment to the teaching profession (Hosford & O'Sullivan, 2016; Soodak & Podell, 1993; Aldridge & Fraser, 2016; Skaalvik & Skaalvik, 2017).

1.4.3. POSITIVE AFFECT

Positive affect denotes an individual's predisposition to experience optimistic emotions and states of mind (Watson, Clark, & Tellegen, 1988). A favourable emotional orientation towards work significantly contributes to job satisfaction (Tett & Meyer, 1993; Wayne et al., 2013). It also facilitates more efficient emotional processing, decision-making, and conflict resolution. Teachers exhibiting positive affect are better equipped for strategic planning, problem-solving, and sustained goal pursuit (Abbas et al., 2014). A strong empirical relationship exists between positive affect and job satisfaction, whereby individuals with greater emotional positivity report higher levels of occupational contentment (Todorova, Bear, & Weingart, 2014).

1.4.4. GOAL SUPPORT

Goal support denotes the external assistance offered to an individual to surmount obstacles in attaining personal and professional objectives, especially concerning self-efficacy (Righetti, Kumashiro, & Campbell, 2014). Empirical data indicates that supportive organisational cultures characterised by encouragement, acknowledgement, and motivation improve work satisfaction and task performance (Lent & Brown, 2006; Tang, Siu, & Cheung, 2014). Lent and Brown's (2006) methodology emphasises that assistance in achieving goals enhances job satisfaction. Although several studies indicate relatively little correlations, other research underscores the significant impact of support from colleagues,

supervisors, and family on work satisfaction enhancement. (Babin, Boles, & Griffin, 2015; Cullen et al., 2014; Grant, 2014; Tang et al., 2014).

1.4.5. WORKING CONDITIONS

In educational institutions, working conditions encompass infrastructure, policy frameworks, administrative support, and teacher empowerment (Nie et al., 2015). The literature extensively documents the significant influence of working conditions on teachers' job satisfaction (Hui et al., 2014; Karim, Khan, & Shamim, 2017). Institutional policies and supportive work environments are particularly critical. Poor infrastructure, ambiguous policies, or excessive workloads can lead to dissatisfaction, impeding effective teaching and classroom management (Jordan et al., 2017; Khany & Tazik, 2016; Demirdag, 2015). Enhancing the quality of working conditions is therefore essential to foster professional satisfaction and long-term retention of teachers

In his renowned book Industrial Psychology, Harrel (1968) stated that various interconnected factors shape an employee's job satisfaction. This research, as presented in Table 1.1, compares the general employee's job satisfaction with that of a 'Teacher', revealing interesting insights into the factors influencing job satisfaction.

Table 1.1: Determinants of Teacher Job Satisfaction

Factor	General Description	Teacher-Specific Impact
Work Goals	Clear and supported goals improve satisfaction and performance (Luthans, 2002; Locke and Latham, 2006).	Teachers with well-defined academic and instructional goals feel more fulfilled and motivated (Koestner et al., 2002; Wiese and Freund, 2005).
Self-Efficacy	Belief in one's ability to succeed enhances engagement and persistence (Skaalvik and Skaalvik, 2014).	Teachers with high self-efficacy adopt innovations and remain committed (Hosford and O'Sullivan, 2016; Moulding et al., 2014).
Positive Affect	Positive emotions improve workplace satisfaction and effectiveness (Watson et al., 1988; Tett and Meyer, 1993).	Teachers with a positive attitude are more engaged and emotionally resilient (Todorova et al., 2014; Abbas et al., 2014).
Goal Support	Support from colleagues and supervisors' boosts satisfaction	Administrative and collegial support reduces stress and increases teacher

Factor	General Description	Teacher-Specific Impact
	(Lent and Brown, 2006; Tang et al., 2014).	morale (Grant, 2014; Cullen et al., 2014).
Working Conditions	Infrastructure and policies impact satisfaction (Nie et al., 2015; Karim et al., 2017).	Adequate infrastructure and policies enhance satisfaction; excessive workload reduces it (Demirdag, 2015; Khany and Tazik, 2016).

1.5. TEACHERS AT SECONDARY SCHOOLS IN GOA

Teaching is widely regarded as one of the most socially significant professions, especially at the secondary school level, where educators play a formative role in students' academic and personal development. In the Indian context, teachers not only impart knowledge but also serve as community leaders, moral exemplars, and facilitators of social mobility. Despite this, the issue of teacher job satisfaction remains a persistent concern, with disparities across regions and school types.

In the state of Goa, teachers at secondary schools operate within a complex matrix of cultural diversity, linguistic multiplicity, and evolving policy frameworks under the Goa Board of Secondary and Higher Secondary Education (GBSHSE), Goa. While Goa boasts a high literacy rate (88.7% as per Census 2011) and strong educational infrastructure, teachers often encounter unique professional challenges, including heavy administrative workloads, curriculum changes, pressure from school managements, and lack of adequate professional recognition.

National studies (e.g., Kumar & Bhatia, 2023; Singh, 2022) have consistently reported that variables affecting satisfaction with job include teaching autonomy, salary levels, relationships with colleagues and administration, and opportunities for professional growth. These findings also resonate within Goa, where anecdotal reports and local educational surveys suggest that while many teachers express intrinsic satisfaction from teaching, they are often burdened by limited career advancement, delayed promotions, and policy ambiguities, especially in aided and private schools.

The rise of private tutoring, digital learning mandates, and post-pandemic educational reforms have intensified the need for robust support systems and responsive school leadership, directly affecting job morale and satisfaction among teachers.

Understanding the specific motivational dynamics and workplace conditions of teachers at secondary schools in Goa is essential not only for improving teacher retention and performance but also for shaping policy reforms that align with teachers' psychological and professional needs. The use of ancient and modern theories of job satisfaction, including Herzberg's Two-Factor Theory, Maslow's Hierarchy, and the Job Demands-Resources Model, offers a significant foundation for analysing these intricate characteristics within Goa's educational setting.

1.6. NEED AND SIGNIFICANCE OF THE RESEARCH

Job satisfaction is a critical factor in fostering a productive, committed, and stable academic workforce. Rewards and training are essential components in establishing a conducive institutional environment in public service, which, in turn, supports a robust and effective performance evaluation system (Faizal, 2005). Research involving Malaysian academics emphasizes that organizational support and the alignment between an individual's competencies and job significantly contribute to career success (Said et al., 2015). Similarly, findings from a study on Chinese university educators reveal that increased perceived organizational support correlates with enhanced job satisfaction (Pan et al., 2015).

Transformational leadership is crucial in academic settings. Research has repeatedly shown its impact on work satisfaction among academic personnel in public higher education institutions (Ahmad, Bibi, & Majid, 2017; Baron & Greenberg, 2003; Alonderiene & Majauskaite, 2016; Hashim, Khattak, & Kee, 2016). Job satisfaction correlates with aspects like success, recognition, responsibility, and opportunity for personal and professional development (Flowers & Hughes, 1973). These factors are intricately linked to enhanced creativity and productivity in the workplace (Catano, Darr, & Campbell, 2007).

For university faculty members, job security (Oshagbemi, 1997) and the recognition that contributes to identity development (Lankveld et al., 2017) are also critical. Enhanced working circumstances not only elevate job happiness but also fortify organisational commitment (Nawab & Bhatti, 2011). Research conducted by private institutions in Bangladesh highlights that working circumstances are a primary determinant of academic job satisfaction (Masum, Azad, & Beh, 2015). Major stressors in the teaching profession include inadequate office facilities, excessive administrative paperwork (Tahseen, 2015), and limited access to professional development opportunities (Bhatti et al., 2014; Tahseen, 2015; Adhikari & Barbhuiya, 2016).

Inconsistencies in salary satisfaction across countries further highlight the complexity of job satisfaction. For example, while Oshagbemi (2000) found widespread dissatisfaction with salaries among UK university teachers, Adhikari and Barbhuiya (2016) reported high satisfaction with pay among teachers at a public university in Assam, India. A study of 125 full-time working university educators in Pakistan found that many factors including compensation, advancement opportunities, colleagues, job stability, training, and working conditions substantially affect organisational commitment (Ali & Zafar, 2006). Likewise, Sheikh (2017) found that a reward system, collegiality, and a positive social environment were major contributors to job satisfaction in a qualitative study of university educators.

Financial compensation remains a central issue in job satisfaction discussions. Arubayi (1991) argued that money serves both as a motivator and as a means of psychological fulfillment. Demaki (2012) similarly emphasized the dual material and emotional roles of financial compensation. However, satisfaction is not solely monetary. Agu (2011) noted that while teachers may be content with their salary, other institutional factors—such as administrative attitudes and outdated policies may lead to dissatisfaction. Okonkwo and Obineli (2011) observed that poor salaries and inadequate workplace conditions often result in demotivated public school teachers.

Training and professional development opportunities are other influential determinants. Ewen (2008) noted that access to such resources directly affects teachers' job satisfaction. Job satisfaction, a commonly examined variable in organisational behaviour (Spector, 1997), has been associated with institutional leadership and decision-making. Hui et al. (2013) conducted research on Chinese school administrators, revealing that their leadership and decision-making styles substantially affected teacher work satisfaction, with decision-making styles moderating the effect of leadership.

Demographic variables also show varying effects. Rahman (2008), in a study of Bangladeshi college educators, identified gender as a strong predictor of work satisfaction, whereas age and experience shown no influence. Mahmood et al. (2011) in their study found that female teachers expressed higher satisfaction than males, though no significant difference was found between urban and rural educators. They emphasized administrative support as a central factor influencing satisfaction levels.

Further studies reinforce the urban-rural divide in satisfaction. Pabla (2012) reported that rural school teachers generally experience lower satisfaction levels than their urban counterparts, largely due to disparities in infrastructure and support. Intrinsic and extrinsic factors such as autonomy, recognition, opportunities for growth, and collegial relationships

emerged as core influencers. In Sri Lanka, Kappagoda (2013) highlighted the role of emotionally intelligent principals in enhancing teacher satisfaction, emphasizing relational and behavioral factors.

Reilly et al. (2014) conducted Irish research that revealed no gender differences in work satisfaction, self-efficacy, or felt stress among primary school teachers. However, they noted a weak negative correlation between teaching experience and job satisfaction, suggesting that satisfaction may decline over time. Perceived stress was found to be a major significant predictor, though specific stressors were not clearly identified.

In summary, the reviewed literature illustrates that teacher job satisfaction is a multi-dimensional construct influenced by organizational, psychological, and socio-economic factors. Given its strong impact on performance, retention, and institutional quality, there is a clear and urgent need for further research, particularly within specific regional and cultural contexts. This study, therefore, aims to explore job satisfaction of teachers from secondary schools in Goa, contributing to the discourse by contextualizing findings within the Indian education system and offering practical insights for policy and practice.

From the studies reviewed, the researcher has gained a clear understanding of the critical role that job satisfaction plays, particularly in the teaching profession. Key findings suggest that enhancing perceived organizational support, which refers to the belief that the organization values their contributions and cares about their well-being, can significantly improve job satisfaction. Better working conditions, including factors such as class size, resources, and administrative support, can strengthen teachers' commitment to their institutions. Ewen (2008) emphasized that teacher satisfaction is strongly associated with the quality and availability of training and career development opportunities, underscoring the importance of investing in these areas. Hui et al. (2013) reported a significant positive relationship between teachers' job satisfaction and school principals' leadership and decision-making styles. According to Rahman (2008), gender has a notable impact on job satisfaction, whereas age and teaching experience appear to have a lesser influence. Additionally, other studies have identified achievement, recognition, responsibility, opportunities for growth, and intrinsic motivation as critical determinants of job satisfaction. However, many public-school teachers experience low motivation and job dissatisfaction due to inadequate salaries and substandard working conditions.

These findings underscore the crucial need to promote job satisfaction among teachers, a factor that significantly influences educational outcomes for future generations. The researcher firmly believes that assessing teachers' job satisfaction levels and determinants

can provide invaluable insights for educational authorities to address systemic issues, particularly in the Unique context of Goa. Given that most existing studies focus on regions outside Goa, and there is limited research on teachers' job satisfaction within the state, this study seeks to fill that gap by examining the job satisfaction of teachers at secondary schools in Goa, thereby establishing the need and significance of the present research.

1.7. STATEMENT OF THE RESEARCH PROBLEM

The teaching profession, particularly at the secondary school level, is crucial in influencing students' intellectual, emotional, and social growth. Teachers' work happiness is not only a personal concern but a crucial element that affects their motivation, classroom efficacy, professional retention, and the whole school environment. In recent years, escalating administrative demands, evolving curriculum standards, policy reforms, socio-cultural expectations, and disproportionate workloads have heightened concerns about the professional satisfaction and well-being of teachers at secondary schools throughout India, including Goa.

With its unique socio-cultural and educational landscape, Goa offers a blend of public and private educational institutions functioning under varied management systems and resource provisions. Teachers in these schools operate under differing conditions of service, infrastructure, leadership styles, and community expectations. While some enjoy supportive work environments, others face challenges such as limited growth opportunities, delayed promotions, lack of recognition, inadequate facilities, and excessive non-teaching duties. These characteristics may profoundly influence their work happiness, hence affecting their performance and dedication to the profession.

Despite national and state initiatives aimed at enhancing educational quality via teacher training, performance appraisal systems, and infrastructure development, there is a paucity of empirical data evaluating how these interventions affect the experiences and satisfaction levels of teachers at secondary schools in Goa. Moreover, variables like gender, tenure, management style (government or government-aided), and school location (urban or rural) may subtly affect work satisfaction in ways that have yet to be well examined.

This research, entitled “A Study of Job Satisfaction among Teachers at secondary schools of Goa,” aims to thoroughly analyse the degree and facets of job satisfaction among secondary school educators in the state. The difference between urban and rural environments may subtly affect work satisfaction in ways that are not well examined. The research’s goal is to identify key contributing and hindering factors, analyse demographic

and institutional variables affecting satisfaction, and offer recommendations for creating more fulfilling and sustainable teaching environments. Understanding these aspects is crucial for enhancing teacher morale and retention and ensuring educational excellence and equity across Goa's secondary schools.

1.8. OPERATIONAL DEFINITIONS OF KEY TERMS

1.8.1. SECONDARY SCHOOL TEACHERS

The *Teachers at secondary schools* refer to trained educators who are currently teaching at the secondary school level, specifically from Classes VIII to X, in institutions approved by the Government of Goa. These teachers possess a minimum educational qualification of B.Sc. and B.Ed. or B.A. and B.Ed. and are employed in Government or Government-aided schools located in both rural and urban areas of Goa. All selected schools follow the Goa State syllabus prescribed by the Directorate of Education, Government of Goa. The teaching experience of the participating teachers ranges from less than five years to more than fifteen years, ensuring representation across different levels of professional experience.

1.8.2. JOB SATISFACTION

Job satisfaction among teachers at secondary schools pertains to their general comfort and perceptions on many facets of their work environment. It includes both inner and extrinsic aspects, such as wage satisfaction, working conditions, promotions, physical facilities, institutional policies, satisfaction with management, social standing, family welfare, connections with students, and interactions with colleagues. The satisfaction with their jobs of secondary-level teachers in Goa is assessed using a standardised Job Satisfaction Scale (JSS) created and verified by the researchers. This scale assesses job satisfaction across the following five dimensions:

i. Satisfaction with Salary and Welfare: Perceptions of financial remuneration, benefits, and family-related welfare support.
ii. Satisfaction with Coworkers: Quality of interpersonal relationships, collaboration, and support among colleagues.
iii. Satisfaction with Administration: Views on leadership, decision-making, and administrative support.
iv. Satisfaction with Profession: Intrinsic motivation, pride in teaching, and professional identity.
v. Satisfaction with Personal Growth: Opportunities for career advancement, skill development, and self-fulfilment.

1.8.3. JOB SATISFACTION FACTORS

In the present study, Job Satisfaction Factors refer to the key elements that influence the overall sense of fulfilment and contentment experienced by teachers at secondary schools in their professional roles. These factors are identified, categorized, and analysed using a researcher-developed and validated instrument, the Job Satisfaction Factors Analysis Questionnaire (JSFAQ). The investigation examines five primary areas that influence work satisfaction:

i. Personal Factors: Includes individual attributes such as health, motivation, emotional well-being, and work-life balance.
ii. Social Factors: Encompasses the quality of interpersonal relationships, social recognition, and societal perception of the teaching profession.
iii. Institutional Environment Factors: Pertains to aspects such as school infrastructure, leadership style, administrative support, and organizational culture.
iv. Professional Factors: Relates to opportunities for professional development, career advancement, autonomy in teaching, and job security.
v. Compensation and Benefit Factors: Covers salary, allowances, incentives, retirement benefits, and other financial and non-financial rewards**.**

1.9. OBJECTIVES OF THE STUDY

1. To evaluate the overall job satisfaction levels of teachers from secondary schools in Goa.
2. To investigate existence of significant differences in job satisfaction of teachers from secondary schools in Goa.
3. To determine if job satisfaction levels vary significantly based on gender of teachers from secondary schools in Goa.
4. To examine if job satisfaction levels differ significantly according to the locale (rural or urban) of teachers from secondary schools in Goa.
5. To analyse whether job satisfaction varies notably based on the type of school management (Government or Aided) of teachers from secondary schools in Goa.
6. To evaluate whether job satisfaction levels differ significantly for teachers from secondary schools in Goa with varying years of educational experience (0–5, 5–10, 10–15, and over 15 years).
7. To identify the major factors contributing to job satisfaction of teachers from secondary schools in Goa.

8. To explore whether the factors influencing job satisfaction differ significantly for teachers from secondary schools in Goa based on gender.
9. To explore whether the factors influencing job satisfaction vary significantly based on the locale of teachers from secondary schools in Goa.
10. To explore whether the factors influencing job satisfaction differ significantly based on the type of school management of teachers from secondary schools in Goa.
11. To examine the relationship between overall job satisfaction and its contributing factors for teachers from secondary schools in Goa, with reference to gender, locale, and type of school management.

1.10. HYPOTHESES OF THE STUDY

H_{11}: There exists a statistically significant difference in overall job satisfaction of teachers from secondary schools in Goa.

H_{12}: There exists a statistically significant difference in job satisfaction of teachers from secondary schools in Goa on the basis of gender.

H_{13}: There exists a statistically significant difference in job satisfaction of teachers from secondary schools in Goa according to their locale (rural or urban).

H_{14}: There exists a statistically significant difference in job satisfaction of teachers from secondary schools in Goa based on the type of school management (Government or Aided).

H_{15}: There exists a statistically significant difference in job satisfaction of teachers from secondary schools in Goa across different ranges of teaching experience (0–5, 5–10, 10–15, and over 15 years).

H_{16}: There exists a statistically significant difference in factors of job satisfaction of teachers from secondary schools in Goa.

H_{17}: There exists a statistically significant difference in factors of job satisfaction of teachers from secondary schools in Goa based on gender.

H_{18}: There exists a statistically significant difference in factors of job satisfaction of teachers from secondary schools in Goa based on their locale (urban or rural).

H_{19}: There exists a statistically significant difference in factors of job satisfaction of teachers from secondary schools in Goa with respect to the type of school management.

H_{110}: There exists a statistically significant relationship between overall job satisfaction and the identified contributing factors of teachers from secondary schools in Goa.

H_{111}: There is a statistically significant relationship between overall job satisfaction and the contributing factors when examined with respect to gender, locale, and type of school management of teachers from secondary schools in Goa.

1.11. NULL HYPOTHESES OF THE STUDY

H_{01}: There is no statistically significant difference in overall job satisfaction of teachers from secondary schools in Goa.

H_{02}: There is no statistically significant difference in job satisfaction of teachers from secondary schools in Goa based on gender.

H_{03}: There is no statistically significant difference in job satisfaction of teachers from secondary schools in Goa according to their locale (rural or urban).

H_{04}: There is no statistically significant difference in job satisfaction of teachers from secondary schools in Goa based on the type of school management (Government or Aided).

H_{05}: There is no statistically significant difference in job satisfaction of teachers from secondary schools in Goa based on years of teaching experience (0–5, 5–10, 10–15, and over 15 years).

H_{06}: There is no statistically significant difference in factors of job satisfaction of teachers from secondary schools in Goa.

H_{07}: There is no statistically significant difference in factors of job satisfaction of teachers from secondary schools in Goa based on gender.

H_{08}: There is no statistically significant difference in factors of job satisfaction of teachers from secondary schools in Goa based on locale.

H_{09}: There is no statistically significant difference in factors of job satisfaction of teachers from secondary schools in Goa based on the type of school management.

H_{010}: There is no statistically significant relationship between overall job satisfaction and the identified contributing factors of teachers from secondary schools in Goa.

H_{011}: There is no statistically significant relationship between overall job satisfaction and the contributing factors with respect to gender, locale, and type of school management of teachers from secondary schools in Goa.

1.12. SCOPE OF THE STUDY

1. The research examines the overall work satisfaction ratings of secondary school educators in Goa.

2. It evaluates job satisfaction based on multiple dimensions: satisfaction with salary and welfare, coworkers, administration, profession, and personal growth.
3. The research includes analysis of job satisfaction factors categorized under five domains: personal factors, social factors, institutional environment, professional factors, and compensation and benefits.
4. The study targets teachers teaching in secondary schools (Classes VIII to X) affiliated with the Goa State syllabus under the Directorate of Education, Government of Goa, chosen due to their significant influence on the education system in the region.
5. 5. The sample includes trained teachers from government and government-aided schools in rural and urban Goa, ensuring a comprehensive representation of the teaching community.
6. The study includes teachers with a minimum qualification of B.A./B.Sc. B.Ed. and teaching experience ranging from less than 5 years to more than 15 years.
7. The study investigates differences in job satisfaction levels based on demographic variables such as gender, locale (rural/urban), type of school management (government/aided), and experience of teaching.
8. The study employs a researcher-developed and validated tool, the Job Satisfaction Factors Analysis Questionnaire (JSFAQ), to collect the data on factors influencing the job satisfaction.
9. The research examines the relationship between total work satisfaction and its primary contributing characteristics, including gender, location, and the kind of school administration.
10. The study's outcomes are expected to significantly benefit students, teachers, school administrators, curriculum developers, educational planners, and policymakers by providing data-driven insights into enhancing teacher satisfaction and professional well-being, thereby improving the overall quality of education in Goa.

1.13. DELIMITATIONS OF THE STUDY

1. The study is restricted to teachers from secondary schools (Classes VIII to X) in Goa and does not cover primary or higher secondary levels.
2. Only teachers in schools affiliated with the Goa State syllabus under the Directorate of Education are included; CBSE, ICSE, and other board-affiliated schools are excluded.

3. The study focuses exclusively on government and aided schools; unaided private schools are not considered, as few are in Goa.
4. Teachers with a minimum educational qualification of B.A./B.Sc. B.Ed.s are included; those without formal teacher training are excluded.
5. Data is collected only through the tools developed and validated by the researcher; no standardized national or international scales are used.
6. Although it is implied, the study does not explore the impact of job satisfaction on student performance or classroom outcomes.
7. The research is descriptive, analytical, and does not involve any experimental or longitudinal design.

1.14. ORGANIZATION OF THE STUDY REPORT

The report is systematically organized into five chapters, each addressing a distinct aspect of the research study.

Chapter I presents an overview of the research problem, outlines the theoretical background of the work satisfaction, and explores the various factors affecting teacher satisfaction. It also highlights the rationale and relevance of the study, articulates the problem statement, defines key terms, states the objectives and hypotheses, outlines the research methodology, describes the tools and techniques used, and specifies the scope and limitations of the investigation. The structure of the report is also detailed in this chapter.

Chapter II is dedicated to a comprehensive review of related literature that informs and supports the current research. It draws from national and international studies to provide a scholarly foundation for the investigation.

Chapter III elaborates on the research methodology. It explains the tools utilized for data collection, describes the selected sample and variables, outlines the procedure adopted for gathering data, and specifies the statistical methods employed for analysis.

Chapter IV delineates the findings of the investigation. The document encompasses a comprehensive statistical analysis of the gathered data and elucidates the results in connection with the study questions and hypotheses.

Chapter V closes the report by summarising important results, main conclusions derived from the research, and their pedagogical implications. It further provides suggestions for prospective study in the domain.

1.15. CONCLUSION OF CHAPTER I

The teaching profession plays a pivotal role in shaping the future of society. Among educators, teachers at secondary schools occupy a crucial space as they guide adolescents during a critical developmental phase. For these educators to perform effectively, their job satisfaction must be ensured and sustained. Job satisfaction encompasses various factors including working conditions, leadership, peer relationships, recognition, opportunities for professional growth, and alignment between personal values and institutional expectations.

This research aims to investigate the extent and factors influencing work satisfaction of teachers from secondary schools in Goa. The need for such an inquiry arises from global and national research pointing to dissatisfaction caused by inadequate pay, lack of administrative support, limited professional advancement, and imbalanced workloads. Moreover, variables such as gender, school locale (rural/urban), type of school management (Government/Aided), and teaching experience are believed to influence how teachers perceive satisfaction in their roles.

Studies conducted in nations such as Malaysia, China, Bangladesh, Nigeria, and India have repeatedly shown the correlation between work satisfaction and organisational commitment, motivation, retention, and instructional quality. This study's value resides in its capacity to inform superior policy choices, optimise working settings, and strengthen support networks for secondary school instructors in Goa.

By examining demographic and institutional variables, this study aims to provide a holistic understanding of teacher satisfaction. It further attempts to identify key factors influencing satisfaction and how they relate to specific groups within the teaching community. The findings are expected to help stakeholders—such as school administrators, policymakers, and teacher training institutions develop targeted strategies to foster a more fulfilling and productive teaching environment.

The next chapter II Review of Related Literature will present a comprehensive examination of existing research relevant to the topic of job satisfaction. The chapter will be organized into three main sections. The first section will explore literature focused on job satisfaction among employees across various sectors, highlighting general theories, models, and factors influencing satisfaction at the workplace. The second section will concentrate on studies specifically related to job satisfaction among teachers, including factors such as work environment, administrative support, recognition, and professional development. The final section will identify the research gap by analysing the limitations and unexplored areas in

the reviewed studies, thereby establishing the relevance and necessity of the present investigation on teachers at secondary schools in Goa.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

A comprehensive review of variables under study related literature and research is an essential foundation for any research endeavor, as it guides the researcher in refining the problem, shaping the research design, and understanding the scope and significance of the study. As highlighted by Mouly (1964), the clarity with which a research problem is defined and addressed is heavily influenced by the depth and quality of the literature review. This process involves systematically identifying, analysing, and evaluating existing research findings, theoretical frameworks, and scholarly discussions that are pertinent to the topic under investigation. Borg and Gall (1989) emphasized that such a review should encompass an examination of journal articles, research reports, encyclopaedia entries, abstracts, and scholarly books, thereby enabling the researcher to build upon established knowledge and avoid redundancy. In the field of education, Sukhia and Mehotra (1981) underscored the importance of being well-versed in prior studies to make informed decisions about selecting and designing a research problem.

The present study focuses on job satisfaction of teachers from secondary schools in Goa. To ensure a solid conceptual grounding, the researcher reviewed a diverse range of literature addressing multiple dimensions of job satisfaction. For clarity and coherence, the reviewed literature has been classified under the following thematic sections:

A. Studies Related to Job Satisfaction of Employees and
B. Studies Related to Job Satisfaction of Teachers.

2.1 REVIEWS RELATED TO JOB SATISFACTION OF EMPLOYEES

Jhong Yun and Andrew (2021) undertook an empirical investigation to understand the multifaceted determinants of job satisfaction among employees working in South Korean organizations. Utilizing a robust statistical framework, namely Hierarchical Linear Modeling (HLM), and drawing on data from the Seventh Human Capital Corporate Panel survey disseminated by the Korean Ministry of Employment and Labor, the researchers aimed to isolate the effects of both individual- and organizational-level variables on job

satisfaction. The study revealed a striking finding that 86% of the variability in job satisfaction stemmed from individual-level factors, while only 14% could be attributed to organizational-level influences. Among the individual-level variables, psychological factors emerged as the most influential, explaining approximately 46% of the overall fluctuation in work satisfaction. These factors encompassed dimensions such as intrinsic motivation, work engagement, and emotional well-being. Conversely, demographic attributes such as age, gender, and educational background contributed a mere 4%, suggesting a limited role of surface-level individual differences in shaping job satisfaction. On the organizational level, structural and cultural variables including organizational support mechanisms, management practices, and the overall work climate accounted for nearly 35% of the inter-organizational fluctioinss in employee work satisfaction. This study underscores the importance of internal psychological experiences over demographic factors and highlights the need for organizations to cultivate environments that support psychological fulfillment to enhance employee satisfaction. The methodological rigor and layered analysis presented in this study offer valuable insights for both human resource professionals and organizational psychologists aiming to optimize job satisfaction in diverse work settings.

Hillard and Joy (2021) conducted a focused inquiry into the impact of managerial leadership on employee work satisfaction, emphasizing the significance of perceived leadership quality within workplace dynamics. Employing a self-report survey methodology, data was collected from a sample of 30 participants, allowing for an in-depth examination of how employees evaluate the leadership competencies of their immediate supervisors. The findings are a statistically significant, moderately strong positive correlation between employees' perceptions of their managers' leadership effectiveness and their own levels of job satisfaction, with a reported Spearman's rho of 0.73 ($p = 0.000$). This suggests that employees who perceived their supervisors as capable leaders were substantially more likely to express satisfaction with their jobs. Furthermore, the study found that employee satisfaction was closely tied to the value they placed on specific leadership strategies, particularly those implemented within civilian personnel advisory centres. These results underscore the pivotal role of leadership behavior in shaping workplace attitudes, suggesting that leaders who demonstrate clarity, support, and strategic insight contribute meaningfully to a more satisfied workforce. The study's implications advocate for leadership development as a vital tool in improving organizational morale and retention by fostering positive employee experiences.

Pallavi Ghanshyala and Satish (2021) investigated how social networking sites (SNSs) influence job satisfaction (JS), knowledge sharing (KS), and bridging social capital (BSC) among employees. Their study emphasized the critical role of SNSs in modern organizational settings, particularly in fostering informal communication networks that promote KS. The findings indicated that weaker social ties formed and maintained through SNSs significantly contribute to the enhancement of BSC, which, in turn, positively impacts job satisfaction. Employees who actively engaged in SNS-mediated communication reported increased opportunities to share insights, access diverse perspectives, and build supportive professional relationships. The study highlights that organizations can benefit from encouraging the strategic use of SNSs to nurture loose-tie networks, which enhance the overall knowledge environment. Managers are thus advised to recognize and integrate these digital platforms into workplace communication strategies, as they indirectly foster employee satisfaction and collaborative knowledge processes.

Shazia et al. (2021) conducted a time-lagged, two-wave study to evaluate the indirect impacts of organizational training on work satisfaction through employee commitment and job performance. The study collected data from 219 employees working in civil society organizations in Pakistan. The results provided strong support for a serial multiple mediation model, indicating that training interventions significantly enhanced employees' affective commitment, which subsequently improved their job performance and, ultimately, their job satisfaction. The research emphasized the psychological pathway linking training with satisfaction, suggesting that training alone is not sufficient unless it positively influences employees' emotional attachment to their roles. Affective commitment acted as a crucial intermediary, reinforcing the importance of designing training programs that build skills and also cultivate a sense of belonging and dedication. The findings underscore that investment in employee development can generate long-term benefits by fostering performance-driven satisfaction and enhancing organizational effectiveness.

Francis and Whywhy (2021) explored how sexual identity management strategies influence work satisfaction and psychological wellbeing in the workplace. The study surveyed 225 full-time employees in Hong Kong and identified four distinct identity management profiles: passive, integration dominant, hiding, and balanced. The findings revealed that individuals employing an integration-dominant approach characterized by openness and authenticity reported the highest levels of job satisfaction and the lowest levels of emotional exhaustion and depressive symptoms. In contrast, those using a hiding strategy, marked by concealment and avoidance, experienced significantly lower job satisfaction and

higher psychological distress. These outcomes highlight the importance of inclusive workplace cultures that support identity expression. The study provides empirical evidence that organizational environments enabling employees to align personal and professional identities not only enhance individual well-being but also contribute to overall job satisfaction. The findings suggest that supportive policies and inclusive leadership can positively shape occupational experiences for sexual minority employees.

Saira et al. (2021) examined the differential impact of diversity training on male and female employees, focusing on affective commitment as a mediating variable in shaping job satisfaction and turnover intention. Their study confirmed that effective diversity training positively influenced job satisfaction and reduced turnover intention, primarily through enhanced affective commitment. Importantly, the analysis revealed that gender moderated the effectiveness of this training indicating that men and women respond differently to diversity initiatives in terms of emotional engagement and workplace outcomes. These findings suggest that organizations aiming to improve employee retention and satisfaction through diversity training must consider gender-specific responses. By fostering affective commitment, effective diversity programs can serve as a strategic tool to enhance workplace harmony, reduce attrition, and increase overall job satisfaction. The study underscores the importance of tailoring training efforts to account for demographic differences and highlights the pivotal role of emotional attachment in achieving successful diversity outcomes.

Baki and Yesim (2021) conducted an empirical investigation into the corelation between work satisfaction and job performance among professionals employed in the sports sector in Istanbul. The study sample comprised 423 individuals (317 males and 106 females) selected through purposive sampling. The findings indicated no significant gender based differences in either work satisfaction or job performance. However, marital status was found to significantly influence the "External Satisfaction" sub-dimension of job satisfaction. Furthermore, participants' working hours showed statistically significant variations in both "Internal Satisfaction" and "External Satisfaction" dimensions. No significant differences were observed with respect to marital status or length of service. The study also revealed a positive, albeit weak, correlation between the dimensions of job satisfaction and job performance, suggesting that socio-demographic variables exert a differential influence on these constructs, with higher levels of job satisfaction generally associated with improved job performance.

Thomas (2021) explored the determinants of work satisfaction among community college deans in a district in North Texas. The quantitative study examined differences in job satisfaction levels across various administrative designations, including dean, assistant dean, associate dean, and executive dean. The analysis indicated statistically significant variations in overall job satisfaction among these roles, highlighting the relevance of institutional hierarchy in shaping work-related satisfaction.

Soo Jung et al. (2021) investigated the mediating function of regulatory emphasis in the correlation between career commitment and work satisfaction among educational welfare professionals. The findings demonstrated that career commitment significantly predicted job satisfaction. Furthermore, the 'promotion focus' dimension of regulatory focus was found to mediate this relationship, whereas the 'prevention focus' component did not yield a significant mediating effect. The study underscores the psychological mechanisms underlying job satisfaction and provides insights into motivational orientations influencing work attitudes.

Ilmari et al. (2021) investigated the interplay between individual and environmental variables; such as satisfaction of basic psychological needs and the expansiveness of the workplace as a learning environment and their collective impact on work satisfaction and turn over intentions. The findings suggested that expansive learning environments facilitated greater satisfaction of basic psychological needs. Autonomy, competence, task diversity, learning opportunities, and skill recognition were positively associated with job satisfaction. Interestingly, higher levels of autonomy and engagement in non-routine tasks were inversely related to the overall turn over intentions. Notably, the study found that turn over intentions may also emerge under positive workplace conditions, particularly when employees experience high competence, participation, and understanding of organisational dynamics.

Kristina et al. (2020) performed a comparative analysis to investigate the impact of employees' views towards creativity, the work environment, and job satisfaction among human service professionals in the United States and Lithuania. The findings indicated variations peculiar to each nation. In the Lithuanian setting, creativity as a work value had a substantial positive correlation with job satisfaction, but in the U.S. sample, the link was negative and statistically insignificant. In both countries, the work environment consistently predicted job satisfaction. The interplay between creativity as a work value and the work environment did not substantially influence job satisfaction.

Shun-Tzu et al. (2020) examined the association between job satisfaction and career transition competency among middle-aged and older employees in Taiwan. The research

used a survey methodology and purposive sampling method to collect data from people within this demographic category. The findings suggested that participants had a generally positive and proactive attitude towards job transition competencies. A statistically significant positive connection was found between work satisfaction and career transition skills. Moreover, variables such as age, educational attainment, workplace context, reason for job change, and job satisfaction were found to have substantial explanatory power. The authors concluded that it is imperative for government bodies to collaborate with social education institutions to design and implement training initiatives aimed at equipping middle-aged and older workers with the competencies required to navigate the evolving labour market and ensure employment stability.

Asio and Jimenez (2020) did a research to evaluate the interconnections between professional growth, organisational environment, supervisory relationships, and overall work satisfaction among employees at a local higher education institution in Central Luzon, Philippines. The findings underscored a high level of agreement among employees regarding the importance of professional development, a conducive organisational climate, and supportive supervisory relationships. Respondents also expressed overall job satisfaction. The study revealed significant variations in professional development, organisational climate, and supervisory rapport based on demographic variables. Furthermore, strong associations were observed among demographic characteristics, the three organisational factors, and overall job satisfaction. The researchers recommended that institutional leaders prioritise strategic interventions to strengthen organisational development and enhance employee satisfaction.

Yakup and Gül Eda (2019) investigated the impact of work satisfaction and demographic factors on the organisational culture of workers working in sports facilities. The study, which included 162 respondents, employed a relational screening model and utilised the "*Organisational Culture Scale*" and the "*Job Satisfaction Scale*" for data collection. Hierarchical regression analysis revealed that job satisfaction significantly predicted the innovative, bureaucratic, and community-oriented dimensions of organisational culture. Additionally, the 'competitor culture' dimension was found to be influenced by job satisfaction, seniority, marital status, and gender. These findings suggest that while job satisfaction plays a central role in shaping organisational culture, demographic variables such as seniority and marital status also contribute significantly to cultural orientations within the workplace.

Suzanna R. (2019) explored the determinants of job satisfaction among program assistants affiliated with Ohio State University Extension. The study utilised an online survey method and included responses from 149 participants. The results demonstrated that demographic factors like age, tenure, gender, presence of minor children, education, program region, and marital status did not substantially affect work satisfaction. Nearly 98% of the variation in total job satisfaction was attributed to characteristics like salary satisfaction, promotional opportunities, fringe benefits, recognition and incentives, organisational processes, coworker interactions, the nature of work, and communication efficacy. Notably, participants reported relatively low satisfaction levels concerning pay and promotional opportunities. The study recommended that institutional leaders and human resource professionals prioritise targeted strategies to address these areas of concern to enhance job satisfaction among extension program assistants.

Geunpil and Seong-Gin (2019) investigated the impact of workplace learning experiences and intrinsic learning motivation on job satisfaction and organisational commitment. The research further examined whether intrinsic learning motivation acted as a moderating variable in the link between workplace learning experiences and both job satisfaction and organisational commitment. The results indicated that active engagement in workplace learning programs significantly affected job satisfaction and organisational commitment. Furthermore, intrinsic learning motivation was shown as favourably correlated with advantageous work attitudes. No substantial moderating influence of intrinsic learning motivations was seen in the connection between learning experiences and the two outcome variables. This suggests that in organisational contexts, autonomous extrinsic motives may serve as more effective predictors of job satisfaction than purely intrinsic motivations.

Rose et al. (2019) explored the impact of incivility from supervisors and coworkers on job satisfaction, while also analysing the mediating role of emotional management in these relationships. The findings supported the proposed model, indicating that incivility from both supervisors and colleagues exerted significant direct negative effects on both emotion management and job satisfaction. Emotion management was found to partially mediate these relationships. Participants who reported experiencing workplace incivility tended to report lower levels of job satisfaction; however, the ability to manage emotions effectively helped buffer the negative impact to some extent. These results underline the importance of organisational efforts to address incivility and to foster emotional resilience among employees to mitigate its detrimental effects on organisational outcomes such as job satisfaction.

Khalid (2019) investigated the impact of organisational culture, communication practices, and supervisory support on the job satisfaction of employees in IT-based distance education institutions in Pakistan. Recognising the remote nature of work in such environments, the study adopted a survey method and collected data via an online questionnaire. Regression analysis of the data revealed that the three organisational factors culture, communication, and supervisor support exerted a considerable beneficial impact on employee job satisfaction. The study underscores the need for remote institutions to foster a supportive organisational climate to enhance satisfaction among their workforces.

Michael and Genevieve (2018) explored the relationship between work mobility, training opportunities, and work satisfaction. The study revealed that while work mobility is often perceived as detrimental to within-firm training, it is consistently associated with higher levels of work satisfaction. Conversely, the provision of training was found to have a limited impact on job satisfaction. Interestingly, job satisfaction was higher when the perceived financial benefits of training were low and lower when such benefits were high. Furthermore, training was found to reduce job mobility, a result that may benefit employers in terms of retention but does not necessarily align with the interests of employees seeking career progression. The study highlights the complex dynamics between training, mobility, and employee satisfaction within organisational settings.

Zafarullah and Pertti (2017) critically reviewed the principal theories of work satisfaction and motivation to propose a novel, multidimensional framework. This model amalgamates elements from both content and process theories, aiming to offer a holistic perspective on employee motivation and satisfaction. The framework underscores the necessity for organisations to fulfil employees' fundamental and essential needs, thereby fostering their ability to realise personal, professional, and organisational goals. The model is designed to capture the complexity of employees' professional experiences and provides a comprehensive basis for understanding motivation in contemporary workplaces.

Ramona et al. (2017) did research to investigate the influence of work satisfaction and motivation on employee performance. The research used regression analysis to demonstrate that work happiness and motivation greatly impacted employee performance. A robust and positive link was discovered, suggesting that individuals exhibiting elevated motivation and job satisfaction displayed improved performance. Conversely, diminished levels of satisfaction and motivation were associated with reduced performance, underscoring the critical role these factors play in organisational productivity and effectiveness.

Cathelijn J. F. et al. (2017) investigated how temporary employment conditions influence job satisfaction and personal life domains among recent Ph.D. graduates. The study surveyed 1,133 individuals who had completed their doctoral degrees at five Dutch universities between 2008 and 2012. Findings indicated that those employed on temporary contracts, particularly without the prospect of permanency, reported significantly lower satisfaction with employment terms and job content. In contrast, individuals engaged in self-employment expressed higher satisfaction with job content. The research also found that underemployment, or working in roles below the Ph.D. qualification level, negatively impacted job satisfaction. Additionally, temporary contractual arrangements were associated with instability in personal life areas, including the ability to secure housing loans, maintain family stability, and plan for parenthood. These findings underscore the broader implications of employment type on both professional and personal well-being.

Isa Yücel and Namik Kemal (2016) examined the relationship between work satisfaction and psychological wellbeing among professionals across various fields including education, security, healthcare, judiciary, engineering, labour, and religion which are working in diverse institutions in a medium-sized provincial city in Eastern Anatolia, Turkey. The results revealed a moderate positive correlation between work satisfaction and psychological wellbeing. Furthermore, significant differences were found in the scores for both variables across different occupational sectors and income brackets. However, the strength of the relationship between psychological well-being and job satisfaction did not differ significantly among the professions, suggesting a consistent link across diverse occupational groups.

Dannie (2015) investigated cognitive expectations of future job satisfaction among current students, contrasting them with those held by prior generations of employees. The study revealed that students envisage qualitatively different sources of satisfaction prioritising factors such as meaningful work, flexibility, and work–life balance than earlier cohorts. These insights offer employers guidance in anticipating and accommodating the evolving satisfaction drivers of the incoming workforce.

Gashtasebi and Fariba (2015) investigated the correlations between organisational trust, organisational silence, work satisfaction, and organisational commitment among employees at the Islamic Azad University, Isfahan (Khorasgan branch). Utilising structural equation modelling, they found that higher levels of trust significantly reduced organisational silence, while simultaneously enhancing job satisfaction and commitment. Conversely,

organisational silence was negatively associated with both satisfaction and commitment, underscoring the importance of open communicative climates in academic institutions.

Elyssa et al. (2013) investigated the relationship between employment qualities (skill diversity, task identity, task relevance, autonomy, feedback, interpersonal relationships) and core self-evaluations as predictors of job satisfaction across various age demographics. Their cross-sectional survey revealed that the beneficial impacts of skill variety, autonomy, and workplace friendships on satisfaction decreased with employee age, while the effects of task identity, task significance, feedback, interpersonal interactions, and core self-evaluations remained consistent across generations. These results underscore the need for age-sensitive employment design.

Kostas et al. (2012) analysed the effects of over-skilling and over-education on wages and job satisfaction among full-time Australian employees (2001–2008) using panel and pooled OLS estimations. While pooled OLS suggested significant negative impacts of both mismatches, panel estimates rendered these effects insignificant, implying that unobserved individual heterogeneity drives much of the variation. Moreover, genuine skill mismatches were more attributable to over-skilling than over-education, suggesting distinct policy interventions for each phenomenon.

Paul (2012), via the Theory of Independent Mindedness, examined how congruence between societal and organisational cultures shapes communication behaviours, work alienation, job satisfaction, and commitment among Mexican supervisors and employees. Survey data from full-time, non-managerial staff in Mexican-owned firms demonstrated that cultural misalignment elevates power-distance perceptions, communication apprehension, supervisors' avoidance messaging, and work alienation—all of which, paradoxically, showed positive associations with job satisfaction and commitment, perhaps reflecting cultural norms that valorise hierarchical distance and collective endurance.

Kristin and Mukta (2012) investigated the impact of constructive versus critical supervisory feedback on organisational citizenship behaviour (OCB) intentions and job satisfaction. In an online survey of 128 employees across diverse sectors, recipients of constructive feedback—characterised by respect, clear performance standards, and actionable improvement strategies—reported higher perceived respect, advancement opportunities, workplace affect, job satisfaction, and OCB intentions than those receiving critical feedback focused on personal deficiencies.

Emilie et al. (2011) conducted focus groups with Latino horticultural workers in Iowa to identify their educational needs, communication barriers, and technical skills gaps. The

study generated actionable recommendations for designing culturally and linguistically tailored training programmes, and for enhancing manager–worker communication—thereby improving both horticultural competencies and workplace inclusion for this emerging labour demographic.

2.2 SYNTHESIS OF STUDIES RELATED TO JOB SATISFACTION OF EMPLOYEES

A cross-section of contemporary research reflects the complexity and multidimensionality of job satisfaction across various professional contexts. Jhong Yun and Andrew (2021), through multilevel modeling, determined that individual-level variables account for a substantial 86% of variance in job satisfaction, while organizational-level factors contribute the remaining 14%, highlighting the dominant role of personal attributes in shaping workplace attitudes. Supporting this, Hillard and Joy (2021) found a significant positive relationship between employees' work satisfaction and their evaluations of managerial leadership, suggesting that effective leadership is perceived as a critical contributor to job contentment.

Training and development also emerged as key contributors to job satisfaction. Shazia et al. (2021), using structural equation modeling, reported that organizational training enhances job commitment, which in turn positively influences both performance and job satisfaction. Similarly, Soo Jung et al. (2021) identified career commitment as a decisive factor in fostering job satisfaction, suggesting that employees who are invested in their career trajectory experience greater contentment in their roles.

Ilmari J. A et al. (2021) further highlighted motivational and job design elements, identifying autonomy, competence satisfaction, task diversity, learning opportunities, and recognition as positively correlated with job satisfaction. Kristina et al. (2020) corroborated similar results, highlighting that the quality of the work environment is a primary determinant of job satisfaction, especially in collaborative and intellectually stimulating contexts.

From a demographic and cultural lens, Yakup and Gül Eda (2019) discovered that job satisfaction, seniority, marital status, and gender significantly influenced employees' perceptions of organizational culture, with job satisfaction exerting the strongest influence. Similarly, Suzanna R. (2019) applied regression analysis to determine that satisfaction with compensation, promotions, benefits, work tasks, and communication collectively accounted for 98% of the variance in overall job satisfaction among program assistants, illustrating the importance of both tangible and interpersonal workplace factors.

Geunpil and Seong-Gin (2019) nuanced the motivation-satisfaction relationship by demonstrating that autonomous extrinsic learning motives—such as self-directed skill development for external rewards—were more predictive of job satisfaction than purely intrinsic motives, suggesting a practical orientation to workplace learning. Rose et al. (2019) added a psychosocial dimension by recommending strategies to reduce workplace incivility, which adversely affects job satisfaction. They emphasized the importance of emotional regulation interventions to protect employee well-being.

Contrary to traditional concerns, Michael and Genevieve (2018) discovered that job mobility, while often seen as undermining internal development programs, is positively linked to job satisfaction, possibly due to perceived agency and expanded opportunities. Ramona et al. (2017) affirmed the classic motivation-performance link by establishing a robust correlation between work satisfaction, motivation, and work performance, reinforcing the idea that satisfied workers perform better.

Finally, Parastoo Gashtasebi and Fariba (2015) found that organizational trust reduces organizational silence and positively influences both satisfaction and commitment, while organizational silence itself inversely affects these outcomes. In a cultural context, Paul E. (2012) showed that in a Mexican workforce, variables such as power distance, communication apprehension, supervisor avoidance behavior, and work alienation were positively associated with both job satisfaction and commitment—possibly reflecting culturally specific dynamics of authority, communication, and emotional distance in organizational behavior.

2.3 RESEARCH GAP RELATED TO JOB SATISFACTION OF EMPLOYEES

A comprehensive review of existing literature on employee job satisfaction reveals that extensive research has been conducted in this domain. However, the investigator identified several notable gaps that warrant further exploration:

1. Overemphasis on Financial and Administrative Factors: A significant portion of the existing studies focuses on financial variables (e.g., salary, incentives, and rewards) and administrative dimensions (e.g., organizational commitment, leadership styles, and supervision). However, there is limited attention paid to *interpersonal relationships* among employees within the organizational context. Recognizing the importance of workplace interactions, the investigator intends to explore the influence of interpersonal relationships on employee job satisfaction.

2. Lack of Focus on Non-Financial Professional Factors: While salary and financial rewards are commonly examined, the literature reveals a scarcity of studies investigating *professional factors beyond remuneration*, such as job autonomy, professional development opportunities, role clarity, and recognition. There is a need to understand how these non-financial factors affect job satisfaction.
3. Neglect of Personal Factors: Several studies underscore the potential impact of personal life challenges such as health issues, family responsibilities, and psychological well-being on job satisfaction. Despite this recognition, there is a lack of robust tools or frameworks for assessing the *personal dimensions* influencing job satisfaction. Therefore, the investigator proposes to develop a tool with utmost reliability and validity to measure the personal factors contributing to job satisfaction among employees.

2.4 REVIEWS RELATED TO JOB SATISFACTION OF TEACHERS

Serkan (2022) examined the influence of school administrators' cultural intelligence on teachers' work satisfaction and turnover intentions. The research indicated that administrators with elevated cultural intelligence had a beneficial impact on teachers' work happiness and a detrimental effect on their intention to resign. Significantly, work satisfaction partly moderated the association between administrators' cultural intelligence and teachers' turnover intentions. These results highlight the significance of culturally competent leadership in cultivating a stable and content teaching staff.

Yusuf et al. (2022) studied career barriers among teachers in state schools and their effects on job satisfaction and stress levels. Significant correlations were found among career barriers, stress, and satisfaction. Career barriers—particularly administrative and union-related barriers—were strong predictors of elevated stress and diminished job satisfaction. The study advocates for targeted interventions to reduce career-related obstacles as a strategy to improve teachers' well-being and job satisfaction.

Vahit Aga (2021) examined the relationship between primary school students' attachment to school and teachers' work satisfaction. While no significant direct corelation was found between the two variables, demographic factors such as class size, teacher age, experience, and tenure at current school did influence job satisfaction. Meanwhile, gender differences were observed in students' attachment levels, though grade level did not affect these

attachments. This suggests that contextual and demographic variables play a more critical role than student attachment in shaping teacher satisfaction.

Anna et al. (2021) focused on eighth-grade mathematics teachers, exploring the interrelationships among work satisfaction, working conditions, and educators' characteristics. The study identified key workplace factors such as teacher workload, collaborative climate, and student discipline perceptions as strongly associated with job satisfaction. Personal characteristics also mattered: female teachers, those engaged in professional development, and those with higher self-efficacy experienced greater job satisfaction. Additionally, the study found gendered and psychological nuances in these relationships; for example, cooperation among educators was more influential for male gender teachers, while learners discipline had a greater impact on teachers with lower self-efficacy. The findings have practical implications for educational policy and school management.

Soparidah and Ivan (2021) executed a quantitative study to examine the determinants of work satisfaction among effective educators at private vocational high schools in East Jakarta, Indonesia. The research used a survey approach to sample 270 instructors from 46 distinct universities. The researchers concentrated on three independent variables: organisational environment, facility and infrastructure management, and organisational citizenship behaviour (OCB). Subsequent to data collection, statistical analysis was conducted to ascertain the degree of impact each variable had on work satisfaction. The results revealed that neither the organisational environment nor the management of facilities and infrastructure had a statistically significant direct influence on work satisfaction. Conversely, organisational citizenship behaviour is defined as voluntary, extra-role behaviours that enhance organisational success and has been shown to have a direct and beneficial impact on teachers' work satisfaction levels. The study highlights the importance of interpersonal and discretionary behaviors over environmental and infrastructural factors when it comes to influencing teacher morale and satisfaction. These results underscore the need for school leadership to foster a collaborative and supportive culture that encourages OCB, as it may lead to higher teacher retention and overall school effectiveness, especially in vocational education settings where job roles can be demanding and multifaceted.

Volkan Burak (2021) explored the intersection of occupational satisfaction and pandemic-related anxiety among music teachers during the COVID-19 crisis. Using both correlational and causal-comparative research designs, the study analysed the impact of demographic variables specifically gender, age, and type of institution (public or private) on job

satisfaction and fear of virus contagion. The sample consisted of music teachers working under unique and stressful conditions brought on by the pandemic. Employing a relational screening method, the research also examined the statistical correlation between COVID-19 anxiety and work satisfaction. The findings says that job satisfaction levels were not uniform; they differed significantly based on demographic characteristics and institutional context. Notably, a negative correlation was established between job satisfaction and contagion-related anxiety suggesting that heightened fear of contracting the virus corresponded to lower job satisfaction. These findings illuminate the psychological pressures educators faced during the pandemic, particularly those in disciplines such as music, where physical interaction and performance are central. The study advocates for targeted psychological and occupational support systems for teachers during crises, especially for groups more vulnerable to pandemic-related stress, and calls for better contingency planning in educational institutions to ensure teacher well-being during health emergencies.

Olufemi Timothy (2020) conducted research to assess the impact of personal and occupational characteristics on job satisfaction among teachers of special needs pupils in Lagos State, Nigeria. The study sample consisted of 93 educators from eight special and inclusive schools situated on the mainland. The research took a quantitative method, using correlation and regression analyses to evaluate the links between satisfaction with work and factors like gender, workload, working environment, and organisational support. The results indicated a substantial correlation between job satisfaction and gender ($r = -0.415$), workload ($r = 0.342$), work environment ($r = 0.286$), and notably, organisational support ($r = 0.526$). Regression analysis revealed that gender ($F(1,91) = 18.899$) and organisational support ($F(1,87) = 4.532$) are the primary determinants of work satisfaction. The inverse connection with gender indicates potential differences in job-related satisfaction experienced by male and female instructors. The research highlights the essential importance of organisational support, including recognition, resource accessibility, and professional development, in improving teacher morale. Recommendations include the establishment of organised support frameworks and incentive programs customised for special education instructors to enhance job satisfaction and promote teacher retention in a historically underfunded educational sector.

Tufan (2020) analyzed the influence of school's ownership (public vs. private) on teacher work satisfaction in Turkey using a meta-analytic approach. Drawing on data from multiple studies, the research calculated effect sizes to determine whether employment in private

schools offered higher job satisfaction compared to public institutions. The analysis revealed a statistically significant moderate effect size (d = 0.56), favoring private school teachers. A random effects model was utilized, which accounts for variability across studies, thereby enhancing the generalizability of the findings. Moderator analyses were also conducted to determine whether other variables influenced the effect size. Results indicated that grade level (p = 0.002) and geographical location (p = 0.00) significantly moderated job satisfaction outcomes, suggesting that these contextual variables play a crucial role in shaping teachers' experiences. Conversely, publication type (p = 0.07), teacher title (p = 0.13), and the measurement scales used (p = 0.23) did not produce significant variations in effect sizes. This comprehensive analysis underscores the importance of contextual and institutional factors in determining teacher satisfaction. The findings suggest that school administrators and policymakers should prioritize contextual sensitivity when designing interventions aimed at improving teacher satisfaction, especially in public schools.

Zafarullah and Pertti (2020) performed a comprehensive literature review of 70 studies focusing on teachers' job satisfaction in developing countries. The aim was to identify both facilitating and hindering factors and to derive actionable insights to improve teachers' professional environments. The researchers systematically categorized job satisfaction determinants into two broad groups: contributors to satisfaction and contributors to dissatisfaction. Positive factors included supportive working conditions, promotion opportunities, fair compensation, collegial relationships, teacher empowerment, and community support. These elements were consistently associated with higher job satisfaction levels among teachers. On the other hand, dissatisfaction stemmed from issues such as autocratic leadership, lack of transparency, low trust, poor work-life balance, inadequate teaching infrastructure, and insufficient resources. The methodology included critical content analysis of existing empirical and theoretical literature to establish recurring themes and patterns. The study concluded that while systemic reforms are necessary, localized and school-specific improvements such as empowering school leaders and enhancing infrastructure can significantly improve job satisfaction. Recommendations included the development of participatory leadership models, increased investment in school resources, and the promotion of teacher autonomy. The study provides a valuable framework for stakeholders aiming to address chronic dissatisfaction in education sectors across developing nations.

Battal (2020) explored the relationship between high school educator's self efficacy perceptions and their job satisfaction. The study found that teachers generally reported

moderate levels of job satisfaction and adequate self-efficacy. A moderate, positive correlation was identified between self-efficacy specifically in student engagement, classroom management, and instructional strategies and job satisfaction dimensions, including internal and external satisfaction. These findings suggest that as teachers' confidence in their teaching capabilities increases, so does their satisfaction with their profession. The study underlines the importance of promoting self-efficacy to amplify teachers' morale and retention, particularly in high school settings where instructional demands are often higher.

Sema (2020) examined the correlation between work satisfaction and burnout among visual arts educators via a causal-comparative methodology. The research investigated the impact of gender, age, marital status, experience, and kind of school on these factors. The results indicated considerable variations in work satisfaction and burnout levels depending on gender, marital status, experience, and kind of school. A negative correlation exists between work satisfaction and burnout, suggesting that instructors with higher satisfaction levels often report lower levels of burnout. These results underscore the need for focused interventions to mitigate the burnout experienced by visual arts educators, particularly those contending with adverse demographic or institutional circumstances.

Shabe Jonas and Mgadla Ike (2020) evaluated work satisfaction among educators in historically underprivileged secondary schools. The research indicated that educators expressed satisfaction with supervision, collegial connections, and the inherent qualities of their profession. They conveyed discontent with compensation, advancement prospects, communication, and workplace conditions. Overall job satisfaction levels were mixed. Statistically significant correlations were found among the various dimensions of job satisfaction, suggesting interconnectedness between workplace factors. The findings underscore the need for policy efforts to improve compensation and communication structures, particularly in historically disadvantaged schools striving for high performance under resource constraints.

Neslihan and Ayse Ottekin (2019) examined how psychological capital and well-being influence job satisfaction among teachers. Utilizing structural equation modeling, the study found that teachers generally had strong psychological capital and reported high psychological well-being and job satisfaction. The results showed that psychological capital—comprising hope, resilience, optimism, and self-efficacy positively predicted both job satisfaction and psychological well-being. Moreover, job satisfaction was found to partially mediate the relationship between psychological capital and well-being. These

findings highlight the importance of developing teachers' psychological strengths to enhance satisfaction and overall well-being, offering a meaningful direction for school leadership and psychological support programs.

Emine (2019) analyzed job satisfaction among classroom and subject teachers, along with the effect sizes from studies considering various moderating factors. The findings revealed that classroom teachers generally experienced higher job satisfaction than subject teachers, although the effect size was small. Among other moderators, publication type showed significant differences, with academic articles yielding higher satisfaction results than theses or reports. However, location, year of publication, and job satisfaction scale type did not significantly affect the results. This study points to subtle but important variations in teacher satisfaction depending on teaching role and research context, informing future meta-analytic inquiries.

Adnan et al. (2018) explored the mediating role of organizational trust in the relationship between school administrators' leadership and teachers' job satisfaction. Using a quantitative approach, the study revealed that leadership indirectly influences job satisfaction through organizational trust. Administrators were found to exhibit effective leadership, and teachers expressed trust in their organizations along with moderate satisfaction. Leadership had a strong positive effect on organizational trust, which in turn moderately influenced job satisfaction. These findings suggest that cultivating trust within schools is essential for leadership to effectively enhance teacher satisfaction and promote a healthier, more committed work environment.

Hina and Muhammad Zafa (2018) investigated how principals' leadership styles affect job satisfaction among teachers in women's colleges in Punjab. The study employed a quantitative design and found that democratic leadership was the predominant style used by principals. This leadership style showed a strong, positive correlation with teachers' job satisfaction. The findings highlight that democratic leadership fosters a participatory environment that enhances morale and satisfaction. The study highlights the significance of leadership approaches in shaping workplace attitudes and recommends that school leaders adopt more inclusive, democratic strategies to improve teacher satisfaction in higher education institutions for women.

Prince et al. (2018) examined the influence of work satisfaction and institutional justice on teachers' turnover intentions. The study found that turnover intentions negatively correlate with both job satisfaction and perceptions of organizational justice. Among the components of job satisfaction, salary was the only significant predictor of turnover intentions. Regarding

organizational justice, both distributive and procedural justice significantly affected teachers' intentions to leave. However, gender was not a significant factor. These findings suggest that improving fairness in organizational practices and addressing pay dissatisfaction can reduce teacher turnover, thereby promoting stability and continuity in educational institutions.

Zacharo et al. (2018) investigated teachers' perceptions of transformational leadership and its influence on their job satisfaction. The study explored that teachers felt notably satisfied when their principals demonstrated transformational leadership qualities, such as inspiration, support, and vision. Interestingly, demographic factors, school type, and years of experience did not significantly affect these perceptions. The findings suggest that the presence of transformational leadership creates a supportive and motivating work environment, which enhances job satisfaction regardless of background variables. Schools are encouraged to promote transformational leadership practices among principals to improve teacher morale and institutional effectiveness.

Ercan and Yilmaz (2017) explored the corelation between satisfaction with job and the dimensions of organizational commitment among trainee teachers. The study revealed a negative association between work satisfaction and continuance commitment, implying that teachers who feel obliged to stay are less satisfied. Conversely, a positive correlation was observed with normative commitment, suggesting that those who feel a moral obligation to remain are more satisfied. No significant link was found between job satisfaction and affective commitment. The commitment sub-dimensions, both normative and continuance commitments significantly influenced job satisfaction. These findings emphasize aligning organizational values with teachers' intrinsic motivations to improve satisfaction.

Zafarullah & Pertti (2017) explored factors leading to job dissatisfaction among teacher educators in Sindh's universities through qualitative thematic analysis. The study identified several critical issues negatively affecting satisfaction, including hierarchical and autocratic leadership, weak administrative structures, lack of trust, job insecurity, limited collegial interaction, and insufficient recognition. These factors were found to contribute to psychosocial strain in both professional and personal domains. The findings underscore the need for systemic reforms, participative leadership, and improved work culture to mitigate dissatisfaction and enhance the psychological well-being and retention of teacher educators in higher education institutions.

Shaukat Ali & Nazir (2017) examined job satisfaction among public primary school teachers, focusing on intrinsic job factors, interpersonal relationships, administrative

attitudes, physical facilities, working conditions, and incentives. Teachers reported the highest satisfaction with intrinsic motivators and collegial relationships, while the lowest satisfaction was noted with incentives and benefits. Despite some dissatisfaction with physical conditions and rewards, most teachers expressed high commitment and an intention to stay in their positions. The study recommends improvements in incentive structures and school infrastructure to maintain and boost teacher satisfaction and motivation across public primary schools.

Abid Hussain et al. (2017) examined the impact of principals' styles of leadership on teachers' work satisfaction. The survey indicated that the majority of principals in the sample used a democratic leadership style, engaging teachers in decision-making and providing assistance. This style was significantly associated with higher levels of teacher job satisfaction. Principals were also found to define operational goals independently, though collaboration was emphasized. The findings highlight the positive impact of democratic leadership on school climate and teacher morale, suggesting that greater faculty engagement in school governance can enhance satisfaction and institutional performance.

Tran (2016) studied the relationship between teachers' participation in decision-making and their teaching efficacy and job satisfaction. Using correlation along with multiple regression analyses, the research demonstrated a significant positive link between decision-making involvement and both outcomes. Teachers who felt included in school decisions reported higher efficacy and greater job satisfaction. These findings emphasize the importance of participatory school leadership practices and suggest that empowering teachers through shared governance mechanisms can enhance not only their motivation but also their professional performance and overall satisfaction.

Kaukab & Aisha (2016) explored the impact of moonlighting holding multiple jobs on work satisfaction possessed by university teachers in Punjab and the Federal Capital. The research identified four key drivers of moonlighting: financial needs, limited promotion opportunities, desire for skill diversification, and autonomy. Results indicated that moonlighting significantly influenced teachers' job satisfaction, suggesting a complex relationship between professional engagement outside primary employment and satisfaction levels. The findings raise concerns about economic pressures and institutional support, highlighting the need for better compensation and growth opportunities to discourage reliance on secondary employment.

Erkan (2016) investigated the corelation between satisfaction with job and workplace loneliness among primary school teachers. The study revealed a significant negative

correlation between various components of workplace loneliness and job satisfaction. Through regression analysis, it was found that emotional deprivation and lack of social companionship significantly influenced intrinsic job satisfaction, with social companionship emerging as a primary predictor. Moreover, while both emotional deprivation and social companionship were significantly linked to Intrinsic contentment was only predicted by social companionship as a key factor for extrinsic fulfilment. These findings suggest that enhancing collegial relationships and social support structures within schools may improve teachers' overall job satisfaction by reducing feelings of loneliness and isolation at work.

Fareena (2016) explored the relationship between principals' leadership styles and college teachers' job satisfaction. The study specifically examined leadership styles with transformational and transactional behaviour and their influence on satisfaction levels. The findings demonstrated that both leadership styles were positively associated with teachers' job satisfaction. However, transformational leadership exhibited a notably stronger relationship, suggesting that leadership practices emphasizing vision, inspiration, and individualized consideration are more effective in enhancing work satisfaction than those focused solely on structured exchanges. The results advocate for principals to adopt transformational leadership approaches to boost morale, improve motivation, and promote a more positive and productive teaching environment in higher education institutions.

Hatice Vatansever & Burcu (2016) assessed teachers work satisfaction in Medical Vocational High Schools, investigating whether demographic or professional variables influenced their satisfaction levels. The findings indicated that teachers experienced a moderate level of work satisfaction, reflecting a state of neither complete contentment nor discontent. Importantly, no significant differences were identified in work satisfaction across variables such as school type, gender, age, marital status, teaching experience, or residential location. These results suggest a uniformity in satisfaction levels among the teaching staff and imply that structural or environmental factors within the schools might be contributing more to satisfaction levels than personal demographics.

Asiago Lenah et al. (2015) examined the influence of non-financial incentives on the work satisfaction of educators in public secondary schools in Kisii Sub County, Kenya. Focusing on promotions, job autonomy, and non-monetary rewards, the study utilized a random sampling method to select participating schools. The findings indicated a substantial positive correlation between non-financial incentives and teacher satisfaction. Teachers who received timely promotions, autonomy in instructional decisions, and recognition for achievements reported greater satisfaction. The study recommended that school

administrations implement clear, merit-based promotion policies and create supportive working environments to improve teacher morale and retention. Non-financial motivators were shown to be vital to sustaining job satisfaction.

Binahati (2015) examined the influence of principals' emotional intelligence and organisational environment on teacher job satisfaction in State Senior High Schools in Gunungsitoli Nias. The research revealed that teachers rated their principals' emotional intelligence, the institutional climate, and their own work satisfaction as satisfactory. A significant correlation (r = 0.6482) was found between teachers' perceptions of their principal's emotional intelligence and their job satisfaction. Similarly, a meaningful correlation (r = 0.4920) was noted between institutional climate and work satisfaction. A strong combined correlation (r = 0.7570) emerged between emotional intelligence, institutional climate, and work satisfaction, suggesting these factors jointly play a critical role in influencing teacher morale and contentment.

Researcher reviewed many researchers the major findings from reviews research is presented in following table.

Table 2.1: Major findings of the research related to satisfaction of job of teachers

Name of Researcher(s) (Year)	**Main Findings of the Study**
Serkan (2022)	Cultural intelligence of school principals positively affects teachers' job satisfaction and negatively affects their intention to leave; job satisfaction partially mediates the relationship.
Yusuf et al. (2022)	Career barriers significantly predict teachers' job satisfaction and stress; union and administrative barriers are the most destructive sub-dimensions.
Vahit Aga (2021)	No significant relationship between student school attachment and teacher job satisfaction; teacher job satisfaction varies with class size, age, experience, and years at current school.
Anna et al. (2021)	School working conditions (workload, cooperation, student discipline) significantly influence job satisfaction; teacher characteristics like gender, efficacy, and training also impact satisfaction.

Name of Researcher(s) (Year)	Main Findings of the Study
Soparidah and Ivan (2021)	Organizational citizenship behavior directly influences job satisfaction; organizational climate and infrastructure management do not.
Volkan Burak (2021)	Job satisfaction of music teachers during COVID-19 differs by gender, age, and school type; COVID-19 anxiety negatively relates to job satisfaction.
Olufemi Timothy (2020)	Job satisfaction in special schools correlates significantly with gender, workload, work environment, and organizational support; gender and support are top predictors.
Tufan (2020)	Private school teachers report higher job satisfaction; effect size varies by education level and research location, not by publication type or teacher title.
Zafarullah and Pertti (2020)	Factors affecting job satisfaction include working conditions, pay, promotions, support, and empowerment; dissatisfaction caused by autocratic management, mistrust, imbalance, and poor resources.
Battal (2020)	Moderate job satisfaction and sufficient self-efficacy; self-efficacy (teaching, class management) positively correlates with job satisfaction.
Sema (2020)	Visual arts teachers' job satisfaction and burnout vary with gender, marital status, seniority, and school type; job satisfaction negatively correlates with burnout.
Shabe Jonas and Mgadla Ike (2020)	Teachers in historically disadvantaged schools show ambivalence: satisfied with supervision and co-workers, unsatisfied with pay and conditions; job satisfaction dimensions correlate significantly.
Neslihan and Ayse Ottekin (2019)	Psychological capital has a positive influence on job satisfaction and overall well-being, with job satisfaction serving as a partial mediator in the link between psychological capital and well-being

Name of Researcher(s) (Year)	Main Findings of the Study
Emine (2019)	Branch has low but significant effect on job satisfaction in favor of classroom teachers; article-type studies show greater effect size than others.
Adnan et al. (2018)	Leadership influences job satisfaction indirectly through organizational trust; trust plays a critical mediating role.
Hina and Muhammad Zafa (2018)	Democratic leadership style is most practiced and positively correlates with teacher job satisfaction in women colleges.
Prince et al. (2018)	Turnover intentions are negatively correlated with job satisfaction and organizational justice; only pay significantly predicts turnover intentions among satisfaction components.
Zacharo et al. (2018)	Transformational leadership significantly enhances teacher job satisfaction; demographics and school type have no effect on perception.
Ercan and Yilmaz (2017)	Job satisfaction negatively correlates with continuance commitment, positively with normative commitment; affective commitment shows no significant relationship with job satisfaction.

2.5 SYNTHESIS OF STUDIES RELATED TO JOB SATISFACTION OF TEACHERS

A comprehensive review of recent empirical studies highlights multifaceted determinants of teacher job satisfaction, examined through diverse methodological frameworks. Serkan (2022), using correlational analysis, established a strong and statistically significant relationship between principals' cultural intelligence and teachers' job satisfaction, indicating the importance of intercultural competence in school leadership. Similarly, Yusuf et al. (2022), employing predictive modeling, identified career barriers as significant predictors of both teacher stress and job satisfaction, emphasizing the psychological burden associated with professional stagnation.

In contrast, Vahit Aga (2021) found no significant association between students' attachment to school and teachers' job satisfaction through comparative analysis. However, the study revealed that job satisfaction levels varied based on contextual and demographic variables such as class size, teacher age, years of experience, and tenure at their current post. A survey-based study by Olufemi Timothy (2020) reported that gender and perceived organizational support were the most influential predictors of job satisfaction among special education teachers, underlining the relevance of institutional support in inclusive settings.

Zafarullah and Pertti (2020), through thematic qualitative analysis, identified enabling conditions for job satisfaction including favorable working environments, promotional opportunities, fair remuneration, collegial support, teacher empowerment, and community involvement. Likewise, Shabe Jonas and Mgadla Ike (2020) reported that teachers in historically disadvantaged but high-performing schools exhibited moderate satisfaction, shaped by disparities in intrinsic and extrinsic rewards.

Using structural equation modelling, Neslihan and Ayse Ottekin (2019) demonstrated that teachers' psychological capital significantly predicts both job satisfaction and psychological well-being, with job satisfaction serving as a partial mediator. Adnan et al. (2018) corroborated this mediation model, revealing that school leadership influences teacher job satisfaction indirectly via organizational trust, thereby advocating for trust-building strategies in school governance.

Ercan and Yilmaz (2017) employed regression analysis to explore the intersection of job satisfaction and organizational commitment, finding an inverse relationship with continuance commitment and a positive link with normative commitment, suggesting that intrinsic motivation plays a pivotal role in teacher engagement. Similarly, Zafarullah and Pertti (2017) qualitatively uncovered that authoritarian management styles, poor administrative support, lack of interpersonal trust, job insecurity, and limited social cohesion substantially contribute to dissatisfaction among university-level teacher educators.

Focusing on leadership, Abid Hussain et al. (2017) identified a significant positive correlation between democratic leadership practices and teacher satisfaction, advocating for increased faculty participation in school-level decision-making. Echoing these findings, Tran (2016) used regression analysis to show that teachers' participation in institutional decisions enhances both teaching efficacy and satisfaction, reinforcing the value of shared governance.

Further psychological dimensions were explored by Erkan (2016), who found a significant inverse relationship between workplace loneliness and job satisfaction, with social

companionship emerging as a key predictor. Fareena (2016) also established a positive corelations between leadership styles especially transformational leadership and work satisfaction, reflecting the importance of visionary leadership in higher education contexts. Finally, studies by Asiago Lenah et al. (2015) and Binahati (2015) affirmed the role of non-financial incentives and emotional intelligence in shaping job satisfaction. The former revealed that promotions, professional autonomy, and recognition significantly improved satisfaction in secondary schools, while the latter found that both principals' emotional intelligence and the overall organizational climate were strongly correlated with teacher satisfaction.

2.6 RESEARCH GAP TO JOB SATISFACTION OF TEACHERS

An extensive review of the existing literature on teacher job satisfaction revealed that although considerable research has been conducted in this area globally and nationally, certain critical gaps remain unaddressed, especially in the context of teachers at secondary schools in Goa. These identified gaps provided the rationale for the present investigation and guided the construction of the Job Satisfaction Scale (JSS). The following gaps were observed:

1. Limited focus on personal factors influencing job satisfaction: While many studies have explored general determinants of job satisfaction, few have examined the role of personal factors such as age, marital status, health, family background and gender. Recognizing the potential impact of these variables, the investigator included personal factors as a component in the tool under development.
2. Inadequate exploration of professional factors: Although professional conditions such as workload, institutional policies, job security, and promotion opportunities are frequently cited in literature, their direct relationship with job satisfaction among teachers at secondary schools in specific regional contexts remains underexplored. Hence, professional factors were considered in the scale to assess their potential influence.
3. Scarcity of research on interpersonal relationships among teachers: Collaborative and collegial relationships significantly contribute to teachers' well-being and satisfaction. However, the investigator found a lack of empirical studies analyzing how interpersonal relationships among teachers such as peer support,

communication, and teamwork impact their job satisfaction. This justified the inclusion of interpersonal factors in the tool.

4. Neglect of contextual and regional variations: Most studies on teacher job satisfaction are conducted in broader or urban contexts, often overlooking the unique socio-cultural and administrative conditions of smaller regions like Goa. The present study aims to fill this gap by developing a context-specific scale tailored to the needs of teachers at secondary schools in Goa.
5. Lack of standardized tools aligned with local needs: Many existing tools measuring job satisfaction are either outdated or not validated in the Indian or Goan educational context. This study addresses the methodological gap by constructing and standardizing a psychometrically sound scale based on local conditions and stakeholder inputs.
6. Insufficient attention to the integration of multidimensional factors: Several studies tend to focus on single dimensions of job satisfaction, such as salary or supervision. There is a need for a holistic approach that incorporates multiple dimensions personal, professional, interpersonal, administrative, and growth-related factors in a unified framework. The investigator has attempted to address this need through a comprehensive scale structure.

2.7 CONCLUSION OF CHAPTER II

The current Chapter II presented a comprehensive literature review on job satisfaction among employees across various organizational settings. The review encompassed studies highlighting a wide range of influencing factors such as leadership styles, organizational support, psychological well-being, career commitment, and work environment. While numerous studies emphasized financial and administrative determinants, a noticeable gap was observed in the exploration of interpersonal relationships and personal life challenges as contributors to job satisfaction. Additionally, the review identified a need for assessing non-financial professional factors. These results provide significant insights into the existing research landscape and substantiate the need of the present study, which seeks to explore the neglected aspects of employee happiness.

The forthcoming Chapter III, titled Research Methodology, will outline the systematic procedures followed in conducting the present study. It will detail the research design adopted, the target population, and the sampling technique employed to select the participants. The chapter will also describe the sample size and composition, ensuring clarity

on the representativeness of the study. Furthermore, it will present the tools and instruments used for data collection, along with a comprehensive explanation of the steps taken to standardize and validate these tools. This chapter is crucial as it establishes the scientific rigour and reliability of the research process undertaken.

CHAPTER III

RESEARCH METHODOLOGY

Research methodology constitutes the structured framework that guides the entire process of inquiry in a scientific manner. It encompasses the philosophical foundation, procedural strategies, and practical techniques employed by the researcher to systematically investigate the problem under study. The methodology guarantees the reliability, objectivity, and replicability of the study results by specifying the processes of data collection, organisation, interpretation, and validation. The researcher aimed to examine the degree of work satisfaction among teachers at secondary schools in Goa. The primary variable analysed in this research is Job Satisfaction. This chapter delineates the research design and methodological processes used to fulfil the study's goals. This chapter is systematically organised to provide a thorough grasp of the research methods used in the study. It is structured into the following subsections: 3.1 Methodology Employed for the Study, delineating the research strategy and design utilised; 3.2 Selected Variables for the Study, outlining the principal variables under examination; 3.3 Population and Sampling of the Study, including the target population, sampling methodology, and the chosen sample size; 3.4 Instruments Utilised for Data Collection, which delineates the tools and methodologies applied for data acquisition; 3.5 Data gathering Procedure, outlining the procedures undertaken throughout the data gathering process; Section 3.6 delineates the statistical techniques used for the systematic interpretation and analysis of the gathered data.

3.1. RESEARCH METHOD ADOPTED FOR THE STUDY

Leedy (1980) characterized the normative survey method as one wherein the researcher collects data primarily through systematic observation and inquiry. Further, Sukhia, Mehrotra, and Sehgal (1974) elaborated that this method not only involves data collection but also encompasses processes such as interpretation, comparison, measurement, classification, evaluation, and generalisation. These procedures facilitate a more nuanced understanding of existing educational problems and contribute meaningfully to devising solutions. Hence, the normative survey method was considered appropriate for exploring job satisfaction levels of teachers from secondary schools in Goa.

The present study employed the Normative Survey Method, which falls under the quantitative research design. This method is widely used in educational research to assess

the prevailing conditions, opinions, attitudes, and other phenomena by collecting data from a representative sample. The normative survey approach was deemed appropriate for the current study as it aims to evaluate the satisfaction of job levels and analyse the variables affecting satisfaction with job of teachers from secondary schools in Goa.

This method facilitated the systematic collection and quantitative data analysis using structured tools, ensuring objectivity and reliability. By using this methodology, the researcher identified patterns, distinctions, and correlations among factors like gender, location, management style, and teaching experience about work satisfaction.

This method also supported statistical testing of hypotheses, enabling the researcher to draw generalizable conclusions based on a well-defined sample.

3.2. VARIABLES SELECTED FOR THE STUDY

Variables constitute the foundational elements of any empirical investigation. They are defined as measurable attributes or characteristics that the researcher either manipulates, observes, or records in order to study their effects or associations (Best & Kahn, 2007). In the present study, variables were operationalised to enable accurate measurement and interpretation. Operationalisation refers to the process of defining complex constructs in empirical terms, facilitating their quantification (Kaur, 2013). This study primarily examines the satisfaction with work of teachers at secondary schools as the dependent variable, with other demographic and contextual characteristics serving as independent variables.

3.2.1. DEPENDENT VARIABLE

The dependent variable in this study is job satisfaction of teachers at secondary schools. It represents the outcome of interest and is the variable being measured to understand the extent to which it varies with changes in certain demographic and institutional factors. Job satisfaction is considered a multidimensional construct encompassing teachers' attitudes and perceptions towards different aspects of their professional experience, including salary and welfare, administrative support, professional growth, peer relationships, and sense of personal accomplishment.

3.2.2. INDEPENDENT VARIABLES

The independent variables are those that are presumed to influence or be associated with variations in the dependent variable. In this study, the following independent variables were considered:

A. Gender (Male/Female)
B. Locale (Urban/Rural)

C. Type of Management (Government, Aided, Private)
D. Teaching Experience (in years)
E. Educational Qualification (Graduate, Postgraduate, M.Ed., etc.)
F. Monthly Income
G. Age Group

These variables were selected based on their potential relevance in affecting job satisfaction levels among teachers. Each independent variable was categorised appropriately for analytical purposes.

3.2.3. CATEGORICAL VARIABLES

Categorical variables, also referred to as nominal variables, classify data into discrete categories that cannot be ordered or measured quantitatively. As Kaur (2013) pointed out, nominal measurement involves segregating a set of entities into distinct categories wherein all members of a group are assigned identical labels or numerals. These classifications merely distinguish between different groups without implying any hierarchy or magnitude. In this study, the primary categorical variables considered are *Gender*, *Locale* (rural or urban), and *Type of Management* (government, aided, or private).

3.3. POPULATION AND SAMPLING OF THE STUDY

Sampling is the methodological procedure through which a subset of individuals is selected from a larger population, with the aim of ensuring that the selected group accurately reflects the characteristics of the population as a whole (Gay, 1996). The principal objective of sampling is to derive insights about the broader population through the systematic study of a representative group. In the present study, the details pertaining to the target population, sampling frame, and sampling technique used for selecting participants for both tool standardisation and final data collection are described in the subsequent sections.

3.3.1. POPULATION OF THE STUDY

The population for this research consists of teachers from secondary schools employed at institutions connected with the Goa Board of Secondary and Higher Secondary Education, following the curriculum established by the Directorate of Education, Government of Goa. This includes educators from both government and government-aided secondary schools across the regions of North Goa and South Goa.

3.3.2. SAMPLING TECHNIQUE AND SAMPLE OF THE STUDY

To fulfil the preset objectives of the study, two distinct samples were drawn:

3.3.2.1. SAMPLE SELECTED FOR THE STANDARDIZATION OF DATA COLLECTION TOOLS

For tool standardization, the sampling frame comprised teachers at secondary schools from Government and Aided institutions adhering to the Goa Board of Secondary and Higher Secondary Education syllabus. A **simple random sampling** technique was employed to ensure every teacher had an equal chance of selection (Kalton, 1983). A total of **150 teachers at secondary schools** were selected from both **North Goa and South Goa districts**. These teachers were administered the draft version of the tool to assess its reliability, validity, and item clarity for standardization purposes.

3.3.2.2. SAMPLE SELECTED FOR THE SURVEY STUDY

The primary survey sample included teachers from Government and Government-aided secondary schools across urban and rural locales, all adhering to the Goa Board of Secondary and Higher Secondary Education syllabus. A multi-stage sampling method was used to provide a representative and balanced sample. (Madan, Paliwal and Bhardwaj, 2011).

3.3.3. SAMPLING PROCESS

The Stratified Random Sampling is implemented as in the first stage, 38 schools from North Goa and South Goa were selected.

Table 3.1: Stratas and Method of sampling selected for the Study

Cluster	Sample	Sampling method
Strata 1	6 Taluka's will chosen out of 12 (3 talukas from each District)	Randomization
Strata 2	Min 20 teachers each from selected 6 Talukas in total 300 teachers will be selected as sample	Randomization

In the second stage, a simple random sampling technique was used to select 300 secondary school teachers, considering the following teacher Gender, Locale, and Type of Management of schools

Table 3.2: Sample split up selected for the purpose of Survey

Sl. No.	Name of School	Management	No. of Teachers		
			Male	Female	Total
1	Old Goa Educational Institute, Ella Old Goa	Aided	2	5	7

Sl. No.	Name of School	Management	No. of Teachers		
			Male	Female	Total
2	Rosary High school, Bambolin	Aided	2	7	9
3	Sarvodaya High school, Savordem	Aided	2	7	9
4	Tudal High school, Cancona	Aided	3	3	6
5	Government High school, Cancona	Government	5	7	12
6	Kamalabai Hede High school, Shiroda	Aided	2	4	6
7	GVM Pragati High school Borm - Ponda	Aided	3	7	10
8	St. Anthony High school, Margao	Aided	3	9	12
9	Infant Jesus High School, Cuncolin	Aided	3	9	12
10	Santa Cruz High school, Calapor, Goa	Aided	2	8	10
11	Government High school Valpor	Government	5	6	11
12	K R S S High school Volvoi - Ponda	Aided	3	9	12
13	Sharda English High school, Marcila - Goa	Aided	3	9	12
14	Dr. K B Hedgewar Vidhyalay, Curti, Ponda	Aided	2	6	8
15	The New Educational institute, Curchorum- Goa	Aided	3	12	15
16	Shree Damodar High school Margao	Aided	3	9	12
17	S.S Samiti High school, Dhavali – Ponda	Aided	2	7	9

Sl. No.	Name of School	Management	No. of Teachers		
			Male	Female	Total
18	Govt. High school, Advoi Sattari	Government	6	4	10
19	Govt. High school Sadar-Ponda Goa	Government	5	6	11
20	A.J Almeida High school, Ponda – Goa	Aided	3	13	16
21	Union High school Sanguem	Aided	2	7	9
22	Lokmanya Tilak Vidyalaya, Kavlem - Ponda	Aided	3	5	8
23	Saraswat Vidhalaya High School, Khorlim- Mapusa, Bardez- Goa	Aided	3	9	12
24	M.I.B.K. High School, Khandepar - Ponda Goa	Aided	3	7	10
25	Govt. High School Kundai Ponda	Government	4	4	8
26	Dada Vaidya High School, Curti, Ponda – Goa	Aided	3	6	9
27	Our lady of Lourds Valpoi, Sattari	Aided	2	2	4
28	L.D. Samant Memorial High School, Porvorim , Bardez-Goa	Aided	3	3	6
29	Infant Jesus academy velsao	Aided	1	1	2
30	Shree Shantadurga High School, Sancoale	Aided	1	1	2
31	Guardian Angel High School, Curchorem Quepem Goa	Aided	1	2	3
32	CTN High School Curchorem Quepem Goa	Aided	1	2	3

Sl. No.	Name of School	Management	No. of Teachers		
			Male	Female	Total
33	Gomantak Vidyalaya, Piliem, Dharbandora Goa	Aided	1	1	2
34	Abhinav Vidyamandir Mollem, Dharbandora Goa	Aided	1	1	2
35	Dr. Sakharam Gude High School Shiroda , Ponda Goa	Aided	1	1	2
36	St. Joseph High School, Takwada Usgao, Ponda Goa	Aided	1	2	3
37	Symboisis High School Shiroda , Ponda Goa	Aided	1	2	3
38	New Englis High School, Diga Panchwadi	Aided	1	2	3
	Total		95	205	300

The distribution of population for the purpose of survey study based on various stratas are summarized as shown in the table 3.3.

Table 3.3: Splitting - up of population based on various strata for the Study

Sl.No.	Strata	Subdivisions	No. of Students	Total
1	Gender	Male	95	300
		Female	205	
2	Locale	Rural	138	300
		Urban	162	
3	Type of Management	Government	75	300
		Aided	225	
4	Years of Experience	Less than Five years	75	300
		Five to Ten Years	108	
		Ten to Fifteen years	38	
		More than 15 years	79	

3.4. TOOLS USED FOR DATA COLLECTION

The data collection tools selected for this study were designed and validated to collect relevant data that was aligned with the research objectives. The researcher developed, validated, and administered the following tools for effective data collection and analysis:

3.4.1. PERFORMA FOR TEACHERS AT SECONDARY SCHOOLS (*Prepared and validated by Sunilkumar and Mathew, J)*

The researcher developed a structured Performa to facilitate the collection of essential demographic and professional data from teachers at secondary schools in Goa. This tool was designed to obtain information related to personal background, academic qualifications, and key professional attributes, including date of appointment, total years of teaching experience, and current salary structure.

The Performa was constructed with due diligence, ensuring that the items included accurately reflected the typical employment conditions and job profiles of teachers at secondary schools within the state. Emphasis was placed on capturing data relevant to the study's core variables, such as gender, locale, type of school management, and teaching experience.

To establish the instrument's content validity, the draft version of the Performa was submitted to a panel comprising subject-matter experts and educational professionals. Based on their critical feedback and suggestions, several items were revised for clarity, appropriateness, and relevance. In contrast, others were removed to enhance the focus and maintain the overall quality of the instrument.

The final version of the validated Performa (Appendices IA and IB) was subsequently used to collect background information from the selected sample.

3.4.2. JOB SATISFACTION SCALE (JSS) (*Prepared and standardized by Sunilkumar and Mathew, J)*

The instrument employed in this study was meticulously designed to describe, measure, and assess specific dimensions of human behavior, in particular the construct of job satisfaction of teachers from secondary schools in Goa. As noted by Best and Kahn (2007), research tools must be appropriate to the nature of the data to be collected and should facilitate reliable and valid observations. The Job Satisfaction Scale (JSS) used in current study was developed and standardized by the investigator, based on theoretical and empirical considerations. This tool was chosen for its capacity to capture diverse facets of the teaching experience relevant to job satisfaction.

The development of the scale was guided by a multi-phase process involving a comprehensive theoretical understanding of the concept, followed by the construction, pilot testing, item analysis, and standardization of the tool to ensure psychometric soundness.

3.4.3.1. THEORETICAL BACKGROUND ON JOB SATISFACTION AND ITS DIMENSIONS

Job or work satisfaction has been an extensively researched construct, particularly in industrial and organisational contexts. Maxwell et al. (2005) and Park and Deitz (2006) emphasise its prominence in sales force literature, where it is conceptualised as the extent to which various aspects of a job and its environment are perceived as fulfilling, rewarding, or dissatisfying by employees. Churchill et al. (1974) defined job or work satisfaction as the cumulative response of individuals to both the intrinsic and extrinsic elements of their occupational roles. Empirical studies have consistently explored job satisfaction as a significant predictor of employee outcomes such as turnover intention (Mulki et al., 2006), organisational commitment (Brashear et al., 2003), and emotional exhaustion (Jaramillo et al., 2006).

Despite its relevance, many studies have traditionally employed unidimensional measures, which offer limited diagnostic insight. Churchill et al. (1974) criticised such global measures for their lack of specificity and managerial utility. Consequently, multidimensional scales have been developed to capture the nuanced facets of job satisfaction. For example, INDSALES (Churchill et al., 1974) comprises 95 items across seven dimensions including supervision, pay, and co-worker relations. Wood et al. (1986) proposed a 14-item instrument assessing satisfaction with information, variety, closure, and remuneration. The Job Descriptive Index (JDI) (Smith et al., 1969), another widely used tool, evaluates satisfaction across five key domains: nature of work, salary, promotional opportunities, supervision, and peer interactions. These multidimensional approaches facilitate a more accurate and actionable understanding of employee attitudes.

A. SATISFACTION WITH PAY

Pay satisfaction refers to an individual's affective response either favorable or unfavorable towards the compensation they receive for their work (Miceli & Lane, 1991). The term 'compensation' is inclusive of both direct monetary remuneration (e.g., salary, bonuses) and indirect non-monetary benefits (e.g., insurance, retirement plans, leave entitlements). Organisational compensation systems, along with policies governing salary increments, significantly shape employees' satisfaction with their pay.

Scholars have critiqued the treatment of pay satisfaction as a singular construct and instead advocate for its multidimensional conceptualisation (Heneman, 1985; Judge, 1993; Scarpello et al., 1988). In line with this perspective, Heneman and Schwab (1985) proposed a framework encompassing five discrete dimensions: pay level, pay raises, pay structure, benefits, and pay administration. Investigating these components separately allows for a more granular understanding of how compensation influences job satisfaction.

According to Dreher et al. (1988), employees' pay-related expectations are rooted in their perceptions of the relationship between work outcomes and compensation, which in turn influences their attitudes toward pay. While pay satisfaction is not the sole determinant of the workforce motivation or retention, it is a critical element that organisations must manage to ensure the effectiveness of their compensation strategies.

Discrepancy theory, advanced by Lawler (1971; 1981), posits that satisfaction with pay level arises from the alignment between what employees perceive they deserve and what they actually receive. Dissatisfaction, according to this theory, results when a perceived inequity exists between expected and actual compensation. Furthermore, organisational pay policies particularly those linked to performance-based rewards are believed to mediate this relationship (Dyer & Theriault, 1976; Heneman et al., 1988). Employees who prioritise performance outcomes are likely to experience greater satisfaction when compensation systems are perceived as fair, transparent, and aligned with meritocratic principles.

B. SATISFACTION WITH COWORKERS

Work occupies a substantial portion of an individual's daily life, often comprising one-third to one-half of waking hours, thereby playing a vital role in shaping one's overall life satisfaction (Freud, 1930; Fine, 1983; Blustein, 2006). Within this context, the quality of interpersonal relationships at the workplace, especially with coworkers emerges as a crucial determinant of job satisfaction. Positive and collaborative relationships among colleagues are associated with increased motivation, psychological well-being, and overall job contentment.

Coworker support, conceptualised as both instrumental assistance (aid in task completion) and emotional support (encouragement, empathy, trust), significantly contributes to a conducive work environment (Karasek & Theorell, 1990). The presence of supportive coworkers enhances the individual's ability to manage work-related demands effectively and fosters a sense of belonging within the organisational setting.

Blustein (2006) emphasises that interpersonal connections at the workplace satisfy the human need for social affiliation and have a direct bearing on employees' occupational

satisfaction and broader psychological well-being. This is particularly pertinent in school environments, where collaborative work culture can influence both instructional effectiveness and emotional resilience. Thoits (1983) notes that support is most meaningful when it comes from individuals with shared roles and stressors—suggesting that peer teachers, due to their parallel professional experiences, are well-positioned to offer relevant and empathetic support.

Moreover, empirical evidence underscores the predictive role of coworker support in mitigating occupational stress and burnout. Vredenburgh et al. (1999) found that coworker and supervisory support serve as stronger predictors of burnout than autonomy or remuneration, particularly in high-stress roles. Similarly, Hatton and Emerson (1993) identified coworker support as a significant factor influencing job satisfaction, perceived workplace stress, and staff retention. In educational settings, fostering a collegial environment through shared responsibilities and mutual respect may serve as a key strategy for enhancing teacher satisfaction and sustaining workforce engagement.

C. SATISFACTION WITH SUPERVISION

In the contemporary organisational landscape, supervisory practices have garnered increasing scholarly attention, particularly in light of the differential treatment that supervisors often extend to subordinates, which significantly impacts employees' job satisfaction and organisational commitment. A central construct in this discourse is the Leader Member Exchange (LMX) theory, which conceptualises the dyadic relationship between a supervisor and an employee and evaluates the quality of this exchange in shaping workplace outcomes (Harris & Eplion, 2007; Rosen et al., 2006; Lian et al., 2007).

LMX theory posits that the nature and quality of supervisor-subordinate interactions are not uniform across an organisation. Rather, these relationships varies from high quality exchanges, characterised by mutual trust, respect, and loyalty, to low quality exchanges, marked by transactional interactions, limited trust, and minimal emotional support (Lussier & Achua, 2004). The quality of supervision, as shaped by LMX, has been identified as a critical determinant of employee morale, productivity, and retention. As dissatisfaction with supervisory support rises, organisations face heightened risks of attrition, disengagement, and psychological strain among their workforces.

Williams (2002) contends that negative supervisory behaviours are among the most frequently cited reasons for voluntary employee turnover. In line with this, Tepper (2000) observed that employees who continue to work under unsupportive or hostile supervisors often report diminished job satisfaction, reduced organisational commitment, increased

work-life conflict, and elevated levels of psychological distress. These findings affirm the necessity for deeper exploration into the relationship between supervisory quality and job-related outcomes.

Despite a growing body of research, empirical findings regarding the influence of LMX on job satisfaction along with turnover remain inconclusive, indicating the complexity of supervisory dynamics across diverse contexts. Nevertheless, scholars and practitioners alike recognise supervision as a pivotal factor influencing employee retention and overall organisational climate (Morrow et al., 2005). According to LMX theory, the evolution of supervisor-employee relationships is largely contingent upon the frequency, depth, and perceived equity of work-related exchanges. High-quality LMX relationships foster a sense of psychological safety and organisational belonging, thereby enhancing job satisfaction, whereas low-quality interactions are associated with dissatisfaction and detachment.

Given the hierarchical and interpersonal nature of educational institutions, particularly at the secondary school level, understanding the nuances of supervision can offer valuable insights into teachers' occupational experiences. Promoting equitable, respectful, and communicative supervisory practices may serve as a strategic intervention to strengthen job satisfaction among educators.

D. SATISFACTION WITH WORK

Work satisfaction, as a dimension of job satisfaction, is intricately linked to an individual's sense of purpose, autonomy, and alignment with the organisational culture and professional values. Vogel (1963) noted that in the Japanese context, employee commitment was less a consequence of managerial strategies and more a reflection of deeply rooted cultural values that emphasised diligence, collectivism, and dedication to one's role within the organisation. When the workplace is perceived as an extension of the professional community providing avenues for growth, autonomy in role execution, and alignment with professional ethics employees are more inclined to develop a strong sense of organisational commitment.

Building on this, Lincoln and Kalleberg (1985) posited that organisational control mechanisms significantly shape employees' job satisfaction and their commitment levels. They identified four core elements that contribute to enhancing work satisfaction: (1) Social integration, which facilitates interpersonal bonding and a supportive work environment, thereby enabling the formation of meaningful workplace relationships; (2) Structural differentiation, which provides transparent internal mobility channels that enhance perceptions of career growth and upward progression; (3) Decentralised decision-making, which empowers employees with autonomy and participatory authority over work-related

decisions; and (4) Formalisation and legitimacy, which ensures a robust framework of rules that promote fairness, clarify roles, and protect employee welfare.

Further, Mowday et al. (1982) highlighted the influence of role-related factors such as task diversity, clarity of responsibilities, and opportunities for skill utilisation on organisational commitment. When employees encounter role conflict, role ambiguity, or role overload, their commitment is likely to wane. Studies by Mathieu (1990) and Morris and Sherman (1981) established that both role conflict and ambiguity are inversely related to organisational commitment, while Mathieu also identified a significant negative correlation between role overload and commitment.

On a more constructive note, Meyer, Allen, and Smith (1993) argue that job enrichment defined as the enhancement of job roles through increased autonomy and scope for advancement has a positive effect on employee commitment while simultaneously reducing turnover and absenteeism. As job roles become more engaging through job enlargement or rotation, employee involvement and organisational loyalty increase.

Hackman and Oldham (1975) proposed a basic model delineating five essential job factors that affect work satisfaction and motivation. (1) Task significance, defined as the degree to which a job impacts the lives of others; (2) Task identity, which pertains to the ability to execute a task from inception to completion; (3) Skill variety, indicating that the job utilises a diverse array of competencies; (4) Autonomy, denoting the extent of discretion afforded to employees in their roles; and (5) Feedback, referring to the clarity and frequency of information provided to employees regarding their job performance. These attributes are especially pertinent in occupations like teaching, where significant involvement, role clarity, and professional autonomy substantially affect work satisfaction.

In the realm of secondary education, especially among educators in Goa, understanding how these elements influence job satisfaction is crucial for educational planning and policy change. Fostering a friendly, organised, and stimulating work environment may substantially improve teacher motivation and therefore, student results.

3.4.3.2. DIMENSIONS OF TEACHERS JOB SATISFACTION

A sense of satisfaction with work amongst teachers has garnered significant scholarly attention in recent years, particularly in developed nations, where the phenomenon of work intensification the increasing demands and responsibilities placed upon educators has been extensively documented (Hargreaves, 1994; Naylor, 2001). These studies underscore how broader societal pressures have shaped the professional lives of teachers, leading to heightened workloads and diminishing job satisfaction.

A variety of intrinsic and extrinsic factors have been identified as contributors to teacher job satisfaction. According to Spector (1997), these dimensions include appreciation, communication, interpersonal relationships, fringe benefits, working conditions, the nature of the work itself, the organizational climate, avenues for personal growth, institutional policies, promotional prospects, recognition, job security, and supervision. Collectively, these factors influence how teachers perceive their roles and contribute to their overall workplace experience.

Furthermore, job satisfaction is not a singular construct but a multifaceted phenomenon. It encompasses a broad spectrum of elements such as work experience, job quality, life satisfaction, and interactions with colleagues, subordinates, and superiors. These dimensions are closely linked to variables such as employee well-being, workplace stress, organizational climate, and the work-life balance (Tomazevic, Seljak & Aristovnik, 2014). Hence, any holistic understanding of teacher satisfaction must take into account the interplay between personal, professional, and organisational domains.

In the Indian context, the scenario presents a mixed picture. Studies reveal widespread dissatisfaction among employees in many industries, with notable exceptions found among men in commerce-related roles and women in the education sector (Kumari, Joshi & Pandey, 2014). This trend highlights the relatively higher satisfaction levels among women educators, making the educational sector a unique and worthwhile area for further investigation. Job satisfaction has long been a central theme in industrial-organisational psychology, giving rise to multiple theories that explore employee motivation and workplace engagement across varied sectors (Judge & Church, 2000).

Given its far-reaching implications including its effects on productivity, morale, absenteeism, health, and life satisfaction job satisfaction is increasingly viewed as a critical indicator of employee well-being (Landy, 1978; Judge & Klinger, 2007). It encompasses emotional, cognitive, and behavioural dimensions, such as enthusiasm or anxiety, belief systems, and observable actions like punctuality, task engagement, and discretionary effort (Bernstein & Nash, 2008).

Scholars also differentiate between global job satisfaction, which denotes an overall evaluation of one's job, and facet-specific satisfaction, which pertains to particular elements such as remuneration, supervisory support, or resource availability (Muller & Kim, 2008). This distinction is useful for identifying targeted areas that require institutional attention and improvement (Kerber & Campbell, 1987).

It is often believed that content workers are generally more productive (Syptak, Marsland & Ulmer, 1999), while research indicates that heightened production may subsequently enhance job happiness (Bassett, 1994). An affirmative and stimulating work atmosphere not only improves individual contentment but also bolsters organisational efficacy and society welfare. (Berry, 1997). However, it is essential to note that satisfaction related to job is a deeply personal and context-dependent construct, varying across individuals and institutional settings. As such, it demands context-specific investigation and interpretation. In the educational sphere, particularly among teachers at secondary schools in regions like Goa, job satisfaction significantly influences instructional quality, teacher retention, and student outcomes. Therefore, understanding and addressing the diverse dimensions of job satisfaction is not only critical for the well-being of teachers but also central to broader educational reform and school effectiveness.

3.4.3.3. PREPARATION AND STANDARDIZATION OF JOB SATISFACTION SCALE (JSS)

The Researcher developed and standardized a Job Satisfaction Scale (JSS) to assess job satisfaction of teachers from secondary schools in Goa. The tool development followed a systematic, multi-stage procedure comprising item generation, pilot testing, item analysis, and reliability and validity testing. The steps are detailed below.

STEP I: SELECTION OF DIMENSIONS

Based on a comprehensive review of literature and expert consultation, five key dimensions of job satisfaction were identified:

A. Satisfaction with Salary and Welfare
B. Satisfaction with Coworkers
C. Satisfaction with Administration
D. Satisfaction with Profession
E. Satisfaction with Personal Growth

These dimensions provided the conceptual framework for item development.

STEP II: DRAFTING OF INITIAL ITEMS

A total of **75 statements** were initially constructed, with **15 items per dimension**. The items were framed as statements and designed to be rated on a **5-point Likert scale**: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2) and Strongly Disagree (1). Thus, the possible scores ranged from a minimum of **75** (75×1) to a maximum of **375** (75×5).

The splitting of items for various dimensions of Job satisfaction scale was given in Table 3.4.

Table 3.4: Split up of Items for Initial Draft of Job satisfaction scale

Sl. No.	Dimensions of Job satisfaction	Number of Items
1	Satisfaction with Salary and Welfare	15
2	Satisfaction with Coworkers	15
3	Satisfaction with Administration	15
4	Satisfaction with Profession	15
5	Satisfaction with Personal growth	15
	Total	75

The splitting of Marks for various components of Initial draft of Job satisfaction scale is given in Table 3.5.

Table 3.5: Split up of Marks for Initial Draft of Job satisfaction scale

Sl. No.	Dimensions of Job satisfaction	Marks
1	Satisfaction with Salary and Welfare	75
2	Satisfaction with Coworkers	75
3	Satisfaction with Administration	75
4	Satisfaction with Profession	75
5	Satisfaction with Personal growth	75
	Total	375

The copies of Initial Drafts of Job satisfaction scale were given as Appendix II

STEP III: PILOT STUDY

A pilot study was undertaken to assess the initial reliability and validity of the Job Satisfaction Scale. The research included a sample of 150 secondary school teachers, meticulously chosen to reflect a varied cross-section of the target population. Before administration, all participants received explicit and comprehensive instructions on how to react to the scale items. Adequate time was allotted to ensure that respondents could complete the scale without pressure, thereby enhancing the accuracy and authenticity of their responses.

Upon collection of the completed response sheets, each was systematically scored. Scores were computed for each individual dimension of the scale as well as for the overall job satisfaction score. These scores were then subjected to item analysis to evaluate the

performance of individual items and to identify those that contributed meaningfully to the internal consistency of the scale.

The sample distribution and demographic details of the participants involved in the pilot study, which contributed to the standardization of the scale, are presented in Table 3.6.

Table 3.6: Sample split up for the Pilot Study and Standardization of Job satisfaction scale

Sl. No.	Name of School	Management	No. of Teachers		
			Male	Female	Total
1	Old Goa Educational Institute, Ella Old Goa	Aided	4	4	8
2	Rosary High school, Bambolin	Aided	3	7	10
3	Sarvodaya High school, Savordem	Aided	3	7	10
4	Tudal High school, Cancona	Aided	3	3	6
5	Government High school, Cancona	Government	2	4	6
6	Kamalabai Hede High school, Shiroda	Aided	2	4	6
7	GVM Pragati High school Borm - Ponda	Aided	5	7	12
8	St. Anthony High school, Margao	Aided	5	7	12
9	Infant Jesus High School, Cuncolin	Aided	5	7	12
10	Santa Cruz High school, Calapor, Goa	Aided	4	6	10
11	Government High school Valpor	Government	5	5	10
12	K R S S High school Volvoi - Ponda	Aided	5	7	12
13	Sharda English High school, Marcila - Goa	Aided	5	7	12

Sl. No.	Name of School	Management	No. of Teachers		
			Male	Female	Total
14	Dr. K B Hedgewar Vidhyalay, Curti, Ponda	Aided	3	6	9
15	The New Educational institute, Curchorum- Goa	Aided	7	8	15
	Total		**61**	**89**	**150**

STEP IV: ITEM ANALYSIS

To assess the discriminatory power of each item on the Job Satisfaction Scale, an item analysis was conducted using the extreme group method. The 150 completed rating sheets were first arranged in ascending order of their total scores. Based on this arrangement, the top 27% (i.e., highest scorers) and the bottom 27% (i.e., lowest scorers) were identified. These two subsets of participants were considered as criterion groups—namely, the upper group and the lower group.

For each item on the scale, the mean score was computed separately for both the upper and lower groups. These values were then used to calculate the t-ratio, which determines the extent to which each item discriminates between high and low scorers on the scale. The following formula was used to compute the t-value for each item:

$$t = \frac{\overline{X_H} - \overline{X_L}}{\sqrt{\frac{\sum\left(\overline{X_H} - X_H\right)^2 + \sum\left(\overline{X_L} - X_L\right)^2}{N(N-1)}}}$$ (Edwards, 1957)

Where,

X_H - Arithmetic mean of the given item for the higher group

X_L - Arithmetic mean of the given item for the lower group

X_H - Individual score of the given item in the higher group

X_L - Individual score of the given item in the lower group

N - Number of individual's in the criterion group.

The t-value reflects the discriminatory power of each statement in distinguishing between respondents in the high-scoring group and the low-scoring group. According to Edwards (1957), a t-value of 1.75 or above is generally considered to indicate internal consistency and adequate discrimination between the two groups. However, in the present study, the

investigator adopted a more stringent criterion, selecting only those items that demonstrated a t-value greater than 8.36 (at 0.01 significance level). This higher threshold ensured the inclusion of items with robust discriminative ability and enhanced the overall reliability of the Job Satisfaction Scale (JSS).

The results of the item analysis, including the computed t-values for each item and the selection status, are presented in Table 3.7.

Table 3.7: Item Analysis of Job Satisfaction Scale (JSS)

Item	t-value	Item	t-value	Item	t-value
1	8.637**	26	9.997**	**51**	8.421**
2	7.354	27	7.800	**52**	8.461**
3	6.310	**28**	9.815**	53	7.500
4	8.461**	29	7.802	54	7.655
5	4.832	**30**	8.399**	55	6.498
6	8.132	**31**	9.449**	**56**	8.481**
7	8.653**	32	7.833	57	7.688
8	8.549**	**33**	9.508**	58	7.774
9	7.688	34	5.321	59	7.800
10	7.652	**35**	8.453**	**60**	9.451**
11	9.619**	36	7.782	**61**	9.522**
12	8.115	37	7.510	62	8.107
13	5.166	**38**	9.511**	63	8.213
14	7.667	39	8.340	**64**	8.369**
15	8.855**	**40**	8.481**	**65**	8.825**
16	9.522**	41	6.951	66	7.692
17	7.560	42	7.812	67	6.874
18	8.235	43	7.918	68	6.666
19	7.300	44	7.519	69	7.814
20	8.166	45	6.568	70	8.133
21	7.862	46	8.223	**71**	9.410**
22	6.451	**47**	10.129**	72	8.162
23	9.048**	**48**	9.338**	73	8.333
24	9.000**	**49**	8.435**	**74**	8.632**
25	8.800**	50	7.179	**75**	9.895**

** Selected Items for Job Satisfaction scale

STEP V: FINALIZATION OF THE SCALE

Only those items which yielded a t-value exceeding 8.36 at the 0.01 level of significance were retained for inclusion in the final form of the scale. This stringent criterion ensured that each selected item possessed a high degree of discriminatory power and internal consistency in distinguishing between high and low scorers. From each component of the Job Satisfaction Scale (JSS), the items with the highest t-values were carefully chosen to maintain content validity and representational balance across dimensions.

The finalised Job Satisfaction Scale comprises 30 items, demonstrating high discrimination were retained. These items were distributed across the five dimensions as shown in following table. Each item retained the original 5-point Likert response format, and the revised scale had a minimum possible score of 30 and a maximum score of 150.

Table 3.8: Final Item Distribution and Maximum Scores

Sl. No.	Dimensions of Job satisfaction	Number of Items	Marks
1	Satisfaction with Salary and Welfare	6	30
2	Satisfaction with Coworkers	6	30
3	Satisfaction with Administration	5	25
4	Satisfaction with Profession	7	35
5	Satisfaction with Personal growth	6	30
	Total	30	150

STEP VI: DETERMINATION OF JOB SATISFACTION LEVELS

To facilitate interpretation and categorization of individual scores on the Job Satisfaction Scale (JSS), respondents were classified into three levels of job satisfaction: High, Average, and Low. This classification was carried out for both the total score and each of the five dimensions of the scale.

The classification was based on norm-referenced cut-off scores, calculated using the mean (M) and standard deviation (SD) of the scores obtained from the pilot study sample of 150 secondary school teachers. Assuming a normal distribution of scores, the following statistical criteria were applied:

High Level: Scores greater than or equal to (M + 1 SD)

Average Level: Scores between (M - 1 SD) and (M + 1 SD)

Low Level: Scores less than or equal to (M - 1 SD)

The following table presents the cut-off scores derived from the empirical data:

Table 3.9: Cut-off Scores for Levels of Job Satisfaction

Dimension	High Level (≥)	Low Level (≤)	Mean (M)	Standard Deviation (SD)
Satisfaction with Salary and Welfare	22.26	14.28	18.27	3.99
Satisfaction with Coworkers	22.02	14.42	18.22	3.80
Satisfaction with Administration	18.03	11.27	14.65	3.38
Satisfaction with Profession	25.99	15.66	20.82	5.16
Satisfaction with Personal Growth	22.59	15.01	18.80	3.79
Total Job Satisfaction Score	102.90	74.63	88.77	14.14

(N = 150)

STEP VII: FINAL FORM OF THE JOB SATISFACTION SCALE (JSS)

The finalized Job Satisfaction Scale (JSS) comprises a total of 30 items, distributed across five dimensions. Specifically, 6 items each were selected from the first and second dimensions, 5 items from the third dimension, 7 items from the fourth, and 6 items from the fifth dimension. The scale has been constructed as a five-point Likert-type rating scale, with response options ranging from ‘Strongly Agree’ to ‘Strongly Disagree’, assigned numerical values of 5, 4, 3, 2, and 1, respectively.

The scale is designed to elicit the respondent's level of agreement with each statement, and participants are instructed to indicate their response by placing a tick mark (√) against the option that best represents their perception. The maximum obtainable score on the scale is 150, while the minimum possible score is 30. This scoring system ensures a comprehensive measurement of the respondent’s job satisfaction across all dimensions.

Equal weightage has been accorded to all five dimensions in the final scoring procedure to maintain balance and comparability. The complete and final version of the Job Satisfaction Scale is presented in Appendix III

STEP VIII: RELIABILITY TESTING

Reliability is an essential factor when using a psychological test to assess a particular trait or behavior (Rosenthal & Rosnow, 1991). Broadly speaking, reliability refers to the consistency of measurements (Bollen, 1989), or the stability of results under different conditions, where the same outcomes should be consistently achieved (Nunnally, 1978).

The reliability of the scale was established using the following methods:

i. **Test-Retest Method:** The tool was administered twice to a group of 100 teachers at secondary schools with an interval of one month. This Test-Retest method assesses the stability of results over time (McIntire & Miller, 2007). The Pearson's product-moment correlation coefficient between the two sets of scores was found to be r = 0.74, indicating good temporal stability.

ii. **Internal Consistency (Cronbach's Alpha):** Cronbach's alpha for the overall scale was found to be **0.69**, which falls within acceptable limits of reliability for educational tools.

Table 3.10: Corelation coefficient and Cronbach's alpha for the JSS for reliability

Dimension	Test-Retest Correlation	Cronbach's α
Salary and Welfare	0.62	0.65
Coworkers	0.53	0.60
Administration	0.64	0.54
Profession	0.66	0.62
Personal Growth	0.48	0.72

STEP IX: VALIDITY TESTING

The validity ensures that the research components are meaningful. When researchers assess behaviors, their primary concern is whether they are accurately measuring the intended variables (Bollen, 1989).

Face validity, Content validity and intrinsic validity were used for ensuring the validity of Job Satisfaction scale (JSS)

i. **Face Validity:** Face validity refers to a subjective assessment of how well a test represents the concept it aims to measure. The scale was reviewed by the researcher and experts for logical coherence, clarity, and relevance of items. Therefore, face validity has been established for the Job Satisfaction scale.

ii. **Content Validity:** It involves expert evaluation of how well the test items reflect the content being tested. Since the scale was developed with careful attention to content and dimensions and was reviewed by experts, the content validity of the scale has been ensured. A panel of subject experts confirmed that the items adequately represented the five key dimensions of job satisfaction.

iii. **Intrinsic Validity:** The overall validity coefficient of the scale, derived from the square root of the reliability coefficient, was 0.86, indicating a high level of internal validity. Additionally, Table 3.11 corroborates that intrinsic validity has been demonstrated for the Job Satisfaction Scale (JSS).

Table 3.11: Intrinsic Validity of Job Satisfaction Scale

Dimensions	Salary and Welfare	Coworkers	Administration	Profession	Personal Growth
Intrinsic Validity (√r)	0.78	0.73	0.80	0.81	0.69

3.4.3. JOB SATISFACTION FACTORS ANALYSIS QUESTIONNAIRE (JSFAQ) (*Prepared and validated by Sunilkumar and Mathew, J)*

To identify the underlying factors contributing to job satisfaction of teachers from secondary schools in Goa, the Researcher developed and standardized a Job Satisfaction Factors Analysis Questionnaire (JSFAQ). The theoretical background, preparation of the questionnaire and validation of the questionnaire are discussed briefly under the following headings.

3.4.3.1. THEORETICAL BACKGROUND ON JOB SATISFACTION FACTORS ANALYSIS QUESTIONNAIRE (JSFAQ)

A thorough examination of relevant research reveals that the determinants of work satisfaction among employees, namely teachers, may be roughly classified into two primary categories: (A) Organisational Factors and (B) Personal Factors.

A. ORGANIZATIONAL FACTORS

The structural and systemic attributes of the workplace play a pivotal role in shaping employees' job satisfaction. As educators spend a considerable portion of their daily lives within the institution, the manner in which the organisation is managed has a direct impact on their morale, motivation, and overall job contentment. The following are key organizational factors contributing to job satisfaction:

a. **Organisational Development:** Organisational development refers to a continuous, planned process aimed at enhancing an institution's adaptability to external environmental changes such as market shifts, policy modifications, and technological innovations. It involves an in-depth evaluation of the organisation's

current state and an alignment of its internal capabilities with its future vision. A well-implemented organisational development strategy contributes significantly to achieving institutional goals and ensuring long-term sustainability. Elements central to this process include:

i. The organisation's branding and standing within the educational sector, particularly in comparison to leading competitors.
ii. Institutional capacity for strategic growth and expansion.

b. Compensation Policies and Employee Benefits: Compensation constitutes a vital dimension of job satisfaction, reflecting the tangible rewards an employee expects in return for their contribution. Employees or workers experience higher levels of satisfaction when they perceive their remuneration as fair, competitive, and commensurate with industry standards. Equitable compensation systems reinforce employee morale and commitment. This category typically includes:

i. Basic pay and salary structure
ii. Incentive schemes and performance-based rewards
iii. Systems of penalties or deductions (if applicable)

c. Promotion and Career Advancement Opportunities: Opportunities for career progression significantly influence employee satisfaction. Promotion is commonly regarded as a professional milestone, associated with increased remuneration, responsibility, authority, autonomy, and social status. An environment that fosters equal opportunities for growth and advancement encourages a sense of fulfilment among employees. Important elements under this factor include:

i. Clear pathways for promotion
ii. Gender equity in career advancement
iii. Access to professional development and training initiatives
iv. Opportunities to apply one's competencies and skills meaningfully

d. Nature of Work and Job Characteristics: The intrinsic nature of the job itself is a key determinant of satisfaction. Employees' perception of their work—whether favourable or unfavourable is influenced by job design and work-related experiences. Well-structured roles that provide autonomy, task variety, clear responsibility, and meaningful feedback tend to yield higher job satisfaction. Core elements in this dimension include:

i. Clarity and structure in job design
ii. Task identity and role definition

iii. Formal and informal recognition mechanisms
iv. Scope of responsibility and empowerment
v. Volume and complexity of assigned tasks

e. Job Security: Job security pertains to the perceived stability of one's employment and the assurance that one's position will not be terminated in the foreseeable future. When employees or workers feel secure in their roles, they are more likely to exhibit commitment, reduced stress, and higher job satisfaction. However, job security may vary across professions, organisations, and individual circumstances, including performance metrics and macroeconomic conditions. Key aspects contributing to job security include:

i. Availability and fairness of transfer or relocation opportunities
ii. Realistic, achievable performance targets
iii. Provision and clarity of leave policies and entitlements

f. Working Environment and Conditions: A conducive working environment serves as a catalyst for enhanced employee motivation and efficiency. When the physical and psychological workplace conditions promote comfort, health, and safety, employees are more inclined to perform optimally. Conversely, adverse work environments can result in dissatisfaction, absenteeism, and health-related concerns. Components of this dimension include:

i. Physical safety and ergonomic comfort
ii. Adequacy and maintenance of tools, equipment, and infrastructure
iii. Efficiency and suitability of work methods
iv. Provision of security services and essential amenities (e.g., parking)
v. Adequate ventilation, lighting, and temperature regulation systems
vi. Cleanliness and hygiene in office premises, restrooms, and rest areas

g. Relationship with Supervisors: Interpersonal relations with one's immediate supervisors play a central role in shaping workplace experiences. A supportive and communicative supervisor fosters employee morale, professional development, and organisational loyalty. Effective supervisory relationships are characterised by mutual respect, constructive feedback, and transparent communication. Relevant factors include:

i. Quality of interaction with immediate supervisors
ii. Channels and frequency of communication with upper management
iii. Managerial behaviour and leadership approach

iv. Fairness and consistency in treatment of subordinates

h. Work Group Dynamics: Work group interactions significantly impact employees' psychological well-being and overall satisfaction. Human beings possess an inherent need for social connection, and positive relationships with co-workers can enhance a sense of belonging, teamwork, and shared responsibility. In contrast, isolation or interpersonal conflict within groups may lead to dissatisfaction. Elements under this factor include:

i. Camaraderie among group members
ii. Nature and quality of group dynamics
iii. Degree of group cohesiveness and cooperation
iv. Employees' fulfilment of their affiliative needs

i. Leadership Styles: The leadership style adopted by administrators and heads of institutions can markedly influence employee attitudes and satisfaction levels. Participative or democratic leadership is often associated with greater employee engagement, mutual respect, and job contentment. Conversely, autocratic or rigid leadership styles may hinder innovation, reduce morale, and engender dissatisfaction. Key indicators include:

i. Employees' preference for participative leadership models
ii. Presence of respect, trust, and warmth in hierarchical relationships

j. Other Organisational Influences: Apart from the primary domains discussed, several other organisational aspects contribute to job satisfaction. These include emotional, technological, and recognition-based variables that affect how employees perceive their value and role within the organisation. Pertinent considerations include:

i. A sense of belonging or being part of an organisational "family"
ii. Constructive feedback mechanisms and consistent encouragement
iii. Access to and effective utilisation of modern technologies (e.g., internet tools) to facilitate professional tasks

B. ORGANIZATIONAL FACTORS

Personal factors are intrinsic to the individual and significantly influence job satisfaction by shaping how employees perceive their roles, respond to challenges, and engage with the organisational environment. These factors are closely related to psychological well-being, motivation, and the employee's outlook towards their work. The following sub-factors are commonly recognised as critical personal determinants of job satisfaction:

a. **Personality:** Personality refers to the composite of an individual's psychological traits, including their perceptions, attitudes, learning tendencies, and emotional disposition. An employee's compatibility with the nature of the job largely determines their satisfaction. For instance, individuals whose personality traits—such as conscientiousness, optimism, and adaptability—align well with job requirements are more likely to experience higher levels of satisfaction. This dimension includes:
    i. Congruence between job roles and the employee's competencies and temperament
    ii. Employee's perception of their work, attitude towards responsibilities, and openness to learning
b. **Expectations:** Employee expectations play a decisive role in determining satisfaction levels. When the actual outcomes of a job meet or exceed an employee's initial expectations, they tend to report high satisfaction. Conversely, a gap between expectation and reality can lead to frustration and dissatisfaction. This factor encompasses the degree to which job roles and outcomes align with employee expectations.
c. **Age:** Age-related variables have been shown to influence employee satisfaction in complex ways. Younger employees often bring enthusiasm, adaptability, and a willingness to accept new ideas, which contribute positively to satisfaction. However, older employees may offer greater stability and experience, although they might display resistance to rapid changes or technological shifts. Relevant considerations include:
    i. Higher energy levels and adaptability among younger employees.
    ii. Possible resistance to change and new methodologies among older personnel
d. **Education:** Education not only equips individuals with professional qualifications but also contributes to personal development, decision-making capacity, and rational thinking. Employees with higher educational attainments are often more analytical, reflective, and persistent in their roles, which enhances their job satisfaction. This factor includes:
    i. Enhanced reasoning, critical thinking, and decision-making skills in well-educated employees
    ii. Education as a catalyst for self-confidence, autonomy, and upward mobility within the organisation

e. **Gender Differences:** Gender has been observed as a variable that can influence job satisfaction. Various studies suggest that women often report higher levels of satisfaction than men, even when occupying similar positions. This phenomenon may stem from differences in expectations, job involvement, or socialisation patterns. This factor includes Gender-based differences in perceived job satisfaction, with women generally expressing greater contentment in similar roles compared to men.

3.4.3.2. PREPARATION OF JOB SATISFACTION FACTORS ANALYSIS QUESTIONNAIRE (JSFAQ)

The development process followed a structured and stepwise approach. The steps are outlined below.

STEP I: IDENTIFICATION OF FACTORS

Extensive review of theoretical and empirical literature on job satisfaction leads the Researcher conceptualized the questionnaire around the following five major factors:

1. Personal Factors
2. Social Factors
3. Institutional Environment Factors
4. Professional Factors
5. Compensation and Benefit Factors

These categories formed the foundation for drafting questionnaire items.

STEP II: DRAFTING THE INITIAL FORM OF JSFAQ

A draft version of the JSFAQ was prepared consisting of 30 items, with 6 items allocated to each of the five factors mentioned above. Each item was designed in a Yes/No format, with "Yes" option is assigned to a score of 1 and "No" a score of 0 as a result maximum possible score is 30 (30 × 1) and minimum possible score is 0 (30 × 0). Respondents (secondary school teachers) were required to tick (√) the appropriate response for each question.

STEP III: EXPERT VALIDATION AND REVISION

The draft version was submitted to a panel of five experts in the field of education, comprising One Professor, Two Associate Professors and Two Assistant Professors. After detailed discussions and cross-checking the alignment of each item with the respective job satisfaction factor, the experts recommended removing some items. The Researcher revised the tool accordingly based on this expert feedback.

STEP IV: FINALIZATION OF THE QUESTIONNAIRE

Following the expert review, the final version of the JSFAQ was prepared. It consisted of **25 items**, with **5 items assigned to each of the five factors**. The scoring system remained the same: "Yes" = 1 and "No" = 0, **Maximum possible score =** 25 and **Minimum possible score:** 0. Teachers at secondary schools were asked to tick (√) the appropriate response. This revised tool ensured proper representation of all five dimensions.

Table 3.12: Item Distribution and Maximum Scores in Final JSFAQ

Sl. No.	Dimensions of Job Satisfaction	No. of Items	Maximum Marks
1	Personal Factors	5	5
2	Social Factors	5	5
3	Institutional Environment Factors	5	5
4	Professional Factors	5	5
5	Compensation and Benefit Factors	5	5
	Total	**25**	**25**

STEP V: DETERMINATION OF LEVELS OF JOB SATISFACTION FACTORS

To enable effective interpretation of the scores derived from the Job Satisfaction Factors Analysis Questionnaire (JSFAQ), respondents were classified into three levels: '**High'**, '**Average'**, and '**Low**' both for the **total score** and for **each individual factor**.

The classification thresholds were determined using norm-referenced cut-offs, calculated by applying the formula:

High Level: Score ≥ Mean + 1 SD

Average Level: Score between (Mean − 1 SD) and (Mean + 1 SD)

Low Level: Score ≤ Mean − 1 SD

This method, grounded in psychometric principles, ensures statistically meaningful groupings for diagnostic and evaluative purposes.

Table 3.13: Cut-off Scores (Thresholds) for Levels of Factors of Job Satisfaction

Factor	High Level (≥)	Low Level (≤)	Mean	Standard Deviation
Personal Factors	4.29	2.49	3.39	0.90
Social Factors	4.16	2.22	3.19	0.97
Institutional Environment	4.56	2.65	3.60	0.95

Factor	High Level (≥)	Low Level (≤)	Mean	Standard Deviation
Professional Factors	4.45	2.51	3.48	0.97
Compensation and Benefit Factors	4.65	2.63	3.64	1.01
Total JSFAQ Score	19.44	15.16	17.30	2.14

N=150

These thresholds are used to classify an individual's levels of satisfaction with teaching job factor awareness or perception. For instance, a teacher scoring ≥ 19.44 on the total JSFAQ would be categorized as having a high level of recognition of job satisfaction factors, whereas a score ≤ 15.16 would indicate a low level. Final version of the Job Satisfaction Factors Analysis Questionnaire was given in Appendix IV

STEP VI: RELIABILITY TESTING: The Test-and-Retest Method was used to evaluate the dependability of the JSFAQ. The instrument was delivered to a cohort of 150 secondary school educators and then re-administered after one month. Responses were evaluated and analysed by Pearson's product-moment correlation, yielding a correlation value of 0.81, indicating substantial dependability. Furthermore, the Internal Consistency is corroborated by Cronbach's Alpha with Test-Retest Correlation.

Table 3.14: Factor wise Test-Retest Correlation Coefficients and Cronbach's Alpha

Factors	Test-Retest Correlation (r)	Cronbach's α
Personal Factors	0.70	0.76
Social Factors	0.48	0.62
Institutional Environment Factors	0.74	0.64
Professional Factors	0.56	0.62
Compensation and Benefit Factors	0.78	0.56
Overall	0.81	0.79

STEP VII: VALIDITY TESTING

The validity of the JSFAQ was evaluated using face validity, content validity, and intrinsic validity:

i. **FACE VALIDITY:** Each item was carefully examined by the Researcher to ensure it accurately reflected aspects of job satisfaction. On this basis, face validity was established.

ii. **CONTENT VALIDITY:** As suggested by Bollen (1989), expert judgment was used to ensure that the questionnaire items fully represented the domain of job satisfaction factors. Since the tool was developed using defined constructs and reviewed by experts, content validity was ensured.

iii. **INTRINSIC VALIDITY:** Intrinsic validity was computed as the square root of the reliability coefficient resulting in a value of 0.90 for the overall tool. These values indicate a high level of internal validity across all dimensions. Dimension-wise intrinsic validity coefficients are presented below:

Table 3.15: Intrinsic Validity of JSFAQ

Factors	Personal	Social	Institutional Environment	Professional	Compensation and Benefits
Intrinsic Validity (√r)	0.84	0.69	0.86	0.75	0.88

3.5. PROCEDURE FOR DATA COLLECTION

The present study aimed to evaluate the levels of satisfaction about job among teachers from secondary schools in Goa. To achieve this objective, the investigator adopted the survey method, which is widely regarded as appropriate for studies involving large populations and the collection of quantitative data.

A sample of 300 teachers from secondary school was selected through random sampling technique from a total of 22 secondary schools located in both North Goa and South Goa districts. The schools were chosen to ensure a representative distribution across diverse geographical and institutional settings.

The following tools, all developed and validated by Sunilkumar and Mathew, J, were employed for the purpose of data collection:

A. **PERFORMA FOR SECONDARY SCHOOL TEACHERS:** Performa for Secondary School Teachers, designed to gather demographic and contextual information about the respondents,

B. JOB SATISFACTION SCALE (JSS): Job Satisfaction Scale (JSS), a standardised tool designed to assess the level of satisfaction within secondary-level teachers across many domains.

C. JOB SATISFACTION FACTORS ANALYSIS QUESTIONNAIRE (JSFAQ): Job Satisfaction Factors Analysis Questionnaire, aimed at identifying key factors contributing to or influencing job satisfaction,

The data collection process is carried out in a structured and systematic manner, ensuring informed consent and confidentiality of the participants. After collection, the data were meticulously compiled, coded, and subjected to analysis using appropriate descriptive and inferential statistical techniques, as deemed suitable for the research objectives.

3.6. STATISTICAL TECHNIQUES USED FOR DATA ANALYSIS

The data obtained from the Job Satisfaction Scale (JSS) and Job Satisfaction Factors Analysis Questionnaire (JSFAQ) were analysed and interpreted using both descriptive and inferential statistical methods to ensure systematic and relevant findings.

3.6.1. DESCRIPTIVE STATISTICS

Descriptive statistics were calculated to provide a summary and overview of the fundamental characteristics of the data. These included:

i. **Mean:** To identify the average performance or response score the Arithmetic Mean is calculated using the formula:

$$M = \frac{\sum fx}{N}$$ (Garett, 2005)

where X represents the midpoint of the class interval,
f its respective frequency and
N, the total number of samples,

ii. **Median:** To determine the midpoint in the score distribution. The median is a measure of central tendency which represents the value of the middlemost item in a data series that has been arranged either in ascending or descending order of magnitude. It divides the distribution into two equal halves. When the total number of observations or frequencies is denoted by N, the median corresponds to the position that lies between $\frac{N}{2}th$ and $\left(\frac{N}{2}+1\right)th$ items in the case of discrete data, or more precisely, at the $\frac{N}{2}th$ value in the cumulative distribution for grouped data.

To compute the median for grouped data, the **median class** must first be identified. This is the class interval within which the $\frac{N}{2}th$ item lies in the cumulative frequency distribution.

Once the median class is determined, the median value can be estimated using the following formula:

$$Md = L + \left[\frac{(N/2) - F}{f}\right]xi \qquad \text{(Garett,2005)}$$

where

L - Exact lower limit of the median class

F - Total of all frequencies before the median class

f - Frequency of the median class

i - Class Interval

N -Total Frequency

where, Q_1 and Q_3 represent the 1st and 3rd quartiles of the distribution.

This method provides a more accurate measure of central tendency, especially when dealing with grouped frequency distributions.

iii. **Standard Deviation:** To understand the spread or variability in responses. The standard deviation is a widely accepted statistical measure of dispersion that quantifies the extent to which individual scores in a data set deviate from the arithmetic mean. It is defined as the square root of the arithmetic average of the squared deviations of each observation from the mean of the distribution. This measure reflects the degree of variability or spreads present in the data and is sensitive to each value in the distribution.

Mathematically, the standard deviation (σ) for a population or a complete data set is computed using the following formula:

$$SD = \sqrt{\frac{\sum (X - M)^2}{N}} \qquad \text{(Garett,2005)}$$

Where,

X – Individual Score

M – Arithmetic mean of the given scores

N - Total number of scores

iv. **Skewness:** To assess the normality and shape of the distribution. The lack of symmetry form the normal curve is termed as skewness and it is computed by the formula,

$$\text{Skewness (Sk)} = \frac{3(Mean - Median)}{SD}$$

v. **Kurtosis:** These measures helped in understanding the nature of the data and its suitability for further inferential analysis. The characteristic of being flat or peaked from normal is termed as kurtosis and the value of kurtosis for a given curve may be computed through the formula

$$\text{Kurtosis (Ku)} = \frac{QD}{P_{90} - P_{10}}$$

Where QD – Quartile Deviation of the distribution

P_{90} - 90^{th} percentile

P_{10} – 10^{th} percentile

3.6.2. INFERENTIAL STATISTICS

To draw conclusions and make generalizations beyond the sample data, inferential statistical techniques were applied. The tests for significance of differences between means, ANOVA, and Scheffe's Post Hoc Analysis is used.

vi. ANalysis Of VAriance (ANOVA): A singular method ANOVA is a statistical method used to ascertain if significant differences exist among the means of three or more independent groups. It facilitates the comparison of variances between and within groups to assess whether the group means differ from each other due to random chance or systematic factors.

Step 1: Computation of Group and Overall Means: Means were calculated for each group involved in the study as well as for the combined dataset. This provided a foundational understanding for assessing differences between groups. The process begins with the calculation of the arithmetic mean for each group under consideration. Subsequently, the overall mean is computed by treating the data from all groups as a single combined set.

Step 2: Formulation of Hypotheses and Determination of Level of Significance: The next step involves setting up the null and alternative hypotheses:

i. Null Hypothesis (H_0): The means of all groups are equal, i.e., there is no statistically significant difference among them.

$$H_0: \mu_1 = \mu_2 = \mu_3 = ... = \mu_k$$

b. Alternative Hypothesis (H_1): At least one group mean is significantly different.

$$H_1: \text{At least one } \mu_i \neq \mu_j \text{ (for } i \neq j)$$

The level of significance (α), typically 0.05 or 0.01, is determined prior to testing.

Step 3: Computation of Sum of Squares: This involves quantifying the variation in the data. The components are:

i. Total Sum of Squares (SST): Measures the total variation in the data, considering all observations collectively.

$$SS_{\text{total}} = \sum_{j=1}^{n} (\bar{X}_j - \bar{X})^2$$

ii. Sum of Squares Between Groups (SSB): Represents the variation attributable to the differences between the group means.

$$SS_{\text{between}} = \sum_{j=1}^{k} (\bar{X}_j - \bar{X})^2$$

iii. Sum of Squares Within Groups (SSW): Represents the variation due to differences within individual groups.

$$SS_{within} = \sum_{j=1}^{k} \sum_{j=1}^{l} (X - \bar{X}_j)^2$$

Mathematically:

$$\mathbf{SS_{total} = SS_{between} + SS_{within}}$$

Step 4: Calculation of Degrees of Freedom (df): Appropriate Degrees of Freedom(df) were calculated for the total dataset, within groups, and between groups, based on sample sizes and the number of groups.

i. Total Degrees of Freedom (df_{total}):

$$df_{\text{total}} = \text{n} - 1$$

ii. Degrees of Freedom Between Groups ($df_{betweenl}$):

$$df_{\text{betwen}} = \text{n} - \text{k}$$

iii. Degrees of Freedom Within Groups (df_{within}):

$$df_{\text{within}} = \text{k} - 1$$

Where n is the total number of observations and k is the number of groups.

Step 5: Calculation of Mean Squares: The variance components were averaged to get the mean square across groups and the mean square within groups, which facilitated the computation of the F-ratio.

i. Mean Square Between Groups ($MS_{between}$):

$$MS_{between} = \frac{SS_{between}}{df_{between}}$$

ii. Mean Square Within Groups (MS_{within}):

$$MS_{w\ ithin} = \frac{SS_{within}}{df_{within}}$$

Step 6: Computation of F-Ratio and Summary Table: A summary ANOVA table was prepared with all relevant values. The calculated F-value was compared against critical values from statistical tables to determine whether the null hypothesis could be rejected.

The F-statistic is then calculated using:

$$F = \frac{MS_{between}}{MS_{within}}$$

This statistic is tabulated in a summary table that includes values for SS, df, MS, and the calculated F-ratio.

Step 7: Hypothesis Testing using Critical F-Value: The computed F-value will be compared with the crucial value derived from the F-distribution table at the selected significance level (α) and relevant degrees of freedom.

i. If F_calculated > F_critical, the null hypothesis is rejected, indicating a significant difference among the group means.
ii. If F_calculated ≤ F_critical, the null hypothesis is not rejected, suggesting no statistically significant difference among the groups.

vii. Post-Hoc Analysis – Scheffé's Test: When ANOVA revealed significant differences, Scheffé's Post-Hoc Test was applied to further identify specific pairs or combinations of groups that differed significantly. This test controlled the family-wise error rate, ensuring reliable conclusions in multiple comparisons. Steps included:

i. Setting the same significance level (α) as used in ANOVA.
ii. Identifying specific group comparisons (L_i) to test.

iii. Using the ANOVA output and group statistics to determine whether each comparison was statistically significant.

iv. Computation of a critical value for Scheffé's test of comparison L_i:

$$CV_i = \sqrt{(k - 1)\, F(v_1, v_2)\, MSE\, [\, \Sigma(c_j^2 / n_j)\,]}$$

where CV_i is the critical value for comparison L_i,

$(k - 1)$ is the between groups degrees of freedom,

$F(v_1, v_2)$ is the F value with v_1, v_2 degrees of freedom and a significance level of α,

v_1 is degrees of freedom for the between groups factor,

v_2 is degrees of freedom for the mean square error,

MSE is the mean square error,

c_j is a coefficient (weight) for treatment *j* in comparison L_i, and

n_j is sample size in Group *j*.

v. Comparing each computed comparison value with a corresponding critical value. If the comparison value exceeded the critical value, it was considered significant. The decision regarding statistical significance is based on the comparison between the calculated test statistic (Li) obtained in Step 2 and the critical value (CVi) determined in Step 4. If the calculated value (Li) exceeds the critical value (CVi), the difference is deemed statistically significant at the pre-determined level of significance, thereby warranting the rejection of the null hypothesis. Conversely, if Li is less than or equal to CVi, the null hypothesis is retained, indicating that the observed differences may be attributed to random variation.

viii. **Correlation Analysis – Karl Pearson's Method:** The Karl Pearson Product Moment Correlation Coefficient, symbolised as 'r', is a statistical measure used to assess the strength and direction of the linear association between two continuous variables, often designated as X and Y. Developed by the eminent statistician Karl Pearson, this technique is one of the most robust and widely adopted quantitative methods for measuring correlation, alongside the Scatter Plot method and Spearman's Rank Order Correlation.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\left[n\sum x^2 - (\sum x)^2\right]\left[n\sum y^2 - (\sum y)^2\right]}}$$

Actual Mean Method Which is Expressed as Actual Mean Method Which is Expressed as:

$$r = \frac{\sum (X - \bar{X})(Y - \bar{Y})}{\sqrt{\sum (X - \bar{X})^2 \sqrt{(Y - \bar{Y})^2}}}$$

Where, $\bar{X}$ = mean of X variable

$\bar{Y}$ = mean of Y variable

In this Karl Pearson formula,

$$x = X - \bar{X}$$

$$y = X - \bar{Y}$$

This coefficient evaluates the degree of linear association between the two variables by quantifying how changes in one variable correspond to changes in the other. The value of *r* ranges from –1 to +1:

i. An *r* value of +1 indicates a perfect positive linear relationship,
ii. An *r* value of –1 signifies a perfect negative linear relationship, and
iii. An *r* value of 0 suggests no linear correlation between the variables.

This method assumes that the data for both variables are measured on interval or ratio scales and that the relationship between the variables is linear and homoscedastic. The Pearson correlation coefficient is especially useful in empirical research to validate assumptions about inter-variable relationships and is foundational in predictive modeling and regression analysis.

The combination of descriptive and inferential techniques ensured a thorough and statistically sound analysis of the data. Descriptive statistics provided insights into the distribution and characteristics of the data, while inferential methods helped determine significant differences and relationships, supporting the research objectives and hypotheses.

3.7. PROCEDURE OF DATA ANALYSIS

These data collection tools were administered in a paper-based format. The Researcher personally visited each selected school and explained the purpose and instructions of the

study to the participants. Informed consent was obtained from all participants before the data collection process.

After administering the questionnaires, the completed forms were collected on the same day or within a mutually agreed timeframe. The responses were scored and tabulated for further analysis.

The collected data were then coded and entered into a spreadsheet for processing. Subsequently, the data were subjected to appropriate descriptive and inferential statistical analyses using tools such as mean, standard deviation, t-tests, ANOVA, Pearson's correlation, and other relevant techniques based on the research objectives and hypotheses.

This rigorous and systematic procedure ensured the reliability and validity of the data collected for the study.

3.8. CONCLUSION OF CHAPTER III

Chapter III, study Methodology, comprehensively addressed the study design, population and sample, sampling methodology, data collecting instruments, processes for tool creation and validation, and the statistical methods used for data analysis. The research presented a comprehensive framework detailing its planning and execution to guarantee reliability, validity, and scientific rigour in examining the job satisfaction levels of teachers at secondary schools in Goa. The approach was meticulously selected to correspond with the study goals and to enable precise hypothesis testing.

The next chapter, Chapter IV: Data Analysis and Interpretations, will present a detailed, objective-wise analysis of the collected data along with hypothesis testing. The statistical procedures and tools discussed in Chapter III will be applied to draw meaningful inferences and insights from the data.

CHAPTER IV
ANALYSIS AND INTERPRETATION OF DATA

Data analysis constitutes a critical component of the research process, standing at par in importance with other phases such as problem identification, review of literature, and methodology formulation (Gay, 1996). It entails a systematic procedure of selecting, categorising, comparing, synthesising, and interpreting information to derive meaningful explanations of the phenomena under investigation (McMillan & Schumacher, 1989). This research use statistical tools to systematically organise, summarise, analyse, and interpret numerical data (Koul, 2008).

The data were examined using both descriptive and inferential statistical techniques. Descriptive statistics included measurements such Mean, Median, Mode, Skewness, Kurtosis, and Standard Deviation, used to comprehend the distributional attributes of the data. Inferential statistical techniques such as the *t*-test for the significance of differences between means, Analysis of Variance (ANOVA), and the Pearson Product-Moment Correlation Coefficient were applied to draw valid conclusions and test hypotheses.

An empirical study was performed on a stratified random sample of 300 secondary school educators from Goa. Among them, 95 were male instructors and 205 were female teachers. The study sample was further disaggregated based on locale, comprising 138 teachers from rural areas and 162 from urban settings. Regarding the nature of school management, 75 teachers were employed in government schools, while 225 were from aided schools. The teaching experience of the respondents was also considered: 75 teachers had less than five years of experience, 108 had between five to ten years, 38 had between ten to fifteen years, and 79 teachers possessed more than fifteen years of work experience. The whole sample was further categorised into relevant subgroups according to gender, location, school administration style, and teaching experience to enable comprehensive comparative and relational analysis.

The analysis and interpretation of the data in this chapter have been organised under the following three major sections:

Section A. Evaluation of data to ascertain the general work satisfaction levels of teachers from secondary schools in Goa, along with subgroup analyses based on gender, location, school management style, and teaching experience duration.

Section B. Analysis of data to evaluate the contributions of specific elements to the work satisfaction of teachers from secondary schools in Goa, including the overall sample and subgroups categorised by gender, locality, and form of school administration.

Section C. Analysis of data to investigate the correlation between overall work satisfaction and the contributing variables among teachers from secondary schools in Goa, encompassing the whole sample and subgroups categorised by gender, locality, and type of school management.

SECTION A: Section A. Evaluation of data to ascertain the general work satisfaction levels of teachers from secondary schools in Goa, along with subgroup analyses based on gender, location, school management style, and teaching experience duration.

4.1. ANALYSIS AND INTERPRETATION OF DATA for Objective 1 and 2

Objective 1: To evaluate the overall job satisfaction levels of teachers from secondary schools in Goa.

Objective 2: To investigate existence of significant differences in job satisfaction of teachers from secondary schools in Goa.

H_{01}: There is no statistically significant difference in overall job satisfaction of teachers from secondary schools in Goa.

The hypothesis testing study of job satisfaction levels of teachers from secondary schools in Goa is given across many aspects. This encompasses the general degree of job satisfaction, along with variations attributed to gender, location, school administration style, and teaching experience duration.

4.1.1. Analysis and Interpretation of Total Job Satisfaction Scores Of teachers from secondary schools in Goa

Descriptive statistical measures were computed to assess the overall levels of satisfaction with teaching job of teachers from secondary schools in Goa. These statistics were derived for the total sample, comprising 300 respondents, and provide insights into the central tendency and variability in job satisfaction scores. The computed values for the total sample are presented in Table 4.1.

Table 4.1: Descriptive statistics for the total scores of levels of Job satisfaction

Item	Mean	Median	SD	Skewness	Kurtosis
Levels of job satisfaction among teachers of goa for total sample	121.49	123.0	15.53	-0.46	0.092

Interpretation: Table indicates that the mean and median values for the overall job satisfaction scores of teachers at secondary schools in Goa are nearly identical. The standard deviation suggests that the distribution is not significantly different from the mean. The distribution was found to be negatively skewed, meaning that more teachers scored high on job satisfaction compared to those with lower scores. The distribution is leptokurtic as kurtosis value is less than 0.263.

The descriptive statistical results are visually represented in the graph shown in 4.1.

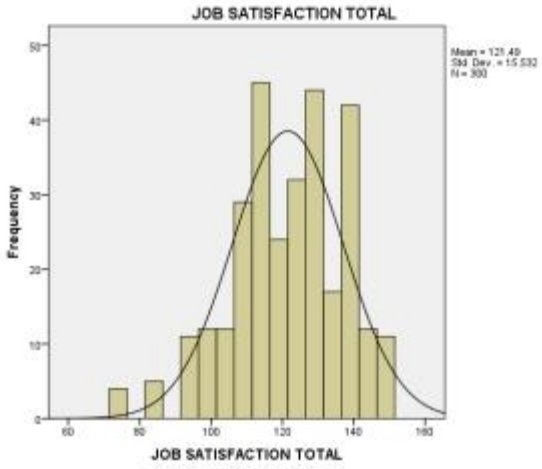


Figure 4.1: Histogram for The Total Scores of Goa Regarding the Level of Job Satisfaction

The levels of satisfaction with teaching job of teachers from secondary schools in Goa was further examined through percentage analysis. This method facilitated the classification of respondents based on their respective satisfaction levels. The detailed results of this analysis are presented in Table 4.2.

Table 4.2: Percentage Distribution of Job Satisfaction Levels

Item	Low Level	Average Level	High Level
No. of teachers	37	209	54
Percentage	12.33	69.67	18

Interpretation: The table indicates that secondary school teacher's job satisfaction in Goa generally report an average level.

The statistical results of percentage analysis are visually represented in the graph shown in 4.2.

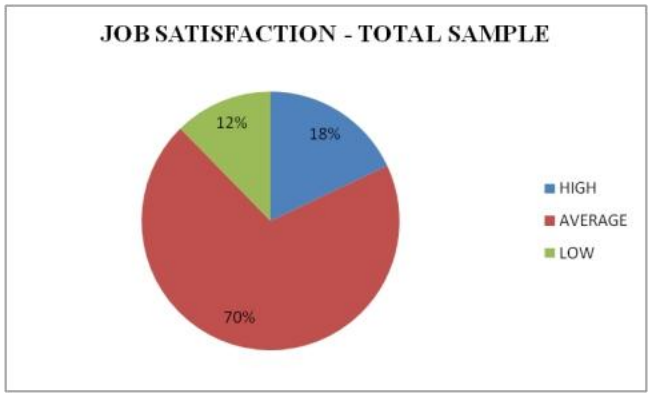


Figure 4.2: Pie Chart for the percentage analysis of teachers regarding the Level of Job Satisfaction

A one way ANOVA was done on the obtained data to see if statistically significant variations exist in the levels of satisfaction of job within teachers from secondary schools in Goa. Table 4.3 methodically presents the summary of the ANOVA findings for the complete sample.

Table 4.3: One-Way ANOVA on the Job Satisfaction Levels

Component	Variation Source	Sum of Squares	Degrees of Freedom(df)(df)	(Variance)	F-value
Job Satisfaction Levels for Total Sample	Between Groups	51988.304	2	25994.152	383.241**
	Within Groups	20144.683	297	67.827	

** - Significant at 0.01 level

Interpretations: The F-Value which is 383.241 is more than the table value for the referred Degrees of Freedom(df) at the 0.01 significance level, indicating a significant difference in job satisfaction levels of teachers from secondary schools in Goa across different categories. In order to identify the specific group-wise differences in job satisfaction levels, Scheffé's post hoc test was employed following the one-way ANOVA. This test facilitated multiple comparisons among the mean scores of job satisfaction for the total sample of teachers at secondary schools in Goa. The analysis aimed to ascertain whether the observed differences

between the groups were statistically significant. The comparative results of mean job satisfaction scores across the three groups of teachers at secondary schools are systematically presented in Table 4.4.

Table 4.4: Scheffe's Test for Total Scores of Teachers at secondary schools of Goa Regarding the Level of Job Satisfaction

Sample	Groups compared	Mean	P value
Dimensions of level of Job satisfaction among Teachers at secondary schools of Goa for total sample	High level and Average level	142.30 121.04	21.26*
	Low level and High level	93.70 142.30	48.59*
	Low level and Average level	93.70 121.04	27.34*

* - Significant at 0.05 level

Interpretations: Table clearly shows that the mean difference in job satisfaction levels between high-level and low-level teachers at secondary schools is highly significant for the total sample.

Figure 4.3 illustrates a graphical comparison of the mean job satisfaction ratings of teachers from secondary schools in Goa across low, moderate, and high levels.

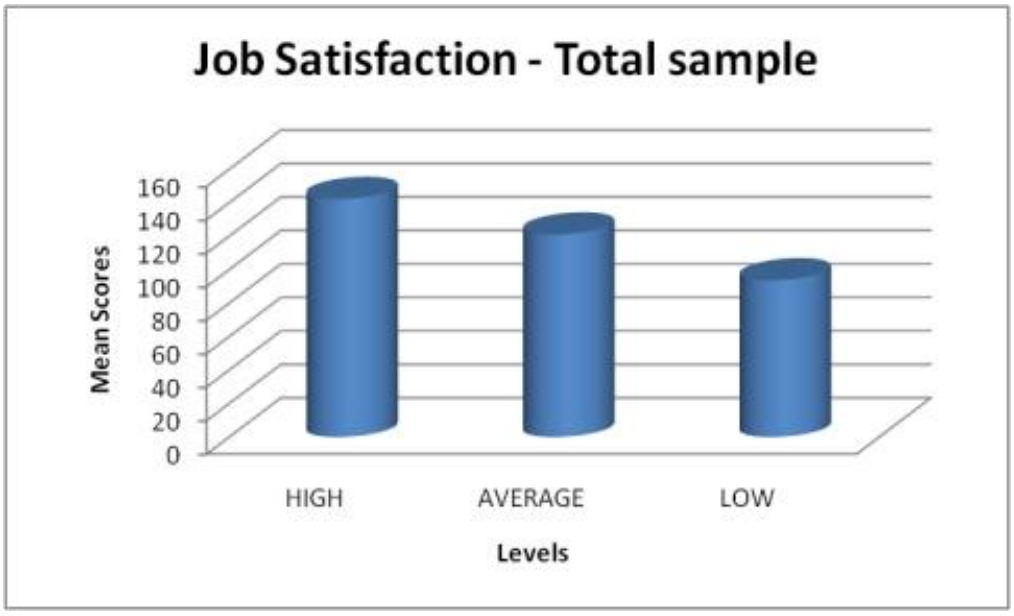


Figure 4.3: Comparison of average scores of different levels of Job satisfaction among teachers of Goa

4.1.2. Analysis and Interpretation of Job Satisfaction Level Total Scores Of teachers from secondary schools in Goa for Various Dimensions of Job Satisfaction

Descriptive statistical measures were computed to assess levels of satisfaction with teaching job among teachers at secondary schools of Goa for various dimensions of job satisfaction. These statistics were derived for the total sample, comprising 300 respondents, and provide insights into the central tendency and variability in job satisfaction scores. The computed values for the total sample are presented in Table 4.5.

Table 4.5: Descriptive Statistics for The Total Scores of Levels of Dimensions of Job Satisfaction

Statistics	Satisfaction with Salary and Welfare	Satisfaction with coworkers	Satisfaction with Administration	Satisfaction with profession	Satisfaction with personal growth
Mean	21.63	25.30	18.73	29.50	26.33
Median	22.0	25.0	19.0	29.0	27.0
Standard Deviation	5.4	3.8	3.65	3.6	4.1
Skewness	-0.918	-1.213	-0.139	-0.561	-1.483
Kurtosis	0.911	2.611	-0.500	-0.249	3.025

Interpretation: Table reveals that the mean and median values are nearly identical for all dimensions of job satisfaction. The standard deviation values indicate that the scores are not significantly spread out from the mean across all dimensions of job satisfaction. Skewness was found to be negative for all dimensions, suggesting that more teachers at secondary schools had high job satisfaction scores compared to those with low scores. The kurtosis values for dimensions such as satisfaction with administration and satisfaction with profession were found to be less than 0.263, indicating a leptokurtic distribution. In contrast, the kurtosis values for dimensions like satisfaction with salary and welfare, satisfaction with coworkers, and satisfaction with personal growth were greater than 0.263, signifying a platykurtic distribution.

The job satisfaction scores for various dimensions were further examined through percentage analysis. This method facilitated the classification of respondents based on their respective satisfaction levels. The detailed results of this analysis are presented in Table 4.6.

Table 4.6: Percentage Distribution of Level of Job Satisfaction for Various Dimensions

Dimensions	Low Level		Average Level		High Level	
	No. of Teachers	Percentage	No. of Teachers	Percentage	No. of Teachers	Percentage
Satisfaction with Salary and Welfare	44	14.67	202	67.33	54	18
Satisfaction with coworkers	26	8.67	218	72.67	56	18.66
Satisfaction with Administration	77	25.67	173	57.67	50	16.66
Satisfaction with profession	36	12	232	77.33	32	10.67
Satisfaction with personal growth	31	10.33	269	89.67	0	0

Interpretation: Table 4.6 showed that the job satisfaction levels among Goan Teachers at secondary schools for various dimensions of job satisfaction for total sample is mostly at an average level.

The obtained data were analysed using one way ANOVA to see whether significant disparities in job satisfaction existed across different aspects of teachers from secondary schools in Goa. A detailed overview of the results obtained from this statistical test, depending on the sample, is provided in Table 4.7.

Table 4.7: One-Way ANOVA on the Job Satisfaction Levels for Various Dimensions

Dimension	Variation Source	Sum of Squares	Degrees of Freedom(df)	(Variance)	F-value
Satisfaction with Salary and Welfare	Between Groups	6862.125	2	3431.062	579.63**
	Within Groups	1758.062	297	5.919	
Satisfaction with coworkers	Between Groups	3204.101	2	1602.05	364.522**
	Within Groups	1305.296	297	4.395	
Satisfaction with Administration	Between Groups	2349.522	2	1674.761	791.963**
	Within Groups	628.065	297	2.115	
Satisfaction with profession	Between Groups	2522.555	2	1261.277	284.554**
	Within Groups	1316.442	297	4.432	
Satisfaction with personal growth	Between Groups	2727.249	1	2727.249	370.189**
	Within Groups	2195.417	298	7.367	

** - Significant at 0.01 level

Interpretations: The F-values obtained for the different dimensions of job satisfaction exceed the table values for the referring Degrees of Freedom(df) at the 0.01 significance level. This indicates that there are significant differences in job satisfaction levels of teachers from secondary schools in Goa across various categories for the sample.

In order to identify the specific group-wise differences in job satisfaction levels across various dimensions, Scheffé's post-hoc test was executed following the one-way ANOVA. This test facilitated multiple comparisons among the mean scores of job satisfaction across various dimensions of teachers at secondary schools in Goa. The analysis aimed to ascertain whether the observed differences between the groups were statistically significant. Since there were no teachers in the high-level category for the dimension of satisfaction with personal growth, post-hoc tests were conducted only for the other job satisfaction dimensions.

The comparative results of mean job satisfaction scores across various dimensions divided into three groups of teachers at secondary schools are systematically presented in Table 4.8.

Table 4.8: Scheffe's Test for Multiple Comparisons Regarding the Level of Various Dimensions of Job Satisfaction

Dimensions	Groups compared	Mean	P value
Satisfaction with Salary and Welfare	High level and Average level	28.56 21.92	6.64*
	Low level and High level	11.80 28.56	16.76*
	Low level and Average level	11.80 21.92	10.12*
Satisfaction with coworkers	High level and Average level	30.00 25.13	4.86*
	Low level and High level	16.62 30.00	13.38*
	Low level and Average level	16.62 25.13	8.52*
Satisfaction with Administration	High level and Average level	24.42 19.28	4.94*
	Low level and High level	13.91 24.22	10.31*
	Low level and Average level	13.91 19.28	5.37*
Satisfaction with profession	High level and Average level	34.63 29.85	4.77*
	Low level and High level	22.72 34.63	11.90*
	Low level and Average level	22.72 29.85	7.13*

* - Significant at 0.05 level

Interpretation: Table clearly shows that the mean difference in job satisfaction levels across various dimensions is highly significant between high-level and low-level teachers at secondary schools in Goa for the total sample.

The comparison of mean scores for job satisfaction across different dimensions between low, average, and high-level teachers at secondary schools in Goa is visually presented in

Figure 4.4.

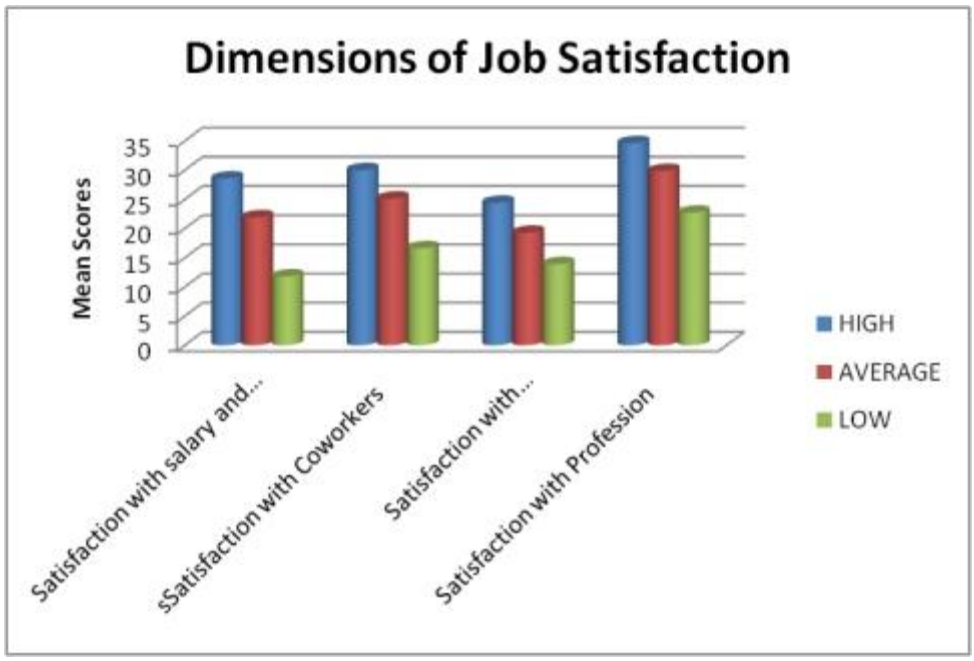


Figure 4.4: Comparison of mean scores of different levels on dimensions of job satisfaction among secondary level schoolteachers of goa

Figure 4.4 clearly illustrates that the disparities between high and low levels are markedly significant for the characteristics of Satisfaction with Salary and Welfare, Satisfaction with Coworkers, Satisfaction with Administration, and Satisfaction with Profession.

4.1.3. Analysis and Interpretation of Job Satisfaction Level Total Scores Of teachers from secondary schools in Goa for Gender

Descriptive statistical measures were computed to assess the overall levels of satisfaction with teaching job of teachers from secondary schools in Goa for gender. These statistics were derived from the entire sample of 300 respondents and provide insights into the central tendency and variability in job satisfaction scores by gender. The computed values for the total sample are presented in Table 4.9.

Table 4.9: Descriptive Statistics for the Total Scores of Job Satisfaction for Gender

Item	Sub sample	Mean	Median	SD	Skewness	Kurtosis
Level of Job satisfaction among Teachers at secondary schools of Goa	Male	117.77	118.00	14.5	-0.303	0.547
	Female	122.89	123.00	15.91	-0.577	0.416

Interpretations: Table indicates that the mean and median values for job satisfaction scores among male and female teachers from secondary schools in Goa are nearly identical. The standard deviation values suggest that the distributions are not significantly different from the mean. The distribution for both male and female teachers was found to be negatively skewed, meaning that more teachers had high scores compared to those with low scores in terms of job satisfaction. The kurtosis value for both male and female teachers was greater than 0.263, indicating a platykurtic distribution.

The histograms for male and female teachers are shown in Figures 4.5 and 4.6.

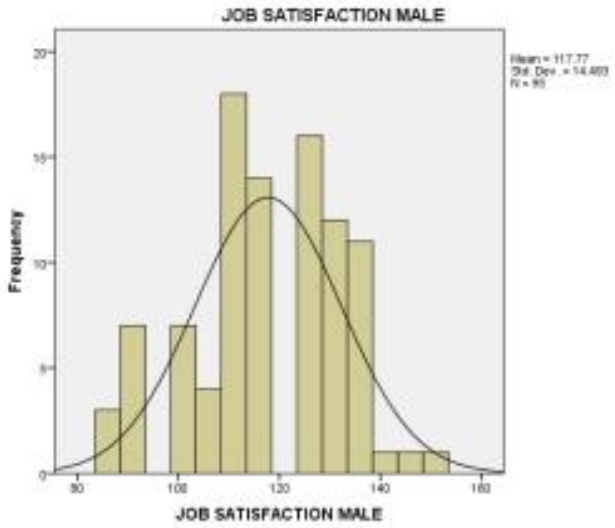


Figure 4.5: Histogram for Total Scores of Male Teachers Regarding the Job satisfaction Level

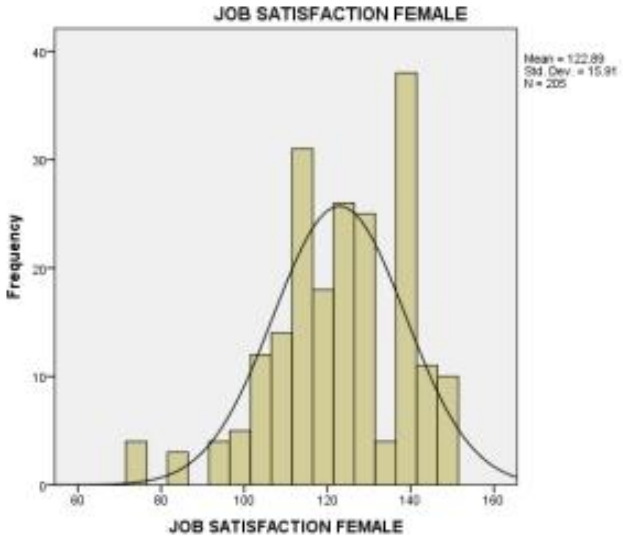


Figure 4.6: Histogram for Total Scores of Female Teachers Regarding the Job satisfaction Level

The levels of satisfaction with teaching job of teachers from secondary schools in Goa, by gender, was further examined through percentage analysis. This method facilitated the classification of respondents based on their respective satisfaction levels, gender-wise. The detailed results of percentage analysis are presented in Table 4.10.

Table 4.10: Percentage Distribution of Job Satisfaction Levels among Male Teachers in Goa

Item	Low Level	Average Level	High Level
No. of teachers	19	63	13
Percentage	20	66.32	13.68

Interpretation: Table indicates that the job satisfaction levels among male teachers at secondary schools in Goa are generally at an average level.

The results of the percentage analysis are illustrated in a pie chart, as in Figure 4.7.

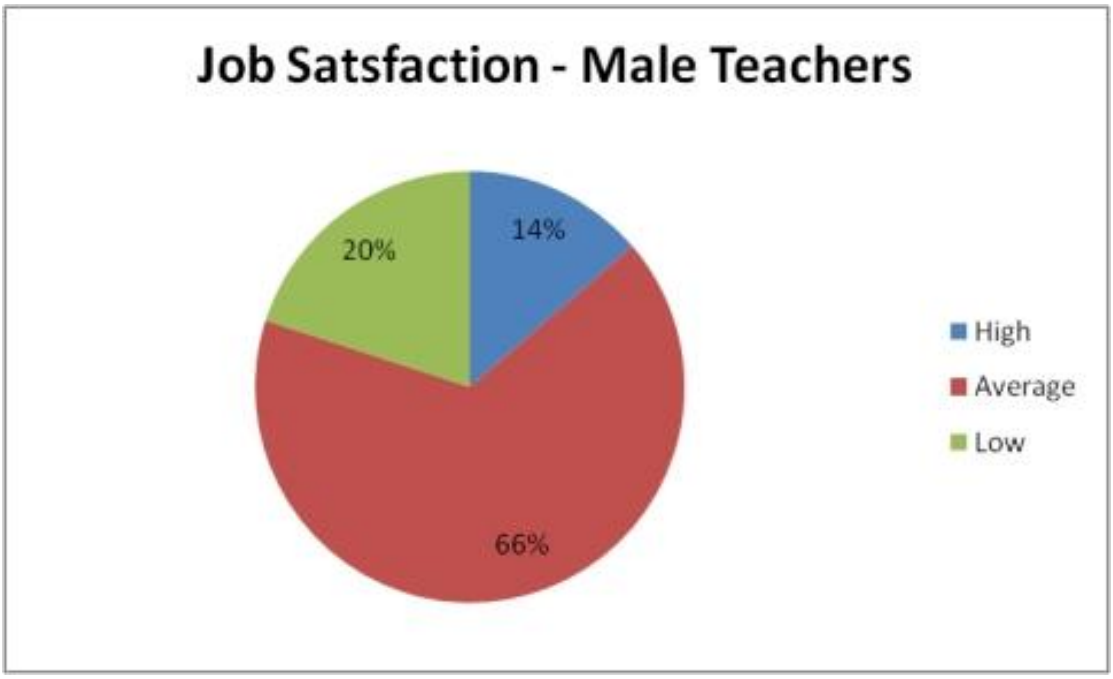


Figure 4.7: Pie Graph for the levels of satisfaction with teaching job among secondary level schoolteachers of Goa for the Male Teachers

A one way ANOVA was done on the obtained data, stratified by gender, to examine if statistically significant variations exist in job satisfaction levels among secondary level school teachers in Goa. The ANOVA findings summary for an entire sample, categorised by gender, is systematically shown in Table 4.11.

Table 4.11: One-Way ANOVA for Male Teachers Job Satisfaction Levels

Component	Variation Source	Sum of Squares	Degrees of Freedom(df)	(Variance)	F-value
Job Satisfaction Level among male teachers	Between Groups	14101.004	2	7050.502	114.929**
	Within Groups	5643.902	92	61.347	

** - Significant at 0.01 level

Interpretations: The F-value of 114.929 surpasses the tabulated value for the relevant Degrees of Freedom (df) at the 0.01 significance level. This suggests that male teachers from secondary schools in Goa, across all classifications, exhibit differing degrees of work satisfaction.

To identify the precise reasons of variance in work satisfaction levels among male teachers at secondary schools in Goa, Scheffé's post hoc test was used subsequent to the ANOVA. This enabled a thorough comparison of average work satisfaction levels across the three designated categories. The aim was to ascertain whether the observed intergroup disparities were statistically significant. The results of this comparison study, together with the associated mean scores for male instructors, are systematically shown in Table 4.12.

Table 4.12: Scheffe's Post-Hoc Test for Multiple Comparisons of Mean Total Scores among Male Teachers

Teachers	Groups compared	Mean	P value
Male teachers at secondary schools regarding the Level of Job satisfaction	High level and Average level	137.77 120.05	17.72*
	Low level and High level	96.53 137.77	41.24*
	Low level and Average level	96.53 120.05	23.52*

* - Significant at 0.05 level

Interpretation: Table clearly shows that the mean difference in job satisfaction levels between high-level and low-level male teachers at secondary schools in Goa is highly significant.

A visual representation illustrating the comparative mean scores of job satisfaction among male teachers at secondary schools categorized as having low, average, and high levels of satisfaction is depicted in Figure 4.8.

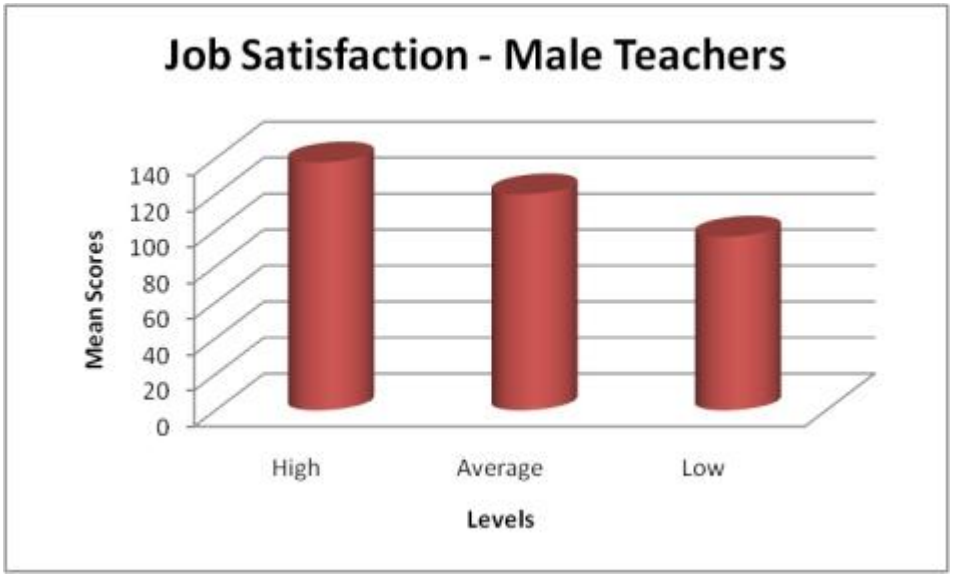


Figure 4.8: Comparative Mean Scores of Male Teachers at secondary schools across Low, Average, and High Levels of Job Satisfaction

The levels of satisfaction with teaching job among female teachers at secondary schools in Goa, was further examined through percentage analysis. This method facilitated the classification of female respondents based on their respective satisfaction levels. The detailed results of percentage analysis are presented in Table 4.13.

Table 4.13: Percentage Distribution of Job Satisfaction Levels among Female Teachers in Goa

Item	Low Level	Average Level	High Level
No. of teachers	28	138	39
Percentage	13.66	67.32	19.02

Interpretation: Table 4.13 indicates that the female teachers at secondary schools in Goa predominantly possess an average level job satisfaction.

The distribution of job satisfaction levels among male secondary school teachers, as revealed through percentage analysis, is depicted in the form of a pie chart.

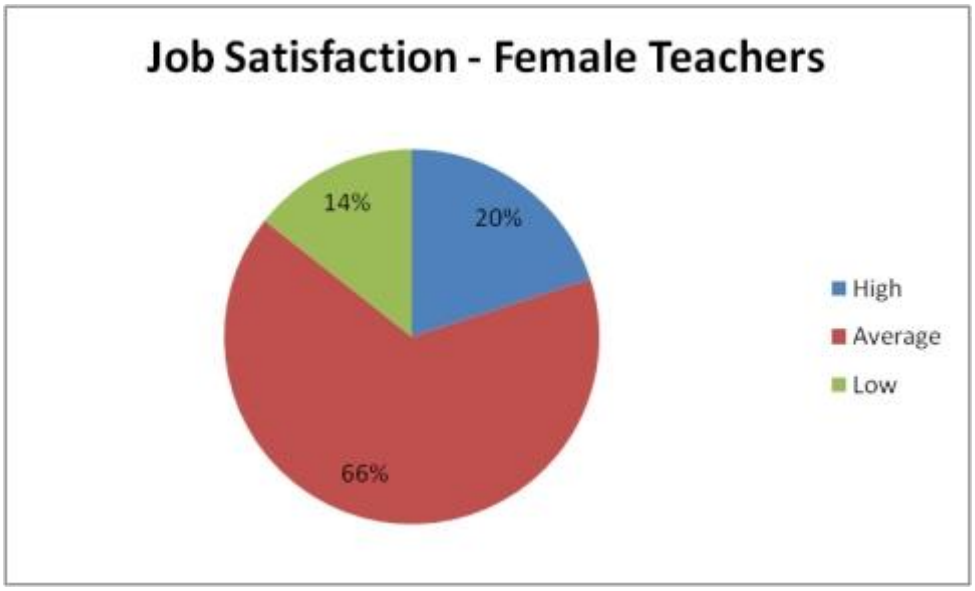


Figure 4.9: Comparative Mean Scores of Female Teachers at secondary schools across Low, Average, and High Levels of Job Satisfaction

A one way ANOVA was performed on the obtained data to determine whether statistically significant variations exist in job satisfaction levels for female teachers at secondary schools in Goa. The ANOVA findings for the female sample are carefully summarised in Table 4.14.

Table 4.14: One-Way ANOVA on Female Teacher's Job Satisfaction Levels

Component	Variation Source	Sum of Squares	Degrees of Freedom(df)	(Variance)	F-value
Level of Job satisfaction among Teachers at secondary schools of Goa for Female Teachers	Between Groups	36624.199	2	18312.099	246.415**
	Within Groups	15011.440	202	74.314	

** - Significant at 0.01 level

Interpretation: The F-value 246.415 exceeds the table value for the referring Degrees of Freedom(df) at the 0.01 significance level. This indicates that female teachers at secondary schools in Goa, across different categories, have varying levels of job satisfaction.

To ascertain the specific sources of variation in job satisfaction levels among female teachers at secondary schools in Goa, Scheffé's post hoc test was employed following the initial

ANOVA. This facilitated a comprehensive comparison of mean job satisfaction scores across the three identified groups. The objective was to determine whether the observed intergroup differences were statistically significant. The findings from this comparative analysis, along with the corresponding mean scores for the female teacher sub-sample, are systematically presented in Table 4.15.

Table 4.15: Scheffe's Post-Hoc Test for Job Satisfaction among Female Teachers

Sample	Groups compared	Mean	P value
Dimensions of Female teachers at secondary schools regarding the Level of Job satisfaction	High level and Average level	143.31 122.59	20.71*
	Low level and High level	95.93 143.31	47.38*
	Low level and Average level	95.93 122.59	26.67*

* - Significant at 0.05 level

Interpretation: Table 4.15 clearly indicates a highly significant mean difference in satisfaction about job levels between high-level and low-level female teachers at secondary schools in Goa.

A visual representation illustrating the comparative mean scores of job satisfaction among female teachers at secondary schools categorized as having low, average, and high levels of satisfaction is depicted in Figure 4.10.

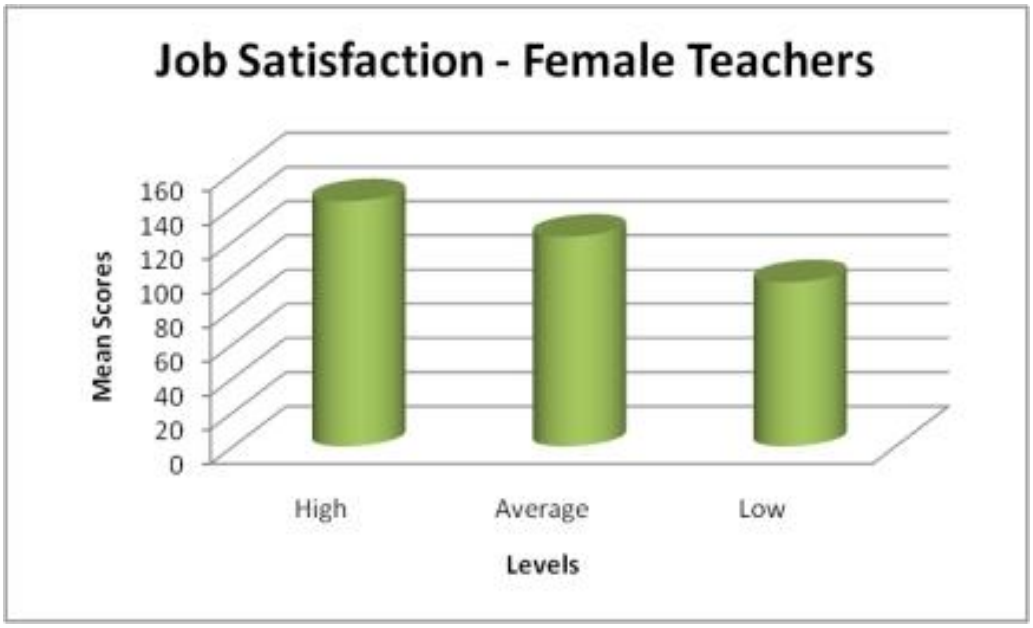


Figure 4.10: Comparative Mean Scores of Female Teachers at secondary schools across Low, Average, and High Levels of Job Satisfaction

4.1.4. Analysis and Interpretation of Job Satisfaction Level Total Scores Of teachers from secondary schools in Goa for Locale

Descriptive statistical measures were computed to assess the overall levels of satisfaction with teaching job of teachers from secondary schools in Goa for Locale. These statistics were derived from the entire sample of 300 respondents and provide insights into the central tendency and variability in job satisfaction scores by locale. The computed values for the total sample are presented in Table 4.16.

Table 4.16: Descriptive Statistics for the Total Scores of Teachers of Goa for Locale

Item	Sub sample	Mean	Median	SD	Skewness	Kurtosis
Level of Job satisfaction among Teachers at secondary schools of Goa	Rural	118.75	116.00	14.3	0.097	-0.727
	Urban	123.73	126.00	16.23	-0.888	1.013

Interpretation: Table 4.16 indicates that the mean and median values for job satisfaction scores of teachers from secondary schools in Goa are nearly identical for both rural and urban teachers. The standard deviation values suggest that the distributions are not significantly different from the mean. For urban teachers, the distribution was found to be negatively skewed, meaning more teachers had high job satisfaction scores compared to those with low scores. In contrast, for rural teachers, the skewness was positive, indicating that more teachers had low job satisfaction scores than those with high scores. The kurtosis value for urban teachers was greater than 0.263, making the distribution platykurtic. For rural teachers, the kurtosis value was less than 0.263, indicating a leptokurtic distribution. The histograms for rural and urban teachers are shown in Figures 4.11 and 4.12.

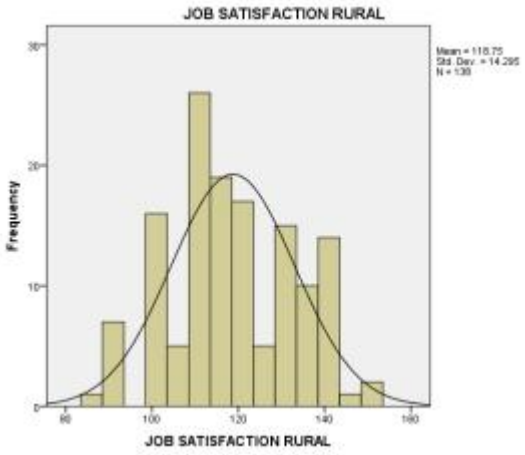


Figure 4.11: Histogram for total scores of Rural teachers regarding the Job satisfaction Level

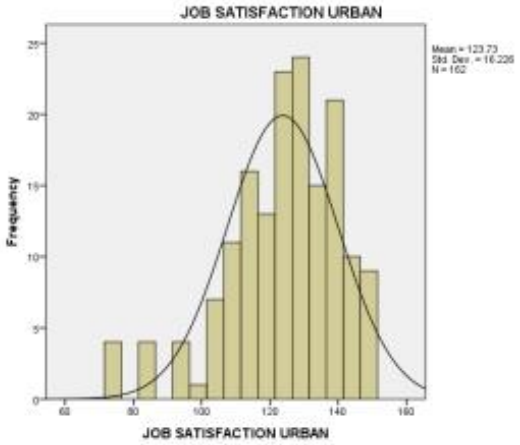


Figure 4.12: Histogram for total scores of Urban teachers regarding the Job satisfaction Level

The levels of satisfaction with teaching job among teachers at secondary schools of rural locale in Goa, was further examined through percentage analysis. This method facilitated the classification of respondents based on their respective satisfaction levels of rural teachers. The detailed results of percentage analysis are presented in Table 4.17

Table 4.17: Percentage Distribution of Job Satisfaction Levels among Rural Teachers in Goa

Item	Low Level	Average Level	High Level
No. of teachers	21	92	25
Percentage	15.22	66.67	18.11

Interpretation: Table indicates that the job satisfaction levels among rural teachers at secondary schools in Goa are predominantly at an average level.

The distribution of job satisfaction levels among rural secondary school teachers, as revealed through percentage analysis, is depicted in the form of a pie chart.

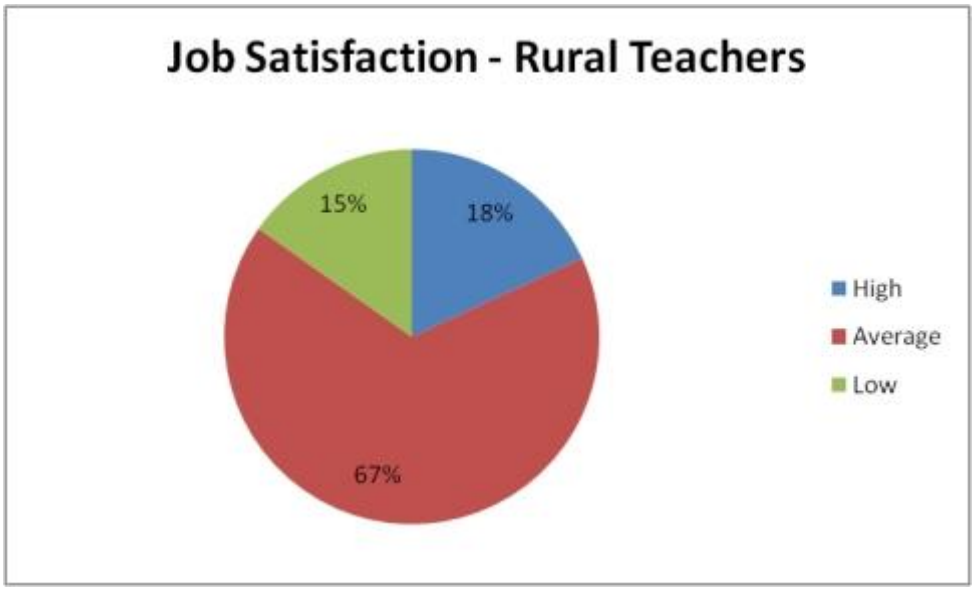


Figure 4.13: Pie chart representing the distribution of job satisfaction levels among teachers at secondary schools belonging to the rural sub-sample in Goa.

A one way ANOVA was performed on the obtained data to see whether statistically significant variations exist in work satisfaction levels among rural teachers at secondary schools in Goa. The ANOVA findings for the whole sample are methodically outlined in Table 4.18.

Table 4.18: One-Way ANOVA on Rural Teacher's Job Satisfaction Levels

Component	Variation Source	Sum of Squares	Degrees of Freedom(df)	(Variance)	F-value
Level of Job satisfaction among Teachers at secondary schools of Goa for Rural Teachers	Between Groups	20883.792	2	10441.896	198.255**
	Within Groups	7110.332	135	52.669	

** - Significant at 0.01 level

Interpretation: The F-value 198.255 is more than the table value for the corresponding Degrees of Freedom(df) at the 0.01 significance level. This indicates that rural teachers at secondary schools in Goa, from different categories, exhibit varying levels of job satisfaction.

To ascertain the specific sources of variation in job satisfaction levels among rural teachers at secondary schools in Goa, Scheffé's post hoc test was employed following the initial ANOVA. This facilitated a comprehensive comparison of mean job satisfaction scores across the three identified groups. The objective was to determine whether the observed intergroup differences were statistically significant. The findings from this comparative analysis, along with the corresponding mean scores for the rural teacher sub-sample, are systematically presented in Table 4.19.

Table 4.19: Scheffe's Post-Hoc Test of Mean Total Scores on Job Satisfaction among Rural Teachers

Sample	Groups compared	Mean	P value
The Dimensions of Rural teachers at secondary schools regarding the Level of Job satisfaction	High level and Average level	140.12 117.76	22.36*
	Low level and High level	97.62 140.12	42.50*
	Low level and Average level	97.62 117.76	20.14*

* - Significant at 0.05 level

Interpretation: Table shows a highly significant difference in the means in job satisfaction levels between high-level and low-level rural teachers at secondary schools in Goa.

A visual representation illustrating the comparative mean scores of job satisfaction among rural teachers at secondary schools categorized as having low, average, and high levels of satisfaction is depicted in Figure 4.14.

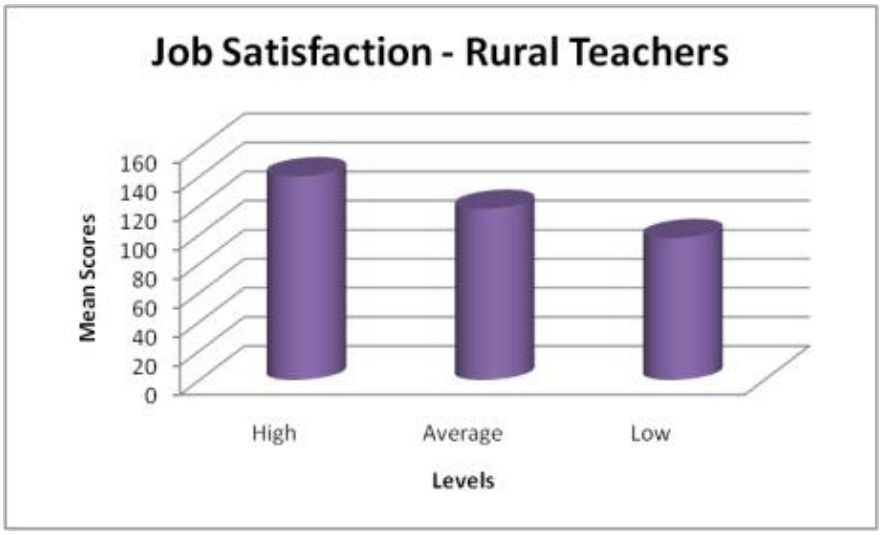


Figure 4.14: Comparative Mean Scores of rural Teachers at secondary schools across Low, Average, and High Levels of Job Satisfaction

The levels of satisfaction with teaching job among urban teachers at secondary schools in Goa, is further examined through percentage analysis. This method facilitated the classification of respondents based on their respective satisfaction levels, gender-wise. The detailed results of percentage analysis are presented in Table 4.20.

Table 4.20: Percentage Distribution of Job Satisfaction among Urban Teachers

Item	Low Level	Average Level	High Level
No. of teachers	19	120	23
Percentage	11.73	74.07	14.2

Interpretation: Table indicates that the urban teachers at secondary schools in Goa possesses primarily at an average level job satisfaction.

The distribution of job satisfaction levels among male secondary school teachers, as revealed through percentage analysis, is depicted in the form of a pie chart.

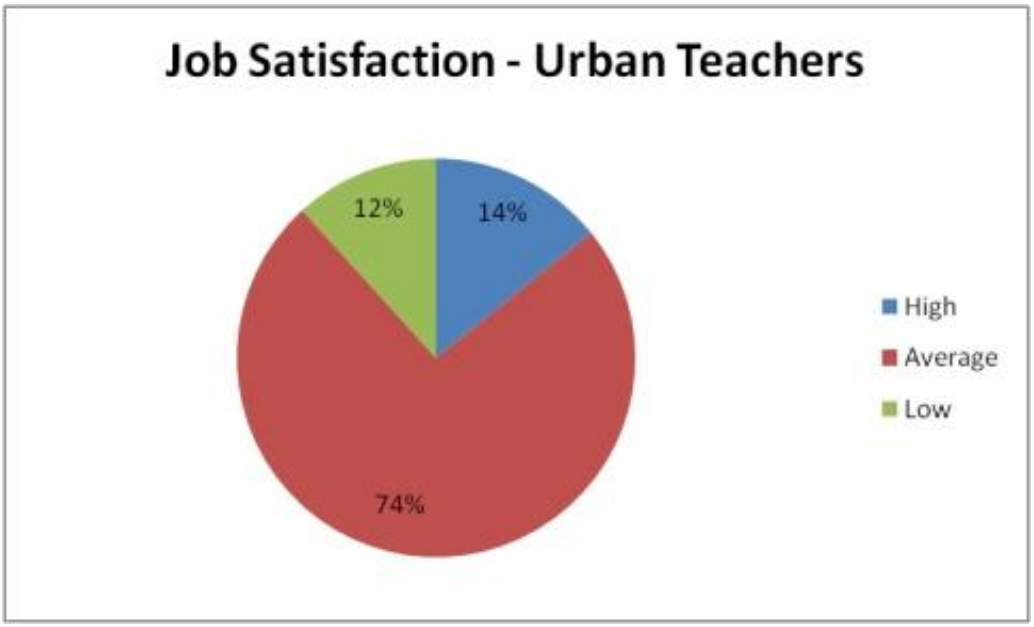


Figure 4.15: Pie chart representing the distribution of job satisfaction levels among teachers at secondary schools belonging to the urban sub-sample in Goa.

A one way ANOVA was performed on the obtained data to examine the presence of statistically significant variations in work satisfaction levels among urban teachers at secondary schools in Goa. The ANOVA findings for the urban subsample are comprehensively summarised in Table 4.21.

Table 4.21: One-Way ANOVA on Urban Teacher's Job Satisfaction levels

Component	Variation Source	Sum of Squares	Degrees of Freedom(df)	(Variance)	F-value
Level of Job satisfaction among Urban teachers of Goa	Between Groups	29629.194	2	14814.6	184.625**
	Within Groups	12758.393	159	80.241	

** - Significant at 0.01 level

Interpretation: The F-value 184.625 exceeds the given table value for the referring Degrees of Freedom(df) at the 0.01 significance level. This indicates that urban teachers at secondary schools in Goa, from different categories, have varying levels of job satisfaction.

To ascertain the specific sources of variation in job satisfaction levels among urban teachers at secondary schools in Goa, Scheffé's post hoc test was employed following the initial ANOVA. This facilitated a comprehensive comparison of mean job satisfaction scores across the three identified groups. The objective was to determine whether the observed intergroup differences were statistically significant. The findings from this comparative analysis, along with the corresponding mean scores for the urban teacher sub-sample, are systematically presented in Table 4.22.

Table 4.22: Scheffe's Post-Hoc Test on Job Satisfaction among Urban Teachers in Goa

Sample	Groups compared	Mean	P value
The Dimensions of Urban teachers at secondary schools regarding the Level of Job satisfaction	High level and Average level	145.26 124.60	20.66*
	Low level and High level	92.21 145.26	53.05*
	Low level and Average level	92.21 124.60	32.38*

* - Significant at 0.05 level

Interpretation: Table clearly shows a highly significant mean difference in job satisfaction levels between high-level and low-level urban teachers at secondary schools in Goa.

A visual representation illustrating the comparative mean scores of job satisfaction among urban teachers at secondary schools categorized as having low, average, and high levels of satisfaction is depicted in Figure 4.16.

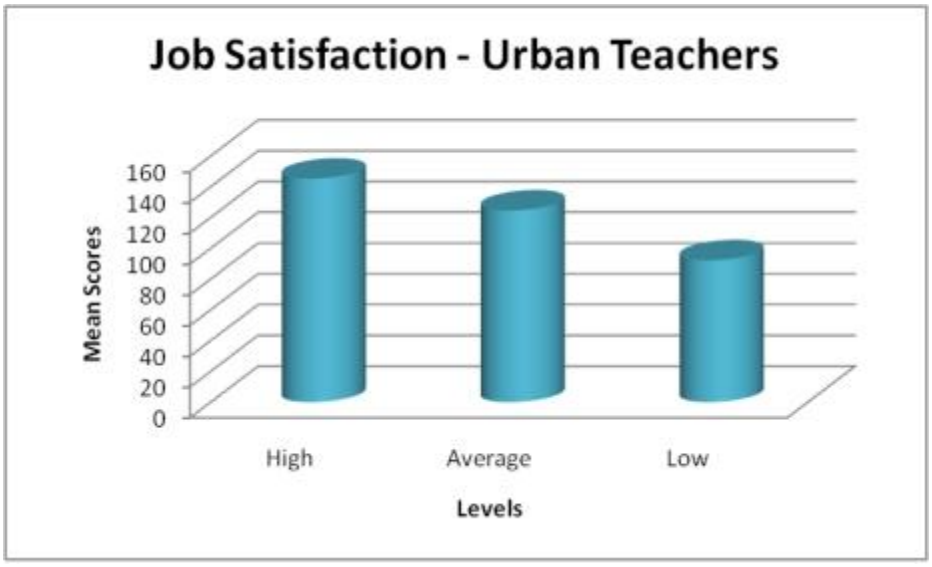


Figure 4.16: Comparative Mean Scores of Urban Teachers at secondary schools across Low, Average, and High Levels of Job Satisfaction

4.1.5. Analysis and Interpretation of Job Satisfaction Level Total Scores Of teachers from secondary schools in Goa for Type of Management

Descriptive statistical measures were computed to assess the overall levels of satisfaction with teaching job of teachers from secondary schools in Goa for type of management. These statistics were derived from the entire sample of 300 respondents and provide insights into the central tendency and variability in job satisfaction scores by type of management of school. The computed values for the total sample are presented in Table 4.23.

Table 4.23: Descriptive Statistics for Job Satisfaction Levels among Teachers of Goa for Type of Management

Item	Sub sample	Mean	Median	SD	Skewness	Kurtosis
Level of Job satisfaction among Teachers at secondary schools of Goa	Government	119.51	122.00	15.8	-0.377	-0.370
	Aided	121.97	123.00	15.61	-0.493	-0.250

Interpretation: Table indicates that the mean and median values for job satisfaction scores of teachers from secondary schools in Goa are nearly identical for both government and aided teachers. The standard deviation values suggest that the distributions are not significantly different from the mean. For both government and aided teachers, the distribution was negatively skewed, meaning more teachers had high job satisfaction scores

compared to those with low scores. The kurtosis values for both government and aided teacher subgroups were found to be less than 0.263, indicating that the distributions are leptokurtic.

The histograms for government and aided teachers are shown in Figures 4.17 and 4.18.

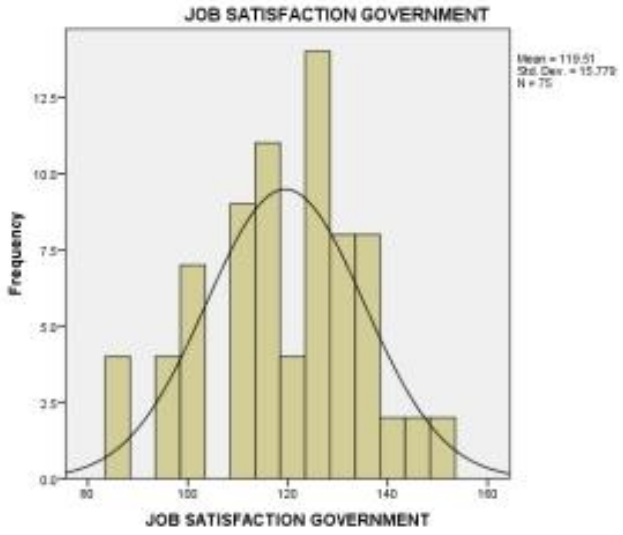


Figure 4.17: Histogram for total scores of Government Teachers at secondary schools regarding the Job satisfaction Level

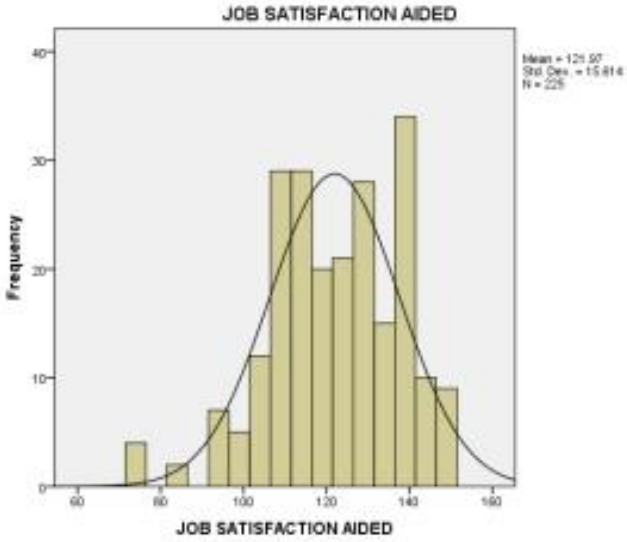


Figure 4.18: Histogram for total scores of Aided Teachers at secondary schools regarding the Job satisfaction Level

The levels of satisfaction with teaching job among government teachers at secondary schools in Goa was further examined through percentage analysis. This method facilitated the classification of government teachers at secondary schools based on their respective satisfaction levels. The detailed results of percentage analysis are presented in Table 4.24.

Table 4.24: Percentage Distribution of Job Satisfaction among Government Teachers in Goa

Item	Low Level	Average Level	High Level
No. of teachers	15	48	12
Percentage	20	64	16

Interpretation: Table reveals that the job satisfaction levels among government teachers at secondary schools in Goa are primarily at an average level.

The distribution of job satisfaction levels among government secondary school teachers, as revealed through percentage analysis, is depicted in the form of a pie chart.

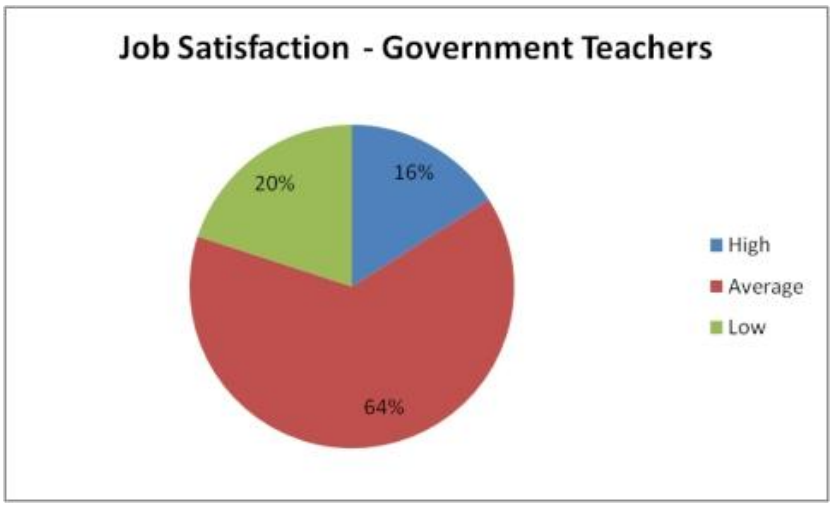


Figure 4.19: Pie chart representing the distribution of job satisfaction levels among teachers at secondary schools belonging to the government school sub-sample in Goa.

To investigate whether statistically significant variationsexist in the job satisfaction level within government teachers at secondary schools in Goa, a one-way ANOVA was conducted on the collected data. The summary of the ANOVA results for the government schools sub sample is systematically presented in Table 4.25.

Table 4.25: One-Way ANOVA on Government Teacher's Job Satisfaction Levels

Component	Variation Source	Sum of Squares	Degrees of Freedom(df)	(Variance)	F-value
Level of Job satisfaction among teachers of Goa for Government Teachers	Between Groups	15266.580	2	7633.29	174.024**
	Within Groups	3158.167	72	43.863	

** - Significant at 0.01 level

Interpretation: The F-value 174.024 exceeds the table value for the referring Degrees of Freedom(df) at the 0.01 significance level. This indicates that government teachers at secondary schools in Goa, across different categories, have varying levels of job satisfaction. To ascertain the specific sources of variation in job satisfaction levels among government teachers at secondary schools in Goa, Scheffé's post hoc test was employed following the initial ANOVA. This facilitated a comprehensive comparison of mean job satisfaction scores across the three identified groups. The objective was to determine whether the observed intergroup differences were statistically significant. The findings from this comparative analysis, along with the corresponding mean scores for the government school teacher sub-sample, are systematically presented in Table 4.26.

Table 4.26: Scheffe's Post-Hoc Test of Job Satisfaction among Government Teachers in Goa

Sample	Groups compared	Mean	P value
The Dimensions of Government teachers at secondary schools regarding the Level of Job satisfaction	High level and Average level	141.42 121.79	19.63*
	Low level and High level	94.67 141.42	46.75*
	Low level and Average level	94.67 121.79	27.13*

* - Significant at 0.05 level

Interpretation: Table clearly shows a the highly significant mean difference among job satisfaction levels between in Goa.

A visual representation illustrating the comparative mean scores of job satisfaction among government teachers at secondary schools categorized as having low, average, and high levels of satisfaction is depicted in Figure 4.20.

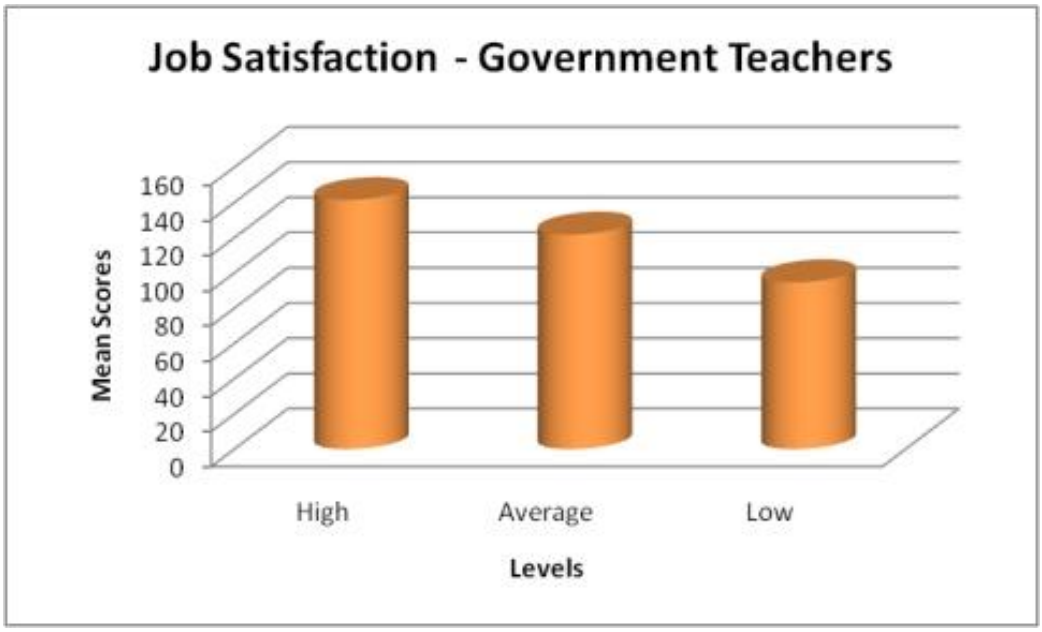


Figure 4.20: Comparative Mean Scores of Government Teachers at secondary schools across Low, Average, and High Levels of Job Satisfaction

The levels of satisfaction with teaching job among Aided teachers at secondary schools in Goa was further examined through percentage analysis. This method facilitated the classification of Aided teachers at secondary schools based on their respective satisfaction levels. The detailed results of percentage analysis are presented in Table 4.27.

Table 4.27: Percentage Distribution of Job Satisfaction Levels among Government- Aided Teachers at secondary schools in Goa

Item	Low Level	Average Level	High Level
No. of teachers	30	149	46
Percentage	13.33	66.22	20.45

Interpretation: Table indicates that Teachers working in aided secondary schools have job satisfaction levels primarily at an average level.

The distribution of job satisfaction levels among aided secondary school teachers, as revealed through percentage analysis, is depicted in the form of a pie chart.

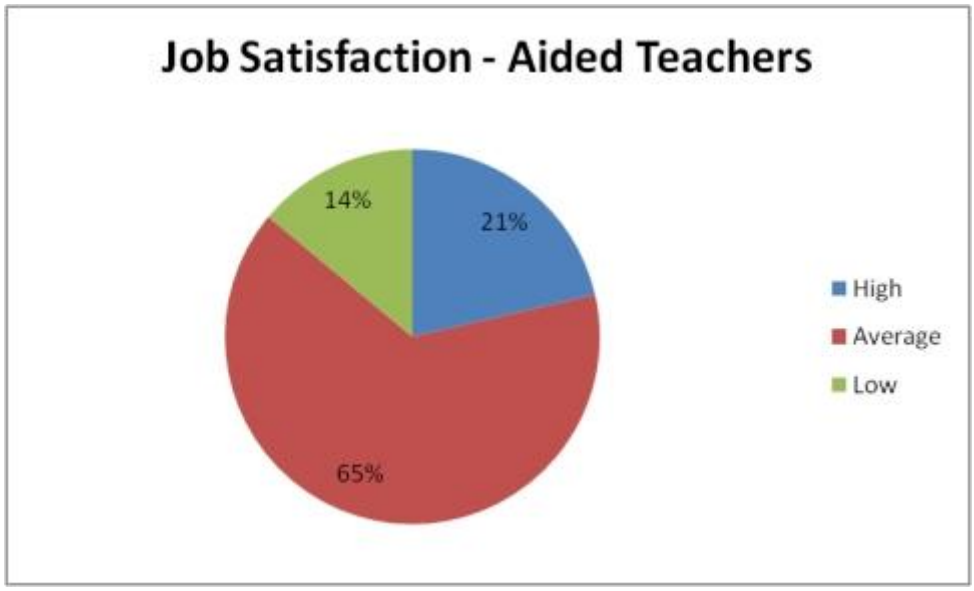


Figure 4.21: Pie chart representing the distribution of job satisfaction levels among teachers at secondary schools belonging to the gaided school sub-sample in Goa.

To investigate whether statistically significant variations exist in the job satisfaction level withn aided teachers at secondary schools in Goa, a one-way ANOVA was conducted on the collected data. The summary of the ANOVA results for the aided schools sub sample is systematically presented in Table 4.28.

Table 4.28: The One-Way ANOVA on Government- Aided Teachers Job Satisfaction

Component	Variation Source	Sum of Squares	Degrees of Freedom(df)	(Variance)	F-value
Level of Job satisfaction among aided schoolteachers	Between Groups	39284.277	2	19642.14	284.454**
	Within Groups	15329.563	222	69.052	

** - Significant at 0.01 level

Interpretation: The F-value 284.454, which exceeds the table value for the corresponding Degrees of Freedom(df) at the 0.01 significance level, indicates that aided teachers at secondary schools in Goa from different categories experience varying levels of job satisfaction.

To ascertain the specific sources of variation in job satisfaction levels among government aided teachers at secondary schools in Goa, Scheffé's post hoc test was employed following the initial ANOVA. This facilitated a comprehensive comparison of mean job satisfaction scores across the three identified groups. The objective was to determine whether the observed intergroup differences were statistically significant. The findings from this

comparative analysis, along with the corresponding mean scores for the government aided schoolteacher sub-sample, are systematically presented in Table 4.26.

Table 4.26: Scheffe's Post-Hoc Test for Multiple Comparisons on Job Satisfaction among Government-Aided Teachers

Sample	Groups compared	Mean	P value
The Dimensions of Aided teachers at secondary schools regarding the Level of Job satisfaction	High level and Average level	142.11 121.02	21.08*
	Low level and High level	95.83 142.11	46.27*
	Low level and Average level	95.83 121.02	25.18*

* - Significant at 0.05 level

Interpretation: Table clearly shows that there is a significant mean difference in job satisfaction levels between high-level and low-level aided teachers at secondary schools in Goa.

A visual representation illustrating the comparative mean scores of job satisfaction among aided teachers at secondary schools categorized as having low, average, and high levels of satisfaction is depicted in Figure 4.22.

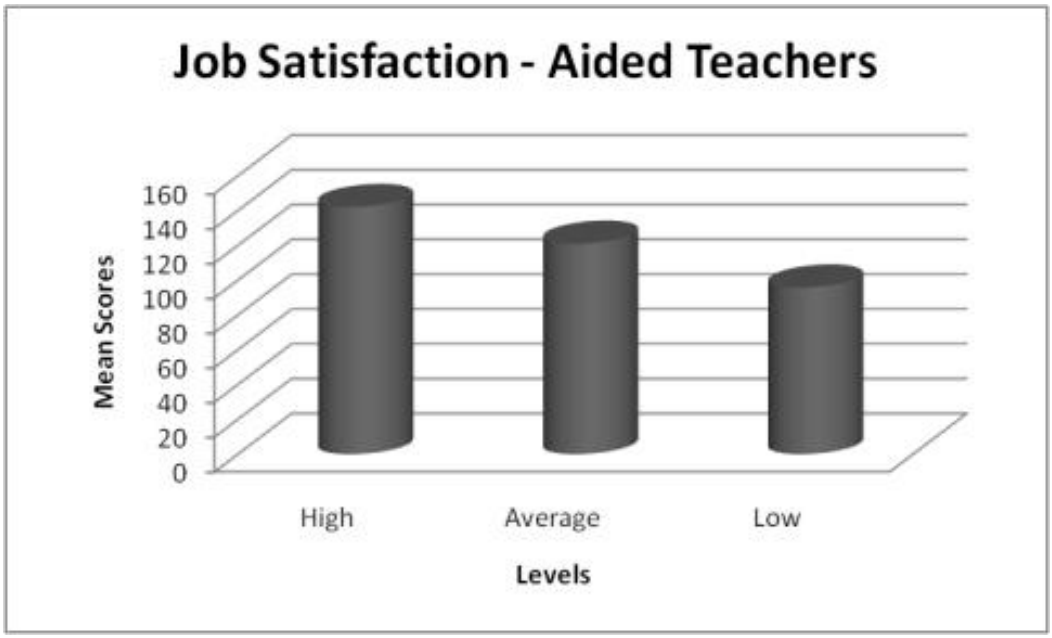


Figure 4.22: Comparative Mean Scores of Aided Teachers at secondary schools across Low, Average, and High Levels of Job Satisfaction

4.1.6. Analysis and Interpretation of Job Satisfaction Level Total Scores Of teachers from secondary schools in Goa for years of experience

Descriptive statistical measures were computed to assess the overall levels of satisfaction with teaching job of teachers from secondary schools in Goa for years of experience. These statistics were derived from the entire sample of 300 respondents and provide insights into the central tendency and variability in job satisfaction scores by year of experience. The computed values for the total sample are presented in Table 4.30.

Table 4.30: Descriptive Statistics for Job Satisfaction Levels among Teachers for Years of Teaching Experience

Item	Sub sample	Mean	Median	SD	Skewness	Kurtosis
Level of Job satisfaction among Teachers at secondary schools of Goa	Less than 5 Years	119.16	124.00	18.70	- 0.819	0.065
	5 to 10 Years	121.96	122.00	15.15	- 0.008	- 0.766
	10 to 15 Years	119.13	118.00	10.56	0.367	3.664
	More than 15 Years	123.73	130.00	14.45	- 0.339	- 0.832

Interpretation: Table indicates that the mean and median values are nearly identical for the job satisfaction scores of teachers at secondary schools in Goa across different teaching experience categories: less than 5 years, 5 to 10 years, 10 to 15 years, and more than 15 years. The standard deviation values suggest that the distributions are close to the mean. The distribution was found to be negatively skewed for all groups except for those with 10 to 15 years of teaching experience, where the skewness was positive. This indicates that more teachers had high job satisfaction scores than those with low scores, except for the 10 to 15 years group. The kurtosis values were found to be less than 0.263 for all groups except the 10 to 15 years category, making the distributions leptokurtic in nature. For the 10 to 15 years group, the kurtosis value exceeded 0.263, indicating a platykurtic distribution.

Histograms for each group teachers with less than 5 years, 5 to 10 years, 10 to 15 years, and more than 15 years of educational experience - are presented in Figures 4.23, 4.24, 4.25, and 4.26.

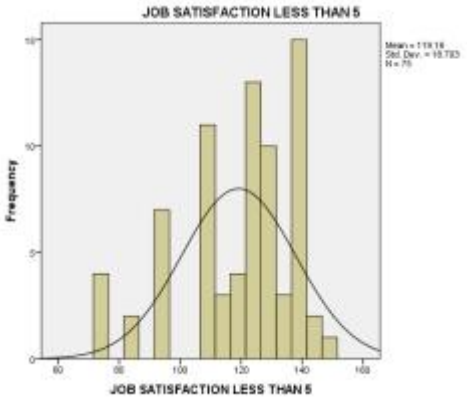


Figure 4.23: Histogram for total scores of teachers having less than 5 years' experience regarding the Job satisfaction Level

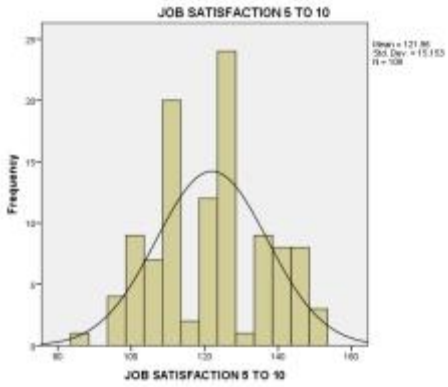


Figure 4.24: Histogram for total scores of teachers having 5 to 10 years' experience regarding the Job satisfaction Level

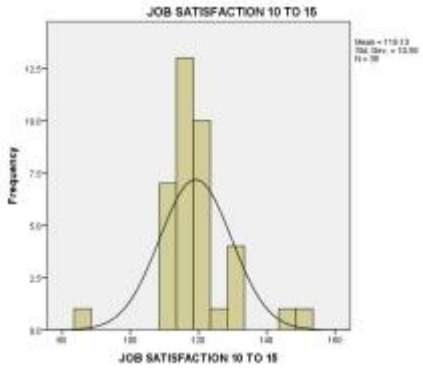


Figure 4.25: Histogram for total scores of teachers having 10 to 15 years' experience regarding the Job satisfaction Level

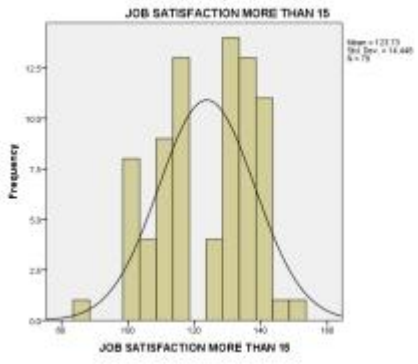


Figure 4.26: Histogram for total scores of teachers having more than 15 years' experience regarding the Job satisfaction Level

The levels of satisfaction with teaching job of teachers from secondary schools in Goa with less than 5 years of educational experience was further examined through percentage analysis. This method facilitated the classification of respondents with less than 5 years of educational experience based on their respective satisfaction levels. The detailed results of percentage analysis are presented in Table 4.31.

Table 4.31: Percentage Distribution of Job Satisfaction Levels among Less than 5 Years' Experienced Teachers

Item	Low Level	Average Level	High Level
No. of teachers	13	50	12
Percentage	17.33	66.67	16

Interpretation: Table indicates that the teachers at secondary schools in Goa who has less than 5 years of educational experience are generally at an average level in the job satisfaction.

The results of the percentage analysis are illustrated in a pie chart, as shown in figure 4.27.

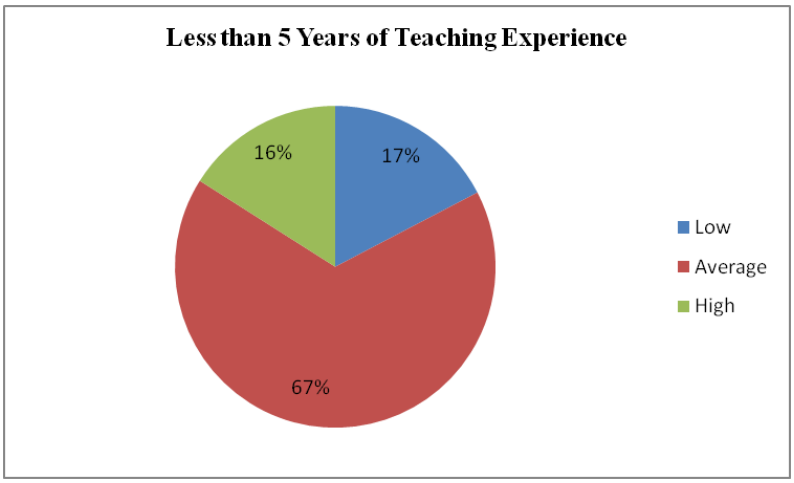


Figure 4.27: Pie chart representing the distribution of job satisfaction levels among teachers at secondary schools who has less than 5 years of educational experience in Goa.

To investigate whether statistically significant variations exist in the job satisfaction levels within teachers at secondary schools who has less than 5 years of educational experience in Goa, a one way ANOVA was conducted on the collected data. The summary of the ANOVA results for the entire sample is systematically presented in Table 4.32.

Table 4.32: The One-Way ANOVA on 5 Year's Experienced Teachers Job Satisfaction Levels

Component	Variation Source	Sum of Squares	Degrees of Freedom(df)	(Variance)	F-value
Level of Job satisfaction among Teachers at secondary schools of Goa for Less than 5 years teaching experience	Between Groups	20628.48	2	10314.243	141.302**
	Within Groups	5255.59	72	72.994	

* - Significant at 0.01 level

Interpretation: The F-value 141.302, which is more the table value for the referring Degrees of Freedom(df) at the 0.01 significance level, indicates that teachers at secondary schools in Goa with less than 5 years of educational experience show significant differences in their job satisfaction levels across different categories.

To ascertain the specific sources of variation in job satisfaction levels among teachers at secondary schools who has less than 5 years of educational experience in Goa, Scheffé's post hoc test was employed following the initial ANOVA. This facilitated a comprehensive comparison of mean job satisfaction scores across the three identified groups. The objective was to determine whether the observed intergroup differences were statistically significant. The findings from this comparative analysis, along with the corresponding mean scores for the teacher who has less than 5 years of educational experience sub-sample, are systematically presented in Table 4.32.

Table 4.32: Scheffe's Post-Hoc Test for Multiple Comparisons of Mean Total Scores on Job Satisfaction among Less than 5 Year's Experienced Teachers

Sample	Groups compared	Mean	P value
The Aided teachers at secondary schools regarding Less than 5 years teaching experience	High level and Average level	141.25 122.46	18.79*
	Low level and High level	86.08 141.25	55.17*
	Low level and Average level	86.08 122.46	36.38*

* - Significant at 0.05 level

Interpretation: Table 4clearly indicates that the difference in average job satisfaction scores between teachers at secondary schools in Goa with less than 5 years of teaching experience categorized as having high and low job satisfaction is statistically significant.

A visual representation illustrating the comparative mean scores of job satisfaction among male teachers at secondary schools categorized as having low, average, and high levels of satisfaction is depicted in Figure 4.28.

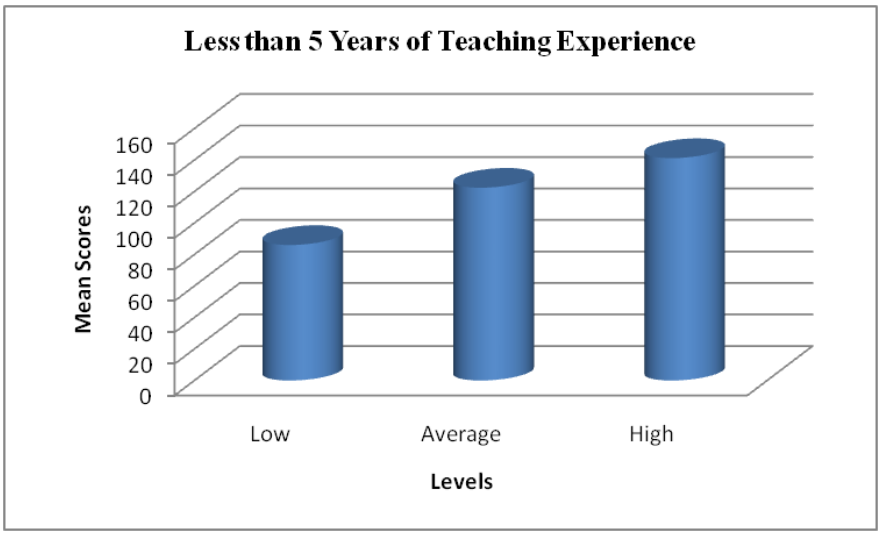


Figure 4.28: Comparative Mean Scores of Teachers at secondary schools with less than 5 years of teaching experience across Low, Average, and High Levels of Job Satisfaction

The levels of satisfaction with teaching job among secondary among 5 to 10 Years Teaching Experienced school teachers in Goa, was further examined through percentage analysis. This method facilitated the classification of respondents based on their respective satisfaction levels, 5 to 10 Years Teaching Experience-wise. The detailed results of percentage analysis are presented in Table 4.34

Table 4.34: Percentage Distribution of Job Satisfaction Levels among 5 to 10 Years Teaching Experienced Teachers at secondary schools in Goa

Item	Low Level	Average Level	High Level
No. of teachers	20	66	22
Percentage	18.52	61.11	20.37

Interpretation: Table demonstrated that the teachers at secondary schools in Goa with 5 to 10 years of educational experience are predominantly at an average level job satisfaction. The distribution of job satisfaction levels among teachers at secondary schools with 5 to 10 Years Teaching Experience, as revealed through percentage analysis, is depicted in the form of a pie chart.

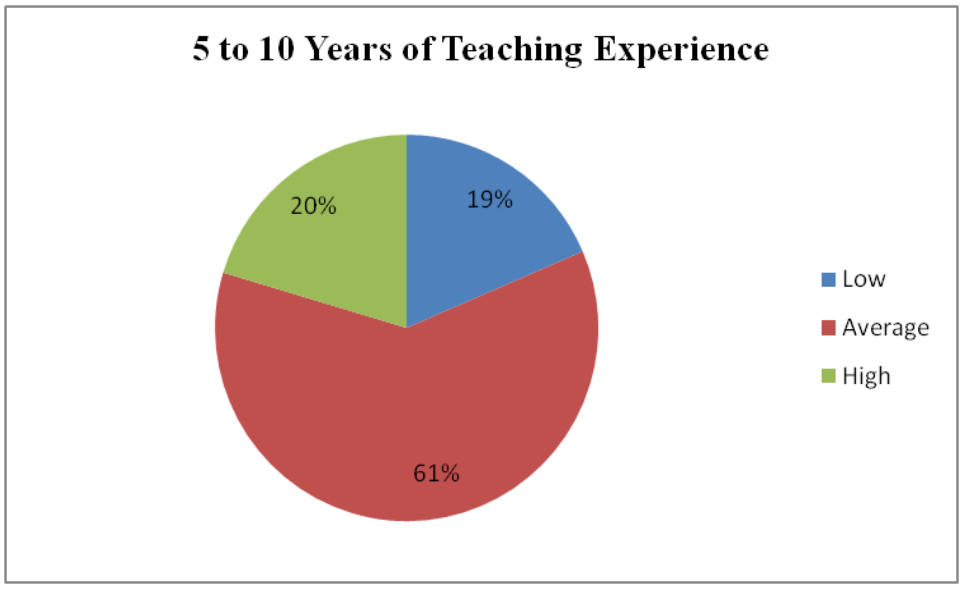


Figure 4.29: Pie chart representing the distribution of job satisfaction levels among teachers at secondary schools with 5 to 10 years of teaching experience in Goa.

To investigate whether statistically significant variations exist in the satisfaction of job among teachers at secondary schools with 5 to 10 years of educational experience in Goa, a one way ANOVA was conducted on the collected data. The summary of the ANOVA results for the entire sample is systematically presented in Table 4.35

Table 4.35: The One-Way ANOVA on 5 to 10 Year's Experienced Teachers Job Satisfaction Levels

Component	Variation Source	Sum of Squares	Degrees of Freedom(df)	(Variance)	F-value
Level of Job satisfaction among Teachers at secondary schools of Goa for 5 to 10 years teaching experience	Between Groups	19354.97	2	9677.48	194.93**
	Within Groups	5212.87	105	49.65	

** - Significant at 0.015 level

Interpretation: The F-value obtained is 194.93, which exceeds the table value for the given Degrees of Freedom(df) at the 0.01 significance level. This indicates that teachers at secondary schools in Goa with 5 to 10 years of educational experience differ significantly in their levels of job satisfaction across various categories.

To ascertain the specific sources of variation in job satisfaction levels among teachers at secondary schools with 5 to 10 years of educational experience in Goa, Scheffé's post hoc test was employed following the initial ANOVA. This facilitated a comprehensive comparison of mean job satisfaction scores across the three identified groups. The objective was to determine whether the observed intergroup differences were statistically significant. The findings from this comparative analysis, along with the corresponding mean scores for the teacher with 5 to 10 years of educational experience sub-sample, are systematically presented in Table 4.35.

Table 4.36: Scheffe's Post-Hoc Test on Job Satisfaction among 5 to 10 Year's Experienced Teachers

Sample	Groups compared	Mean	P value
Aided teachers at secondary schools regarding 5 to 10 years teaching experience	High level and Average level	143.27 121.57	21.70*
	Low level and High level	100.86 143.27	42.42*
	Low level and Average level	100.86 121.57	20.71*

* - Significant at 0.05 level

Interpretation: Table clearly indicates that the difference in average job satisfaction scores between teachers at secondary schools in Goa with 5 to 10 years of teaching experience categorized as having high and low job satisfaction is statistically highly significant.

A visual representation illustrating the comparative mean scores of job satisfaction among male teachers at secondary schools categorized as having low, average, and high levels of satisfaction is depicted in Figure 4.30.

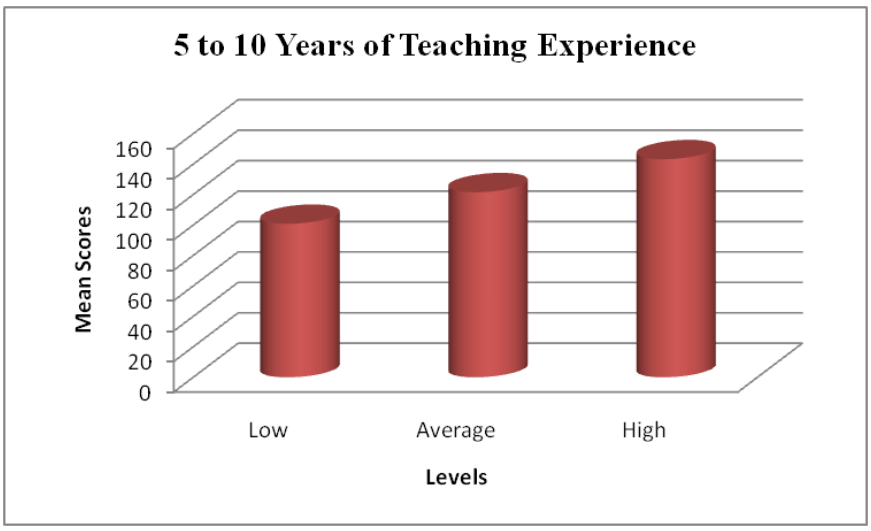


Figure 4.30: Comparative Mean Scores of Teachers at secondary schools with 5 to 10 years of experience across Low, Average, and High Levels of Job Satisfaction

The levels of satisfaction with teaching job among teachers at secondary schools with 10 to 15 Years Teaching Experience in Goa, was further examined through percentage analysis. This method facilitated the classification of respondents based on their respective satisfaction levels, 10 to 15 Years Teaching Experience-wise. The detailed results of percentage analysis are presented in Table 4.37

Table 4.37: Percentage Distribution of Job Satisfaction Levels among 10 to 15 Years Teaching Experienced Teachers at secondary schools in Goa

Item	Low Level	Average Level	High Level
No. of teachers	1	31	6
Percentage	2.6	81.6	15.8

Interpretation: Table indicated that the job satisfaction levels of teachers from secondary schools in Goa with 10 to 15 years of educational experience are generally at an average level.

The distribution of job satisfaction levels among teachers at secondary schools with 10 to 15 years of teaching experience, as revealed through percentage analysis, is depicted in the form of a pie chart.

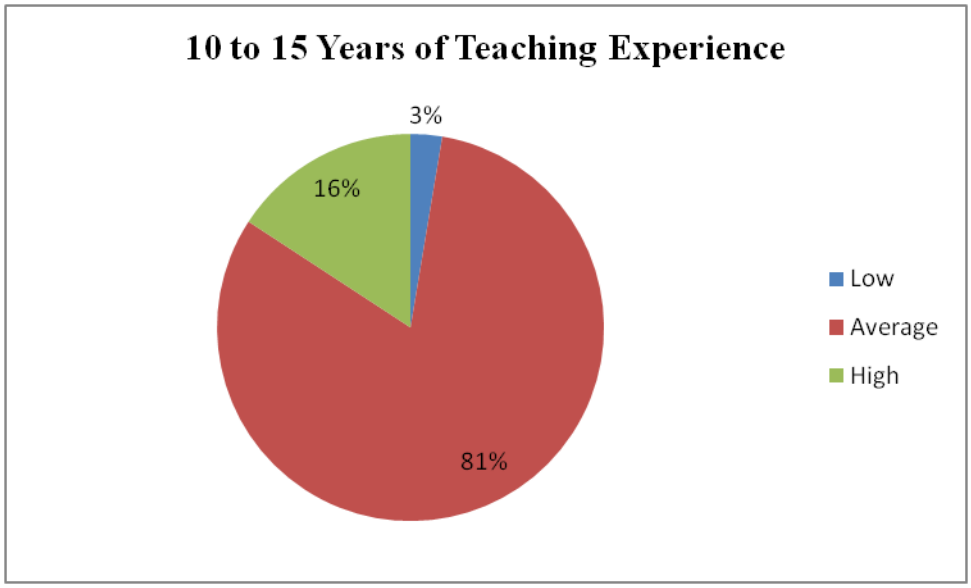


Figure 4.31: Pie chart representing the distribution of job satisfaction levels among teachers at secondary schools with 10 to 15 years of teaching experience.

To investigate whether statistically significant variations exist in the satisfaction of job among teachers at secondary schools with 10 to 15 years of educational experience in Goa, a one way ANOVA was conducted on the collected data. The summary of the ANOVA results for the entire sample is systematically presented in Table 4.38.

Table 4.38: The One-Way ANOVA on 10 to 15 Year's Experienced Teacher's Job Satisfaction Levels

Component	Variation Source	Sum of Squares	Degrees of Freedom(df)	(Variance)	F-value
Level of Job satisfaction among Teachers at secondary schools of Goa for 10 to 15 years teaching experience	Between Groups	3231.122	2	1615.561	63.163**
	Within Groups	895.22	35	25.578	

** - Significant at 0.01 level

Interpretation: The F-value 63.163 clearly exceeds the given table value for the given teachers in Goa with 10 to 15 years of educational experience belong to different categories in terms of their job satisfaction levels. However, due to the presence of only one score in the low-level group, a post hoc test could not be performed for this subgroup.

Additionally, the scores related to job satisfaction of teachers from secondary schools in Goa with over 15 years of educational experience were analyzed using percentage analysis,

Table 4.39: Percentage Distribution of Job Satisfaction Levels among More Than 15 Year's Experienced Teachers

Item	Low Level	Average Level	High Level
No. of teachers	13	53	13
Percentage	16.5	67.0	16.5

Interpretation: Table demonstrated that the teachers at secondary schools in Goa with over 15 years of educational experience are predominantly at an average level job satisfaction.

The distribution of job satisfaction levels among teachers at secondary schools with over 15 years of teaching experience, as revealed through percentage analysis, is depicted in the form of a pie chart.

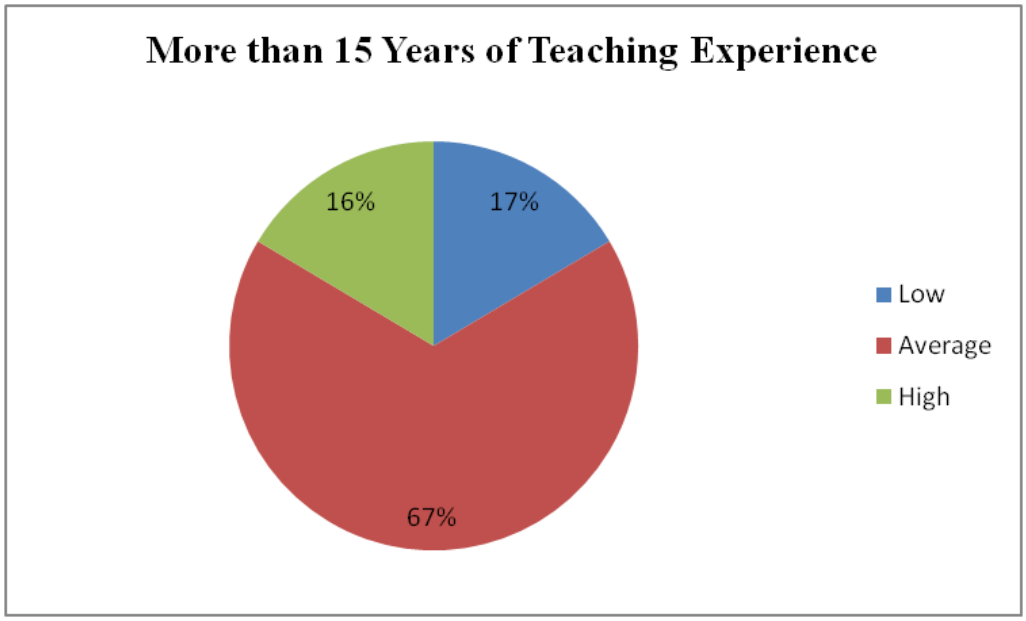


Figure 4.32: Pie chart representing the distribution of job satisfaction levels among teachers at secondary schools with over 15 years of teaching experience in Goa.

To investigate whether statistically significant variations exist in the satisfaction of job among teachers at secondary schools with over 15 years of educational experience in Goa,

a one way ANOVA was conducted on the collected data. The summary of the ANOVA results for the entire sample is systematically presented in Table 4.40.

Table 4.40: The One-Way ANOVA on More Than 15 Years Teaching Experienced teachers for Job Satisfaction Levels

Component	Variation Source	Sum of Squares	Degrees of Freedom(df)	(Variance)	F-value
Level of Job satisfaction among More than 15 years teaching experienced teachers	Between Groups	11059.07	2	5529.54	80.471**
	Within Groups	5222.34	76	68.72	

** - Significant at 0.01 level

Interpretation: The F-value is 80.471 which exceeds the table value for the referred Degrees of Freedom(df) at the 0.01 significance level. This indicates that teachers at secondary schools in Goa with more than 15 years of educational experience show significant differences in job satisfaction levels across different categories.

To ascertain the specific sources of variation in job satisfaction levels among teachers at secondary schools with more than 15 years of educational experience in Goa, Scheffé's post hoc test was employed following the initial ANOVA. This facilitated a comprehensive comparison of mean job satisfaction scores across the three identified groups. The objective was to determine whether the observed intergroup differences were statistically significant. The findings from this comparative analysis, along with the corresponding mean scores for the teacher with more than 15 years of educational experience sub-sample, are systematically presented in Table 4.41.

Table 4.41: Scheffe's Post-Hoc Test for Multiple Comparisons on Job Satisfaction among More than 15 Years Teaching Experienced Teachers

Sample	Groups compared	Mean	P value
Dimensions of Aided teachers at secondary schools regarding More than	High level and Average level	142.38 124.64	17.74*
	Low level and High level	101.38 142.38	41.00*

15 years teaching experience	Low level and Average level	101.38 124.64	23.26*

* - Significant at 0.05 level

Interpretation: Table clearly shows a highly significant mean difference in job satisfaction levels between high and low-level teachers at secondary schools in Goa with more than 15 years of teaching experience.

A visual representation illustrating the comparative mean scores of job satisfaction among teachers at secondary schools with more than 15 years of educational experience categorized as having low, average, and high levels of satisfaction is depicted in Figure 4.33.

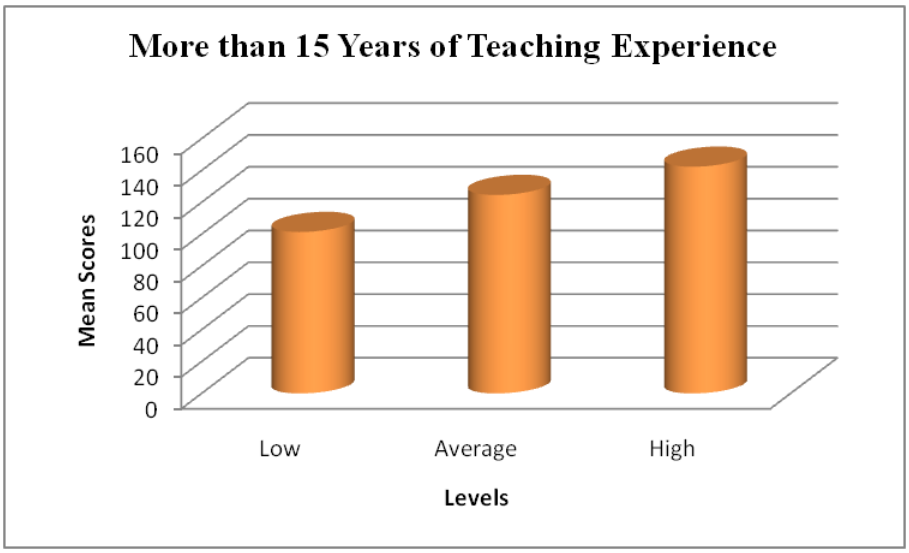


Figure 4.33: Comparative Mean Scores of Teachers at secondary schools with more than 15 years of educational experience across Low, Average, and High Levels of Job Satisfaction

Conclusion:

Thus from tables 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, 4.27, 4.28, 4.29, 4.30, 4.31, 4.32, 4.33, 4.34, 4.35, 4.36, 4.37, 4.38, 4.39, 4.40, 4.41 and figures 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, 4.27, 4.28, 4.29, 4.30, 4.31, 4.32 and 4.33, it was inferred that there is significant **difference in the level of job satisfaction among teachers at secondary schools of Goa for the overall and Gender, Locale and Type of Management and Years of Experience. Thus, Null Hypothesis H_{01} is fully rejected.+**

4.2. ANALYSIS AND INTERPRETATION OF DATA for Objective 3

Objective 3: To determine if job satisfaction levels vary significantly based on gender of teachers from secondary schools in Goa.

H_{02}: There is no statistically significant difference in job satisfaction of teachers from secondary schools in Goa based on gender.

The study of hypothesis testing about job satisfaction levels among teachers at secondary schools in Goa is presented for male and female teachers at secondary schools as follows:

Table 4.42 presents the statistical significance of the difference in mean work satisfaction ratings between male and female teachers at secondary schools in Goa, based on the gender subsample.

Table 4.42: Comparison of Mean Scores of Teachers at secondary schools regarding the level of Job satisfaction for Gender

Groups	N	Mean	Standard Deviation	t- value
Male	95	117.77	14.5	2.52*
Female	205	122.89	15.91	

* - Significant at 0.05 level

Interpretation: The table 4.42 shows that the calculated t-value is significant at the 0.05 level, and male teachers have lower mean scores compared to female teachers.

A clear comparison of the mean scores between male and female teachers is shown in Figure 4.34.



Figure 4.34: Comparison of Mean scores of Teachers at secondary schools gender wise regarding the level of Job satisfaction

Conclusion: Figure 4.34 clearly demonstrates that the average work satisfaction ratings of male teachers are inferior to those of their female colleagues. The statistical data in Table 4.42 indicates a significant gender-based disparity in satisfaction with job across teachers from secondary schools in Goa. Therefore, Null Hypothesis H_{02}, which asserted no significant variation in work satisfaction levels by gender, is rejected. This result confirms a statistically significant disparity in the average satisfaction with job ratings between male and female teachers from secondary schools in the state.

The data indicate a substantial gender disparity in satisfaction with job across teachers from secondary schools in Goa. Consequently, **the Null Hypothesis H_{02} is rejected.**

4.3. ANALYSIS AND INTERPRETATION OF DATA for Objective 4

Objective 4: To examine if job satisfaction levels differ significantly according to the locale (rural or urban) of teachers from secondary schools in Goa.

H_{03}: There is no statistically significant difference in job satisfaction of teachers from secondary schools in Goa according to their locale (rural or urban).

The analysis for testing hypothesis for the level of satisfaction with job among teachers at secondary schools of Goa are discussed for Locale as follows:

The statistical significance of the difference between the mean scores of rural and urban teachers at secondary schools in Goa, with respect to their levels of job satisfaction, for the subsample based on locale, is presented in Table 4.43.

Table 4.43: Comparison of Mean Scores of Teachers at secondary schools Regarding The Level of Job Satisfaction for Locale

Locale	N	Mean	Standard Deviation	t- value
Rural	138	118.75	14.3	3.32**
Urban	162	123.73	16.23	

** - *Significant at 0.01 level*

Interpretation: The table shows that the computed t-value is significant at the 0.01 level, with rural teachers' mean scores falling below those of their urban counterparts.

The comparison of the mean scores between rural and urban teachers at secondary schools is clearly illustrated in Figure 4.35.



Figure 4.35: Comparison of Mean scores of Rural and Urban Teachers at secondary schools regarding the level of Job satisfaction

Conclusion: Figure 4.34 clearly demonstrates that the average work satisfaction ratings of male teachers are inferior to those of their female colleagues. The statistical data in Table 4.42 indicates a significant gender-based disparity in work satisfaction across teachers from secondary schools in Goa. Thus, Null Hypothesis H_{03}, which asserted no substantial disparity in work satisfaction levels by gender, is rejected. This result confirms a statistically significant disparity in the average work satisfaction ratings between male and female teachers from secondary schools in the state.

Rural teachers exhibit poorer work satisfaction compared to their urban counterparts, indicating a notable disparity in satisfaction levels depending on geographic location. **The Null Hypothesis H_{03} is hence rejected.**

4.4. ANALYSIS AND INTERPRETATION OF DATA for Objective 5

Objective 5: To analyse whether job satisfaction varies notably based on the type of school management (Government or Aided) of teachers from secondary schools in Goa.

H_{04}: There is no statistically significant difference in job satisfaction of teachers from secondary schools in Goa based on the type of school management (Government or Aided).

The analysis for testing hypothesis for the levels of satisfaction with teaching job among teachers at secondary schools of Goa are discussed for type of school management as follows:

The statistical significance of the difference between the mean scores based on the type of school management (Government or Aided) of teachers from secondary schools in Goa, with respect to their levels of job satisfaction, for the subsample based on the type of school management (Government or Aided) among is presented in Table 4.44.

Table 4.44: Comparison of Mean Scores of Teachers at secondary schools Regarding Job Satisfaction for Type of Management

Groups	N	Mean	Standard Deviation	t- value
Government	75	119.51	15.8	0.98
Aided	225	121.97	15.61	

** - Significant at 0.01 level

Interpretation: The table shows that the t-value is not significant at the 0.01 level. Additionally, government schoolteachers have lower mean scores compared to their aided school counterparts.

A comparison of the mean scores between government and aided teachers at secondary schools is shown in Figure 4.36.



Figure 4.36: Comparison of Mean scores of Government and Aided Teachers at secondary schools regarding the level of Job satisfaction

Conclusion: The mean scores of government teachers are slightly lower than those of aided teachers. Based on the data from Table 4.44 and figure 4.36, it can be concluded that there is a slight difference in job satisfaction levels between government and aided teachers at secondary schools in Goa. **Therefore, Null Hypothesis H_{04} is accepted, suggesting that there is no significant difference in job satisfaction levels of teachers from secondary schools in Goa based on the type of management.**

4.5. ANALYSIS AND INTERPRETATION OF DATA for Objective 6

Objective 6: To evaluate whether job satisfaction levels differ significantly for teachers from secondary schools in Goa with varying years of educational experience (0–5, 5–10, 10–15, and over 15 years).

H_{05}: There is no statistically significant difference in job satisfaction of teachers from secondary schools in Goa based on years of teaching experience (0–5, 5–10, 10–15, and over 15 years).

The results for testing the hypothesis on job satisfaction levels of teachers from secondary schools in Goa grouped by teaching experience of 0–5 years, 5–10 years, 10–15 years, and over 15 years are discussed below:

Descriptive statistical measures were computed to assess the overall levels of satisfaction with teaching job of teachers from secondary schools in Goa based on years of teaching experience. These statistics were derived from the entire sample of 300 respondents and

provide insights into the central tendency and variability in job satisfaction scores based on years of teaching experience. The computed values for the total sample are presented in Table 4.45.

Table 4.45: Descriptive Statistics for the Total Scores of Level of Job Satisfaction Dimensions Among Teachers

Statistics	Less than Five years	Between five and Ten Years	Between Ten and Fifteen Years	More than Fifteen years
Mean	119.16	121.96	119.13	123.73
Median	124.00	122.00	118.00	130.00
Standard Deviation	18.70	15.15	10.56	14.45

To investigate whether statistically significant variations exist in the levels of job satisfaction of teachers from secondary schools in Goa based on years of educational experience (0–5, 5–10, 10–15, and over 15 years), a one way ANOVA was conducted on the collected data. The summary of the ANOVA results for the entire sample is systematically presented in Table 4.46.

Table 4.46: The One-Way ANOVA on Experienced Teacher's Job Satisfaction

Component	Variation Source	Sum of Squares	Degrees of Freedom(df)	(Variance)	F-value
Job satisfaction levels among Teachers at secondary schools of Goa for years of teaching experience	Between Groups	1034.148	3	344.72	1.435
	Within Groups	71098.84	296	240.2	

Interpretation: The F-value is 1.435 is clearly not significant at the 0.01 level, indicating that job satisfaction levels do not vary significantly of teachers from secondary schools in Goa based on their number of years of experience.

Conclusion: Consequently, Null Hypothesis H_{05} is accepted, implying that there is no significant difference in job satisfaction mean scores for teachers of Goa when grouped by years of experience.

Section B. Analysis of data to evaluate the contributions of specific elements to the work satisfaction of teachers from secondary schools in Goa, including the overall sample and subgroups categorised by gender, locality, and form of school administration.

4.6. ANALYSIS AND INTERPRETATION OF DATA for Objective 7

Objective 7: To identify the major factors contributing to job satisfaction of teachers from secondary schools in Goa.

H_{06}: There is no statistically significant difference in factors of job satisfaction of teachers from secondary schools in Goa.

The analysis for testing hypothesis for the level Factors of satisfaction with job among teachers at secondary schools of Goa are discussed for **overall level of job satisfaction Factors and Level of Job Satisfaction Factors with respect to Gender, Locale and Type of Management and Years of Experience** as follows:

4.6.1. Data Analysis and interpretations for the total scores on the level of factors determining Job satisfaction among Teachers at secondary schools of Goa

Descriptive statistics were computed for the total scores pertaining to the variables affecting satisfaction with job of teachers from secondary schools in Goa. The analysis was conducted for the entire sample, and the results are presented in Table 4.47.

Table 4.47: Descriptive Statistics for the Total Scores of Level of Factors Determining Job Satisfaction Among Teachers

Item	Mean	Median	SD	Skewness	Kurtosis
Level of factors determining Job satisfaction among Teachers at secondary schools of Goa for total sample	30.84	29.00	4.8	1.274	0.829

Interpretation: Table indicated that the mean and median values for the total scores on variables affecting satisfaction with job of teachers from secondary schools in Goa were nearly identical for the entire sample. The standard deviation suggested that the distribution was close to the mean. The distribution was found to be positively skewed, meaning that

fewer teachers achieved high scores compared to those who scored lower in relation to the factors influencing job satisfaction. Additionally, the kurtosis value exceeded 0.263, indicating a platykurtic distribution.

The descriptive statistical data have been visually represented through a histogram, as depicted in Figure 4.37.

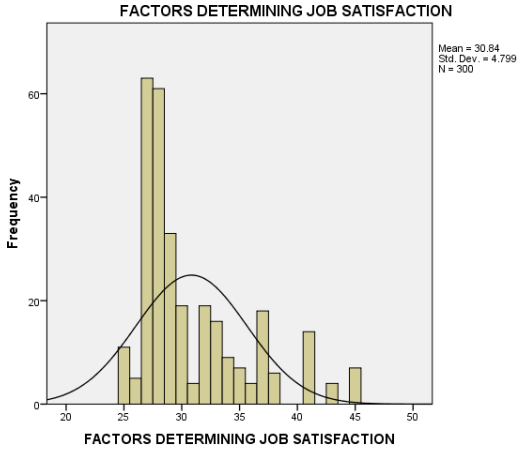


Figure 4.37: Histogram illustrating the distribution of total scores of teachers at secondary schools in Goa with respect to the factors determining job satisfaction.

The scores pertaining to the variables affecting satisfaction with job of teachers from secondary schools in Goa were subjected to percentage analysis. The results derived from this analysis are systematically presented in Table 4.48.

Table 4.48: Percentage Distribution of Variables affecting satisfaction with job Among Teachers

Item	Low Level	Average Level	High Level
No. of teachers	17	231	52
Percentage	5.67	77	17.33

Interpretation: The table shows that, for teachers at secondary schools in Goa, the variables affecting satisfaction with job are mostly at an average level.

The outcomes of the percentage analysis are visually represented through a pie chart, as illustrated in Figure 4.38.

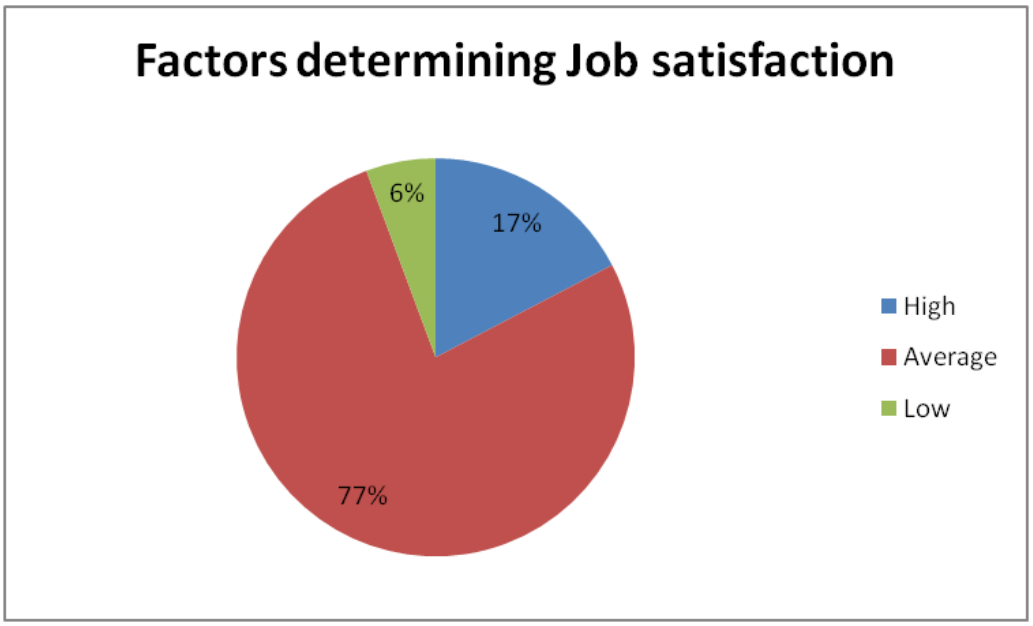


Figure 4.38: Pie Chart Depicting the Levels of Factors Determining Job Satisfaction Among Teachers at secondary schools of Goa – Total Sample

The data collected on variables affecting satisfaction with job of teachers from secondary schools in Goa were further subjected to one way ANOVA. A comprehensive summary of the dataset, along with the ANOVA results for the total sample, is presented in Table 4.49.

Table 4.49: The One-Way ANOVA on Teachers w.r.t. Variables affecting satisfaction with job

Component	Variation Source	Sum of Squares	Degrees of Freedom(df)	(Variance)	F-value
Level of factors determining Job satisfaction among teachers at secondary schools of Goa	Between Groups	4891.781	2	2445.890	363.476**
	Within Groups	1991.832	297	6.729	

** - Significant at 0.01 level

Interpretation: The F-value of 363.476, which exceeds the table value for the corresponding Degrees of Freedom(df) at the 0.01 significance level. This indicates that teachers at secondary schools in Goa, across various categories, differ in their levels of variables affecting satisfaction with job within the total sample.

To identify the specific areas where statistically significant variations occur, inter-group comparisons were conducted on the variables affecting satisfaction with job among secondary school teachers. Scheffé's post-hoc test was employed following the one-way ANOVA to examine pairwise group differences within the total sample. The analysis involved comparing the mean scores across groups concerning the key determinants of job satisfaction. The results derived from this comparative analysis are systematically presented in Table 4.50.

Table 4.50: Scheffe's Multiple Comparison of Teachers Regarding the Level of Factors Determining Job Satisfaction

Sample	Groups compared	Mean	P value
Dimensions of level of factors determining Job satisfaction among Teachers at secondary schools of Goa for total sample	High level and Average level	39.44 29.29	10.15*
	Low level and High level	25.31 39.44	14.13*
	Low level and Average level	25.31 29.29	3.97*

* - Significant at 0.05 level

Interpretation: Table clearly shows that the mean difference between high and low-level teachers at secondary schools regarding the factors determining job satisfaction is highly significant for the total sample.

The comparative analysis of mean scores related to the factors determining job satisfaction of teachers from secondary schools in Goa classified into low, average, and high levels is visually depicted in Figure 4.39.



Figure 4.39: The distribution and variation in job satisfaction determinants across the three levels of teacher groups.

4.6.2. Data Analysis and Interpretations for The Total Scores of Levels of Dimensions of Factors Determining Job Satisfaction Among Teachers at secondary schools of Goa.

Descriptive statistics were computed for the total scores pertaining to the factors influencing satisfaction with job of teachers from secondary schools in Goa covering various aspects of job satisfaction. The analysis was conducted for the entire sample, and the results are presented in Table 4.51.

Table 4.51: Descriptive Statistics for the Total Scores of Levels of Dimensions of Factors Determining Job Satisfaction Among Teachers at secondary schools of Goa.

Statistics	Personal factors	Social factors	Institutional Environment factors	Compensation and Benefit factors	Professional factors
Mean	5.45	7.03	5.67	6.80	5.89
Median	5.00	7.00	5.00	6.00	5.00
Standard Deviation	1.1	1.2	1.13	1.64	1.33
Skewness	2.731	0.849	2.058	0.675	1.407
Kurtosis	7.119	0.875	3.963	-0.825	0.986

Interpretation: Table indicated that the mean and median values are nearly identical across all the dimensions of variables affecting satisfaction with job for the total sample. The standard deviation values suggest that the scores are relatively close to the mean for each dimension. The skewness was found to be positive for all dimensions of job satisfaction factors, except for compensation and benefits, indicating that fewer teachers at secondary schools scored high in these factors compared to those who scored lower. Additionally, the kurtosis values for all dimensions were greater than 0.263, suggesting that the distributions are platykurtic in nature.

The scores pertaining to the variables affecting satisfaction with job of teachers from secondary schools in Goa across various dimensions were subjected to percentage analysis. The results derived from this analysis are systematically presented in Table 4.52.

Table 4.52: Level of factors determining Job satisfaction for various Dimensions among Teachers at secondary schools of Goa

Dimensions	Low Level		Average Level		High Level	
	No. of Teachers	Percentage	No. of Teachers	Percentage	No. of Teachers	Percentage
Personal factors	0	0	269	89.67	31	10.33
Social factors	20	6.67	242	80.67	38	12.67
Institutional Environment factors	0	0	254	84.67	46	15.33
Compensation and Benefit factors	72	24	168	56	60	20
Professional factors	0	0	253	84.33	47	15.67

Interpretation: The table shows that, across all dimensions, teachers at secondary schools in Goa generally report average levels for the factors influencing their job satisfaction.

A one-way ANOVA was then conducted to assess these factors for the entire sample, and the summary of those results is presented in the following table.

Table 4.53: The One Way ANOVA on The Level of Dimensions of Factors Determining Job Satisfaction Among Teachers of Goa

Component	Variation Source	Sum of Squares	Degrees of Freedom(df)	(Variance)	F-value
Personal factors	Between Groups	285.945	1	285.945	156.175**
	Within Groups	56.202	298	0.189	
	Between Groups	320.193	2	160.096	543.58**
Social factors	Within Groups	87.474	297	0.295	
Institutional	Between Groups	283.223	1	283.223	
Environment	Within Groups	102.763	298	0.345	821.31**
factors					
Compensation	Between Groups	671.542	2	335.771	
and Benefit	Within Groups	131.055	297	0.441	760.934**
factors					
Professional	Between Groups	383.722	1	383.722	780.943**
factors	Within Groups	146.425	298	0.491	

** - Significant at 0.01 level

Interpretation: The F-values for various dimensions of factors influencing job satisfaction, which exceeds the table value for the corresponding Degrees of Freedom(df) at the 0.01 significance level. This indicates that Teachers at secondary schools of Goa from different categories exhibit varying levels of job satisfaction based on these factors.

To identify the specific areas where statistically significant variations occur, inter-group comparisons were conducted on the variables affecting satisfaction with job across various dimensions among secondary school teachers. Scheffé's post-hoc test was employed following the one-way ANOVA to examine pairwise group differences within the total sample. The analysis involved comparing the mean scores across groups concerning the key determinants of job satisfaction across various dimensions. The results derived from this comparative analysis are systematically presented in Table 4.54.

Table 4.54: Scheffe's Multiple Comparison of Teachers at secondary schools of Goa Regarding the Level of Various Dimensions of Factors Determining Job Satisfaction

Dimensions	Groups compared	Mean	P value
Social factors	High level and Average level	9.47 6.82	2.66*
	Low level and High level	5.00 9.47	4.47*
	Low level and Average level	5.00 6.82	1.82*
Compensation and Benefit factors	High level and Average level	9.48 6.61	2.87*
	Low level and High level	5.00 9.48	4.48*
	Low level and Average level	5.00 6.61	1.61*

* - Significant at 0.05 level

Interpretation: Table clearly indicates a highly significant mean difference between high-level and low-level Teachers at secondary schools of Goa regarding the variables affecting satisfaction with job across various dimensions.

The comparative analysis of mean scores related to the factors determining job satisfaction across various dimensions of teachers from secondary schools in Goa classified into low, average, and high levels is visually depicted in Figure 4.40.

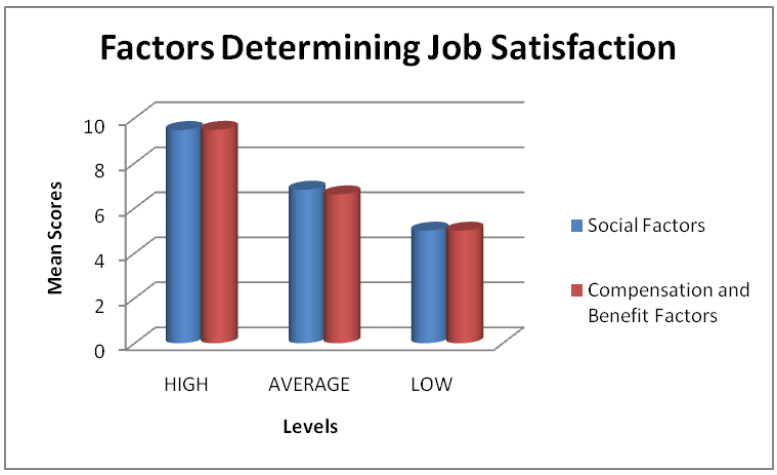


Figure 4.40: Comparison of Mean scores of different levels on Dimensions of factors determining Job satisfaction namely social factors and Compensation and benefit factors among Teachers at secondary schools of Goa

4.6.3. Analysis and Interpretation of Total Scores on the Level of Factors influencing job satisfaction of teachers from secondary schools in Goa by Gender

Descriptive statistics were computed for the total scores pertaining to the variables affecting satisfaction with job of teachers from secondary schools in Goa, categorized by gender. The analysis was conducted for the entire sample, and the results are presented in Table 4.55.

Table 4.55: Descriptive Statistics for Total Scores of Variables affecting satisfaction with job of teachers from secondary schools in Goa, by Gender

Item	Sub sample	Mean	Median	SD	Skewness	Kurtosis
Level of factors determining Job satisfaction among Teachers at secondary schools of Goa	Male	31.83	30.00	5.75	1.008	-0.112
	Female	30.33	29.00	4.2	1.334	1.116

Interpretation: Table indicates that the mean and median values are nearly identical for the scores on variables affecting satisfaction with job among teachers at secondary schools of Goa in both the Male and Female subgroups. The standard deviation values suggest that the distributions are relatively close to the mean. Both Male and Female teachers exhibited a positively skewed distribution, meaning the number of teachers with high scores is lower than those with lower scores in relation to job satisfaction factors. The kurtosis value for Male teachers was found to be less than 0.263, indicating a leptokurtic distribution. For Female teachers, the kurtosis value was greater than 0.263, indicating a platykurtic distribution.

The descriptive statistical data have been visually represented through a histogram, as depicted in Figure 4.41 and 4.42.

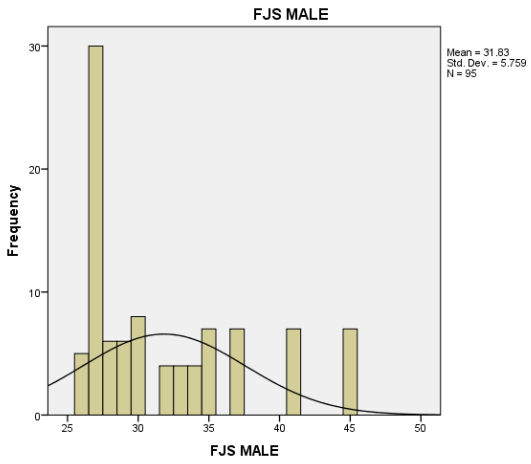


Figure 4.41: Histogram for total scores of Male teachers regarding the factors determining Job satisfaction Level

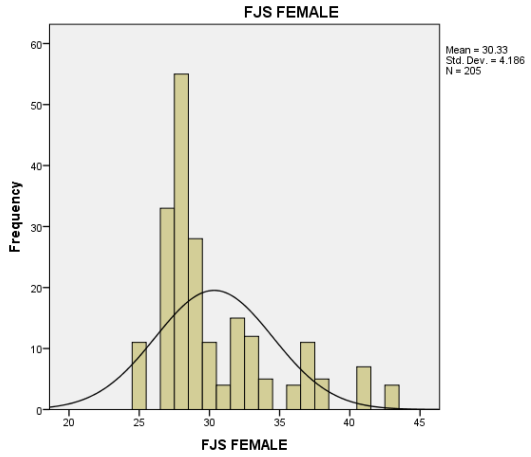


Figure 4.42: Histogram for total scores of Female teachers regarding the factors determining Job satisfaction Level

The scores pertaining to the variables affecting satisfaction with job among male teachers at secondary schools in Goa were subjected to percentage analysis. The results derived from this analysis are systematically presented in Table 4.56.

Table 4.56: Percentage Analysis of Variables affecting satisfaction with job Among Male Teachers

Item	Low Level	Average Level	High Level
No. of teachers	4	77	14
Percentage	4.21	81.05	14.74

Interpretation: The table shows that, for male teachers at secondary schools in Goa, the variables affecting satisfaction with job are mostly at an average level.

The outcomes of the percentage analysis are visually represented through a pie chart, as illustrated in Figure 4.43.

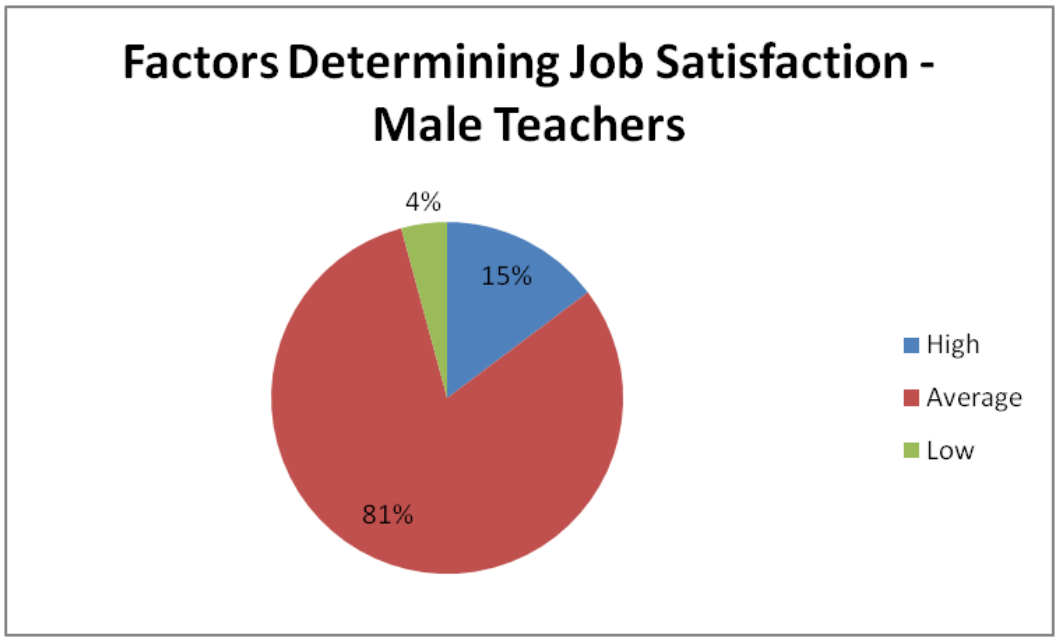


Figure 4.43: Pie Chart Depicting the Levels of Factors Determining Job Satisfaction Among Male Teachers at secondary schools of Goa

The data collected on variables affecting satisfaction with job among male teachers at secondary schools in Goa were further subjected to one way ANOVA. A comprehensive summary of the dataset, along with the ANOVA results for the male teachers, is presented in Table 4.57.

Table 4.57: The ANOVA (One-way) on Variables affecting satisfaction with job Among Male Teachers at secondary schools in Goa

Component	Variation Source	Sum of Squares	Degrees of Freedom(df)	(Variance)	F-value
Level of factors determining Job satisfaction among Male Teachers at secondary schools of Goa	Between Groups	2112.136	2	1056.068	96.659**
	Within Groups	1005.169	92	10.926	

** - Significant at 0.01 level

Interpretation: The F-value of 96.659 exceeds the critical value for the corresponding Degrees of Freedom(df) at the 0.01 significance level indicates that Male teachers at

secondary schools in Goa, belonging to various categories, differ in their level of factors determining job satisfaction.

To identify the specific areas where statistically significant variations occur, inter-group comparisons were conducted on the variables affecting satisfaction with job among male secondary school teachers. Scheffé's post-hoc test was employed following the one-way ANOVA to examine pairwise group differences within the Male teacher subsample. The analysis involved comparing the mean scores across groups concerning the key determinants of job satisfaction. The results derived from this comparative analysis are systematically presented in Table 4.58.

Table 4.58: Results of Scheffe's Multiple Comparison Test for Total Scores of Male Teachers at secondary schools on Factors Influencing Job Satisfaction

Sample	Groups compared	Mean	P value
Dimensions of Male teachers at secondary schools regarding the Level of factors determining Job satisfaction	High level and Average level	43.00 30.10	12.89*
	Low level and High level	26.00 43.00	17.00*
	Low level and Average level	26.00 30.10	4.10*

* - Significant at 0.05 level

Interpretation: Table clearly indicates a highly significant mean difference between high-level and low-level Male teachers at secondary schools in Goa regarding the factors determining job satisfaction.

The comparative analysis of mean scores related to the factors determining job satisfaction among male teachers at secondary schools in Goa classified into low, average, and high levels is visually depicted in Figure 4.44.

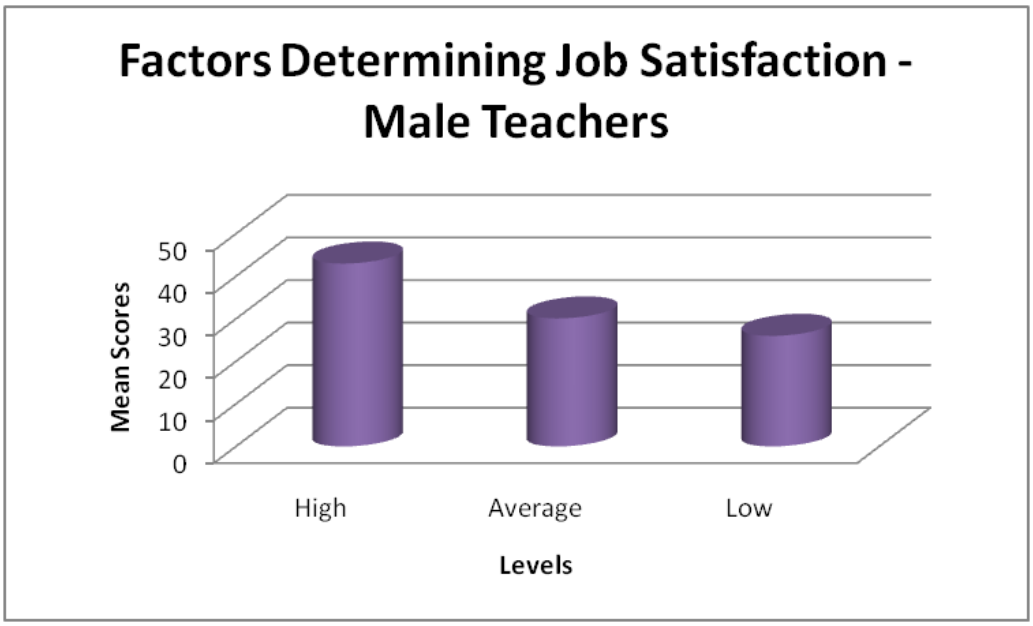


Figure 4.44: The distribution and variation in job satisfaction determinants across the three levels of male teacher groups.

The scores related to the variables affecting job satisfaction among female teachers at secondary schools in Goa underwent percentage analysis. The findings from this investigation are systematically shown in Table 4.59.

Table 4.59: Analysis of Variables affecting satisfaction with job Among Female Teachers at secondary schools in Goa

Item	Low Level	Average Level	High Level
No. of teachers	11	163	31
Percentage	5.4	79.5	15.1

Interpretation: The table shows that, for female teachers at secondary schools in Goa, the variables affecting satisfaction with job are mostly at an average level.

The outcomes of the percentage analysis are visually represented through a pie chart, as illustrated in Figure 4.45.

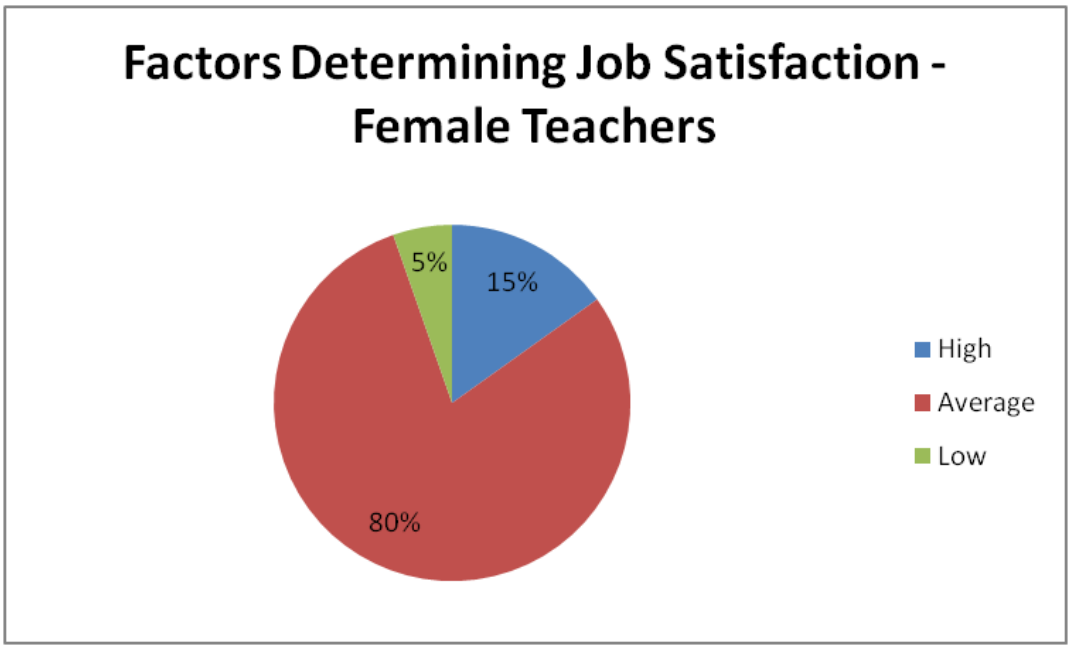


Figure 4.45: Pie Chart Depicting the Levels of Factors Determining Job Satisfaction Among female Teachers at secondary schools of Goa

The data collected on variables affecting satisfaction with job among female teachers at secondary schools in Goa were further subjected to one way ANOVA. A comprehensive summary of the dataset, along with the ANOVA results for the female teacher subsample, is presented in Table 4.60.

Table 60: Summary of One-Way ANOVA on Variables affecting satisfaction with job Among Female Teachers at secondary schools in Goa

Component	Variation Source	Sum of Squares	Degrees of Freedom(df)	(Variance)	F-value
Level of factors determining Job satisfaction among Teachers at secondary schools of Goa for Female Teachers	Between Groups	2736.627	2	1368.314	329.511**
	Within Groups	838.82	202	4.153	

** - Significant at 0.01 level

Interpretation: The F-value of 329.511 exceeds the critical value for the corresponding Degrees of Freedom(df) at the 0.01 significance level, indicates that Female teachers at

secondary schools in Goa from different categories exhibit varying levels of factors influencing job satisfaction.

To identify the specific areas where statistically significant variations occur, inter-group comparisons were conducted on the variables affecting satisfaction with job among female secondary school teachers. Scheffé's post-hoc test was employed following the one-way ANOVA to examine pairwise group differences within the sample. The analysis involved comparing the mean scores across female teachers groups concerning the key determinants of job satisfaction. The results derived from this comparative analysis are systematically presented in Table 4.61.

Table 4.61: Results of Scheffe's Multiple Comparison Test for Total Scores of Female Teachers at secondary schools on Factors Influencing Job Satisfaction

Sample	Groups compared	Mean	P value
Dimensions of Female teachers at secondary schools regarding the Level of factors determining Job satisfaction	High level and Average level	38.71 29.10	9.61*
	Low level and High level	25.00 38.71	13.71*
	Low level and Average level	25.00 29.10	4.09*

* - Significant at 0.05 level

Interpretation: Table clearly indicates a highly significant mean difference between high-level and low-level Female teachers at secondary schools in Goa regarding factors influencing job satisfaction.

The comparative analysis of mean scores related to the factors determining job satisfaction among female teachers at secondary schools in Goa classified into low, average, and high levels is visually depicted in Figure 4.46.

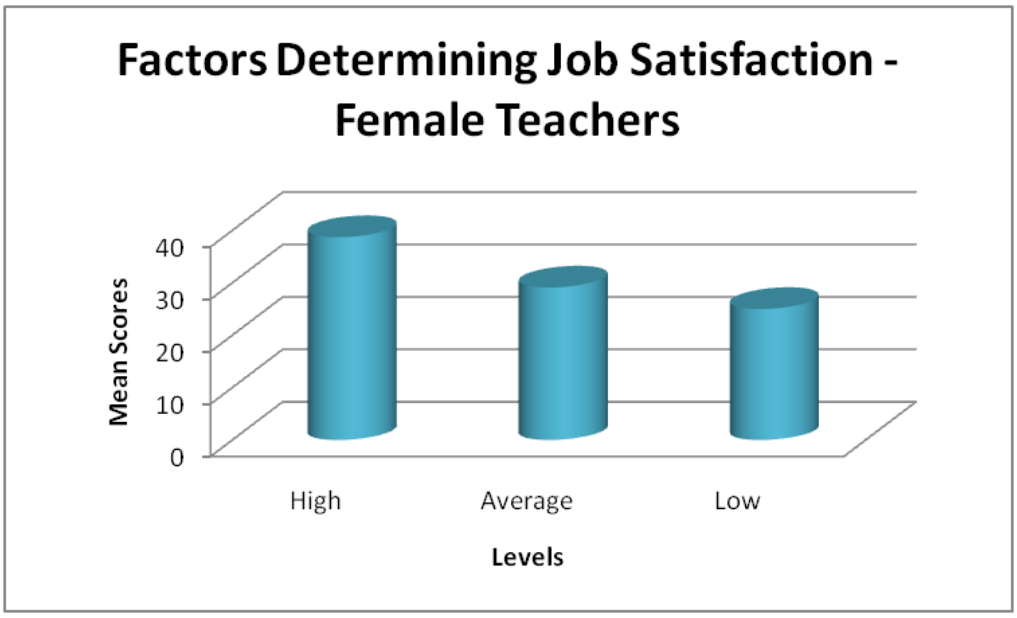


Figure 4.46: The distribution and variation in job satisfaction determinants across the three levels of female teacher groups.

4.6.4. Analysis and Interpretation of Total Scores on the Factors influencing job satisfaction of teachers from secondary schools in Goa by Locale.

Descriptive statistics were computed for the scores pertaining to the variables affecting satisfaction with job of teachers from secondary schools in Goa based on locale of teachers. The analysis was conducted for the entire sample, and the results are presented in Table 4.62.

Table 4.62: Descriptive Statistics for Total Scores of Job Satisfaction Influencing Factors Of teachers from secondary schools in Goa, by Locale

Item	Sub sample	Mean	Median	SD	Skewness	Kurtosis
Level of factors determining Job satisfaction among Teachers at secondary schools of Goa	Rural	30.95	29.00	5.01	1.486	1.405
	Urban	30.70	29.00	4.6	1.066	0.202

Interpretation: Table reveals that the mean and median values for the factors determining job satisfaction of teachers from secondary schools in Goa are nearly identical for both Rural

and Urban teachers. The standard deviation values indicate that the distributions are not significantly spread out from the mean. Both Rural and Urban teachers showed positive skewness, suggesting that more teachers scored lower on job satisfaction factors than those who scored higher. The kurtosis value for Rural teachers was found to be greater than 0.263, indicating a platykurtic distribution, while the kurtosis value for Urban teachers was less than 0.263, suggesting a leptokurtic distribution.

The descriptive statistical data have been visually represented through a histogram, as depicted in Figure 4.47 and Figure 4.48.

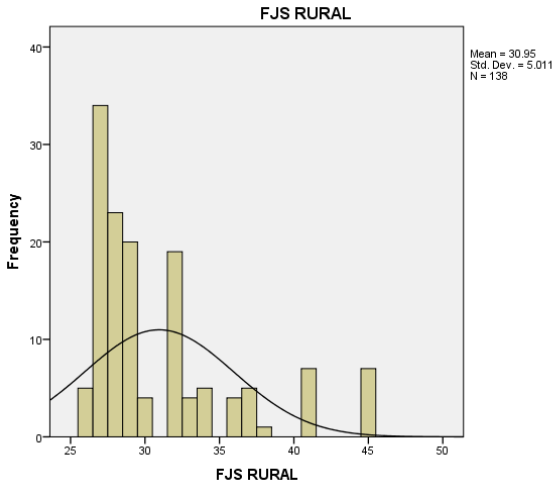


Figure 4.47: Histogram for total scores of Rural Teachers at secondary schools regarding the factors determining Job satisfaction Level

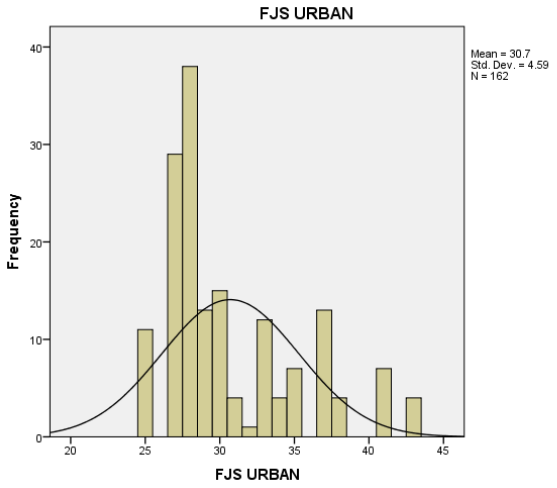


Figure 4.48: Histogram for total scores of Urban Teachers at secondary schools regarding the factors determining Job satisfaction Level

The scores pertaining to the variables affecting satisfaction with job among rural teachers at secondary schools in Goa were subjected to percentage analysis. The results derived from this analysis are systematically presented in Table 4.63.

Table 4.63: Percentage Analysis of Job Satisfaction Influencing Factors Among Rural Teachers at secondary schools in Goa

Item	Low Level	Average Level	High Level
No. of teachers	0	118	20
Percentage	0	85.5	14.5

Interpretation: The table reveals that, overall, rural teachers at secondary schools in Goa report average levels for the factors influencing their job satisfaction.

The outcomes of the percentage analysis are visually represented through a pie chart, as illustrated in Figure 4.49.

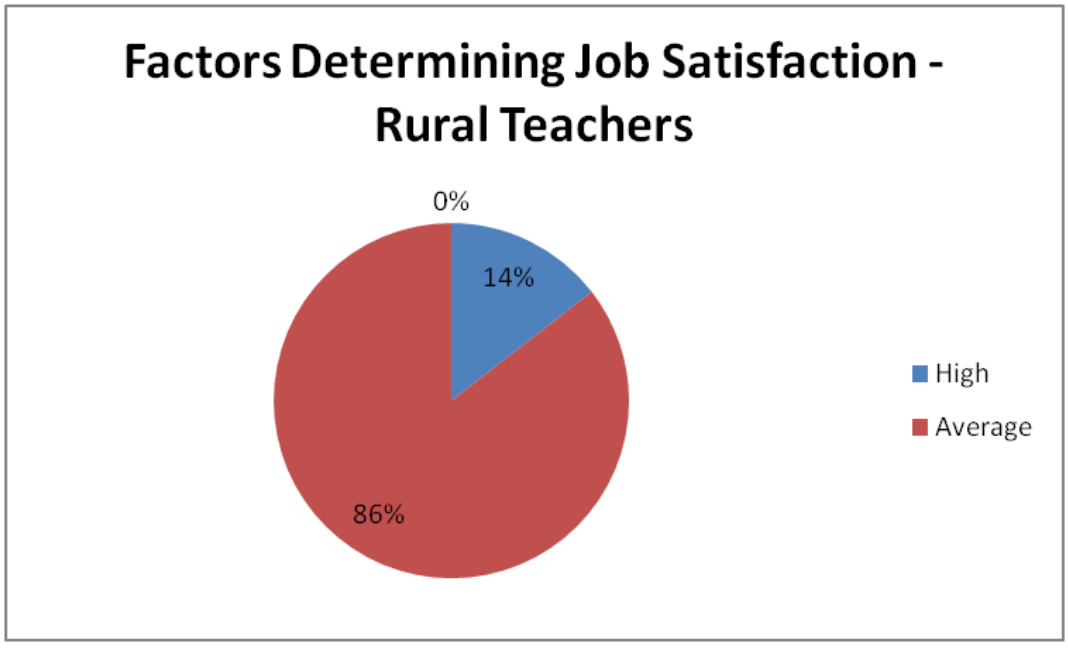


Figure 4.49: Pie Chart Depicting the Levels of Factors Determining Job Satisfaction Among Rural Teachers at secondary schools of Goa

The data collected on the variables affecting satisfaction with job among rural teachers at secondary schools in Goa were further subjected to one way ANOVA. A comprehensive summary of the dataset, along with the ANOVA results for the rural teacher subsample, is presented in Table 4.64.

Table 4.64: Summary of One-Way ANOVA on The variables affecting satisfaction with job Among Rural Teachers at secondary schools in Goa

Component	Variation Source	Sum of Squares	Degrees of Freedom(df)	(Variance)	F-value
Job satisfaction influencing factors among rural teachers at secondary schools in Goa	Between Groups	2481.776	1	2481.776	352.00**
	Within Groups	958.869	136	7.051	

** - Significant at 0.01 level

Interpretation: The F-value is 352.00, which exceeds the table value for the referring Degrees of Freedom(df) at the 0.01 significance level. This indicates that Rural teachers at secondary schools in Goa, belonging to different categories, have varying levels of factors determining job satisfaction. A group comparison was conducted to determine where significant differences exist among these teachers. However, since there were no three distinct groups (low, average, and high), post hoc tests were not performed for the Rural secondary school teacher's sample.

The scores pertaining to the variables affecting satisfaction with job among urban teachers at secondary schools in Goa were subjected to percentage analysis. The results derived from this analysis are systematically presented in Table 4.65.

Table 4.65: Percentage Analysis of Job Satisfaction Influencing Factors Among Urban Teachers

Item	Low Level	Average Level	High Level
No. of teachers	10	124	28
Percentage	6.2	76.5	17.3

Interpretation: The table shows that the factors affecting job satisfaction among urban teachers at secondary schools in Goa are generally at an average level.

The outcomes of the percentage analysis are visually represented through a pie chart, as illustrated in Figure 4.50.

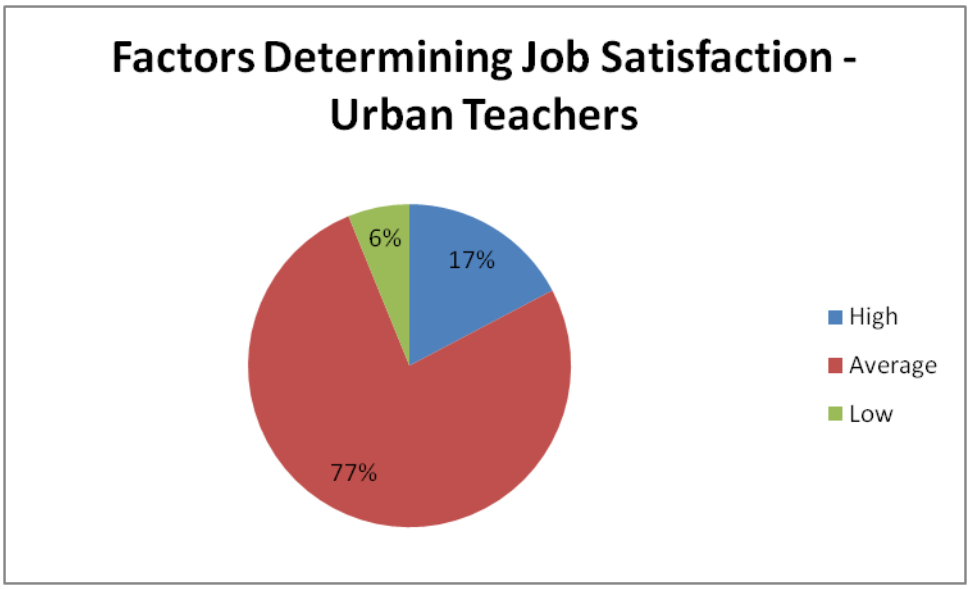


Figure 4.50: Pie Chart Depicting the Levels of Factors Determining Job Satisfaction Among Urban Teachers at secondary schools of Goa

The data collected on the variables affecting satisfaction with job among urban teachers at secondary schools in Goa were further subjected to one way ANOVA. A comprehensive summary of the dataset, along with the ANOVA results for the urban teacher sub sample, is presented in Table 4.66.

Table 4.66: The One-Way ANOVA for Job Satisfaction Influencing Factors Among Urban Teachers in Goa

Component	Variation Source	Sum of Squares	Degrees of Freedom(df)	(Variance)	F-value
The variables affecting satisfaction with job among urban teachers at secondary schools in Goa	Between Groups	2500.229	2	1250.115	222.95**
	Within Groups	891.55	159	5.607	

** - Significant at 0.01 level

Interpretation: The F-value is 222.95 which exceeds the critical value for the referring Degrees of Freedom(df) at the 0.01 significance level. This indicates that Urban teachers at secondary schools in Goa belong to different categories based on the level of factors influencing job satisfaction.

To identify the specific areas where statistically significant variations occur, inter-group comparisons were conducted on the variables affecting satisfaction with job among urban secondary school teachers. Scheffé's post-hoc test was employed following the one-way ANOVA to examine pairwise group differences within the urban teacher sub sample. The analysis involved comparing the mean scores across groups concerning the key determinants of job satisfaction. The results derived from this comparative analysis are systematically presented in Table 4.67.

Table 4.67: Scheffe's Test on the variables affecting satisfaction with job Among Urban Teachers

Sample	Groups compared	Mean	P value
Dimensions of Urban teachers at secondary schools regarding the Level of factors determining Job satisfaction	High level and Average level	39.00 29.29	9.71*
	Low level and High level	25.00 39.00	14.00*
	Low level and Average level	25.00 29.29	4.29*

* - Significant at 0.05 level

Interpretation: The table clearly indicates the mean difference is highly significant between high and low-level Urban teachers at secondary schools in Goa regarding the factors determining job satisfaction.

The comparative analysis of mean scores related to the factors determining job satisfaction among urban teachers at secondary schools in Goa classified into low, average, and high levels is visually depicted in Figure 4.51.

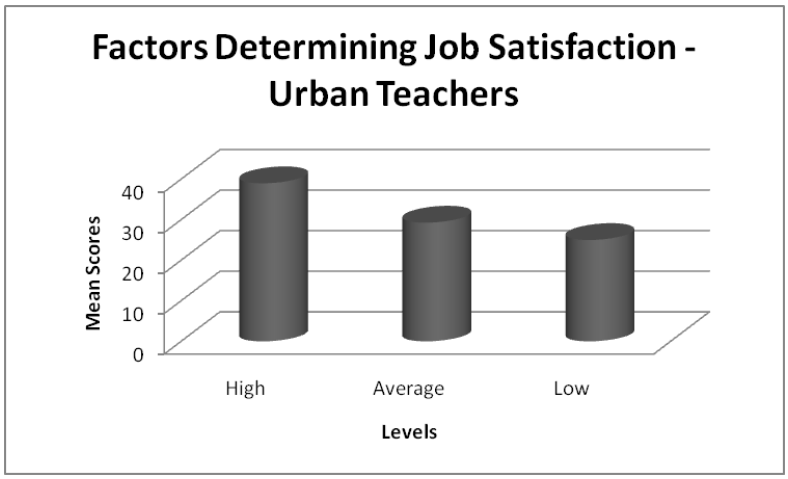


Figure 4.51: The distribution and variation in job satisfaction determinants across the three levels of urban teacher groups.

4.6.5. Analysis and Interpretation of Total Scores on the Level of Factors influencing job satisfaction of teachers from secondary schools in Goa by Type of Management

Descriptive statistics were computed for the total scores pertaining to the variables affecting satisfaction with job of teachers from secondary schools in Goa based on type of management. The analysis was conducted for the entire sample, and the results are presented in Table 4.68.

Table 4.68: Descriptive Statistics for Total Scores of Factors Determining Job Satisfaction Among Teachers at secondary schools of Goa by Type of Management

Item	Sub sample	Mean	Median	SD	Skewness	Kurtosis
Level of factors determining Job satisfaction among Teachers at secondary schools of Goa	Government	31.49	30.00	5.3	0.926	-0.472
	Aided	30.57	29.00	4.6	1.448	1.655

Interpretation: Table indicated that the mean and median values for the scores on factors determining job satisfaction among teachers at secondary schools of Goa for the subgroups of Government and Aided teachers were nearly identical. The standard deviation values suggested that the distributions were not significantly spread out from the mean. Both Government and Aided teachers exhibited a positively skewed distribution, indicating that more teachers scored lower on job satisfaction than those who scored higher. The kurtosis value for Government teachers was found to be below 0.263, while for Aided teachers it was higher, implying that the distribution for Government teachers was leptokurtic and for Aided teachers, platykurtic.

The descriptive statistical data have been visually represented through a histogram, as depicted in Figure 4.52 and 4.53.

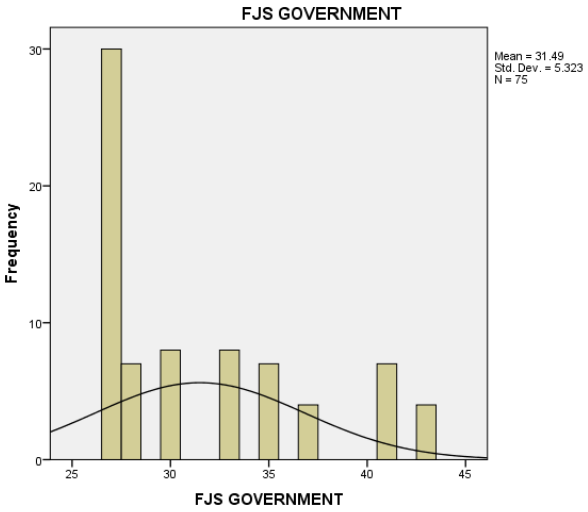


Figure 4.52: Histogram for total scores of Government Teachers at secondary schools regarding the factors determining Job satisfaction Level

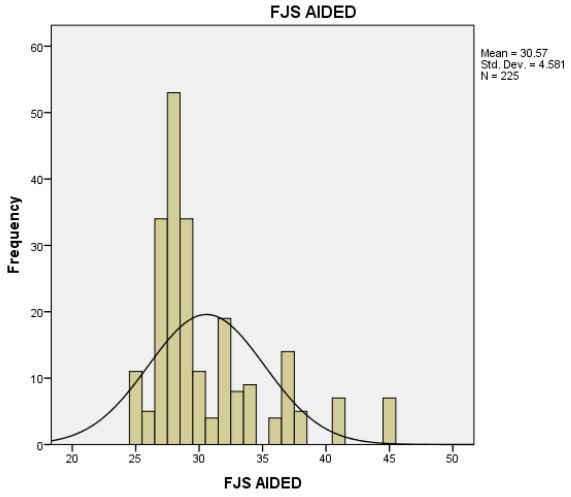


Figure 4.53: Histogram for total scores of Aided Teachers at secondary schools regarding the factors determining Job satisfaction Level

The scores pertaining to the variables affecting satisfaction with job among government teachers at secondary schools in Goa were subjected to percentage analysis. The results derived from this analysis are systematically presented in Table 4.69.

Table 4.69: Factor levels Influencing Job Satisfaction Among Government Teachers at secondary schools in Goa

Item	Low Level	Average Level	High Level
No. of teachers	0	60	15
Percentage	0	80	20

Interpretation: The table shows that teachers at secondary schools in Goa possesses the variables affecting satisfaction with job among government are, on the whole, at an average level.

The outcomes of the percentage analysis are visually represented through a pie chart, as illustrated in Figure 4.54.

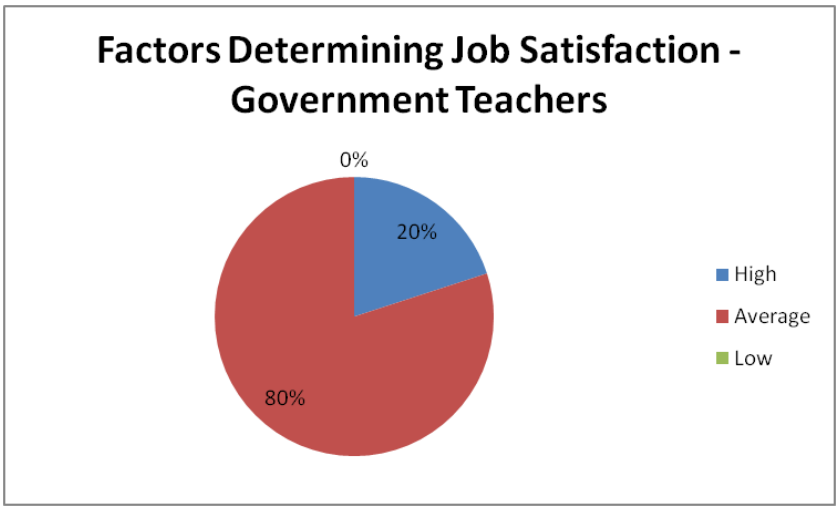


Figure 4.54: Pie Chart Depicting the Levels of Factors Determining Job Satisfaction Among Government Teachers at secondary schools of Goa

The data collected on the variables affecting satisfaction with job among government teachers at secondary schools in Goa were further subjected to one way ANOVA. A comprehensive summary of the dataset, along with the ANOVA results for the government teacher sub sample, is presented in Table 4.70.

Table 4.70: The ANOVA to examine the level of factors determining job satisfaction among Teachers in Goa, specifically for Government Teachers.

Component	Variation Source	Sum of Squares	Degrees of Freedom(df)	(Variance)	F-value
Level of factors determining Job satisfaction among Teachers at secondary schools of Goa for Government Teachers	Between Groups	1509.763	1	1509.763	187.761**
	Within Groups	586.983	73	8.041	

** - Significant at 0.01 level

Interpretation: The F-value obtained is 187.61, which exceeds the table value at the 0.01 significance level. This indicates that Government teachers at secondary schools in Goa, from different categories, show significant differences regarding the level of factors influencing job satisfaction. A group comparison for these teachers was conducted to identify where the differences are significant. However, as there are no three groups (low, average, and high), post hoc tests were not performed for the Government secondary school teachers' sample.

The scores pertaining to the variables affecting satisfaction with job among aided school's teachers at secondary schools in Goa were subjected to percentage analysis. The results derived from this analysis are systematically presented in Table 4.71.

Table 4.71: Level of factors determining Job satisfaction among Teachers at secondary schools of Goa for Aided Teachers

Item	Low Level	Average Level	High Level
No. of teachers	11	181	33
Percentage	4.9	80.4	14.7

Interpretation: The table suggests that the job satisfaction levels among aided teachers at secondary schools in Goa are predominantly at an average level.

The outcomes of the percentage analysis are visually represented through a pie chart, as illustrated in Figure 4.55.

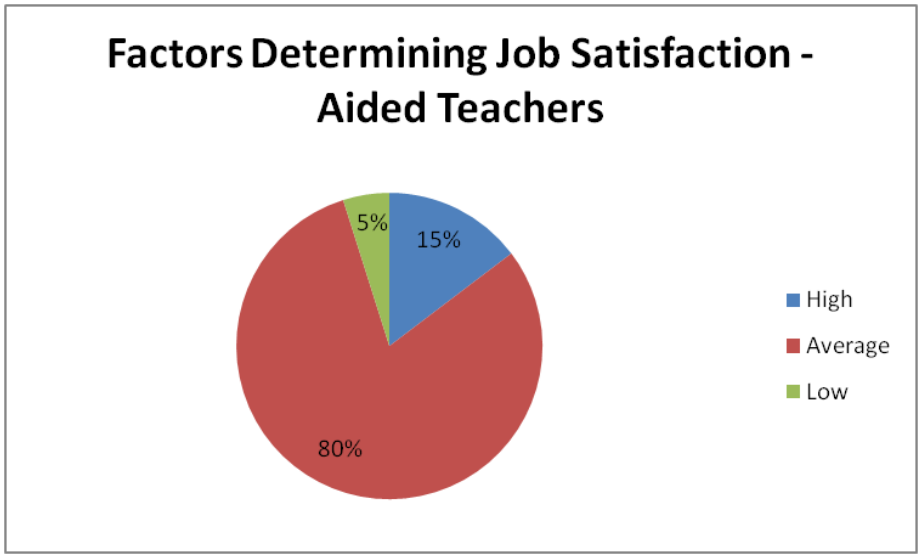


Figure 4.55: Pie Chart Depicting the Levels of Factors Determining Job Satisfaction Among Teachers from Aided Schools of Goa

The data collected on the variables affecting satisfaction with job among teachers from aided secondary school in Goa were further subjected to one way ANOVA. A comprehensive summary of the dataset, along with the ANOVA results for the total sample, is presented in Table 4.72.

Table 4.72: Summary of One-Way ANOVA on the Level of Factors Determining Job Satisfaction Among Teachers at secondary schools of Goa for Aided Teachers

Component	Variation Source	Sum of Squares	Degrees of Freedom(df)	(Variance)	F-value
Level of factors determining Job satisfaction among Teachers at secondary schools of Goa for Aided Teachers	Between Groups	3406.258	2	1703.13	292.014**
	Within Groups	1294.782	222	5.832	

** - Significant at 0.01 level

Interpretation: The F-value which is 292.014 is greater than the critical value for the given Degrees of Freedom(df) at the 0.01 significance level, indicates that Aided teachers at secondary schools in Goa differ across categories in terms of factors influencing job satisfaction. To identify the specific groups with significant differences, a comparison was made using Scheffe's test. This test was applied to evaluate the differences in the level of factors determining job satisfaction of teachers from secondary schools in Goa. The mean scores of aided teachers at secondary schools concerning the variables affecting satisfaction with job were compared, and the findings were analysed.

To identify the specific areas where statistically significant variations occur, inter-group comparisons were conducted on the variables affecting satisfaction with job among teachers from aided secondary schools. Scheffé's post-hoc test was employed following the one-way ANOVA to examine pairwise group differences within the aided secondary school teachers sub sample. The analysis involved comparing the mean scores across groups concerning the key determinants of job satisfaction. The results derived from this comparative analysis are systematically presented in Table 4.73.

Table 4.73: Results of Scheffe's Test for Multiple Comparisons Between the Mean Scores of Aided Teachers at secondary schools on the Factors Influencing Job Satisfaction.

Sample	Groups compared	Mean	P value
Dimensions of Aided teachers at secondary schools regarding the Level of factors determining Job satisfaction	High Level and Average level	39.70 29.25	10.45*
	Low Level and High Level	25.00 39.70	14.69*
	Low level and Average Level	25.00 29.25	4.25*

* - Significant at 0.05 level

Interpretation: Table clearly shows a highly significant mean difference between high-level and low-level Aided teachers at secondary schools in Goa regarding the factors influencing job satisfaction.

The comparative analysis of mean scores related to the factors determining job satisfaction among teachers from aided secondary schools in Goa classified into low, average, and high levels is visually depicted in Figure 4.56.

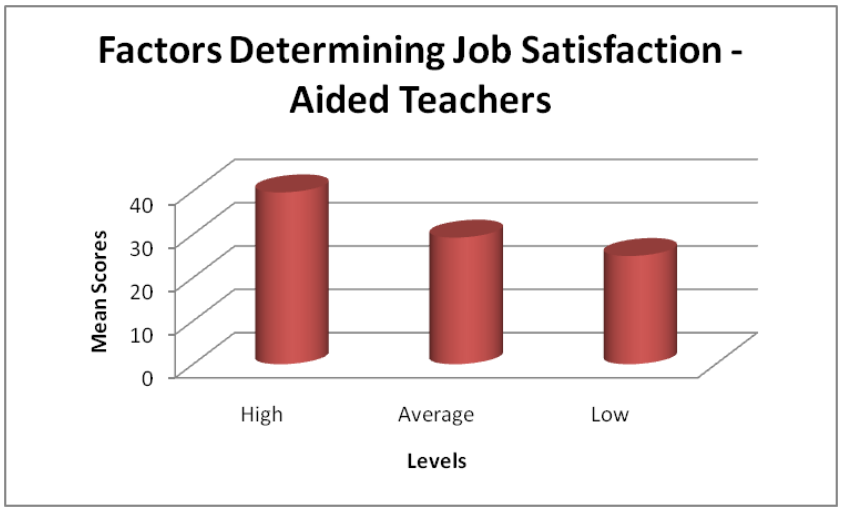


Figure 4.56: The distribution and variation in job satisfaction determinants across the three levels of teachers from aided secondary schools.

Conclusion:

Thus, based on the data presented in tables 4.47, 4.48, 4.49, 4.50, 4.51, 4.52, 4.53, 4.54, 4.55, 4.56, 4.57, 4.58, 4.59, 4.60, 4.61, 4.62, 4.63, 4.64, 4.65, 4.66, 4.67, 4.68, 4.69, 4.70, 4.71, 4.72 and 4.73 and from figures 4.37, 4.38, 4.39, 4.40, 4.41, 4.42, 4.43, 4.44, 4.45, 4.46, 4.47, 4.48, 4.49, 4.50, 4.51, 4.52, 4.53, 4.54, 4.55 and 4.56, **it can be inferred that there is a significant difference in the level of factors determining job satisfaction among**

teachers at secondary schools of Goa for the total sample as well as for the sub groups based on Gender, Locale, and Type of Management. Therefore, Null Hypothesis H_{06} is partially substantiated.

4.7. ANALYSIS AND INTERPRETATION OF DATA for Objective 8

Objective 8: To explore whether the factors influencing job satisfaction differ significantly for teachers from secondary schools in Goa based on gender.

H_{07}: There is no statistically significant difference in factors of job satisfaction of teachers from secondary schools in Goa based on gender.

The analysis for testing hypothesis for the levels of factors affecting satisfaction with teaching job among teachers at secondary schools of Goa are discussed for **Level of Job Satisfaction Factors based on Gender** as follows:

Table 4.74 presents the results of the statistical analysis conducted to examine the significance of the difference in mean scores between male and female teachers at secondary schools in Goa with respect to the factors influencing job satisfaction. This analysis was carried out specifically for the sub-sample based on gender, thereby facilitating a gender-wise comparison of the determinants of job satisfaction.

Table 4.74: Comparison of Mean Scores of Teachers at secondary schools regarding the level of factors determining Job satisfaction for Gender

Groups	N	Mean	Standard Deviation	t- value
Male	95	31.83	5.75	2.61**
Female	205	30.33	4.2	

** at 0.01 level

Interpretation: The table shows that the t-value is significant at the 0.01 level, indicating that the mean scores obtained by male gender teachers are lower than those of female gender teachers.

Figure 4.57 visually depicts the comparative analysis of mean scores between male and female teachers at secondary schools in Goa concerning the levels of various factors influencing job satisfaction.

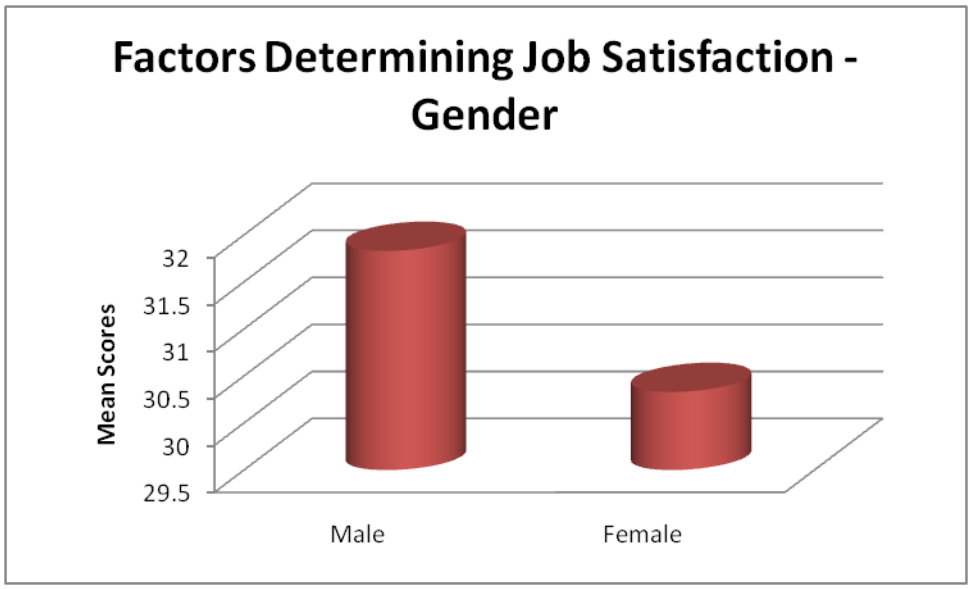


Figure 4.57: Comparative Mean Scores of Male and Female Teachers at secondary schools on Factors Determining Job Satisfaction

Conclusion: The data clearly indicate that the mean scores for male teachers are lower compared to female teachers. Based on the data from the table, it can be concluded that there is a significant difference in the factors determining job satisfaction between male and female teachers at secondary schools in Goa**. Therefore, Null Hypothesis H_{07} is rejected, confirming a significant difference in the job satisfaction levels between male and female teachers in Goa.**

4.8. ANALYSIS AND INTERPRETATION OF DATA for Objective 9

Objective 9: To explore whether the factors influencing job satisfaction vary significantly based on the locale of teachers from secondary schools in Goa.

H_{08}: There is no statistically significant difference in factors of job satisfaction of teachers from secondary schools in Goa based on locale.

The analysis for testing hypothesis for the level of job satisfaction Factors among teachers at secondary schools of Goa are discussed for **Level of Job Satisfaction Factors based on Locale** as follows:

Table 4.75 presents the results of the statistical analysis conducted to examine the significance of the difference in mean scores between rural and urban teachers at secondary schools in Goa with respect to the factors influencing job satisfaction. This analysis was carried out specifically for the sub-sample based on locale, thereby facilitating a locale-wise comparison of the determinants of job satisfaction.

Table 4.75: Comparison of Mean Scores of Teachers at secondary schools regarding the level of factors determining Job satisfaction for Locale

Locale	N	Mean	Standard Deviation	t- value
Rural	138	30.95	5.01	0.494
Urban	162	30.70	4.6	

Interpretation: The table indicates that the calculated t-value is not significant at the 0.01 level. The mean scores for rural teachers are found to be lower in comparison to urban teachers.

Figure 4.58 visually depicts the comparative analysis of mean scores between rural and urban teachers at secondary schools in Goa concerning the levels of various factors influencing job satisfaction.

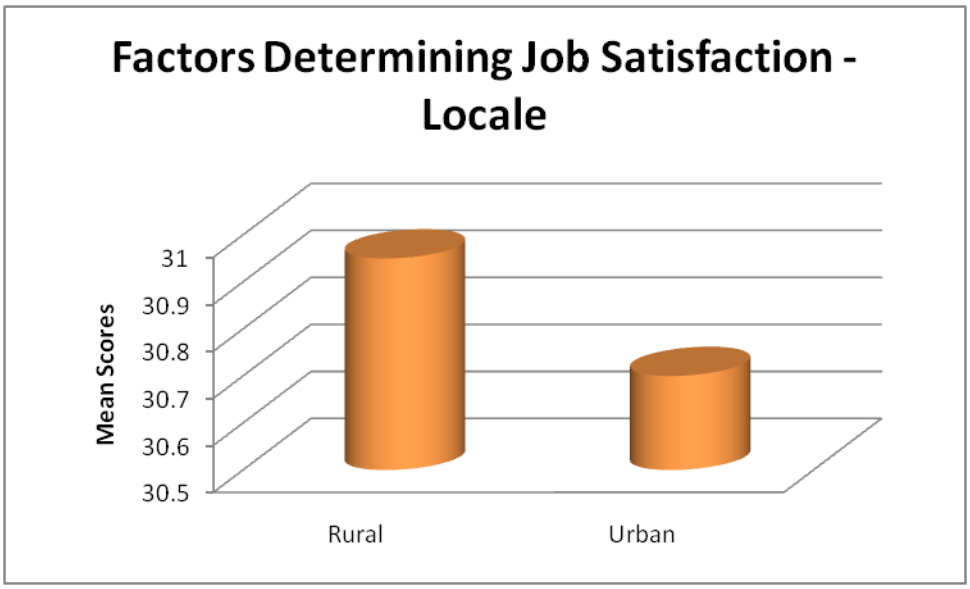


Figure 4.58: Comparative Mean Scores of Rural and Urban Teachers at secondary schools on Factors Determining Job Satisfaction

Conclusion: The mean scores of rural teachers are slightly lower than those of urban teachers. Therefore, based on the data in table, it can be concluded that there is no significant difference in the level of factors determining job satisfaction between rural and urban teachers at secondary schools of Goa. **As a result, Null Hypothesis: H_{08} is accepted, hence this indicate that there is no significant difference in the mean scores on job satisfaction factors of teachers from secondary schools in Goa based on their locale.**

4.9. ANALYSIS AND INTERPRETATION OF DATA for Objective 10

Objective 10: To explore whether the factors influencing job satisfaction differ significantly based on the type of school management of teachers from secondary schools in Goa.

H_{09}: There is no statistically significant difference in factors of job satisfaction of teachers from secondary schools in Goa based on the type of school management.

The analysis for testing hypothesis for the level of job satisfaction Factors among teachers at secondary schools of Goa are discussed for **Level of Job Satisfaction Factors based on type of school management** as follows:

Table 4.76 presents the results of the statistical analysis conducted to examine the significance of the difference in mean scores between teachers from Government and Aided secondary schools in Goa with respect to the factors influencing job satisfaction. This analysis was carried out specifically for the sub-sample based on type of management, thereby facilitating a management-wise comparison of the determinants of job satisfaction.

Table 4.76: Comparative Analysis of Mean Scores of Teachers at secondary schools on The variables affecting satisfaction with job Based on Type of Management

Groups	N	Mean	Standard Deviation	t- value
Government	75	31.49	5.3	1.484
Aided	225	30.57	4.6	

Interpretation: Table indicates that the t-value is not significant at the 0.01 level. The mean scores for government teachers are lower compared to those of aided teachers.

Figure 4.59 visually depicts the comparative analysis of mean scores between teachers from Government and Aided secondary schools in Goa concerning the levels of various factors influencing job satisfaction.

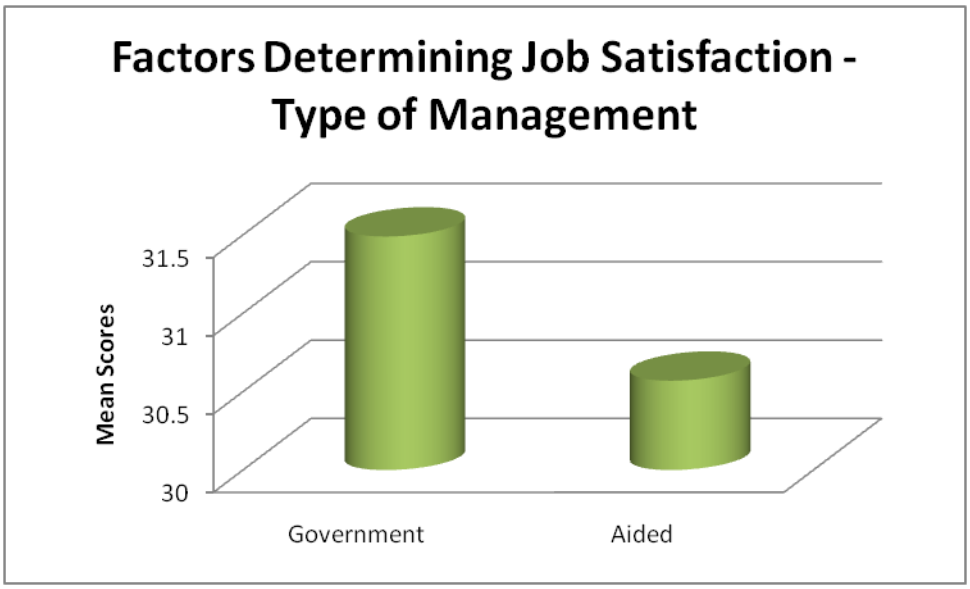


Figure 4.59: Comparative Mean Scores of Teachers from Government and Aided secondary schools on Factors Determining Job Satisfaction

Conclusion: The mean scores of aided teachers are marginally lower than those of government teachers. Hence, the data presented in the table suggests that there is no statistically significant variation in the levels of the variables affecting satisfaction with job between government and aided teachers at secondary schools in Goa. **Accordingly, Null Hypothesis H_{09} is accepted, confirming that the type of school management does not significantly affect the mean scores related to factors determining job satisfaction among teachers at secondary schools in the state.**

Section C. Analysis of data to investigate the correlation between overall work satisfaction and the contributing variables among teachers from secondary schools in Goa, encompassing the whole sample and subgroups categorised by gender, locality, and type of school management.

4.10. ANALYSIS AND INTERPRETATION OF DATA for Objective 11

Objective 10: To examine the relationship between overall job satisfaction and its contributing factors for teachers from secondary schools in Goa, with reference to gender, locale, and type of school management.

H_{010}: There is no statistically significant relationship between overall job satisfaction and the identified contributing factors of teachers from secondary schools in Goa.

The analysis for testing hypothesis for the corelation between satisfaction with job and factors determining job satisfaction among teachers at secondary schools of Goa for total sample is discussed as follows:

The descriptive statistics, including the mean and standard deviation, for the total scores pertaining to job satisfaction and its determining factors of teachers from secondary schools in Goa are presented in Table 4.77.

Table 4.77: Descriptive statistics for the Total sample

Variables	Total sample	
	Mean	S.D
Levels of satisfaction with teaching job among Teachers at secondary schools of Goa	121.49	15.53
Level of factors determining Job satisfaction among teachers at secondary schools of Goa	30.84	4.8

To examine the strength and direction of the corelation between satisfaction with job and the factors influencing it, Pearson's product-moment correlation coefficient was computed for the total sample. The findings of this correlational analysis are depicted in Table 4.78.

Table 4.78: Co-relation between Job Satisfaction Levels and Contributing Factors Among Teachers in Goa

No.	Variables Correlated	'r' value
		Total sample (N = 300)
1	Levels of satisfaction with teaching job and Determinants Of teachers from secondary schools in Goa	0.547**

** - Significant at 0.01

Interpretation: The table reveals that the correlation coefficients for the total sample are statistically significant at the 0.01 level.

Conclusion: These findings indicate a strong positive corelation between satisfaction with job and its contributing factors of teachers from secondary schools in Goa. Consequently, the Null Hypothesis H_{010} is rejected. It can thus be concluded that a significant association exists between the overall levels of satisfaction with teaching job and its determining factors within the sample population.

H_{011}: There is no statistically significant relationship between overall job satisfaction and the contributing factors with respect to gender, locale, and type of school management of teachers from secondary schools in Goa.

The analysis for testing hypothesis for the corelation between satisfaction with job and factors determining Job satisfaction among teachers at secondary schools of Goa for Gender, Locale and Type of Management are discussed as follows:

The descriptive statistics, comprising the mean and standard deviation, for the total scores on job satisfaction and the factors determining job satisfaction, disaggregated by the sub-samples of Gender, Locale, and Type of Management, are presented in Table 4.79.

Table 4.79: Descriptive statistics for Gender, Locale and Type of Management

Variables	Male		Female		Rural		Urban		Government		Aided	
	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D
Level of Job satisfaction among Teachers at secondary schools of Goa	117.77	14.5	122.89	15.9	118.75	14.3	123.73	16.2	119.5	15.8	121.97	15.61
Level of factors determining Job satisfaction among teachers at secondary schools of Goa	31.83	5.75	30.33	1.33	30.95	5.01	30.70	1.07	31.49	5.3	30.57	4.6

The corelation between satisfaction with job and the associated determinants was examined for the sub-samples based on Gender, Locale, and Type of School Management of teachers from secondary schools in Goa. This analysis employed Pearson's product-moment correlation coefficient to assess the strength and direction of the association. The findings of this correlation analysis are presented in Table 4.80.

Table 4.80: Correlation between the Level of Job Satisfaction and the Level of Factors Determining Job Satisfaction among Teachers at secondary schools of Goa across Gender, Locale, and Type of Management

No.	Variables Correlated	'r' value					
		Male (N = 95)	Female (N = 205)	Rural (N = 138)	Urban (N = 162)	Government (N = 75)	Aided (N = 225)
1	Level of Job satisfaction and the level of Factors influences the Job satisfaction among Teachers at secondary schools of Goa	0.214*	0.464**	0.680**	0.449**	0.125	0.570**

** 0.01 level

* 0.05 level

Interpretation: The table indicates that the correlation coefficients for the sub-samples of Female, Rural, Urban, and Aided teachers at secondary schools are significant at the 0.01 level, while for Male secondary school teachers, the correlation is significant at the 0.05 level. However, the correlation coefficient for Government teachers at secondary schools was not significant at the 0.01 level.

Conclusion: This suggests a significant positive correlation between job satisfaction and the variables affecting satisfaction with job among the sub-samples of Male, Female, Rural, Urban, and Aided secondary school teachers. **Therefore, Null Hypothesis H_{011} is partially supported. It can be concluded that a significant relationship exists between job**

satisfaction and factors determining job satisfaction for these sub-samples of teachers at secondary schools in Goa.

4.11. CONCLUSION OF CHAPTER IV

Chapter IV, Data Interpretation and Analysis encompassed a rigorous and systematic examination of the research hypotheses and an in-depth analysis of all the stated objectives. The chapter utilised both descriptive and inferential statistical techniques to explore the levels of satisfaction with teaching job and its determining factors of teachers from secondary schools in Goa. The analyses were conducted for the total sample as well as relevant sub-samples based on Gender, Locale, and Type of School Management. The findings were presented through tabular data, graphical representations, and statistical testing, ensuring empirical clarity and methodological precision.

The subsequent chapter, Chapter V: Findings, Conclusions, and Suggestions, will synthesise the results derived from the data analysis. It will present the major findings objective-wise, offer conclusions grounded in the evidence obtained, and provide practical and research-oriented sug**gestions to enhance job satisfaction of teachers from secondary schools in Goa.**

CHAPTER V
FINDINGS, CONCLUSIONS AND SUGGESTIONS

The primary objective of any research endeavour is to facilitate a systematic and objective analysis of the data collected, thereby enabling the formulation of valid and empirically grounded conclusions. Through the application of appropriate statistical techniques, the researcher seeks to derive reliable findings that contribute meaningfully to the existing body of knowledge. These findings form the foundation for drawing generalisations and making contextually relevant inferences.

This chapter presents the distilled outcomes of the study, offering a comprehensive summary of the key findings aligned with the research objectives and hypotheses. Furthermore, it delves into the educational implications of the study in the prevailing socio-academic landscape and proposes actionable suggestions for policy, practice, and further scholarly inquiry. The chapter thus represents the culminating phase of the research process, demanding thoughtful reflection and logical synthesis to encapsulate the study's scope, significance, and contributions.

5.1. STUDY IN RETROSPECT

The present investigation was undertaken with the primary aim of assessing the levels of satisfaction with teaching job among teachers at secondary schools in the state of Goa. This chapter encapsulates the principal findings that have emerged from the systematic analysis of data. It also delineates the educational relevance and practical implications of these findings within the current teaching-learning context. Further, the chapter presents a consolidated summary of the results, offers strategic recommendations aimed at improving institutional practices and teacher well-being, and puts forth constructive suggestions for future research in cognate domains.

5.2. RESTATEMENT OF THE RESEARCH PROBLEM

The teaching profession, especially at the secondary school level, plays a pivotal role in shaping students' academic, emotional, and social development. Teachers’ satisfaction with their job is not merely a personal matter but a vital factor that influences their motivation, classroom effectiveness, professional retention, and overall school climate. In recent years,

increasing administrative demands, shifting curriculum standards, policy reforms, socio-cultural expectations, and workload imbalances have raised significant concerns regarding the professional satisfaction and well-being of teachers at secondary schools across India, including in the state of Goa.

With its unique socio-cultural and educational landscape, Goa offers a blend of public and private educational institutions functioning under varied management systems and resource provisions. Teachers in these schools operate under differing conditions of service, infrastructure, leadership styles, and community expectations. While some enjoy supportive work environments, others face challenges such as limited growth opportunities, delayed promotions, lack of recognition, inadequate facilities, and excessive non-teaching duties. These variables may significantly impact their levels of satisfaction with teaching job and, consequently, their performance and commitment to the profession.

Despite national and state-level initiatives to improve educational quality through teacher training, performance appraisal systems, and infrastructure development, there is limited empirical data assessing how these interventions translate into the lived experiences and satisfaction levels of teachers at secondary schools in Goa. Additionally, factors such as gender, years of service, type of management (government or Government Aided), and school location (urban or rural) may influence job satisfaction in nuanced ways that remain underexplored.

This study, titled "*A Study of Job Satisfaction among Teachers at secondary schools of Goa*", is therefore undertaken to systematically examine the extent and dimensions of job satisfaction among teachers at secondary schools in the state. The study aims to identify key contributing and hindering factors, analyse demographic and institutional variables affecting satisfaction, and offer recommendations for creating more fulfilling and sustainable teaching environments. Understanding these aspects is crucial for enhancing teacher morale and retention and ensuring educational excellence and equity across Goa's secondary schools.

5.3. OPERATIONAL DEFINITIONS OF KEY TERMS

5.3.1. SECONDARY SCHOOL TEACHERS

The Teachers at secondary schools refer to trained educators who are currently teaching at the secondary school level, specifically from Classes VIII to X, in institutions approved by the Government of Goa. These teachers possess a minimum educational qualification of B.Sc. and B.Ed. or B.A. and B.Ed. and are employed in Government or Government-aided schools located in both rural and urban areas of Goa. All selected schools follow the Goa

State syllabus prescribed by the Directorate of Education, Government of Goa. The teaching experience of the participating teachers ranges from less than five years to more than fifteen years, ensuring representation across different levels of professional experience.

5.3.2. JOB SATISFACTION

Job satisfaction among teachers at secondary schools pertains to their general comfort and perceptions on many facets of their work environment. It includes both inner and extrinsic aspects, such as wage satisfaction, working conditions, promotions, physical facilities, institutional policies, satisfaction with management, social standing, family welfare, connections with students, and interactions with colleagues. The satisfaction with their jobs of secondary-level teachers in Goa is assessed using a standardised Job Satisfaction Scale (JSS) created and verified by the researchers. This scale assesses job satisfaction across the following five dimensions:

i. Satisfaction with Salary and Welfare: Perceptions of financial remuneration, benefits, and family-related welfare support.
ii. Satisfaction with Coworkers: Quality of interpersonal relationships, collaboration, and support among colleagues.
iii. Satisfaction with Administration: Views on leadership, decision-making, and administrative support.
iv. Satisfaction with Profession: Intrinsic motivation, pride in teaching, and professional identity.
v. Satisfaction with Personal Growth: Opportunities for career advancement, skill development, and self-fulfilment.

5.3.3. JOB SATISFACTION FACTORS

In the present study, Job Satisfaction Factors refer to the key elements that influence the overall sense of fulfilment and contentment experienced by teachers at secondary schools in their professional roles. These factors are identified, categorized, and analysed using a researcher-developed and validated instrument, the Job Satisfaction Factors Analysis Questionnaire (JSFAQ). The investigation examines five primary areas that influence work satisfaction:

i. Personal Factors: Includes individual attributes such as health, motivation, emotional well-being, and work-life balance.
ii. Social Factors: Encompasses the quality of interpersonal relationships, social recognition, and societal perception of the teaching profession.

iii. Institutional Environment Factors: Pertains to aspects such as school infrastructure, leadership style, administrative support, and organizational culture.

iv. Professional Factors: Relates to opportunities for professional development, career advancement, autonomy in teaching, and job security.

v. Compensation and Benefit Factors: Covers salary, allowances, incentives, retirement benefits, and other financial and non-financial rewards**.**

5.4. OBJECTIVES OF THE STUDY

1. To evaluate the overall job satisfaction levels of teachers from secondary schools in Goa.
2. To investigate existence of significant differences in job satisfaction of teachers from secondary schools in Goa.
3. To determine if job satisfaction levels vary significantly based on gender of teachers from secondary schools in Goa.
4. To examine if job satisfaction levels differ significantly according to the locale (rural or urban) of teachers from secondary schools in Goa.
5. To analyse whether job satisfaction varies notably based on the type of school management (Government or Aided) of teachers from secondary schools in Goa.
6. To evaluate whether job satisfaction levels differ significantly for teachers from secondary schools in Goa with varying years of educational experience (0–5, 5–10, 10–15, and over 15 years).
7. To identify the major factors contributing to job satisfaction of teachers from secondary schools in Goa.
8. To explore whether the factors influencing job satisfaction differ significantly for teachers from secondary schools in Goa based on gender.
9. To explore whether the factors influencing job satisfaction vary significantly based on the locale of teachers from secondary schools in Goa.
10. To explore whether the factors influencing job satisfaction differ significantly based on the type of school management of teachers from secondary schools in Goa.
11. To examine the relationship between overall job satisfaction and its contributing factors for teachers from secondary schools in Goa, with reference to gender, locale, and type of school management.

5.5. HYPOTHESES OF THE STUDY

H_{11}: There exists a statistically significant difference in overall job satisfaction of teachers from secondary schools in Goa.

H_{12}: There exists a statistically significant difference in job satisfaction of teachers from secondary schools in Goa on the basis of gender.

H_{13}: There exists a statistically significant difference in job satisfaction of teachers from secondary schools in Goa according to their locale (rural or urban).

H_{14}: There exists a statistically significant difference in job satisfaction of teachers from secondary schools in Goa based on the type of school management (Government or Aided).

H_{15}: There exists a statistically significant difference in job satisfaction of teachers from secondary schools in Goa across different ranges of teaching experience (0–5, 5–10, 10–15, and over 15 years).

H_{16}: There exists a statistically significant difference in factors of job satisfaction of teachers from secondary schools in Goa.

H_{17}: There exists a statistically significant difference in factors of job satisfaction of teachers from secondary schools in Goa based on gender.

H_{18}: There exists a statistically significant difference in factors of job satisfaction of teachers from secondary schools in Goa based on their locale (urban or rural).

H_{19}: There exists a statistically significant difference in factors of job satisfaction of teachers from secondary schools in Goa with respect to the type of school management.

H_{110}: There exists a statistically significant relationship between overall job satisfaction and the identified contributing factors of teachers from secondary schools in Goa.

H_{111}: There is a statistically significant relationship between overall job satisfaction and the contributing factors when examined with respect to gender, locale, and type of school management of teachers from secondary schools in Goa.

5.6. NULL HYPOTHESES OF THE STUDY

H_{01}: There is no statistically significant difference in overall job satisfaction of teachers from secondary schools in Goa.

H_{02}: There is no statistically significant difference in job satisfaction of teachers from secondary schools in Goa based on gender.

H_{03}: There is no statistically significant difference in job satisfaction of teachers from

secondary schools in Goa according to their locale (rural or urban).

H_{04}: There is no statistically significant difference in job satisfaction of teachers from secondary schools in Goa based on the type of school management (Government or Aided).

H_{05}: There is no statistically significant difference in job satisfaction of teachers from secondary schools in Goa based on years of teaching experience (0–5, 5–10, 10–15, and over 15 years).

H_{06}: There is no statistically significant difference in factors of job satisfaction of teachers from secondary schools in Goa.

H_{07}: There is no statistically significant difference in factors of job satisfaction of teachers from secondary schools in Goa based on gender.

H_{08}: There is no statistically significant difference in factors of job satisfaction of teachers from secondary schools in Goa based on locale.

H_{09}: There is no statistically significant difference in factors of job satisfaction of teachers from secondary schools in Goa based on the type of school management.

H_{010}: There is no statistically significant relationship between overall job satisfaction and the identified contributing factors of teachers from secondary schools in Goa.

H_{011}: There is no statistically significant relationship between overall job satisfaction and the contributing factors with respect to gender, locale, and type of school management of teachers from secondary schools in Goa.

5.7. SCOPE OF THE STUDY

1. The research examines the overall work satisfaction ratings of secondary school educators in Goa.
2. It evaluates job satisfaction based on multiple dimensions: satisfaction with salary and welfare, coworkers, administration, profession, and personal growth.
3. The research includes analysis of job satisfaction factors categorized under five domains: personal factors, social factors, institutional environment, professional factors, and compensation and benefits.
4. The study targets teachers teaching in secondary schools (Classes VIII to X) affiliated with the Goa State syllabus under the Directorate of Education, Government of Goa, chosen due to their significant influence on the education system in the region.

5. 5. The sample includes trained teachers from government and government-aided schools in rural and urban Goa, ensuring a comprehensive representation of the teaching community.
6. The study includes teachers with a minimum qualification of B.A./B.Sc. B.Ed. and teaching experience ranging from less than 5 years to more than 15 years.
7. The study investigates differences in job satisfaction levels based on demographic variables such as gender, locale (rural/urban), type of school management (government/aided), and experience of teaching.
8. The study employs a researcher-developed and validated tool, the Job Satisfaction Factors Analysis Questionnaire (JSFAQ), to collect the data on factors influencing the job satisfaction.
9. The research examines the relationship between total work satisfaction and its primary contributing characteristics, including gender, location, and the kind of school administration.
10. The study's outcomes are expected to significantly benefit students, teachers, school administrators, curriculum developers, educational planners, and policymakers by providing data-driven insights into enhancing teacher satisfaction and professional well-being, thereby improving the overall quality of education in Goa.

5.8. DELIMITATIONS OF THE STUDY

1. The study is restricted to teachers from secondary schools (Classes VIII to X) in Goa and does not cover primary or higher secondary levels.
2. Only teachers in schools affiliated with the Goa State syllabus under the Directorate of Education are included; CBSE, ICSE, and other board-affiliated schools are excluded.
3. The study focuses exclusively on government and aided schools; unaided private schools are not considered, as few are in Goa.
4. Teachers with a minimum educational qualification of B.A./B.Sc. B.Ed.s are included; those without formal teacher training are excluded.
5. Data is collected only through the tools developed and validated by the researcher; no standardized national or international scales are used.
6. Although it is implied, the study does not explore the impact of job satisfaction on student performance or classroom outcomes.

7. The research is descriptive, analytical, and does not involve any experimental or longitudinal design.

5.9. RESEARCH METHODOLOGY IN BRIEF

The major aim of this research was to evaluate satisfaction of job among teachers at secondary schools in the state of Goa. The researcher used a descriptive survey methodology to choose a sample of 300 secondary school teachers using a stratified random sampling procedure. The sample was drawn from 22 secondary schools situated in both North Goa and South Goa districts. Of the total sample, 95 were male teachers and 205 were female teachers. The sample was further categorized based on locale, with 138 teachers serving in rural areas and 162 in urban settings. In terms of type of school management, the sample consisted of 75 government school teachers and 225 aided school teachers.

Additionally, the sample was classified according to teaching experience: 75 teachers had less than 5 years of experience, 108 had 5 to 10 years, 38 had 10 to 15 years, and 79 had more than 15 years of teaching experience. Data collection was carried out in a phased manner. Initially, demographic and professional information was gathered through the Performa for Teachers at secondary schools (Prepared and Validated By Sunilkumar And Mathew, J), followed by responses on the Job Satisfaction Factors Analysis Questionnaire (JSFAQ), (Prepared and Validated By Sunilkumar And Mathew, J), and finally, job satisfaction levels were assessed using the standardized Job Satisfaction Scale (JSS), (Prepared and Validated By Sunilkumar And Mathew, J). All three instruments were developed and validated by Sunilkumar and John, J.

The collected data were systematically organized and subjected to rigorous statistical analysis. Descriptive statistics such as mean, median, standard deviation, skewness, and kurtosis were used to summarize the data, while inferential statistics including the test of significance of differences between means, one-way ANOVA, and Scheffe's Post Hoc Test were employed to examine the hypotheses and determine the significance of observed differences.

5.10. MAJOR FINDINGS OF THE STUDY

5.10.1. Job Satisfaction Levels of Teachers at secondary schools in Goa

1. The overall job satisfaction level of teachers from secondary schools in Goa was found to be average. (Table 4.2)
2. Significant variation in job satisfaction was observed across different categories of teachers. (Table 4.3)

3. Notable differences were found between teachers with high and low levels of job satisfaction. (Table 4.4)
4. The levels of satisfaction across various dimensions namely salary and welfare, coworkers, administration, profession, and personal growth were also found to be generally average. (Table 4.6)
5. Teachers differed in their satisfaction across all dimensions, indicating that contextual and individual factors may be influencing their experiences. (Table 4.7)
6. The results are consistent with earlier studies suggesting that teachers at secondary schools typically report average levels of job satisfaction. (Table 4.8)

5.10.2. Job Satisfaction Levels of Teachers at secondary schools in Goa Based on Gender

1. Male teachers at secondary schools in Goa generally exhibited average levels of job satisfaction. (Table 4.10)
2. Within the male sub-sample, substantial variation was noted across different groups.
3. A notable difference in job satisfaction was observed between male teachers with high and low satisfaction levels. (Table 4.11)
4. Female teachers at secondary schools also reported average job satisfaction levels overall. (Table 4.12)
5. Among female teachers, noticeable variations in satisfaction existed across categories, and differences between high and low satisfaction groups were evident. (Table 4.13)
6. The overall conclusion was that both male and female teachers in Goa experienced job satisfaction at an average level. (Table 4.14, 4.15)

5.10.3. Job Satisfaction Levels of Teachers at secondary schools in Goa Based on Locale

1. It was found that rural teachers at secondary schools had a moderate level of job satisfaction. (Table 4.17)
2. Variation in satisfaction levels was observed among rural teachers, with distinct differences between those reporting high and low levels of job satisfaction. (Table 4.18)
3. Urban teachers at secondary schools also exhibited an overall average level of job satisfaction. (Table 4.19)

4. Among urban teachers, significant variation existed, and clear differences were noted between teachers at high and low satisfaction levels. (Table 4.20)
5. Overall, job satisfaction in both rural and urban locales was determined to be average, though levels differed among individual teachers within each locale. (Table 4.2, 4.22)

5.10.4. Level of Job Satisfaction Among Teachers at secondary schools of Goa by Type of Management

1. Government school teachers were generally satisfied at an average level. (Table 4.24)
2. Variation existed among government school teachers in terms of their job satisfaction, and clear differences emerged between high- and low-satisfaction groups. (Table 4.25)
3. Aided school teachers also demonstrated average job satisfaction levels. (Table 4.26)
4. Within aided institutions, job satisfaction varied across different categories of teachers, with evident differences between high and low satisfaction groups. (Table 4.27)
5. The overall result indicated that both government and aided school teachers exhibited average levels of job satisfaction, with some individual variations observed within each group. (Table 4.28, 4.29)

5.10.5. Level of Job Satisfaction Among Teachers at secondary schools of Goa Based on Years of Teaching Experience

1. Teachers with less than five years of teaching experience generally reported average job satisfaction. (Table 4.31)
2. This group showed significant variation in satisfaction levels, with noticeable differences between highly and less satisfied individuals. (Table 4.33)
3. Teachers with five to ten years of teaching experience also reported average job satisfaction, accompanied by differences among subgroups. (Table 4.34)
4. Teachers with ten to fifteen years of teaching experience were similarly found to have average job satisfaction. (Table 4.35)
5. Those with more than fifteen years of teaching experience exhibited average job satisfaction, though notable differences persisted between individuals with high and low levels of satisfaction. (Table 4.36)

6. Overall, job satisfaction across different experience levels was average, though individual differences were present within each group. (Table 4.37 to 4.39)

5.10.6. Gender-Based Comparison of Job Satisfaction Levels

1. A notable difference in job satisfaction levels was found between male and female teachers at secondary schools in Goa. (Table 4.42)
2. Female teachers reported greater job satisfaction compared to their male counterparts. (Figure 4.34)
3. These findings support earlier studies indicating gender-based variation in teacher satisfaction levels.

5.10.7. Locale-Based Comparison of Job Satisfaction Levels

1. A notable difference in job satisfaction was observed between Rural and Urban Teachers at secondary schools in Goa. (Table 4.43)
2. Urban teachers generally reported higher levels of job satisfaction compared to rural teachers. (Figure 4.35)
3. The locale appears to be an influencing factor in shaping teachers' perceptions of job satisfaction. (Table 4.43, Figure 4.35)

5.10.8. Management-Type-Based Comparison of Job Satisfaction Levels

1. There were no notable differences in job satisfaction levels was found among government and aided school teachers. (Table 4.44)
2. Both groups reported similar overall levels of job satisfaction, suggesting that management type may not be a key determinant in this context. (Figure 4.36)
3. These findings are consistent with several studies that also found minimal variation based on institutional type. (Table 4.44, Figure 4.36)

5.10.9. Experience-Based Comparison of Job Satisfaction Levels

1. There were no notable differences in the satisfaction of job among teachers at secondary schools based on their years of teaching experience. (Table 4.46)
2. Teachers across different experience brackets reported similar overall satisfaction levels, indicating that experience alone may not determine job satisfaction. (Table 4.46)

5.10.10. Analysis of Factors Determining Job Satisfaction Of teachers from secondary schools in Goa

1. The various variables affecting satisfaction with job personal, social, institutional environment, compensation and benefits, and professional factors were found to be generally at an average level among the total sample. (Table 4.48)
2. Differences in satisfaction levels related to these factors were observed across various categories of teachers. (Table 4.49)
3. Significant differences were observed between the high and low job satisfaction groups across each factor. (Table 4.50)
4. The findings suggest that while overall levels are average, different subgroups experience these factors to varying extents. (Table 4.52)

5.10.11. Influence of Gender on the Factors Determining Job Satisfaction Of teachers from secondary schools in Goa

1. The study revealed that the levels of various factors determining job satisfaction among male teachers at secondary schools in Goa were generally at an average level. (Table 4.56)
2. It was found that male teachers at secondary schools from different categories exhibited noticeable variation in the levels of factors influencing their job satisfaction. (Table 4.57)
3. The mean differences between high-level and low-level job satisfaction among male secondary school teachers, across dimensions such as personal, social, institutional, compensation, and professional factors, were substantial. (Table 4.58)
4. The variables affecting satisfaction with job among female teachers at secondary schools were found to be generally at an average level. (Table 4.59)
5. Female teachers demonstrated distinct patterns in job satisfaction based on category, with meaningful differences across all five dimensions of the factors assessed. (Table 4.59)
6. The mean differences between high and low job satisfaction groups among female teachers were significant across all dimensions. (Table 4.49)

5.10.12. Analysis of Factors influencing job satisfaction among Teachers at secondary schools of Goa Based on Locale

1. The factors affecting job satisfaction among rural teachers at secondary schools in Goa were observed to be predominantly at an average level. (Table 4.63)

2. Rural teachers exhibited diverse patterns of job satisfaction influenced by their category, with notable variation in factors such as personal, institutional, and professional elements. (Table 4.64)
3. A clear distinction was observed between the high and low job satisfaction groups in the rural sample, suggesting varied perceptions regarding influencing factors. (Table 4.65)
4. Urban teachers at secondary schools in Goa also displayed average levels of job satisfaction across the influencing factors. (Table 4.66)
5. Within the urban subsample, significant variation was noted among teachers of different categories in their perception of satisfaction-related factors. (Table 4.67)
6. The mean differences in job satisfaction determinants between high and low groups among urban teachers were prominently observed. (Table 4.67)

5.10.13. Analysis of Factors influencing job satisfaction among Teachers at secondary schools of Goa Based on Type of Management

1. Government teachers at secondary schools demonstrated an overall average level of satisfaction with teaching job in relation to the influencing factors. (Table 4.69)
2. Differences in job satisfaction among government teachers were apparent across categories, with each factor (personal, social, institutional, compensation, and professional) contributing to the observed variation. (Table 4.59)
3. Significant contrasts were identified between teachers with high and low levels of job satisfaction in this group. (Table 4.60)
4. Aided school teachers also reported average levels of satisfaction concerning the determining factors. (Table 4.69)
5. Variation in satisfaction levels was present among aided school teachers, depending on their category and perception of various factors. (Table 4.70)
6. The mean scores of teachers with High and Low Job Satisfaction in aided schools showed distinct differences across all assessed dimensions. (Table 4.69)

5.10.14. Comparative Analysis of the Factors influencing job satisfaction among Subgroups of Teachers at secondary schools in Goa

1. A statistically significant difference was observed in the variables affecting satisfaction with job between male and female teachers at secondary schools of Goa, with female teachers reporting higher levels of satisfaction teaching job across several dimensions. (Table 4.74)

2. A comparison based on locale revealed that urban teachers at secondary schools had significantly higher levels of teaching job satisfaction across influencing factors than their rural counterparts. (Table 4.75)
3. The comparison based on years of educational experience indicated no significant differences between teachers with different lengths of service regarding the factors influencing their job satisfaction. (Table 4.76)

5.10.15. Relationship between Job Satisfaction and Factors Determining Job Satisfaction among Teachers at secondary schools of Goa for Total Sample

There exists a significant positive corelation between satisfaction with job and the factors determining job satisfaction among teachers at secondary schools of Goa for the total sample. (Table 4.78)

5.10.16. Relationship between Job Satisfaction and Factors Determining Job Satisfaction among Teachers at secondary schools of Goa for Sub Samples Based on Gender, Locale, and Type of Management

A substantial positive correlation appears between satisfaction with job and its determinants across several subgroups of secondary school teachers in Goa, including Male, Female, Rural, Urban, and Aided school teachers. No substantial correlation was seen for government secondary school teachers. (Table 4.80)

5.11. TENABILITY OF HYPOTHESES

Table 5.1: Tenability of Null Hypotheses

Number	Corelation between variables	Accepted / Rejected / Substantiated
H_{01}	No difference in overall satisfaction with teaching job of teachers from secondary schools in Goa.	Rejected
H_{02}	No difference in satisfaction with teaching job of teachers from secondary schools in Goa based on gender.	Rejected
H_{03}	No difference in satisfaction with teaching job of teachers from secondary schools in Goa according to their locale (rural or urban).	Substantiated

Number	Corelation between variables	Accepted / Rejected / Substantiated
H_{04}	No difference in satisfaction with teaching job of teachers from secondary schools in Goa based on the type of school management (Government or Aided).	Substantiated
H_{05}	No difference in satisfaction with teaching job of teachers from secondary schools in Goa based on years of teaching experience (0–5, 5–10, 10–15, and over 15 years).	Substantiated
H_{06}	No significant variation in the levels of factors affecting satisfaction with teaching job of teachers from secondary schools in Goa.	Rejected
H_{07}	No significant variation in the levels of factors affecting satisfaction with teaching job of teachers from secondary schools in Goa based on gender.	Rejected
H_{08}	No significant variation in the levels of factors affecting satisfaction with teaching job of teachers from secondary schools in Goa based on locale.	Substantiated
H_{09}	No significant variation in the levels of factors affecting satisfaction with teaching job of teachers from secondary schools in Goa based on the type of school management.	Substantiated
H_{010}	No significant relationship between overall satisfaction with teaching job and the identified factors affecting satisfaction with teaching job of teachers from secondary schools in Goa.	Rejected
H_{011}	No significant relationship between overall satisfaction with teaching job and the identified factors affecting satisfaction with teaching job of teachers from secondary schools in Goa with respect to gender, locale, and type of school management of teachers from secondary schools in Goa.	Partially Substantiated

5.12. CONCLUSIONS OF THE STUDY

1. The analysis revealed that the overall levels of satisfaction with teaching job of teachers from secondary schools in Goa was at an average level for the total sample. Similarly, the levels across various dimensions of job satisfaction also indicated an average level. (based on Major Findings 5.10.1)
2. The findings indicated that the levels of satisfaction with teaching job of teachers from secondary schools in Goa was at an average level for the sub-sample based on Gender. (based on Major Findings 5.10.2)
3. It was observed that the levels of satisfaction with teaching job of teachers from secondary schools in Goa was at an average level for the sub-sample categorized by Locale. (based on Major Findings 5.10.3)
4. The levels of satisfaction with teaching job for the sub-sample based on Type of Management (Government and Aided schools) was also found to be average. (based on Major Findings 5.10.4)
5. Teachers categorized by Years of educational experience also exhibited an average level of satisfaction with teaching job across all experience groups. (based on Major Findings 5.10.5)
6. A statistically significant difference was found in the levels of satisfaction with teaching job between male and female teachers at secondary schools in Goa, indicating that gender influences job satisfaction levels. (based on Major Findings 5.10.6)
7. A significant difference in job satisfaction levels was also observed between rural and urban secondary school teachers. (based on Major Findings 5.10.7)
8. No significant difference was established in the job satisfaction levels based on the Type of Management of schools, suggesting that teachers in government and aided institutions have similar levels of job satisfaction. (based on Major Findings 5.10.8)
9. No statistically significant difference was observed in the job satisfaction levels based on years of teaching experience, indicating consistent job satisfaction across varying experience levels. (based on Major Findings 5.10.9)
10. The level of factors determining job satisfaction of teachers from secondary schools in Goa was found to be at an average level for the total sample. The various dimensions influencing job satisfaction also reflected an average trend. (based on Major Findings 5.10.10)

11. For the Gender sub-sample, the level of variables affecting satisfaction with job was also observed to be at an average level. (based on Major Findings 5.10.11)
12. Among teachers categorized by Locale, the level of factors determining job satisfaction was at an average level. (based on Major Findings 5.10.12)
13. The levels of satisfaction with teaching job determinants was also found to be average among teachers from different Types of Management. (based on Major Findings 5.10.13)
14. A significant difference was found in the factors determining job satisfaction between male and female teachers, suggesting that gender plays a role in how different factors are perceived or experienced. (based on Major Findings 5.10.14)
15. No significant difference was observed in the variables affecting satisfaction with job based on Locale. (based on Major Findings 5.10.14)
16. No significant difference was found in the variables affecting satisfaction with job based on the Type of Management. (based on Major Findings 5.10.14)
17. A significant positive relationship was found between overall job satisfaction and the factors determining job satisfaction of teachers from secondary schools in Goa for the total sample. (based on Major Findings 5.10.15)
18. A significant correlation was also found between job satisfaction and the influencing factors for various sub-samples, including Male, Female, Rural, Urban, and Aided school teachers. (based on Major Findings 5.10.16)

5.13. DISCUSSIONS ON FINDINGS OF THE STUDY

1. The current research sought to evaluate and analyse the levels and drivers of satisfaction with teaching job of teachers from secondary schools in Goa, including factors such as gender, location, management style, and years of experience in teaching. The results provide significant insights into the overall job satisfaction picture within Goan secondary schools and facilitate the development of meaningful suggestions.
2. Job Satisfaction Levels of Teachers at secondary schools in Goa: The analysis revealed that teachers at secondary schools in Goa generally experience job satisfaction at an average level. This finding aligns with several previous studies, suggesting that teaching, as a profession, continues to face systemic constraints that limit higher levels of satisfaction. The study identified significant variability in satisfaction with job among teachers, which points towards the influence of

contextual factors and individual perceptions. Differences in satisfaction across key dimensions such as salary and welfare, administrative support, relationships with coworkers, professional roles, and opportunities for personal growth indicate that job satisfaction is a multifaceted construct, shaped by both extrinsic and intrinsic elements.

3. Gender-Based Job Satisfaction: The study found both male and female teachers to have average levels of job satisfaction, yet notable variations existed within each gender group. Interestingly, female teachers were found to have higher mean satisfaction levels compared to their male counterparts. This may be attributed to differing professional expectations, adaptability, or support systems, and is corroborated by earlier research highlighting gender-based differentials in teacher satisfaction.
4. Locale-Based Job Satisfaction: Teachers from both rural and urban settings reported moderate job satisfaction. However, urban teachers showed comparatively higher levels of satisfaction. This difference may stem from better infrastructural facilities, administrative efficiency, and professional opportunities in urban schools. The data also revealed noticeable intra-group differences, suggesting that even within similar geographic contexts, individual experiences and school-specific factors play a role in shaping job satisfaction.
5. Job Satisfaction by Type of School Management: Teachers working in both government and aided schools reported average levels of job satisfaction, and no significant difference was found between the two groups. This finding indicates that the management structure government or aided may not play a critical role in influencing job satisfaction in Goa. It implies that policies and school environments across these two types may be relatively uniform in terms of teacher treatment and support.
6. Job Satisfaction Based on Teaching Experience: The findings show that years of educational experience do not significantly influence job satisfaction. Teachers across all experience brackets—whether less than five years or more than fifteen—reported similar satisfaction levels, albeit with intra-group differences. This suggests that job satisfaction in the teaching profession may be influenced more by present circumstances and work environment than by cumulative experience.
7. Gender-Based Comparison: The analysis clearly showed a significant difference between male and female teachers, with female teachers demonstrating higher

satisfaction. This trend, supported by existing literature, may reflect differing motivational orientations or workplace experiences shaped by gendered societal roles and expectations.

8. Locale-Based Comparison: The study revealed that urban teachers are generally more satisfied than their rural counterparts. Factors such as access to resources, infrastructure, and professional development opportunities in urban areas may contribute to this difference. This suggests a need for targeted interventions in rural areas to address job satisfaction disparities.
9. Management-Type-Based Comparison: No significant difference in job satisfaction was observed between teachers of government and aided schools. This consistency in satisfaction levels across management types indicates that structural or operational differences between these schools may be minimal, or at least not impactful on the factors driving job satisfaction.
10. Experience-Based Comparison: Contrary to common assumptions, teaching experience did not emerge as a significant determinant of job satisfaction. The uniformity in satisfaction across different experience levels suggests that external factors—such as school leadership, policy implementation, and student engagement—may have more influence than the duration of service alone.
11. Analysis of Factors Determining Job Satisfaction Of teachers from secondary schools in Goa: The study explored the various determinants of job satisfaction among secondary school teachers—personal, social, institutional environment, compensation and benefits, and professional factors. The findings indicate that these factors were perceived at an average level by the overall sample. This reflects a moderate level of contentment among teachers with their professional environment and personal well-being, yet suggests that there is room for improvement across all domains. Variations in the perception of these factors were observed across different categories of teachers, implying that satisfaction is context-dependent and influenced by personal and institutional characteristics. The significant differences found between the high and low job satisfaction groups across all factors highlight the multidimensional nature of satisfaction and underscore the need for targeted interventions in specific areas to enhance teacher well-being.
12. Influence of Gender on the Factors Determining Job Satisfaction Of teachers from secondary schools in Goa: Gender-based analysis of the factors determining job satisfaction revealed that both male and female teachers generally reported average

levels across all dimensions. However, the data indicated meaningful variations within each gender group. Male teachers exhibited varied responses depending on category, with significant differences in satisfaction across personal, social, institutional, compensation, and professional factors. This suggests that male teachers' job satisfaction is sensitive to their specific teaching context and experiences. Similarly, female teachers showed clear distinctions in satisfaction patterns across all dimensions, with those in the high job satisfaction group scoring considerably better than those in the low group. These findings reinforce the idea that gendered experiences in teaching influence the way satisfaction factors are perceived and experienced, thereby necessitating gender-sensitive policy and administrative measures.

13. Analysis of Variables affecting satisfaction with job Among Teachers at secondary schools of Goa Based on Locale: The locale-wise analysis showed that both rural and urban teachers in Goa reported average levels of satisfaction across influencing factors. However, rural teachers demonstrated wider variation based on their category, especially in personal, institutional, and professional aspects. The contrast between high and low job satisfaction groups within the rural sample was particularly marked, indicating disparities in access to resources and professional support. Urban teachers, though also at an average level overall, exhibited more favourable perceptions of job satisfaction factors. The significant mean differences between high and low satisfaction groups in urban areas suggest that despite better infrastructural conditions, internal school dynamics and individual expectations still affect job satisfaction. These observations underscore the importance of addressing rural-urban disparities in school environments and professional development initiatives.
14. Analysis of Variables affecting satisfaction with job Among Teachers at secondary schools of Goa Based on Type of Management: Teachers from both government and aided schools in Goa displayed average levels of job satisfaction concerning all the identified factors. Government school teachers showed internal variations in their satisfaction levels, with differences emerging across personal, institutional, and professional domains. These variations suggest differential experiences of the work environment, even within a common administrative structure. Aided school teachers also showed category-based differences, with significant mean score gaps between high and low satisfaction groups. The presence of such disparities in both types of

school management indicates that administrative mechanisms, institutional climate, and recognition of teacher effort play a crucial role in shaping job satisfaction. Thus, it becomes essential for school leaders and policymakers to adopt context-specific strategies to address the unique needs of teachers in both management systems.

15. Determinants of Job Satisfaction Levels of teachers from secondary schools in Goa Categorised by Years of Teaching Experience: Educators with varying degrees of experience—under 5 years, 5 to 10 years, 10 to 15 years, and above 15 years indicated average work satisfaction levels based on the contributing variables. Teachers with less than five years of experience exhibited more variability in happiness, especially in personal and professional aspects. This could reflect early-career uncertainties and the need for mentorship and support. Teachers with 5 to 10 years of teaching experience identified the institutional environment and compensation as more influential, indicating that mid-career concerns revolve around career progression and workplace climate. Those with 10 to 15 years of teaching experience showed relatively stable satisfaction patterns, though still moderate. Interestingly, even teachers with more than 15 years of teaching experience did not report high satisfaction, and variations were noted, particularly in institutional and professional dimensions. This suggests that experience alone does not guarantee higher job satisfaction and highlights the importance of ongoing professional support and recognition.
16. Comparative Analysis of the variables affecting satisfaction with job Among Subgroups of Teachers at secondary schools in Goa: The comparative analysis between subgroups revealed that female teachers consistently reported higher levels of satisfaction across various factors compared to male teachers. This aligns with earlier findings and could be attributed to differences in expectations, work-life integration, and professional aspirations. A significant urban-rural divide was also observed, with urban teachers exhibiting greater satisfaction across all influencing factors, possibly due to better infrastructure, professional networks, and administrative responsiveness. However, no significant difference was found across experience groups, suggesting that the number of years spent in teaching does not necessarily translate to enhanced satisfaction with the various job-related factors. This finding reinforces the notion that structural and environmental variables outweigh experience in determining teacher satisfaction and calls for a systemic approach to enhancing teacher support and engagement.

5.14. EDUCATIONAL IMPLICATIONS OF THE STUDY

The findings of the study on job satisfaction of teachers from secondary schools in Goa have several important implications in the field of education. These implications are presented under specific stakeholder categories, highlighting actionable insights based on statistically significant and non-significant differences found across Gender, Locale, Type of Management, And Years of Teaching Experience.

5.14.1. IMPLICATIONS FOR STUDENTS

1. Teachers' job satisfaction directly influences their motivation and classroom effectiveness, which in turn impacts students' engagement and learning outcomes.
2. A satisfied teacher is more likely to employ innovative, student-centered teaching strategies, thereby enhancing students' academic achievement and holistic development.
3. To improve the student learning experience, educational authorities must focus on improving teachers' working conditions, which serve as a foundation for nurturing effective teaching practices.

5.14.2. IMPLICATIONS FOR TEACHERS

1. Teachers must be made aware of the role of job satisfaction in professional success and classroom performance.
2. Participation in continuous professional development programs can help teachers address areas of dissatisfaction, improve morale, and build professional identity.
3. Teachers should be encouraged to voice their concerns and collaborate with administrators to find constructive solutions that enhance workplace satisfaction**.**

5.14.3. IMPLICATIONS FOR EDUCATIONAL STAKEHOLDERS AND ADMINISTRATORS

1. Policymakers, school managements, and government bodies should systematically assess and address the determinants of job satisfaction among teachers.
2. Dedicated committees or expert panels should be formed to study teacher needs, challenges, and demands and recommend appropriate policy responses.
3. Stakeholders should ensure timely implementation of recommendations aimed at improving teacher welfare and work conditions to foster trust and stability in the education system.

4. Parents and local communities should proactively engage with schools and support teachers, recognizing their role in the child's educational journey.
5. School managements should provide flexibility in curriculum transaction and assessment strategies, empowering teachers to adapt methods based on student needs and contextual realities.
6. Infrastructure and academic resources should be enhanced to ensure a supportive teaching-learning environment, which contributes to overall job satisfaction.

5.14.4. IMPLICATIONS FOR TEACHER EDUCATION PROGRAMMES

1. Pre-service teacher education should include training on the concept, importance, and determinants of job satisfaction.
2. Programmes should promote positive attitudes towards the teaching profession through exposure to real-world teaching scenarios and reflective practices.
3. Student-teachers should be equipped with skills to manage occupational stress and develop resilience, thereby strengthening their professional commitment.
4. NEP 2020-aligned reforms must emphasize the holistic development of future educators, including training in socio-emotional skills, adaptability, and lifelong learning to meet evolving classroom demands.

5.15. SUGGESTIONS FOR FURTHER RESEARCH

Some potential areas for further research include:

1. Research can be carried out to assess the levels of satisfaction with teaching job among teachers at Primary, Higher Secondary, and Higher Education levels.
2. Studies can be undertaken to develop innovative methods and techniques for enhancing the job satisfaction of school teachers across different educational levels.
3. Investigations can be done to identify the strengths, weaknesses, challenges, and threats of the current education system in relation to teachers' satisfaction with teaching work, using SWOT analysis.
4. Research should study on exploring the role of various stakeholders in improving the job satisfaction of teachers at secondary schools in Goa.
5. Future studies should include additional variables such as teacher attitudes, creativity, and social skills to evaluate their impact on secondary school teachers' job satisfaction.

6. Conducting case studies may provide significant insights into the elements influencing work satisfaction among teachers at secondary schools in India.
7. Comparative research on work satisfaction among teachers at secondary schools across various educational systems, including CBSE, ICSE, ISC, and state-level systems, should be undertaken.
8. Research is required to investigate the correlation between job satisfaction and specific aspects, including teachers' attitudes, inventiveness, and socialisation abilities among secondary school educators in Goa. This investigation may also be used to the higher education industry.

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APPENDIX I

PERFORMA FOR SECONDARY SCHOOL TEACHERS

1. Name of the Teacher: …….

2. Date of Birth: ……

3. Age (in years and months): ---------years……..months

4. Gender: Male ☐ Female ☐ LGBTQ ☐ (Put a √ mark in appropriate box)

5. Locality: Rural ☐ Urban ☐ (Put a √ mark in appropriate box)

6. Date of Appointment: -----/-----/--------

7. Name of Post: ----------

8. Subject Handling: ----------

9. Official Address: ----------

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10. Residential Address: ----------

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11. E – mail ID: ----------

12. Salary Type: Daily- wage ☐ Contract ☐ Consolidated ☐ Pay scale ☐

13. If there is a pay scale, mention the Pay Band: ----------

14. Educational Qualifications: BA ☐ B.Sc ☐ MA ☐ M.Sc ☐ B.Ed ☐
D.El.Ed ☐ BA.Ed ☐ B.Sc. Ed ☐ M.Ed ☐ M.Phil ☐

15. Whether Possess Ph. D: Yes ☐ No ☐

16. If Yes, area of Specialization: ----------

17. Teaching Experience: ----------Years-------Months

18. Socio Economic Status: Lower class/ Lower Middle Class/Upper Middle class/ Higher Class

19. Signature of the Teacher with Date:

APPENDIX II

INITIAL DRAFTS OF JOB SATISFACTION SCALE (JSS)

Dimension	Sl. No.	Statement	Strongly agree	Agree	Not Decided	Disagree	Strongly Disagree
SATISFACTION WITH SALARY AND WELFARE	**1**	I am satisfied with the salary package provided					
	2	There is scheduled pay scale band recognized by Indian Government as my salary pay scale					
	3	The salary that I am getting is in the form of consolidated payment					
	4	There is Employment provident fund scheme available for my job					
	5	There is provision of dearness allowance as part of my salary					
	6	There is provision of Increments at fixed intervals during my service period					
	7	The present job provides Healthcare benefits for me as an employee					
	8	There are provisions of salary scale revisions from time to time as per the government norms					
	9	The system provides additional remuneration for duties such as Invigilation, conducting of practical examinations and valuation of answer scripts					

Dimension	Sl. No.	Statement	Strongly agree	Agree	Not Decided	Disagree	Strongly Disagree
	10	There is provision of additional payments for overtime work					
	11	Pension scheme is available for my job					
	12	Insurance schemes are supplemented with Salary package					
	13	The provision of getting personal loans from provident fund is available					
	14	The provision of getting loans from scheduled banks based on salary certificate is available					
	15	The present salary package provided is apt according to the nature of my job					
SATISFACTION WITH COWORKERS	**16**	There is a friendly working atmosphere in my Institution					
	17	The school environment is appropriate for effective teaching					
	18	The administrative is staff is always ready to do any assistance to teachers for their smooth teaching					
	19	The principal clearly monitors the teaching of teachers and provides remedial measures					
	20	The principal is democratic rather than autocratic in his dealings with teachers					
	21	The colleagues always support each other for enhancing the teacher quality					

Dimension	Sl. No.	Statement	Strongly agree	Agree	Not Decided	Disagree	Strongly Disagree
	22	The teachers who are teaching the same subject helps each other for the ultimate benefit of student community					
	23	The relationship between administrative staff and teachers are constructive in nature					
	24	The relationship between Principal/Headmaster with teachers is constructive					
	25	The relationship between coworkers in the school are constructive in nature					
	26	Senior teachers effectively provides mentoring to the fresh teachers for developing self confidence in them					
	27	Teachers appreciates each other on their work related achievements and rewards					
	28	Teachers often supports each other for overcoming barriers in the path of effective classroom management					
	29	Teaching and Non teaching staff support each other in the smooth running of teaching – learning process					
	30	Effective mentoring from the part of Principal always helps to improve the teacher in me to a great extent					

Dimension	Sl. No.	Statement	Strongly agree	Agree	Not Decided	Disagree	Strongly Disagree
SATISFACTION WITH ADMINISTRATION	**31**	The administration is always supporting my profession in a constructive way					
	32	There is a provision for mind relaxation available in the working place by the administration					
	33	There is provision for leisure and recreation facilities in the Institution for employees					
	34	There is provision of a good library in the school for proper teacher preparation					
	35	Infrastructural facilities providing by administration are available in the school for proper teacher preparation					
	36	Well furnished laboratory is available in the school for effective teaching on practical experiences to students					
	37	The administration always provides support for the teachers by providing professional guidance and counseling services to teachers					
	38	The administration provides provisions for professional enhancement through providing refresher courses in subject areas					

Dimension	Sl. No.	Statement	Strongly agree	Agree	Not Decided	Disagree	Strongly Disagree
	39	Seminars and workshops were organized by school administration for teachers to make them capable in their professional and social life					
	40	Promotions in career based on professional efficiency and service were providing by administration					
	41	Proper provisions for mental well being of employees were provided by administration					
	42	There is a provision of life skills training for teachers to cope up with the demands of life and career					
	43	The administration organizes monthly meeting with teachers for discussing their problems					
	44	The administration organizes staff tour for teachers for their mind relaxation and strengthening of relationship with administration					
	45	The administration provides provision of health checkups for teachers once in a year					
	46	I enjoy the profession of teaching					
	47	I am proud of being a teacher					
	48	I often compromise with professional ethics when teaching other subjects					

Dimension	Sl. No.	Statement	Strongly agree	Agree	Not Decided	Disagree	Strongly Disagree
	49	The teaching of other subjects instead of my specialized subject often creates dissatisfaction					
	50	The teaching profession often helps me to improve my subject competency					
	51	The teaching profession helps me to widen my social skills					
	52	Teaching is a job which provides more mental satisfaction					
	53	Teaching helped me to enhance inter personal relationships					
	54	Teaching is such a job which improved my social status					
	55	Teaching job helped me to secure proper recognition among society					
	56	Teaching is a profession which often helps me to behave properly in a social setting					
	57	As a teacher am greatly influenced by the professional dedication of mentor teachers					
	58	Teaching is such a profession which helped me to get influenced from students also					
	59	Teacher profession provides me a sort of deep professional satisfaction					

Dimension	Sl. No.	Statement	Strongly agree	Agree	Not Decided	Disagree	Strongly Disagree
	60	Teaching helped me to develop an attitude to view my profession as a service than a job					
	61	The present job enhanced my self confidence					
	62	The present job enhanced my self esteem					
	63	The present job enhanced my social values					
	64	The present job improved the quality of my life					
	65	The present job helped me to view a concept from different perspectives					
	66	The present job helped me to learn new concepts in my life					
	67	The teaching job helped me for practicing lifelong learning					
	68	The teaching job widen the horizons of hope in my life					
	69	The teaching job helped me to understand others					
	70	The teaching job helped me to control my emotions appropriately					
	71	The teaching job helps me to set goals for my life					

Dimension	Sl. No.	Statement	Strongly agree	Agree	Not Decided	Disagree	Strongly Disagree
	72	The teaching job helps to improve concentration in every aspect of my life					
	73	The teaching job enhanced my moral values					
	74	The teaching job made modifications in my personality					
	75	The teaching job encouraged me to love myself					

APPENDIX III

JOB SATISFACTION SCALE (JSS)

Dimension	Sl. No.	Statement	Strongly agree	Agree	Not Decided	Disagree	Strongly Disagree
SATISFACTION WITH SALARY AND WELFARE	**1**	I am satisfied with the salary package provided					
	2	There is Employment provident fund scheme available for my job					
	3	The present job provides Healthcare benefits for me as an employee					
	4	Pension scheme is available for my job					
	5	The present salary package provided is apt according to the nature of my job					
	6	There are provisions of salary scale revisions from time to time as per the government norms					
SATISFACTION WITH COWORKERS	**7**	There is a friendly working atmosphere in my Institution					
	8	The relationship between administrative staff and teachers are constructive in nature					
	9	The relationship between Principal/Headmaster with teachers is constructive					

Dimension	Sl. No.	Statement	Strongly agree	Agree	Not Decided	Disagree	Strongly Disagree
	10	Effective mentoring from the part of Principal always helps to improve the teacher in me to a great extent					
	11	The relationship between coworkers in the school are constructive in nature					
	12	Teachers often supports each other for overcoming barriers in the path of effective classroom management					
SATISFACTION WITH ADMINISTRATION	**13**	The administration is always supporting my profession in a constructive way					
	14	There is provision for leisure and recreation facilities in the Institution for employees					
	15	Infrastructural facilities providing by administration are available in the school for proper teacher preparation					
	16	The administration provides provisions for professional enhancement through providing refresher courses in subject areas					
	17	Promotions in career based on professional efficiency and service were providing by administration					
SATISFACTION WITH	**18**	I am proud of being a teacher					
	19	The teaching profession helps me to widen my social skills					

Dimension	Sl. No.	Statement	Strongly agree	Agree	Not Decided	Disagree	Strongly Disagree
	20	Teaching is a job which provides more mental satisfaction					
	21	Teaching is a profession which often helps me to behave properly in a social setting					
	22	I often compromise with professional ethics when teaching other subjects					
	23	The teaching of other subjects instead of my specialized subject often creates dissatisfaction					
	24	Teaching helped me to develop an attitude to view my profession as a service than a job					
SATISFACTION WITH PERSONAL GROWTH	**25**	The present job enhanced my self confidence					
	26	The present job improved the quality of my life					
	27	The teaching job made modifications in my personality					
	28	The present job helped me to view a concept from different perspectives					
	29	The teaching job helps me to set goals for my life					
	30	The teaching job encouraged me to love myself					

APPENDIX IV

JOB SATISFACTION FACTORS ANALYSIS QUESTIONNAIRE (JSFAQ)

Factors	Sl. No.	Question	Yes	No
PERSONAL FACTORS	1	Does the present job enhance your self esteem?		
	2	Does the present job enhance your self confidence?		
	3	Does the present job provide you a sort of self satisfaction?		
	4	Does the present job help you to achieve personal goals?		
	5	Does the present job created a sense of joy and happiness in your life?		
SOCIAL FACTORS	6	Is your present job created opportunities for praise and regards from society?		
	7	Does the present job provide you recognition from the part of others?		
	8	Does the present job helped to enhance the social standards of your life?		
	9	Does the present job ever created a sense of inferiority complex in you when dealing with society?		
	10	Does the present job ever created any sort of social comparison to you in social settings?		
INSTITUTIONAL ENVIRONMENT	11	Does the working environment in your institution is friendly?		
	12	Is there a cordial relationship between coworkers in your Institution?		
	13	Does the Management or Administrative authority sustain a cordial relationship with employees?		

Factors	Sl. No.	Question	Yes	No
	14	Does the Institutional environment motivate the teacher in you?		
	15	Does the Institution provide all the necessary facilities for effective teaching?		
	16	Does your present job provide proper professional satisfaction?		
	17	Is there any performance appraisal programmes available for your professional development?		
	18	Is there any provision for orientation programmes and workshops for your professional development?		
	19	Is there any provision for refresher courses for subject updating?		
	20	As a teacher, does your profession motivate you in any way?		
	21	Are you satisfied with your present salary?		
	22	Are you getting salary as per a scheduled pay scale?		
	23	Is your present salary sufficient for meeting personal and life survival needs?		
	24	Do you get any type of compensatory remuneration for overtime work and other duties?		
	25	Does your job provide any type of Beneficial factors for the retirement life?		

APPENDIX V

LIST OF EXTERTS FOR TOOLS VALDATION

Sr. No	Name	Designation	University/College/ Department/ School
1.	Dr. Jojen Mathew	Principal	GVM's Dr. Dada Vaidya College of Education, Farmagudi Goa
2.	Dr. Vinayak More	Assistant Professor	GVM's Dr. Dada Vaidya College of Education, Farmagudi Goa
3.	Dr. Sushil Kumar	Professor	SPS College of Education , Sangli Maharashtra
4.	Dr. Sushant Kumar Pradhan	Associate Professor	SCERT, Goa
5.	Dr. B.P. Marje	Principal & Professor	SPS College of Education , Sangli Maharashtra
6.	Dr. Anil Thosre	Associate Professor	Vidyaprobodhini College of Education, Porvorim Goa
7.	Dr. Sachin Salgar	Assistant Professor	PES College of Education, Ponda Goa
8.	Mr. Ganesh Chandra Naik	Associate Professor	GVM's Dr. Dada Vaidya College of Education, Farmagudi Goa
9.	Dr. Deepa Varghese	Associate Professor	GVM's Dr. Dada Vaidya College of Education, Farmagudi Goa
10.	Dr. Allan Abreo	Former Dean of Education	Goa University