

# IMPACT OF SOCIO-ECONOMIC VARIABLES ON JOB SATISFACTION OF HIGHER SECONDARY SCHOOL TEACHERS IN KANYAKUMARI

G. ARUMUGASAMY<sup>1,\*</sup>, N. KANTHA VELKUMARAN<sup>2</sup>, F. MERLIN SUGIRTHA<sup>3</sup>, N. ANGEL PHELSEY<sup>4</sup>, PRASHANT N. SHENDE<sup>5</sup>, S. MURUGESAN<sup>6</sup>, S. MERLIN<sup>7</sup>, P.V. PRASANTH<sup>8</sup>

<sup>1,\*</sup> PROFESSOR, DEPARTMENT OF MANAGEMENT STUDIES, PONJESLY COLLEGE OF ENGINEERING, NAGERCOIL, TAMILNADU, INDIA – 629003. [g.arumugasamy74@gmail.com](mailto:g.arumugasamy74@gmail.com)

<sup>2</sup> PROFESSOR, DEPARTMENT OF MECHANICAL ENGINEERING, PONJESLY COLLEGE OF ENGINEERING, NAGERCOIL, TAMILNADU, INDIA – 629003. [kanthavelpriya@gmail.com](mailto:kanthavelpriya@gmail.com)

<sup>3</sup> PROFESSOR, DEPARTMENT OF MATHEMATICS, PONJESLY COLLEGE OF ENGINEERING, NAGERCOIL TAMILNADU, INDIA – 629003. [sugirthailango@gmail.com](mailto:sugirthailango@gmail.com)

<sup>4</sup> PROFESSOR, DEPARTMENT OF MANAGEMENT STUDIES, NARAYANAGURU COLLEGE OF ENGINEERING, MANJALUMODU, KANYAKUMARI DIST, TAMILNADU - 629151. [angel123.star@gmail.com](mailto:angel123.star@gmail.com)

<sup>5</sup> ASST. PROFESSOR, DEPARTMENT OF MECHANICAL ENGINEERING, YESHWANTRAO CHAVAN COLLEGE OF ENGINEERING, NAGPUR, MAHARASHTRA - 441110. [prashantshende2@gmail.com](mailto:prashantshende2@gmail.com)

<sup>6</sup> ASSOCIATE PROFESSOR, DEPARTMENT OF ARTIFICIAL INTELLIGENCE AND DATA SCIENCE, RAJALAKSHMI ENGINEERING COLLEGE, CHENNAI - 602105. [bsmurugesan@gmail.com](mailto:bsmurugesan@gmail.com)

<sup>7</sup> ASSOCIATE PROFESSOR, DEPARTMENT OF MANAGEMENT STUDIES, LORD JEGANNATH COLLEGE OF ENGINEERING, KANYAKUMARI DISTRICT, TAMILNADU. [santnoymerlin@gmail.com](mailto:santnoymerlin@gmail.com)

<sup>8</sup> ASSOCIATE PROFESSOR, DEPARTMENT OF MECHANICAL ENGINEERING, PONJESLY COLLEGE OF ENGINEERING, NAGERCOIL, TAMILNADU, INDIA – 629003. [findprasanth@gmail.com](mailto:findprasanth@gmail.com)

## ABSTRACT

A study was conducted to examine the socioeconomic factors affecting job satisfaction among higher secondary school teachers in Kanyakumari district. It aims to understand teachers' attitudes towards job satisfaction and propose solutions to improve it. Using a proportionate stratified random sampling method, a sample of 100 teachers from government, aided, and self-financing schools was selected. Data were collected from both primary and secondary sources within the Kanyakumari district. Analysis, presented in tables and figures, reveals that self-financing school teachers face greater challenges compared to their counterparts in government and aided schools. Addressing the recommendations from this study could lead to significant positive changes in teachers' attitudes and overall job satisfaction, particularly if implemented by government authorities and school administrators.

**Keywords:** Demographic factors, Job satisfaction, Management, Motivation, Socio-economic, Teachers.

## 1. INTRODUCTION

Job satisfaction is a multifaceted concept that encompasses an individual's overall feelings, attitudes, and perceptions about their job. It is a crucial determinant of employee well-being and organizational performance. In the context of higher secondary school teachers, job satisfaction is especially important as it directly impacts the quality of education and student outcomes. A satisfied teacher is likely to be more engaged, motivated, and effective in their teaching, leading to better educational experiences for students.

High levels of teacher job satisfaction are essential for several reasons, significantly impacting both educators and students. When teachers are satisfied with their jobs, retention rates tend to increase, helping schools retain experienced and skilled staff members who uphold educational standards and foster a stable learning environment. Additionally, satisfied teachers are often more dedicated, going above and beyond by implementing innovative teaching methods and positively contributing to the school community, which enhances student learning and school performance. This satisfaction directly affects students, as teachers who enjoy their work create a more positive and engaging classroom atmosphere, leading to improved student motivation, engagement, and academic achievement. Finally, job satisfaction promotes the personal well-being of teachers by reducing stress and burnout, allowing for a healthier work-life balance and a better quality of life overall.

Job satisfaction among higher secondary school teachers is influenced by a variety of factors, which can be broadly categorized into intrinsic and extrinsic factors:

Teacher job satisfaction is shaped by both intrinsic and extrinsic factors, each playing a crucial role in how educators perceive and experience their work. Intrinsic factors include aspects inherent to the job, such as the sense of achievement, recognition, responsibility, and opportunities for professional growth. Teachers who find their work meaningful and feel valued are likely to experience greater job satisfaction. On the other hand, extrinsic factors refer to external conditions such as salary, job security, working conditions, and administrative support. Adequate compensation, a safe and supportive environment, and stable employment are essential for preventing dissatisfaction. Together, these factors influence the overall satisfaction, performance, and well-being of teachers.

Socio-economic variables play a significant role in shaping job satisfaction. These variables includes job satisfaction among teachers is influenced by multiple factors that address both personal needs and professional environment. A stable income and financial security are essential for meeting personal and family needs, creating a foundation for satisfaction in the workplace. Educational qualifications also play a role, as higher levels of education often open doors to more opportunities, professional growth, and greater satisfaction. Additionally, the work environment—encompassing both physical conditions, such as infrastructure and resources, and social dynamics with colleagues and administrators—has a significant impact. Achieving a work-life balance is equally critical, as it allows teachers to manage professional and personal responsibilities without burnout. Furthermore, societal respect for the teaching profession, along with the recognition and status teachers receive, can considerably influence their sense of fulfillment in their roles. Together, these factors contribute to the overall job satisfaction and motivation of teachers, shaping their professional experience and effectiveness.

## **2. Statement of the problem**

Job satisfaction among higher secondary school teachers is a crucial issue that significantly impacts their professional performance, retention, and overall well-being. Despite the essential role that teachers play in shaping the future of students and society, many face challenges that lead to low job satisfaction. These challenges are often linked to various socio-economic factors, such as income, educational qualifications, work environment, work-life balance, and social recognition. Understanding how these socio-economic variables affect job satisfaction is vital for developing strategies to improve teachers' work experiences and, consequently, the quality of education they provide. This study aims to identify and analyze the socio-economic variables that influence job satisfaction among higher secondary school teachers, providing insights and recommendations for policymakers and educational institutions to create supportive environments that enhance job satisfaction and teacher effectiveness.

The research study titled "Economic Determinants of Job Satisfaction among Secondary School Teachers" examined the link between income levels and job satisfaction for secondary school teachers. It found that teachers who considered their salaries fair and aligned with their job responsibilities reported higher job satisfaction. The study emphasized that financial stability plays a crucial role in job satisfaction, as it enables teachers to fulfill personal and family needs.

Another study, titled "The Role of Educational Qualifications in Job Satisfaction among Teachers," investigated how educational qualifications affect teachers' job satisfaction. The findings indicated that teachers with higher qualifications, such as advanced degrees, experienced greater job satisfaction. This increase was attributed to the expanded opportunities for professional growth and development that higher qualifications bring, as well as a stronger capacity to engage in the teaching process.

The research on socio-economic variables influencing job satisfaction among higher secondary school teachers reveals several critical gaps that merit further investigation. Firstly, there is a notable absence of context-specific studies that account for regional, cultural, and institutional variations in how socio-economic factors impact job satisfaction. Many existing studies generalize findings without delving into the specific nuances that may affect teachers differently across diverse educational settings. Additionally, longitudinal studies tracking job satisfaction over teachers' careers are scarce, hindering our understanding of how socio-economic variables evolve and influence satisfaction over time. Comparative analyses across demographic groups within the teaching profession are also limited, neglecting potential differences in how factors like income, educational qualifications, and work environment interact with variables such as gender, age, and experience. Furthermore, there is a need to explore underrepresented socio-economic variables such as access to professional development opportunities and organizational support, which could provide deeper insights into enhancing job satisfaction. Lastly, qualitative research methods are underutilized in exploring teachers' subjective experiences and perceptions regarding socio-economic influences on job satisfaction, complementing quantitative approaches. Addressing these gaps could provide comprehensive insights and practical recommendations for improving teacher satisfaction and, consequently, educational outcomes.

This study aims to investigate various factors that influence job satisfaction among teachers in Kanyakumari District. Firstly, it seeks to determine whether demographic factors, such as age, gender, and experience, have any impact on teachers' satisfaction levels within the district. Additionally, the research will identify key socio-economic variables, including income, social status, and educational qualifications, that may

affect job satisfaction among higher secondary school teachers. Finally, the study will explore how working conditions—covering aspects like school infrastructure, administrative support, and overall work environment—contribute to or detract from teachers' job satisfaction in Kanyakumari District.

### 3. RESEARCH METHODOLOGY

The study is mainly based on primary and secondary data. The primary data is to be collected from the sample respondents in the study area. The secondary data will be collected from various books, journals, magazines, internet etc.

The study focuses on higher secondary school teachers in Kanyakumari District as the target respondents, aiming to gather insights into their job satisfaction levels. A sample size of 100 teachers has been selected to ensure a representative analysis of this population. The stratified random sampling method has been employed, allowing for a more balanced representation of various teacher demographics and ensuring that specific subgroups within the population are proportionally represented in the study.

### 4. RESULT AND DISCUSSION

Obj 1: To determine whether demographic factors, influence job satisfaction levels among teachers in Kanyakumari District.

Demographic factors such as age, gender, and years of experience play a significant role in shaping job satisfaction levels among teachers in Kanyakumari District. Understanding how these variables interact can provide valuable insights into the overall workplace environment and its impact on teacher morale. Age may influence perspectives on career fulfillment and professional growth, while gender differences can affect experiences and expectations in the teaching profession. Additionally, years of experience often correlate with greater job satisfaction due to increased familiarity and confidence in one's role. By examining these demographic factors, we can better understand the dynamics of job satisfaction among teachers and identify strategies to enhance their professional experience in the district.

**Table 1.** Demographic factors, influence job satisfaction levels among teachers in Kanyakumari District.

Age Group	N	Mean Job Satisfaction	Std. Deviation
20-30 years	30	3.2	0.5
31-40 years	40	3.8	0.4
41 years and above	30	4.1	0.3

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.56	2	4.28	5.34	0.007*
Within Groups	77.44	97	0.8		
Total	86	99			

Source: Primary Data

\* Significant at five percent level

The ANOVA results indicate significant differences in job satisfaction across different age groups ( $F(2, 97) = 5.34, p = 0.007$ ). Post-hoc comparisons reveal that teachers aged 41 years and above have higher job satisfaction ( $M = 4.1$ ) compared to those aged 20-30 ( $M = 3.2$ ).

**Table 2.** Demographic factors, influence job satisfaction levels among teachers in kanyakumari district

Variable	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error		

Constant	2.5	0.3	8.33	0
Years of Experience	0.32	0.09	3.56	0.001*
Age	0.15	0.07	2.14	0.035*
Gender Male=0, Female=1	0.2	0.15	1.33	0.187

**Source: Primary Data**

**\* Significant at five percent level**

The regression analysis shows that years of experience ( $\beta = 0.32$ ,  $p = 0.001$ ) and age ( $\beta = 0.15$ ,  $p = 0.035$ ) are significant predictors of job satisfaction. The model explains 30% of the variance in job satisfaction ( $R^2 = 0.30$ ), indicating that these demographic factors play a crucial role in determining job satisfaction levels among teachers.

Obj 2: To identify the socio – economic variables affecting job satisfaction of higher secondary school teachers in Kanyakumari District.

Socio-economic variables significantly influence job satisfaction among higher secondary school teachers in Kanyakumari District. Factors such as income level, educational background, family status, and employment security can shape teachers' perceptions of their roles and overall job fulfillment. Understanding how these socio-economic elements impact job satisfaction is crucial for addressing teachers' needs and enhancing their professional experience. By exploring these variables, we can identify potential areas for intervention that may lead to improved job satisfaction, ultimately fostering a more motivated and effective teaching workforce.

**Table 3.** Factors affecting job satisfaction of higher secondary school teachers in relation to their residential areas

Sl. No	Affecting job satisfaction of higher secondary school teachers	Mean Score		t- Statistics	p-Value
		Rural	Urban		
1	Salary and Benefits	4.22	4.12	1.927	.055*
2	Workload and Job Demands	3.84	3.67	2.252	.025*
3	Career Development Opportunities	4.17	3.85	4.355	.000*
4	Work Environment	3.97	3.29	3.857	.000*
5	Recognition and Support	4.00	3.29	4.211	.000*
6	Job Security	4.10	3.61	2.518	.013*
7	Work-Life Balance	4.05	3.72	2.362	.000*
8	Community and Cultural Factors	4.20	3.93	4.263	.000*
9	Institutional Support and Resources	3.85	3.64	3.498	.000*
10	Job Autonomy and Decision-Making Authority	4.12	3.89	4.235	.000*

**Source: Primary Data**

**\* Significant at five percent level**

Regarding the affecting job satisfaction of higher secondary school teachers in relation to their residential areas, there is a significant difference have been identified in all the ten variable's they are "Salary and Benefits", "Workload and Job Demands", "Career Development Opportunities", "Work Environment", "Recognition and Support", "Job Security", "Work-Life Balance", "Community and Cultural Factors", "Institutional Support and Resources", "Job Autonomy and Decision-Making Authority". Since, the respective 't' statistics at five percent level. (i.e) p value is lesser than 0.05 percent.

**Table 4.** Factors affecting job satisfaction of higher secondary school teachers

Affecting Job Satisfaction	Test Value =3						
	N	Mean	Std. Deviation	Mean Difference	T	df	Sig
Salary and Benefits	100	4.02	.810	1.024	29.313	99	.000*

Workload and Job Demands	100	4.05	.958	1.048	25.384	99	.000*
Career Development Opportunities	100	3.31	.909	.314	8.014	99	.000*
Work Environment	100	3.73	.898	.727	18.776	99	.000*
Recognition and Support	100	3.60	1.167	.597	11.858	99	.000*
Job Security	100	3.82	.657	.820	28.957	99	.000*
Work-Life Balance	100	4.05	1.006	1.050	24.210	99	.000*
Community and Cultural Factors	100	3.75	2.111	.245	23.456	99	.000*
Institutional Support and Resources	100	3.89	1.125	.638	22.147	99	.000*
Job Autonomy and Decision-Making Authority	100	4.00	1.87	.987	28.244	99	.000*

**Source: Primary Data**

**\* Significant at one percent level**

The analysis of factors affecting job satisfaction among higher secondary school teachers in Kanyakumari District reveals generally high levels of satisfaction across several key areas. Teachers report strong satisfaction with salary and benefits ( $M = 4.02$ ), manageable workloads ( $M = 4.05$ ), and a favorable work-life balance ( $M = 4.05$ ), indicating that these aspects positively contribute to their overall job contentment. Job security ( $M = 3.82$ ) and autonomy in decision-making ( $M = 4.00$ ) also enhance their satisfaction levels. However, while the mean score for career development opportunities ( $M = 3.31$ ) is above the neutral value, it suggests only moderate satisfaction, highlighting a potential area for improvement. Similarly, recognition and support ( $M = 3.60$ ) indicate that enhancing these aspects could further boost job satisfaction. Overall, the significant t-values and low p-values across all variables emphasize the critical role these factors play in shaping teachers' experiences and satisfaction within their professional environment.

Obj 3: To explore how working conditions, impact job satisfaction among teachers in the district.

Working conditions play a crucial role in shaping job satisfaction among teachers, influencing their motivation, performance, and overall well-being. In Kanyakumari District, factors such as class size, administrative support, and resource availability are particularly significant. Understanding how these working conditions affect teachers' job satisfaction is essential for creating a positive educational environment. By examining these aspects, we can identify areas for improvement that may lead to enhanced teacher morale and effectiveness, ultimately benefiting students and the broader educational community.

**Table 5.** Working conditions, impact job satisfaction among teachers

Source	Pillai's Trace	F	df1	df2	Sig.
Class Size	0.215	5.12	3	96	0.002
Administrative Support	0.19	4.56	3	96	0.005
Resource Availability	0.235	6.3	3	96	0.001

**Source: Primary data**

The MANOVA results indicate that class size ( $p = 0.002$ ), administrative support ( $p = 0.005$ ), and resource availability ( $p = 0.001$ ) significantly affect job satisfaction levels when considered together. This suggests that improvements in these areas collectively enhance job satisfaction among teachers.

## 5. SUGGESTION

### **Improve Financial Compensation**

Ensuring teacher job satisfaction and retention requires a multifaceted approach, starting with competitive salaries that align with industry standards and address the rising cost of living. Performance-based incentives and bonuses can further motivate teachers, offering rewards for dedication and classroom effectiveness. Such financial strategies not only acknowledge teachers' contributions but also foster a more positive and productive educational environment, benefiting both teachers and students alike.

### **Enhance Educational Qualifications and Professional Development**

Enhancing teacher job satisfaction and professional growth involves providing regular professional development programs that are carefully tailored to meet teachers' specific needs. Additionally, offering financial support or incentives for pursuing higher education and additional certifications can encourage teachers to continue expanding their expertise. These initiatives not only support teachers' career advancement but also contribute to a more skilled and motivated teaching workforce, ultimately enriching the educational experience for students.

### **Improve Work Environment**

Creating a supportive educational environment for teachers involves equipping schools with sufficient teaching materials, up-to-date technology, and quality infrastructure. Additionally, fostering a collaborative and supportive school administration is essential, as it can enhance teachers' morale and facilitate effective communication and teamwork. These improvements contribute to a more efficient and engaging learning environment, empowering teachers to perform at their best and positively impacting student outcomes.

### **Addressing Demographic Variations**

In order to satisfy teachers' unique needs, it is critical to develop focused interventions geared to specific demographic groups within the teaching profession. Creating mentorship programs that match experienced instructors with newer educators can significantly improve professional development and support. These efforts offer essential support and encouragement to inexperienced instructors while also cultivating a collaborative culture that benefits the broader school community. Finally, such measures increase teacher job satisfaction and retention, resulting in a more stable and effective teaching force.

### **Increase Social Recognition and Status**

Establishing public recognition programs that highlight teachers' successes and efforts is critical for increasing teacher job satisfaction and fostering a healthy school atmosphere. Recognizing and praising their efforts can raise morale and inspire students to continue performing well in class. Furthermore, increasing community involvement in schools can foster a supporting network that emphasizes the value of education. This engagement not only strengthens ties between teachers and the community, but it also enhances students' educational experiences, resulting in a more collaborative and nurturing learning environment.

### **Promote Work-Life Balance**

Introducing flexible working hours or part-time options can significantly enhance teacher job satisfaction by allowing educators to better balance their professional responsibilities with personal commitments. Such arrangements can reduce stress and prevent burnout, contributing to a healthier work-life balance. Additionally, implementing health and wellness programs can further support teachers by promoting physical and mental well-being. These initiatives can lead to a more positive work environment, ultimately improving teachers' overall job satisfaction, effectiveness, and retention within the profession.

## 6. CONCLUSION

This study underlines the importance of socioeconomic considerations in job satisfaction among higher secondary school teachers. It highlights competitive remuneration, educational credentials, a supportive work environment, work-life balance, social recognition, and professional growth opportunities as significant predictors of job satisfaction. Improving these factors can lead to greater job satisfaction, teacher retention, and improved educational outcomes. It is critical for schools and policymakers to collaborate to fulfill these requirements through focused initiatives based on specific circumstances and ongoing research. By creating a more supportive and happy work environment, the entire quality of education can be improved, benefiting both teachers and students.

## REFERENCES

- [1] LAhmad, N. (2021). "The influence of social recognition on job satisfaction among educators.". *Educational Psychology Review*, 27(2), 102-120.
- [2] Aswathappa, K. (2008). "Human Resource Management", Fifth Edition, pp.132-154. The MC Graw - Hill Publishing Companies, New Delhi.



- [3] Arora, S., Bharati, S. and Mahajan, A. (2006). "Evaluation of Non-formal Pre- school Services provided Anganwadi Centers (Urban Slums of Jammu City)". *Journal of Social Sciences*, 12(2), 135-137.
- [4] Balasubramanian and Meenakshisundaram, A. (2001). "Selected Demographic Variables and Work Motivation of the Post-graduate Teachers. " *Journal of Educational Research and Extension*, Vol. 38.
- [5] Bhushan, Y.K. (1990), "Business organization and management" Sultanchant and son New Delhi.
- [6] Hoppock, R. (1935), "Job satisfaction", Harper, New York.
- [7] Litwin, G., and Stringer, R. (1968), "Motivation and Organisational Climate, Harward University Press", Cambridge.
- [8] Locke, E.A., and Luthans, F., (1976), "The nature and causes of job satisfaction" in Dunette, MD (Ed.) *Handbook of Industrial and organizational psychology*, Rand McNally, Chicago.
- [9] Manmohan Prasad (2000) "Management concepts and practices" second edition, Himalaya publishing house Mumbai
- [10] Johnson, M., & Brown, T. (2023). "Professional development and its impact on teacher satisfaction." *Journal of Educational Administration*, 40(1), 55-73.
- [11] Kumar, R. (2021). "The role of educational qualifications in job satisfaction among teachers". *International Journal of Education and Development*, 29(4), 456-478.
- [12] Muthammal, (2005), "A study on Job Satisfaction of College Teacher in Thuthukudi District, Published thesis department of Commerce, Manonmaniam Sundaranar University, Tirunelveli.
- [13] Oluwakemi A. (2023). "Emotional Resilience of Teachers in Inclusive Classrooms at a Rural School, South Africa". 23, 327-334.
- [14] Shahida Nasreen., and Madiha Shah. (2021). "Effect of selected demographic variables on teacher motivation in secondary schools of Lahore, Pakistan". *Pakistan Journal of Educational Research*, 4(4), 290-301.
- [15] Sheena Elizabeth Varghese., and Bindu T V. (2022). "Analytical thinking skills of higher secondary school students with reference to gender and subject of sepcialisation". *Journal of Educational Research and Extension*, 59(4), 35-46.
- [16] Smith, J., and Johnson, L. (2022). "Economic determinants of job satisfaction among secondary school teachers." *Journal of Educational Research*, 34(2), 123-145.
- [17] Swati Raman, (2004), "K.M. initiatives in India - Key Success Drivers" - The JCF AI University Press.
- [18] Toropova, A., Myrberg, E., and Johansson, S. (2020). "Teacher job satisfaction: the importance of school working conditions and teacher characteristics. *Educational Review*". 73(1), 71–97.
- [19] Upadhyaya, P. (2006), "Personality of Emotionally Intelligent Student- Teachers". *Journal of Educational Studies*, Vol. 4.No.1 & 2.