

# A Study of Job Satisfaction Among the Women Teachers of Secondary Schools

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*Abstract— The task of teaching becomes challenging due to rapid technological and scientific advancement and hence teachers satisfaction and dissatisfaction in performing their duties is utmost important for better delivery of education. More particularly, job satisfaction of women teachers who are working in different secondary schools is a vital issue for the researchers. Besides teaching, women teachers play multifarious roles in the society including rearing and caring children at home. The present study was conducted on Job Satisfaction among the Women Teachers of Secondary Schools of Dhemaji District in Assam. The study was conducted on a sample of 81 women teachers from eight secondary schools by using a standardised ‘Job Satisfaction Scale’ developed by Dixit (1993). The study found that 25.93% of women teachers (respondents) were highly satisfied; 45.6% were moderately and 28.85% showed low satisfaction towards their jobs. There was no significant difference between women teachers working in rural and urban schools; married and unmarried women teachers; and trained and untrained women teachers of secondary schools of Dhemaji District with regard to their job satisfaction. However, experienced teachers were more satisfied with their jobs than the inexperienced teachers.*

*Indexed Terms- School, Teachers, Job Satisfaction, Women Teacher, Secondary Schools*

## I. INTRODUCTION

The quality of education depends largely upon the quality of teacher. Therefore the key stone in the educational edifice is doubtless the teacher. On him depends much more than any other, the progress and prosperity of children. He occupies the key position in the total system of education who translates the educational goals in to reality. It is the teacher who initiates, organizes and directs students’ learning.

The world today is rapidly changing. The technological and scientific advancement are changing the pattern of living of the people. The social fabric or structure of the society is being transformed. Every

day new developments are taking place which are transforming the pattern of life of the people. These changes are throwing challenges to the people to adjust to the emerging social order. Even, the task of teaching becomes challenging and hence teachers satisfaction and dissatisfaction in performing their duties is utmost important for better delivery of education. More particularly, job satisfaction of women teachers who are working in different secondary schools is a vital issue for the researchers, and the present study deals with ascertaining job satisfaction of women teachers.

## II. REVIEW OF RELATED LITERATURE

Review of literature on job satisfaction shows that it has been a fascinating area for researchers, since Hoppock’s monograph on job satisfaction in 1935, to conduct research on different variables like job satisfaction, employee’s attitude, role, involvement and morals in the areas of industrial, vocational and social psychology in general and teaching profession in particular.

McLaughlin and Shea (1960) reported that inadequate salary was one of the chief causes of teacher dissatisfaction as well as teaching materials and classroom situations were found related with satisfaction of teachers.

Hanses and Stanley (1969) studied on job satisfaction of high school teachers. They found that school policy and administrative are among the principal sources of teachers dissatisfaction. Moreover they found that inter-personal relations with colleagues as one of the principal source of dissatisfaction.

Ivar Berg (1973) cites two IBM research who studied the educational credentials and work satisfaction of (N-727) employees. The findings were that satisfaction goes down with increasing education and

that although optimistic external expectations reduced the magnitude of observed relationship, the differences by educational achievement remained greater than would be likely by chance.

Kolte (1978) carried out a study on job satisfaction of primary school teachers and found that the working conditions were cited as the cause of dissatisfaction.

Parwal (1980) studied on personality correlates of job satisfied higher secondary school teachers and found that sex produced differences in the level of job satisfaction. The female unmarried teachers were more satisfied than married teachers of both sexes. Rural and urban setting had no significant difference on the level of job satisfaction.

In a study on the relationship among attitudes, job satisfaction, adjustment and professional interests of teacher education in India, Goyal (1980) concluded that job satisfaction could be predicted by attitude and occupational adjustment but not by other variables. The attitude and job satisfaction of different groups did not differ significantly.

Chopra (1982) carried out a study on organizational climate of schools in relation to job satisfaction of teachers and student's achievements. The study revealed that Job satisfaction of the teacher's related to the area identification with the institution was significantly higher in the open climate schools than in the paternal and closed climate school at 0.05 level of significance. There was no significant relationship between teacher's job satisfaction and students' achievement.

Dixit (1985) carried out a study which was observed that female teachers were more satisfied than male teachers both at primary and secondary level. Among the primary school teachers, those teaching in Hindi medium schools were more satisfied than those teaching in English medium schools.

Kulsum (1985) studied influence of school and teacher variables on the job satisfaction and job involvement of secondary school teachers in the city of Bangalore. The study found that teachers salary, their job performance, their attitudes towards teaching, their effectiveness, headmasters' initiating structure and

teachers' job involvement correlates positively and significantly with their job satisfaction scores.

Baruah (2000) undertook a study on job satisfaction among primary school teachers. The study found that untrained teachers were found to enjoy better physical facilities than trained teachers. With economic condition trained teachers were satisfied with their job than untrained teachers. With respect to teacher's freedom male teachers were more satisfied than female teachers. With respect to working environment, male teachers were more satisfied than female teachers.

Das (2002) carried out a study of professional awareness among the college and university teachers of Assam in relation to their job satisfaction. The study revealed that there is no significant sex difference in the professional awareness of the college and university teachers. Both the sexes are equally aware of their professions and their level of professional awareness is average.

Phukon (2004) undertook a study on job satisfaction among the secondary school teachers of Nazira Sub-division under various school managements. The study found that no difference was observed among the teachers of provincialised, adhoc and private schools regarding their educational qualification. Female teachers were more satisfied than male teachers regarding infrastructural facilities of their school. Difference was not observed between male and female teachers regarding their attitude towards profession.

Brahma (1992) and Sharma (1996) undertook a study of job satisfaction among the graduate teachers. They studied separately. But, both of them found the same result that job satisfaction among graduate teachers had no significant relationship with factors like sex, age and marital status.

Burhagohain (2007) carried out a study of job satisfaction among college teachers of Golaghat Town. She found no significant difference due to sex, marital status and years of teaching experience regarding their attitudes towards profession.

Thilagavathi, M. & Selvan, M.C. (2019) observed that variables namely age, type of family, monthly income, family income per month, designation, number of teaching hours per day and mode of transport preferred are found to have highly significant association with the level of work-life balance of women teachers at one per cent level.

Muthulakshmi G. (2022) found that the teachers are 'very satisfied' with their job when the whole sample is considered. Out of 200 respondents, 42.5%, 44%, and 11.5% teachers are extremely satisfied, very satisfied, moderately satisfied with the jobs, respectively. Only 0.5% of them were extremely dissatisfied with the same. Thus, 86.5% teachers were either 'very satisfied' or 'extremely satisfied' with their job and it may be concluded that teachers possess a high degree of job-satisfaction. The teachers of Government schools were found having slightly higher job-satisfaction than private school teachers. Moreover, rural area level teachers were having higher job-satisfaction than the urban area level teachers.

Kumar, D.N. and Lalitha, K. (2022) revealed that there is no significant difference between married and unmarried women teachers, Headmistress and Assistant Teachers, women teachers of rural and urban areas of secondary schools with regard to their job satisfaction working in secondary schools. However, significant differences were in the job satisfaction of women teachers working in secondary schools with B.Ed. and M.Ed. qualifications. And also, it is found that there is a significant difference in the job satisfaction of women teachers working in Government and Private secondary schools.

### III. NEED OF THE STUDY

The entire process of teaching learning transaction depends on the efficiency of a teacher. Regarding the role of the teacher, Indian Education Commission (1964-1966) opined that "of all different factors, which influence the quality of education and its contribution to national development the quality, competence and character of teachers are undoubtedly the most significant." However, the quality of effectiveness of teacher is considered to be associated with his satisfaction towards his profession, his satisfaction with his values, (Rao, 1989).

From the review of above literature, it is observed that several studies have been conducted on teachers' job satisfaction and found that there is a positive relationship between job satisfaction and teachers behaviour for making effective teaching. However, no scientific study has been conducted in Dhemaji District on the competency in relation to job satisfaction among women teachers so far. In fact, women teachers play multifarious roles in the society including rearing and caring children at home.

However, it is alleged that, secondary school teachers become dissatisfied with their job because of lack of promotion, lack of chance of showing innovation, non-cooperation from colleagues as well as senior officials, too much workloads other than academic activities, etc. These factors are barriers to the effective teaching-learning process. Thus in this context, the present investigator felt a need to ascertain the level of job satisfaction of secondary school women teachers and also suggest measures for removing these barriers.

### IV. STATEMENT OF THE PROBLEM

On the basis of the above background, the present study has been stated as – "*A Study of Job Satisfaction Among the Women Teachers of Secondary Schools*" with a view to answer the following questions.

### V. RESEARCH QUESTIONS

- (i) What is the level of job satisfaction among the women teachers of secondary schools?
- (ii) Is there any difference between the experienced and inexperienced teachers; trained and untrained, married and unmarried teachers, and rural and urban teachers with regard to their satisfaction towards jobs?
- (iii) What measures are required for improving job satisfaction among the women teachers of secondary schools?

### VI. OBJECTIVES OF THE STUDY

The study made an effort to achieve the following objectives –

- (i) To find out the level of job satisfaction among the women teachers of secondary schools.

- (ii) To find out the difference between women teachers of rural and urban schools; trained and untrained teachers; married and unmarried teachers, and experienced and inexperienced women teachers with regard to their job satisfaction.
- (iii) To suggest ways and means for improving job satisfaction among the women teachers of secondary schools.

**HYPOTHESIS**

H<sub>0</sub> There is no significant difference between women teachers of rural and urban schools, trained and untrained teachers, married and unmarried teachers, experienced and inexperienced teachers with regard to their job satisfaction.

**VII. DEFINITIONS OF KEY TERMS**

**(a) Job Satisfaction**

Job satisfaction may be defined as a state of mind that includes liking one's work and accepting the demands and goals associated with it. A person's level of job satisfaction is influenced by their working environment and personal capabilities, which in turn affects how well they accomplish their job. It is about liking and enjoying the job that may be different from person to person due to the differences in working environments, willingness and expectations.

Keith Davis has defined the job satisfaction as, "job satisfaction in the favourableness or unfavourableness with which employees view their work." Generally it is experienced that job satisfaction relates to inner feeling of a person regarding his job.

**(b) Secondary Schools**

Secondary Schools are those educational institutions that impart education for the students of class IX to XII. This is a significant stage of education ladder which impart education to the adolescents with full of potentialities and diversities, and need to provide education for their career growth as well as proper guidance for enabling them to handle needs of adolescents.

**(c) Women Teachers**

Women teachers in the present study refer to all those women who are engaged in teaching profession and working in secondary schools.

**VIII. METHOD AND PROCEDURE**

The present study pertains to a study of job satisfaction of the women teachers of secondary school. Thus, the descriptive method was found suitable for the study since it made an attempt to reveal the inner feelings and perception of teachers regarding their satisfaction or dissatisfaction with the job.

**(a) Population**

The population or universe of the present study was defined as all the women teachers working in govt. provincialised secondary schools in Dhemaji District of Assam. There were 468 women teachers working in 165 govt. provincialised secondary schools of Dhemaji District in Assam (<https://schools.org.in/assam>).

**(b) Sample**

The purposive random sampling technique was used to draw a representative sample. Two Education Block, out of three of Dhemaji District were selected randomly and eight secondary schools were selected purposively considering the number of women teachers working in the schools as well as representative to the variables mentioned in the hypothesis. 81 women teachers working in these schools were finally selected in the sample. Table 1 shows the number of respondents representing the variables under investigation.

Table 1: No. of samples in different Schools

		Rural		Urban		Total	Grand Total
		Married	Unmarried	Married	Unmarried		
Experienced	Trained	14	0	13	0	27	46
	Untrained	12	0	7	0	19	
Inexperience	Trained	12	7	9	7	35	35
	Untrained	0	0	0	0	0	
Total		38	07	29	07	81	
Grand Total		45		36			

(c) TOOLS

For collection of pertinent data, a standardized job satisfaction scale, viz. “Teacher’s Job Satisfaction Scale (TJSS)” developed by Dixit (1993) was adopted in the present study.

The scale intends to measure the extent of job satisfaction and dissatisfaction among the teachers of different schools which is consisted of 52 items mainly related to the areas like salary of the teachers, head of the institution, promotion, teaching- learning activity, relation between teacher and students, class- room conditions, advancement of professional qualification, pension/provident fund/ insurance benefits, colleagues/ co-workers; security of job etc. in terms of their job satisfaction. Moreover, a separate proforma was enclosed with the scale to get the bio-data of the respondents regarding marital status, educational qualification and teaching experience.

*Key for Scoring:* Rating for job satisfaction consisted of a five point scale ranging from “Strongly Agree” (SA) to “Strongly Disagree” (SD). In the scoring process, higher the score implies higher the job satisfaction. As such, a weightage of 5 was given to the response of Strongly Agree; 4 to Agree; 3 to undecided; 2 to Disagree and a weightage of 1 was assigned to the response of Strongly Disagree respectively. Accordingly, job satisfaction score was computed on the basis of the responses of teachers in terms of the said five point scale. The job satisfaction score of the respondents falls between 52 (the lowest) and 260 (the highest) since the total number of items was 52. In this way, job satisfaction score of each teacher was found out of the study.

(d) Statistical Techniques

The data obtained from respondents were tabulated and analyzed with appropriate statistical techniques. Specifically; Mean, S.D.,  $Q_1$ ,  $Q_3$  and ‘t’ test were used for achieving the objectives of the study.

IX. ANALYSIS AND INTERPRETATION OF DATA

(i) Level of Job Satisfaction

To find out the level of job satisfaction of the secondary school teachers; the present investigator calculated  $Q_1$  and  $Q_2$  to find out the low, moderate and

high job satisfaction among the teachers. Job satisfaction score below 184.12 ( $Q_1$ ) implied low satisfaction, above 206.5 ( $Q_3$ ) were highly satisfied and between 184.12 and 206.5 were considered as moderately satisfied with their jobs.

As regards the level of job satisfaction, the results in Table 2 indicate that about one fourth of the women teachers (25.93%) were highly satisfied with their jobs whereas a good number of them (45.68%) were found to be moderately satisfied with the same. It is to be noted that as many as 28.40% of women teachers of secondary schools of Dhemaji District were shown low satisfaction with their jobs.

Table 2: Level of job satisfaction of secondary school teachers of Dhemaji Town

Job satisfaction Score	f	%	Level of satisfaction
$Q_3$ (206.5)	21	25.93%	High
$Q_1$ – $Q_3$ (184.12-206.5)	37	45.68%	Moderate
$Q_1$ (184.12)	23	28.40%	Low

N= 81

(ii) Job Satisfaction of Women Teachers between Rural and Urban Schools

Out of total 81 teachers; 45 were from rural schools and 36 were from urban schools. The Means and S.Ds. are computed for teachers of rural and urban schools and thereby found out the t-value. The results in Table 3 show that 194.83 and 193.10 are the Means of teachers of rural and urban schools; 17.30 and 20.78 are found S.D.s for the same respectively. The difference between the Means of the rural and urban schools was found 1.73.

Table 3: Difference of Job Satisfaction of Women Teachers between Rural and Urban Schools

Location	N	Mean	S.D	D	t	5% level of significance
Rural	45	194.83	17.30	1.73	0.33	1.96
Urban	36	193.10	20.78			

The obtained t-value is 0.33 which is much less than tabulated t-at 5% level of significance, i.e.1.96. Thus the present hypothesis would be accepted and might be concluded that there was no significant difference between women teachers of rural and urban secondary schools of Dhemaji District with regard to their job satisfaction.

(iii) Job Satisfaction of Women Teachers of Secondary Schools in Respect to Their Professional Qualifications

The job satisfaction scores of the whole sample were classified into two groups according to their professional qualification (i.e. B.Ed./M.Ed.) as ‘trained’ and ‘Untrained’. Out of 81 teachers; 62 were trained and 19 were untrained. Obtained Mean, S.D. t-value are shown in Table 4. The Mean and SD of trained teachers were found 198.21 and 46.61 respectively. Similarly, the Mean and SD of untrained women teachers were found to be 185.67 and 14.3 respectively. The obtained difference between the Means of the trained and untrained group is 12.54.

Table 4: Difference of Job Satisfaction between Trained and Untrained Women Teachers

Group	N	Mean	S.D	D	t	5% level of significance
Trained	62	198.21	46.61	12.54	1.44	1.96
Untrained	19	185.67	14.38		4	

The tabulated value of t- at 5% level of significance i.e. 1.96 is greater than the obtained ‘t’ (=1.44). Hence, the null hypothesis that ‘there is no significant difference between trained and untrained women teachers of secondary schools of Dhemaji District with regard to their job satisfaction’ may be retained.

(iv) Job Satisfaction of Women Teachers of Secondary Schools in Respect to Their Marital Status

The whole sample was classified into two groups-one was married and the other was unmarried group. Table 5 shows Mean, S.D. and t-value of the two groups.

Table 5: Difference of Job Satisfaction between Married and Unmarried Women Teachers of Secondary Schools

Group	N	Mean	S.D	D	t	5% level of significance
Married	67	194.55	20.01	7.15	1.44	1.96
Unmarried	14	187.40	08.96		4	

The results analysed in Table 5 show that 194.55 and 187.4 are the Means of married and unmarried teachers; 20.01 and 8.96 are the S.D. for the same respectively. The obtained difference between the Means of the married and unmarried groups is found to be 7.15.

The obtained t-value is found to be 1.44 which is less than the tabulated t –at 5% level of significance; i.e. 1.96. Hence, the null hypothesis would be accepted and may be inferred that there was no significant difference between married and unmarried women teachers of secondary schools of Dhemaji District with regard to their job satisfaction.

(v) Job Satisfaction of Women Teachers of Secondary Schools in Respect to Their Experience

The job satisfaction scores of the whole sample were classified into two groups according to experience. One group was ‘experienced’, whose teaching experience was 10 years and above, and the other group was ‘inexperienced’ whose teaching experience was below 10 years. In the present study 46 were found as experienced and 35 were found as inexperienced. Mean, S.D. and t-value were computed which are shown in Table 6 and were found 195.26 and 187.22 are the Means; 20.73 and 7.35 are the S.D. of experienced and inexperienced teachers respectively.

The obtained t-value is 2.01 which is greater than the tabulated t-at 5% level of significance; i.e. 1.96. Thus the present hypothesis would be rejected at 5% level of significance. Hence, there was a significant difference between experienced and inexperienced

women teachers of secondary schools of Dhemaji District with regard to their job satisfaction.

Table 6: Difference of in Job Satisfaction between Experienced and Inexperienced Women Teachers

Group	N	Mean	S.D	D	t	5% level of Significance
Experienced (above 10 yrs)	46	195.26	20.73	8.04	2.01	1.96
Inexperienced (below 10 yrs)	35	187.22	7.35			

#### X. FINDINGS OF THE STUDY

After the analysis the present investigator achieved the following findings –

- (i) Regarding the level of job satisfaction; 25.93% of women teachers (respondents) were highly satisfied; 45.6% were moderately and 28.85% showed low satisfaction towards their jobs.
- (ii) There was no significant difference between women teachers working in rural and urban secondary schools of Dhemaji District with regard to their job satisfaction.
- (iii) There was no significant difference in job satisfaction of secondary school teachers on the basis of their professional qualification. Both trained and untrained women teachers were equally satisfied with their job.
- (iv) There was no significant difference between married and unmarried women teachers regarding job satisfaction. Both married and unmarried teachers were equally satisfied with their job.
- (v) There was a significant difference between experienced and inexperienced women teachers of secondary schools of Dhemaji District with regard to their job satisfaction. Experienced teachers were more satisfied with their job than the inexperienced teachers.

#### XI. OBSERVATIONS AND DISCUSSION

Job satisfaction is the result of various factors. It is multidimensional in nature. There are various factors which may have influenced the job satisfaction of secondary school teachers but the present study took care of only four variables viz. location, teaching experience, marital status and professional qualification.

After the analysis it has been found that there are some differences of job satisfaction among the women teachers of secondary schools of Dhemaji District, but the difference is not due to location, marital status and professional qualification except solely their length of teaching experiences. It was found that experienced teachers were more satisfied with their job than the inexperienced teachers.

The factors mentioned above directly or indirectly may affect the social life of teachers but it has no significant impact on the overall satisfaction or dissatisfaction. The difference might be due to some other reasons like economic background, teachers' accountability, devotion to the profession etc.

Srivastava (1986) found that married teachers were significantly higher in job satisfaction than the unmarried teachers. But in the present study no such conclusion could be arrived at. Moreover, Dixit (1986) and Sukla Das (2002) in their studies established the same conclusion that female teachers were more satisfied with their job than the male teachers.

#### XII. SUGGESTIONS FOR FUTURE IMPROVEMENT

On the basis of experience gained in the process of entire study and in the light of significant findings as discussed in the previous section, the following suggestions may be forwarded for future improvement of status of professional facilities so as to provide job satisfaction to all the teachers working in secondary schools of Dhemaji District.

- (i) Adequate infrastructural facilities should be provided to teachers, so that they will be able to perform their duties effectively.
- (ii) Teachers should try to maintain a good interpersonal relationship among their

- colleagues, which helps to solve many problems faced by them.
- (iii) Head of the secondary school should respect teachers irrespective of their educational qualifications and teaching experience as well as appreciate and recognize good work performed by any teacher.
  - (iv) Teachers should get opportunity for expressing their opinion in organization matters of the institution.
  - (v) The work load of teachers should be properly distributed.
  - (vi) Teachers should try to feel that they have a respectful place in the community.
  - (vii) There should always maintain a good relationship between teachers and students in the institution.

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