

Gender Differences in Job Satisfaction of Trained Graduate Teachers in Relation to Certain Demographic Variables

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Abstract—The present study investigated gender differences in job satisfaction of trained graduate teachers in relation to teaching experience, and school location. The total sample consisted of 227 teachers, including 100 males and 127 females, of which 148 were from rural schools and 79 from urban schools. It was hypothesized that no significant differences would exist in job satisfaction between male and female teachers across rural–urban settings and levels of teaching experience. A descriptive survey method was employed, and data were collected from 48 schools selected from four districts of Himachal Pradesh Mandi, Kullu, Bilaspur, and Hamirpur. From each district, eight rural and four urban schools were included, providing a balanced representation of both contexts. The job satisfaction scale developed by Dr. Amar Singh and Dr. T.R. Sharma (1999) was administered to the sample and independent-samples t-tests were conducted to examine gender differences across the specified demographic variables. The findings revealed that male teachers reported significantly higher job satisfaction than female teachers in urban schools, whereas no significant differences were observed in rural schools. Further, male teachers with lower teaching experience demonstrated higher level of job satisfaction as compared to their female counterparts, while no gender-based differences were evident among teachers at more teaching experience levels. These results highlight the influence of gender and experience related factors in shaping teacher’s job satisfaction and suggest that professional support mechanisms should be dealt with to address to teacher’s job satisfaction for enhancing quality of learning in school education.

Index Terms—Job Satisfaction; Trained Graduate Teachers; Gender Differences; Teaching Experience; Rural and Urban Schools;

I. INTRODUCTION

The teaching profession has historically been viewed as one of the most respected and influential occupations, given its central role in shaping students’ intellectual growth, emotional development, and moral outlook. Teachers have long been considered nation-builders who guide the next generation toward knowledge, values, and citizenship. In the Indian context, the role of teachers has undergone significant transformation in the 21st century, particularly with the implementation of the National Education Policy (NEP, 2020), which emphasizes competency-based learning, digital pedagogy, and continuous professional development. Within this evolving framework, teachers are increasingly viewed not merely as transmitters of knowledge, but as facilitators, mentors, and change agents who inspire students to think critically, solve problems creatively, and adapt to emerging global challenges (Batra, 2021; Sharma, 2023).

The modern teaching environment is increasingly shaped by technological integration, curriculum reforms, and evolving social expectations. Platforms such as DIKSHA and Google Classroom have enabled personalized instruction and digital collaboration; however, they also necessitate continuous professional training and raise concerns regarding digital inequity (John, 2021; Kaur & Gupta, 2022). Despite these reforms, systemic challenges persist India continues to face a shortage of over one million teachers, resulting in excessive workloads, rising occupational stress, and contract-based appointments that undermine professional stability, all of which directly affect teachers’ job satisfaction (Ministry of Education, 2024).

In this context, Himachal Pradesh celebrated a historic achievement by attaining 100 percent literacy on 8th September 2025, making it the first state in India to reach this milestone (Government of Himachal Pradesh, 2025). This success is inseparable from the contribution of teachers, particularly Trained Graduate Teachers (TGTs), who form the backbone of government schools. Their consistent efforts and dedication not only strengthened the state's educational outcomes but also highlight the central role of job satisfaction in sustaining such achievements. Recognition of their efforts and improved working environments are vital in enhancing teachers' professional commitment and motivation (Chanana, 2025).

A significant reform is also forthcoming, as more than 200 government schools in Himachal Pradesh are set to receive CBSE affiliation in February 2026, a move expected to align the state's schools more closely with national-level standards (CBSE, 2026). For teachers, this transition will likely bring expanded professional exposure, access to upgraded pedagogical practices, and a sense of enhanced recognition all of which contribute positively to their job satisfaction (Mitchell et al., 2024).

Moreover, the launch of the PM SHRI (Prime Minister Schools for Rising India) initiative in September 2022 has further reshaped the educational landscape. By focusing on experiential learning, competency-based pedagogy, upgraded infrastructure, and digital integration, PM SHRI schools are designed to create more supportive teaching environments (Ministry of Education, 2022). For teachers, these reforms are not merely structural but directly impact their job satisfaction by offering better teaching conditions, opportunities for professional growth, and acknowledgment of their pivotal role as nation-builders (Saini & Sharma, 2024; Yadav & Sahoo, 2025).

Together, these developments universal literacy, upcoming CBSE affiliation, and PM SHRI reforms underscore the evolving context in which teacher job satisfaction must be understood in Himachal Pradesh. While challenges such as workload pressures and contractual appointments remain (Kumar, 2023), these initiatives hold the potential to significantly elevate teacher morale, motivation, and long-term professional fulfillment.

The study of job satisfaction emerged during the early development of industrial psychology in the 1930s. Hoppock (1935) provided one of the earliest definitions of job satisfaction, describing it as the outcome of physiological, and environmental factors that collectively shape an individual's attitude toward their work. Herzberg's (1959) Two-Factor Theory was a landmark contribution, distinguishing between hygiene factors (salary, policies, working conditions) that prevent dissatisfaction and motivators (recognition, responsibility, achievement) that actively enhance satisfaction. Later, Locke (1976) refined the concept by defining job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." More recently, Judge and Kammeyer-Mueller (2012) conceptualized job satisfaction as a multidimensional construct, integrating cognitive (beliefs about the job), affective (emotions toward work), and behavioral (actions such as commitment or withdrawal) components.

Job satisfaction among teachers has been a central theme in educational research, given its implications for retention, instructional quality, and institutional effectiveness. Ingersoll (2021) highlighted that dissatisfaction significantly contributes to teacher attrition, worsening global shortages of qualified educators. Within the Indian context, Rani and Sharma (2020) demonstrated that supportive leadership and effective workload management were positively associated with higher satisfaction, particularly among women and teachers working in rural areas. Bhattacharya (2022) further observed that access to professional development and enhanced autonomy improved satisfaction levels, with experienced teachers reporting stronger gains compared to novices. Kumar (2023) found that job satisfaction mediates the negative effects of occupational stress on teacher performance, highlighting its protective role in demanding school environments. Internationally, Judge and Kammeyer-Mueller (2012) emphasized the multidimensionality of job satisfaction cognitive, affective, and behavioral while more recent research has extended this perspective by examining demographic moderators such as gender, locality, and teaching experience. For instance, Singh and Kaur (2023) reported significant gender-based differences in job satisfaction among secondary teachers, whereas Patel (2022) revealed that urban teachers expressed

higher satisfaction with professional autonomy compared to rural teachers.

Recent studies further enrich this discourse. Saini and Sharma (2024) observed that government initiatives, including Mid-Day Meal 2.0 and school-level support policies, significantly boosted job satisfaction in Himachal Pradesh by reducing inequalities and enhancing student participation. Mitchell et al. (2024), in a comparative analysis across Indian states, identified recognition and workload management as the strongest predictors of satisfaction, while contractual employment remained a key source of dissatisfaction. Similarly, Chanana (2025) highlighted the role of emotional intelligence, demonstrating that teachers with higher emotional regulation reported greater satisfaction, especially when dealing with classroom and administrative stressors. At the national level, Yadav and Sahoo (2025) documented through NCERT's voices of teachers and teacher educators that collegial relationships and supportive environments in PM SHRI schools played a decisive role in sustaining teacher motivation and satisfaction. Within the Indian policy framework, the NEP 2020 continues to emphasize professional growth and recognition as critical to sustaining teacher satisfaction. However, field-level evidence reveals a persistent gap between policy design and implementation, with issues such as uneven digital infrastructure, excessive administrative demands, and limited career advancement opportunities constraining teachers' overall sense of fulfillment (John, 2021; Kaur & Gupta, 2022). These findings collectively suggest that while policy reforms and new initiatives hold promise, the lived experiences of teachers are deeply shaped by contextual realities that directly influence their job satisfaction and effectiveness.

Taken together, these findings suggest that job satisfaction is not a uniform construct but one shaped by demographic variables along with other factors such as -. gender, locality, and teaching experience interact with organizational support and professional opportunities, ultimately influencing teachers' sense of fulfillment and effectiveness in their roles.

II. RATIONALE OF THE STUDY

Job satisfaction is widely recognized as a central determinant of teachers' professional commitment, instructional quality, and retention. Teachers who

experience high levels of satisfaction demonstrate greater motivation, creativity, and effectiveness in the classroom, whereas dissatisfaction has been linked to absenteeism, burnout, and turnover intentions (Ingersoll, 2021; Kumar, 2023). In India, this issue assumes critical importance given the persistent shortage of teachers exceeding one million vacancies nationally (Ministry of Education, 2024) which places additional stress on the existing workforce and undermines the stability of the education system. Internationally, recent evidence reinforces this trend: the OECD (2024) Teaching and Learning International Survey reported that job dissatisfaction is among the leading predictors of early teacher attrition across member countries, while the UNESCO Global Report on Teacher Well-being (2025) emphasized that professional recognition and supportive school environments are essential for sustaining teacher motivation worldwide.

The significance of job satisfaction is further amplified in the case of trained graduate teachers (TGTs), who form the backbone of secondary education. Their work is shaped by diverse contextual realities such as geographical isolation, resource limitations, and multi-grade teaching responsibilities, especially in states like Himachal Pradesh. Notably, the state achieved the historic milestone of 100 percent literacy on 8th September 2025 (Government of Himachal Pradesh, 2025), a success that highlights the critical role of teachers. Most government schools in the state are affiliated with the Himachal Pradesh Board of School Education (HPBOSE), while a major reform is scheduled for February 2026, when over 200 government schools are expected to receive CBSE affiliation (CBSE, 2026). Furthermore, the introduction of PM SHRI schools in 2022 has upgraded infrastructure, promoted experiential learning, and encouraged digital integration, all of which have direct implications for teacher motivation and job satisfaction.

Recent evidence suggests that demographic variables including gender, locality, and teaching experience play an important role in shaping teachers' satisfaction levels (Singh & Kaur, 2023; Patel, 2022). More recent studies also point toward systemic and reform-linked influences: Mehta and Rao (2024) observed that professional autonomy and digital resources under NEP 2020 reforms improved satisfaction, while Verma (2025) reported that teachers in PM SHRI

schools experienced higher motivation due to improved infrastructure and recognition of their professional role. Global findings echo these results; for instance, Anderson & Lee (2025) found that school-level innovations such as digital pedagogy and competency-based assessment frameworks were positively correlated with teacher well-being across Asia. Despite these insights, empirical investigations examining these dimensions within the Indian context are still relatively scarce.

Against this backdrop, the present study is timely and significant. By investigating the demographic correlates of job satisfaction among TGTs, it contributes theoretically to a more nuanced understanding of teacher well-being, and practically to identifying levers for improving retention and performance. Findings will not only enrich the body of literature on job satisfaction but also offer actionable insights for policymakers and administrators in designing targeted interventions to enhance teachers' professional lives.

III. OBJECTIVES OF THE STUDY

1. To examine the level of job satisfaction among trained graduate teachers of Himachal Pradesh.
2. To study the gender differences in job satisfaction of trained graduate teachers of Himachal Pradesh.
3. To analyze the differences in job satisfaction of trained graduate teachers with respect to teaching experience.
4. To analyze the differences in job satisfaction of trained graduate teachers with respect to locality.
5. To examine gender differences in job satisfaction of Trained Graduate Teachers across levels of teaching experience and locality.

IV. HYPOTHESIS OF THE STUDY

1. There will be no significant difference in job satisfaction of trained graduate teachers with respect to gender.
2. There will be no significant difference in job satisfaction of trained graduate teachers with respect to low and high levels of teaching experience.

3. There will be no significant difference in job satisfaction of trained graduate teachers with respect to rural and urban locality.
4. There will be no significant difference in gender-wise job satisfaction of trained graduate teachers across low and high levels of teaching experience.
5. There will be no significant difference in gender-wise job satisfaction of Trained Graduate Teachers across rural and urban background.

V. METHODOLOGY

The study was conducted using the descriptive research method.

Research Design

The present study adopted a descriptive survey research design to investigate gender differences in job satisfaction of trained graduate teachers (TGTs) with reference to certain demographic variables in Himachal Pradesh. This design was considered appropriate for gathering factual information, comparing group differences, and drawing meaningful inferences from naturally existing conditions without manipulation.

Sample

The universe of the study comprised all TGTs working in government secondary schools across the twelve districts of Himachal Pradesh, while the target population was limited to four districts Mandi, Kullu, Hamirpur, and Bilaspur to represent diverse geographical and socio-cultural contexts. The sample included 48 government secondary schools, with 12 schools from each district, stratified by locality to include 4 urban and 8 rural schools per district. A multistage stratified sampling technique was employed, with districts as the first stratum, locality as the second, and schools as the final unit of selection. All available TGTs from the selected schools were invited to participate, resulting in a total sample of 227 teachers and ensuring representation of both male and female teachers across demographic categories.

Tools and Measures

For the present study, the Job Satisfaction Scale developed by Dr. Amar Singh and Dr. T. R. Sharma (1999) was used to assess teachers' overall job satisfaction, covering both intrinsic and extrinsic aspects such as working conditions, professional growth, interpersonal relationships, and institutional support. The scale employs a five-point Likert

response format ranging from strong disagreement to strong agreement, allowing for reliable quantitative analysis. In addition, a Demographic Information Schedule was prepared by the investigator to record relevant background variables, including gender, locality (urban/rural), and teaching experience.

Data Collection and Analysis

Data were personally collected by the investigator from selected urban and rural schools in four districts, with necessary permissions obtained from school authorities and informed consent from participants, who were assured of confidentiality, anonymity, and voluntary participation. The collected data were systematically coded and tabulated, and all statistical computations were performed manually using conventional methods. Descriptive statistics,

including mean and standard deviation, were calculated to examine levels of job satisfaction among trained graduate teachers across demographic groups, while independent samples t-tests were employed to explore differences based on gender, teaching experience, and locality. In order to examine the gender differences in job satisfaction of trained graduate teachers across certain demographic variables, the data were analyzed using descriptive statistics and independent samples t-tests.

VI. RESULTS

The results are presented in tabular form, followed by their interpretation in the light of the research objectives.

Table -1

Mean Differences in Job Satisfaction of Trained Graduate Teachers Across Gender, Teaching Experience and Locality

Variables		N	Mean	SD	MD	SEDM	t
Gender	Male	100	85.45	9.69	3.09	1.37	2.26*
	Female	127	82.36	10.91			
Teaching Experience	High	112	84.24	11.53	0.66	1.42	0.46
	Low	115	83.58	9.81			
Locality	Rural	148	84.58	9.89	1.34	1.51	0.88
	Urban	79	83.24	11.31			

*p≤.05

Table-1 presents the mean scores and standard deviations of job satisfaction of Trained Graduate Teachers across gender, teaching experience, and locality. The results indicate that male teachers (M = 85.45, SD = 9.69) reported slightly higher job satisfaction than female teachers (M = 82.36, SD = 10.91), suggesting a modest gender difference. Regarding teaching experience, teachers with high experience (M = 84.24, SD = 11.53) showed levels of job satisfaction nearly similar to those with low experience (M = 83.58, SD = 9.81). In terms of locality, rural teachers (M = 84.58, SD = 9.89) had marginally higher satisfaction scores compared to urban teachers (M = 83.24, SD = 11.31).

Independent samples t-tests were applied to examine mean differences in job satisfaction with respect to gender, teaching experience, and locality. The results are presented in Table-1. Results revealed that male teachers (M = 85.45, SD = 9.69) reported significantly

higher job satisfaction than female teachers (M = 82.36, SD = 10.91), $t(225) = 2.26, p < .05$. Hence, the Hypothesis H_{01} which states that There will be no significant difference in the level of job satisfaction of Trained Graduate Teachers with respect to gender, is rejected. However, no significant differences were observed in job satisfaction with respect to teaching experience or locality. Teachers with high experience (M = 84.24, SD = 11.53) and low experience (M = 83.58, SD = 9.81) did not differ significantly, $t(225) = 0.46, p > .05$. Hence, the Hypothesis H_{02} which states that There will be no significant difference in the level of job satisfaction of Trained Graduate Teachers with respect to teaching experience, is accepted. Similarly, rural teachers (M = 84.58, SD = 9.89) and urban teachers (M = 83.24, SD = 11.31) showed no significant differences, $t(225) = 0.88, p > .05$. Hence, the Hypothesis H_{03} which states that there will be no significant difference in the level of job satisfaction of

Trained Graduate Teachers with respect to locality, is accepted. These findings suggest that gender plays a significant role in shaping job satisfaction, whereas teaching experience and locality do not.

To examine the influence of demographic factors, independent-samples t-tests were conducted to determine whether significant differences exist in the job satisfaction of male and female Trained Graduate

Teachers across levels of teaching experience and locality. This analysis was undertaken to ascertain the extent to which gender, in conjunction with these demographic variables, contributes to variations in job satisfaction. The findings of this analysis are presented in Table-2.

Table-2
Gender Differences in Job Satisfaction Across Teaching Experience and Location

Variable		N	Mean	SD	MD	SEDM	t
High Teaching Experience	Male	48	85.72	9.85	2.97	2.06	1.44
	Female	64	82.75	11.90			
Low Teaching Experience	Male	52	85.19	9.63	3.21	1.83	1.75
	Female	63	81.98	9.87			
Rural	Male	70	84.63	9.68	0.04	1.62	0.024
	Female	78	84.54	10.14			
Urban	Male	30	86.28	9.80	6.09	2.44	2.49*
	Female	49	80.19	11.65			

* $p \leq .05$

Table-2 depicts gender differences in job satisfaction across teaching experience levels and locality. Among teachers with high experience, no significant gender differences emerged, with males ($M = 85.72$, $SD = 9.85$) and females ($M = 82.75$, $SD = 11.90$) showing comparable levels of satisfaction, $t(110) = 1.44$, $p > .05$. Similarly, low-experience male ($M = 85.19$, $SD = 9.63$) and female teachers ($M = 81.98$, $SD = 9.87$) did not differ significantly, $t(113) = 1.75$, $p > .05$. Hence the Hypothesis H_{04} , which states that there will be no significant difference in gender-wise job satisfaction of trained graduate teachers across levels of teaching experience, was accepted.

In rural schools, male ($M = 84.63$, $SD = 9.68$) and female ($M = 84.54$, $SD = 10.14$) teachers reported nearly identical levels of job satisfaction, $t(146) = 0.02$, $p > .05$. However, in urban schools, a significant gender difference was observed, with male teachers ($M = 86.28$, $SD = 9.80$) reporting higher job satisfaction compared to female teachers ($M = 80.19$, $SD = 11.65$), $t(77) = 2.49$, $p < .05$. Hence the

Hypothesis H_{05} which stated that there will be no significant difference in gender-wise job satisfaction of trained graduate teachers across rural and urban background, is partially rejected. Specifically, the hypothesis is accepted for rural teachers, where no significant gender difference was observed, but rejected for urban teachers, where a significant difference in job satisfaction between male and female teachers was found. These results indicate that gender differences in job satisfaction are particularly pronounced in urban settings, while in rural areas and across experience levels, no such differences are evident. Then it may be concluded that -

1. Male teachers reported significantly higher job satisfaction than female teachers.
2. Teaching experience (high vs. low) showed no significant effect on job satisfaction of trained graduate teachers.
3. Locality (rural vs. urban) did not independently influence job satisfaction of trained graduate teachers.

4. No gender differences were observed within high- and low-experience groups of trained graduate teachers.
5. Gender differences were absent in rural schools' teachers but significant in urban school teachers, with male teachers reporting higher satisfaction.

The finding that gender differences in job satisfaction were significant in urban schools but not in rural schools highlights the role of contextual factors in shaping teacher experiences. Urban teaching environments are often characterized by larger class sizes, higher administrative demands, and competitive professional climates, which may intensify gender-specific pressures. Male teachers in such contexts may benefit from greater recognition and autonomy, while female teachers often face additional challenges related to work-life balance and professional expectations, resulting in lower job satisfaction. In contrast, rural schools tend to provide more cohesive community support and relatively uniform working conditions, minimizing gender disparities in satisfaction. Moreover, the presence of gender differences among low-experience teachers indicates that early career stages may heighten adjustment challenges, role strain, and workplace bias for female teachers, while male teachers may report greater initial confidence and institutional support, leading to higher satisfaction. Finally, the absence of significant gender differences across levels of teaching experience suggests that professional adaptation, accumulated skills, and institutional recognition over time may buffer the impact of gender on job satisfaction. Experienced teachers, regardless of gender, likely benefit from enhanced coping strategies and stability, thereby neutralizing potential differences.

VII. CONCLUSION

The study examined gender differences in job satisfaction among 227 trained graduate teachers in relation to teaching experience and school location. Findings indicated that male teachers reported significantly higher job satisfaction than female teachers in urban schools, while no significant gender differences were observed in rural schools. Additionally, male teachers with lower teaching experience demonstrated higher job satisfaction compared to their female counterparts, whereas gender differences were not evident among teachers with

greater experience. These results underscore the role of gender, teaching experience, and school location in influencing teacher job satisfaction. The findings suggest that targeted professional support and interventions are essential to enhance teacher's job satisfaction, which, in turn, can contribute to improving the quality of learning in schools.

VIII. EDUCATIONAL IMPLICATIONS

The findings of this study carry important implications for teacher management and policy. Since gender differences in job satisfaction were significant in urban schools, interventions such as mentoring, flexible work arrangements, and support programs for female teachers may help reduce disparities. School administrators should recognize the additional pressures female teachers may face in urban settings and promote equitable professional opportunities. The absence of differences across teaching experience highlights the value of continuous professional development and institutional support in sustaining satisfaction levels over time. Strengthening community engagement in both rural and urban schools may further enhance teacher morale. Overall, targeted strategies addressing contextual and gender-specific challenges can foster higher job satisfaction, leading to better teacher performance and improved educational outcomes.

While the study provides meaningful insights into the job satisfaction of trained graduate teachers, certain limitations must be considered. The reliance on self-reported data may introduce personal bias or social desirability effects. The sample was restricted to a specific geographical region, which limits the generalizability of the findings. Furthermore, the study examined only selected demographic variables gender, teaching experience, and school locality while other potentially influential factors, such as organizational climate, leadership style, and socio-economic conditions, were not included. Lastly, the cross-sectional design captures teacher perceptions at a single point in time, restricting the ability to draw causal conclusions.

Future studies may extend the present work by including a larger and more diverse teacher population across different states and school systems to enhance generalizability. Examining additional demographic variables such as age, marital status, and subject

specialization could provide a deeper understanding of factors influencing job satisfaction. Longitudinal research would be valuable to track how job satisfaction changes across career stages. Furthermore, mixed-method approaches incorporating qualitative insights could help uncover the contextual and personal factors behind observed gender differences, particularly in urban settings. Comparative studies between government and private schools may also highlight institutional influences on teacher satisfaction

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