



GHULAM AHMED COLLEGE OF EDUCATION

(Established by Sultan Ul Uloom Education Society)
Accredited by NAAC; Affiliated to Osmania University

A RESEARCH REPORT ON

'JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS'

A Study Undertaken by Ghulam Ahmed College of Education

Banjara Hills, Hyderabad

Academic/Research Year: 2025, Date of Submission: 18 September 2025

Research Team

- Dr. Sindhu Bhavani
- Dr. Hureen Wasifa
- Ms. Tauseef Fatima
- Ms. Amtul Azeem Qansa, M.Ed. Student

Under the Leadership of

Prof. Vibha Asthana

Director, Ghulam Ahmed College of Education

Dr. N. Saroja

Senior Professor, Ghulam Ahmed College of Education

ABSTRACT

Job satisfaction is an important factor influencing the effectiveness, commitment, motivation and professional well-being of teachers. Teachers who experience satisfaction in their profession are more likely to demonstrate enthusiasm, commitment and positive attitudes towards teaching and their students. The present study, entitled "**A Study on Job Satisfaction of Secondary School Teachers,**" was undertaken by Ghulam Ahmed College of Education, Banjara Hills, Hyderabad, during the year 2025. The study was designed to examine the level of job satisfaction among secondary school teachers and to study variations in job satisfaction with reference to selected variables, namely **gender, type of school, teaching experience and educational qualification**.

The study covered secondary schools in the twin cities of Hyderabad and Secunderabad and included both **government and private schools**. A sample of **100 schools** was taken for the study. Data were analysed using appropriate descriptive and inferential statistical techniques. The statistical measures employed were **Mean, Standard Deviation (SD) and t-test**. The findings indicated that the overall level of job satisfaction among secondary school teachers was **moderate to high**. The study highlights the importance of providing supportive working environments, professional development opportunities, fair recognition, adequate facilities and positive administrative support to enhance teachers' job satisfaction.

The study has implications for school administrators, teacher educators, educational planners and policy makers. Improving teachers' professional and working conditions can contribute not only to their personal and professional well-being but also to the quality of school education.

Keywords: Job Satisfaction, Secondary School Teachers, Gender, School Type, Teaching Experience, Educational Qualification, Government Schools, Private Schools.

1. INTRODUCTION

Education is one of the most important instruments of social and national development. The quality of education largely depends on the quality of teachers who implement educational programmes and interact directly with learners. Teachers perform several responsibilities in addition to classroom teaching, including lesson planning, assessment, record maintenance, co-curricular activities, student counselling, communication with parents and participation in institutional activities.

The teaching profession therefore requires not only professional competence but also emotional commitment and a positive attitude towards work. One of the important factors influencing teachers' professional attitudes is **job satisfaction**.

Job satisfaction refers to the degree to which an individual feels positively or negatively about his or her job. In the teaching profession, job satisfaction may be influenced by several factors, such as salary, workload, school environment, administrative support, interpersonal relationships, opportunities for professional growth, recognition, job security, working conditions and opportunities to exercise professional autonomy.

A satisfied teacher is generally more likely to be committed to teaching and to participate actively in school activities. On the other hand, dissatisfaction may result in stress, reduced motivation, absenteeism, poor morale and a desire to leave the profession.

Secondary school teachers occupy an especially important position because they work with adolescents during a significant stage of their intellectual, emotional and social development. Their attitudes towards their profession may have a direct influence on classroom climate and student learning.

In the context of rapidly changing educational expectations, increasing administrative responsibilities and diverse student needs, it is important to understand the level of job satisfaction among secondary school teachers. The present study was therefore undertaken by **Ghulam Ahmed College of Education, Banjara Hills, Hyderabad**, in 2025.

2. BACKGROUND OF THE STUDY

The teaching profession has undergone considerable changes in recent years. Teachers are expected to integrate technology, adopt learner-centred approaches, conduct continuous assessment and address the varied educational and emotional needs of students. At the same time, they may have to undertake administrative and co-curricular responsibilities.

These changing expectations make teachers' job satisfaction an important area of educational research. A teacher's satisfaction is not determined by financial remuneration alone. Professional recognition, relationships with colleagues, leadership style, school facilities, workload, opportunities for advancement and a sense of achievement may all contribute to satisfaction.

The present study attempts to understand the job satisfaction of secondary school teachers working in government and private schools of the twin cities of Hyderabad and Secunderabad. It also considers whether job satisfaction differs according to selected personal and professional variables.

3. NEED AND SIGNIFICANCE OF THE STUDY

The study is significant for the following reasons:

3.1 Importance of teachers in educational quality

Teachers are central to the implementation of the curriculum and achievement of educational objectives. Their level of satisfaction may influence their enthusiasm and effectiveness in the classroom.

3.2 Changing nature of the teaching profession

Teachers today face responsibilities beyond conventional classroom instruction. Understanding their job satisfaction can help institutions respond appropriately to emerging professional challenges.

3.3 Importance of school environment

The physical and psychological environment of a school can influence teacher morale. The study provides an opportunity to consider differences between government and private school contexts.

3.4 Professional development

Teachers require opportunities for training, advancement and professional growth. Understanding job satisfaction can help institutions design appropriate professional development programmes.

3.5 Administrative implications

School administrators can use findings relating to teachers' satisfaction to improve communication, recognition, workload management and institutional support.

3.6 Relevance to teacher education

As the study was undertaken by a teacher education institution, its findings are particularly relevant to teacher educators and prospective teachers. Awareness of factors associated with professional satisfaction can contribute to better preparation for the teaching profession.

4. STATEMENT OF THE PROBLEM

The problem selected for the present investigation is stated as:

“A Study on Job Satisfaction of Secondary School Teachers.”

The study was undertaken by Ghulam Ahmed College of Education, Banjara Hills, Hyderabad, during the year 2025.

5. OBJECTIVES OF THE STUDY

The study was undertaken with the following objectives:

1. To study the level of job satisfaction among secondary school teachers.
2. To determine the overall level of job satisfaction of secondary school teachers.
3. To study job satisfaction with reference to **gender**.
4. To study job satisfaction with reference to **type of school**, namely government and private schools.
5. To study job satisfaction with reference to **teaching experience**.
6. To study job satisfaction with reference to **educational qualification**.
7. To analyse the data using **Mean, Standard Deviation and t-test**.
8. To draw educational implications from the findings of the study.

6. VARIABLES OF THE STUDY

The major variable investigated in the study was:

Dependent Variable

- **Job Satisfaction**

Selected Independent Variables

- **Gender**
- **Type of School**
- **Teaching Experience**
- **Educational Qualification**

The school type included **government and private schools**.

7. RESEARCH QUESTIONS

The study was guided by the following research questions:

1. What is the overall level of job satisfaction among secondary school teachers?
2. Does job satisfaction vary according to gender?
3. Does job satisfaction vary according to the type of school?
4. Does job satisfaction vary according to teaching experience?
5. Does job satisfaction vary according to educational qualification?

8. HYPOTHESES OF THE STUDY

For statistical investigation, the following null hypotheses may be formulated:

1. There is no significant difference in job satisfaction of secondary school teachers with respect to **gender**.
2. There is no significant difference in job satisfaction of secondary school teachers with respect to **type of school**.
3. There is no significant difference in job satisfaction of secondary school teachers with respect to **teaching experience**.
4. There is no significant difference in job satisfaction of secondary school teachers with respect to **educational qualification**.

The hypotheses were examined using the **t-test**, wherever the comparison involved two groups.

9. OPERATIONAL DEFINITIONS

9.1 Job Satisfaction

For the purpose of the present study, job satisfaction refers to the degree of positive feeling and satisfaction experienced by secondary school teachers towards their teaching profession and work environment, as measured through the instrument used for the study.

9.2 Secondary School Teachers

Secondary school teachers refer to teachers working at the secondary school level in the schools included in the present investigation.

9.3 Government Schools

Government schools refer to schools administered and supported by government educational authorities.

9.4 Private Schools

Private schools refer to schools managed by private educational organisations or managements.

10. SCOPE OF THE STUDY

The study was confined to secondary schools situated in the **twin cities of Hyderabad and Secunderabad**. Both government and private schools were included.

The study focused specifically on teachers' job satisfaction and selected variables of:

- Gender
- Type of school
- Teaching experience
- Educational qualification

The investigation was conducted during the year **2025**.

11. RESEARCH METHOD

The study adopted a **descriptive survey method** of research. The survey method was considered appropriate because the purpose of the investigation was to ascertain the existing level of job satisfaction among secondary school teachers and examine differences associated with selected variables.

The study was conducted through systematic collection and analysis of information from the selected sample.

12. POPULATION OF THE STUDY

The population of the study consisted of **secondary schools and secondary school teachers in the twin cities of Hyderabad and Secunderabad**.

The population included schools belonging to both government and private management.

13. SAMPLE OF THE STUDY

A sample of **100 secondary schools** from the twin cities of Hyderabad and Secunderabad was selected for the study. Both **government and private schools** were represented in the sample.

The selection of schools enabled the researchers to obtain information from teachers working in different school settings and with varying professional backgrounds.

Note: The available project details specify a sample of 100 schools. The exact number of teachers responding to the job-satisfaction instrument and the precise distribution of teachers across the subgroups should be inserted from the original field records if a statistical table is required.

14. TOOLS USED FOR DATA COLLECTION

Data were collected using a questionnaire on **Job Satisfaction** administered to the selected secondary school teachers.

The information collected also included details relating to the selected variables:

- Gender
- Type of school
- Teaching experience
- Educational qualification

The job-satisfaction data were subsequently classified and analysed to determine the general level of satisfaction and differences between relevant groups.

15. PROCEDURE OF DATA COLLECTION

The research team identified secondary schools in the twin cities of Hyderabad and Secunderabad for inclusion in the study. Both government and private schools were considered.

After obtaining the necessary cooperation from the concerned schools, the researchers collected information from the teachers included in the study. The purpose of the study was explained to the respondents and the data were collected systematically.

The completed responses were scored and organised according to the requirements of the research objectives. The data were then subjected to statistical analysis.

The project was undertaken by:

- Dr. Sindhu Bhavani
- Dr. Hureen Wasifa
- Ms. Tauseef Fatima
- Ms. Amtul Azeem Qansa, M.Ed. Student

The project was carried out under the leadership and guidance of **Prof. Vibha Asthana, Director**, and **Dr. N. Saroja, Senior Professor**, Ghulam Ahmed College of Education.

16. STATISTICAL TECHNIQUES USED

The following statistical techniques were used for analysis of the collected data:

16.1 Mean

The arithmetic mean was used to determine the average level of job satisfaction among the respondents.

16.2 Standard Deviation

Standard deviation was used to determine the variability or dispersion of job-satisfaction scores around the mean.

16.3 t-test

The t-test was used to examine whether the observed differences in job satisfaction between relevant groups were statistically significant.

The selected variables for comparison were:

- Gender
- Type of school
- Teaching experience
- Educational qualification

17. DATA ANALYSIS AND INTERPRETATION

The data obtained from the study were systematically analysed using Mean, Standard Deviation and t-test.

The overall findings indicate that **secondary school teachers exhibited a moderate to high level of job satisfaction**.

This finding suggests that, in general, the teachers included in the study had a reasonably positive attitude towards their profession and work environment. The moderate-to-high level of satisfaction indicates that teaching continues to provide a meaningful professional experience for a considerable proportion of teachers.

However, the finding also suggests that there is scope for further improvement. A moderate level of satisfaction indicates that not all teachers experience a uniformly high level of satisfaction. Factors such as workload, administrative responsibilities, salary and benefits, recognition, professional growth, school facilities and interpersonal relationships may influence individual experiences.

18. FINDINGS WITH REFERENCE TO GENDER

Gender was one of the major variables considered in the study.

The job-satisfaction scores of teachers were examined with reference to gender using appropriate descriptive statistics and the t-test.

The analysis was intended to determine whether male and female secondary school teachers differed significantly in their level of job satisfaction.

The overall study findings indicate that job satisfaction among the teachers was in the **moderate-to-high range**. The gender-wise analysis provides an understanding of whether this general pattern varies between male and female teachers.

The exact mean, standard deviation, calculated t-value and significance level should be reported from the original statistical output before making a definitive statement regarding statistical significance.

19. FINDINGS WITH REFERENCE TO TYPE OF SCHOOL

The study included both **government and private schools**. Type of school was therefore an important variable in the investigation.

The job-satisfaction levels of teachers from the two types of schools were compared using Mean, Standard Deviation and t-test.

School management can influence teachers' working conditions in different ways. Government and private schools may differ in areas such as administrative procedures, workload, job security, remuneration structures, performance expectations, facilities and opportunities for professional development.

The study found an overall **moderate-to-high level of job satisfaction** among the teachers included in the investigation. The school-type comparison was used to determine whether the differences between teachers working in government and private schools were statistically meaningful.

20. FINDINGS WITH REFERENCE TO TEACHING EXPERIENCE

Teaching experience was another important variable considered in the study.

Teachers with different levels of professional experience may have different perceptions of their occupation. Experienced teachers may have greater professional confidence, familiarity with school procedures and stronger classroom-management skills. At the same time, prolonged professional responsibilities may also influence perceptions of workload and career advancement.

The study therefore examined job satisfaction in relation to teaching experience.

The overall finding of moderate-to-high job satisfaction suggests a generally positive professional outlook among the teachers represented in the study. The t-test was used for the relevant group comparison to examine whether differences associated with teaching experience were statistically significant.

21. FINDINGS WITH REFERENCE TO EDUCATIONAL QUALIFICATION

Educational qualification was included as a variable because teachers with different levels of professional and academic preparation may have different expectations and perceptions regarding their profession.

The study examined the job-satisfaction scores of teachers according to their educational qualifications.

Mean and Standard Deviation were used to describe the groups, while the t-test was used for the relevant comparison.

The findings, taken as a whole, show that secondary school teachers represented in the study demonstrated **moderate-to-high job satisfaction**. The educational qualification variable was examined to determine whether teachers with different qualifications differed significantly in their satisfaction levels.

22. OVERALL FINDINGS

The major findings of the study can be summarised as follows:

1. The overall level of **job satisfaction among secondary school teachers was moderate to high**.
2. The study covered secondary schools located in the **twin cities of Hyderabad and Secunderabad**.
3. Both **government and private schools** were included.
4. A sample of **100 schools** was taken for the study.
5. **Gender** was examined as a variable influencing or associated with job satisfaction.
6. **Type of school** was examined through comparison of government and private school teachers.
7. **Teaching experience** was considered as an important professional variable.
8. **Educational qualification** was included as an academic/professional variable.
9. The statistical analysis employed **Mean and Standard Deviation** to describe the data.

10. The **t-test** was employed to examine differences between relevant groups.
11. The overall findings suggest that teachers generally experience a reasonably positive level of satisfaction with their teaching profession.
12. The findings also indicate the need for continued institutional efforts to improve the working conditions and professional well-being of teachers.

23. DISCUSSION OF THE FINDINGS

The finding that teachers' job satisfaction is moderate to high is encouraging from the perspective of school education. Teaching is a profession involving considerable responsibility, and teachers' positive attitudes towards their work are important for the effective functioning of schools.

Job satisfaction may arise from several sources. Teachers may derive satisfaction from interacting with students, experiencing professional achievement, receiving appreciation from school management, maintaining positive relationships with colleagues and contributing to the educational development of children.

At the same time, the finding is not uniformly "very high," which suggests that there are areas requiring attention. Contemporary teachers may face pressures related to workload, documentation, examinations, technological changes, classroom diversity, parental expectations and administrative duties.

Therefore, improving teachers' job satisfaction should be regarded as an ongoing institutional responsibility rather than a one-time intervention.

The inclusion of government and private schools is particularly relevant. The two sectors may provide different professional experiences, and comparisons can help administrators understand areas in which teachers require additional support.

Similarly, gender, teaching experience and educational qualification may influence expectations and perceptions of professional life. Understanding these differences can assist educational institutions in developing more responsive teacher-support systems.

24. EDUCATIONAL IMPLICATIONS

The findings of the study have several important implications.

24.1 Supportive school administration

School administrators should maintain open communication with teachers and encourage them to express professional concerns and suggestions.

24.2 Recognition of teachers

Teachers' efforts should be recognised through appreciation, awards, opportunities for leadership and positive feedback.

24.3 Professional development

Regular workshops, seminars, refresher programmes and opportunities for continuing professional development can strengthen teachers' confidence and satisfaction.

24.4 Reasonable workload

School authorities should attempt to maintain a reasonable balance between teaching, administrative and co-curricular responsibilities.

24.5 Positive interpersonal relationships

A healthy relationship between teachers, school heads, colleagues, students and parents can contribute substantially to professional satisfaction.

24.6 Adequate infrastructure

Availability of appropriate classrooms, teaching-learning materials, technological facilities and other resources can make teachers' work more effective and satisfying.

24.7 Opportunities for career growth

Teachers should be provided with opportunities for advancement, additional responsibilities, professional recognition and participation in decision-making.

24.8 Teacher well-being

Schools should recognise the importance of teachers' emotional and professional well-being. A positive school climate can strengthen motivation and reduce professional dissatisfaction.

25. RECOMMENDATIONS Based on the findings of the study, the following recommendations are made:

1. School managements should regularly assess teachers' job satisfaction.
2. Teachers should be given opportunities to participate in decisions affecting their professional work.
3. Workload should be monitored and unnecessary administrative burdens should be minimised.
4. Professional development programmes should be organised regularly.
5. Teachers' achievements should be acknowledged and appreciated.
6. School heads should promote a democratic and supportive leadership style.
7. Adequate teaching-learning resources should be provided.
8. Opportunities for career advancement should be strengthened.
9. Healthy professional relationships among teachers should be encouraged.
10. Government and private school managements should identify sector-specific factors affecting teacher satisfaction.
11. New teachers should receive appropriate mentoring and professional support.
12. Experienced teachers should be given opportunities to contribute to institutional development and mentoring of younger colleagues.

26. LIMITATIONS OF THE STUDY

Every research study has certain limitations. The present study may be viewed in the light of the following limitations:

1. The study was confined to secondary schools in the twin cities of Hyderabad and Secunderabad.
2. The study included a sample of 100 schools and therefore the findings may not automatically be generalised to all secondary schools in Telangana or India.
3. Job satisfaction is a psychological construct and may be influenced by personal circumstances and perceptions.
4. The study focused on selected variables—gender, type of school, teaching experience and educational qualification.
5. Other variables such as salary, workload, leadership style, school infrastructure, geographical location, marital status, age and organisational climate were not included in the stated scope of the study.
6. The findings are based on the responses obtained during the period of data collection and therefore represent the situation during the study period.

27. SUGGESTIONS FOR FURTHER RESEARCH

Future studies may extend the present investigation in the following ways:

1. A larger sample of teachers may be included.
2. Studies may be conducted across different districts of Telangana.
3. Comparative studies may be conducted between urban and rural teachers.
4. Job satisfaction may be studied in relation to teacher stress and burnout.
5. The relationship between job satisfaction and teaching effectiveness may be investigated.
6. Studies may examine the influence of school leadership on teacher satisfaction.
7. Qualitative interviews may be incorporated to understand teachers' experiences in greater depth.
8. Longitudinal studies may be conducted to examine changes in teacher satisfaction over time.
9. The influence of salary, workload, promotion, job security and professional autonomy may be studied separately.
10. Comparative research may be undertaken between government, private, aided and international-school settings.

28. CONCLUSION

The present study, “**A Study on Job Satisfaction of Secondary School Teachers,**” was undertaken by Ghulam Ahmed College of Education, Banjara Hills, Hyderabad, during the year 2025. The study covered secondary schools in the twin cities of Hyderabad and Secunderabad and included both government and private schools.

The study examined job satisfaction with reference to **gender, type of school, teaching experience and educational qualification**. The data were analysed using **Mean, Standard Deviation and t-test**.

The principal finding of the study is that **secondary school teachers demonstrated a moderate to high level of job satisfaction**. This indicates that teachers generally have a positive orientation towards their profession, although there remains considerable scope to strengthen their professional satisfaction further.

Teacher satisfaction is closely connected with the quality of the educational environment. When teachers feel valued, supported and professionally respected, they are more likely to demonstrate commitment and enthusiasm in their work. Consequently, improving teachers' job satisfaction should remain an important concern for school administrators, teacher educators and educational policy makers.

The study thus reinforces the importance of creating a **supportive, respectful, resource-rich and professionally rewarding school environment**. Continuous attention to teachers' professional needs can contribute to improved teacher morale, institutional effectiveness and ultimately better educational outcomes for students.

29. ACKNOWLEDGEMENT

The research team expresses its sincere gratitude to **Mr. Zafar Javeed, Hon. Secretary**, Sultan Ul-Uloom Education Society for sponsoring the project; Prof. Vibha Asthana, Director, Ghulam Ahmed College of Education, for her leadership, encouragement and guidance in undertaking the study.

The researchers also express their deep appreciation to **Dr. N. Saroja, Senior Professor**, for her valuable academic guidance and support throughout the research work.

Sincere thanks are extended to the participating schools, school heads and secondary school teachers of the twin cities of Hyderabad and Secunderabad for their cooperation and participation in the study.

The researchers gratefully acknowledge the contribution of **Ms. Amtul Azeem Qansa, M.Ed. Student**, whose participation formed an important part of the research team.