

WORK SATISFACTION AMONG THE SECONDARY SCHOOL TEACHERS OF STATE AND PRIVATE INSTITUTIONS IN THE RANGAREDDY DISTRICT, TELANGANA

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ABSTRACT:

The suitable workload, student behaviour, and helpful school administration all play a major role in secondary school teachers' job Satisfaction. Despite their enthusiasm for teaching, many secondary school teachers face the possibility of burnout. Therefore, keeping skilled teachers requires supporting school administration and a pleasant school climate.

Satisfaction at work is Employees develop various aspects of the product from various settings. It boosts productivity and fortifies emotional ties. The academic performance of secondary school teachers in Rangareddy is significantly impacted by their job happiness since it boosts their productivity and fortifies their emotional connection with students. The job satisfaction of Rangareddy secondary school teachers is examined in this study. District, Telangana from Examining the Impact of Gender, Workplace, Experience, Age, and School Type The nature of the study was descriptive. Interviews were conducted with secondary school teachers in Rangareddy. The Telangana district of India provides the study's population.

The survey found that private school teachers are content in their roles when compared to public school teachers. In addition, it has been found that high school teachers in rural areas are happier in their jobs than their metropolitan colleagues. Beyond that, there is no discernible difference between male and female high school teachers' job satisfaction.

Thus, the study concludes that improving job happiness among teachers greatly depends on organisational support. Enhancing teachers' job satisfaction should be a top priority. According to this survey, job satisfaction organisations should develop self-motivated teams in schools because freedom is the most sought-after attribute in the workplace. Opportunities for self-development, short-term courses, seminars, workshops, high recognition, and rewards for excellent work are some ideas for boosting job satisfaction.

KEYWORDS: Increased job satisfaction, job Satisfaction, Teacher at High School ,Gender, Experience, Workplace.

INTRODUCTION

Education is crucial for turning a population into useful human capital, and it is the foundation of a great nation. These days, it is thought that the growth of human capital plays a major role in explaining why different nations perform differently economically and socially. As a result, education is crucial for the advancement of both individuals and society. Dedicated teachers are at the core of the training system and are essential to its success. Your influence extends far beyond the classroom because she plays a crucial role in helping future generations realise their full potential.

For success and long-term advancement, teachers and education are intrinsically intertwined. Every nation is built on its teachers, whose duties go well beyond merely teaching. She contributes to the design of the country's outlook, efficiency, and future-oriented abilities across generations. Whether or not a teacher's workplace fulfils their unique needs has a big impact on their effect. Their vital and indispensable contribution to the advancement of society and the country emphasises the need of constantly evaluating and enhancing their abilities002E

Teachers' place in society and education may evolve, but their significance never changes. Teachers are essential to the development of the country and its future people. In every industry, but particularly in the teaching profession, job satisfaction and institutional commitment are crucial elements.

Student learning and school productivity are significantly impacted by job satisfaction. Teachers that are happy with their jobs are more driven to instruct their students well. her employment. As a result, dedicated teachers are always able to instill in her a sense of delight, passion, and complete dedication. Teachers' performance and commitment are important aspects of education. The emotional and psychological aspects of every workplace are included in job satisfaction. It explains how expectations and reality interact. Effectiveness can rise in response to unsatisfactory work, and vice versa.

The degree of job satisfaction can be affected by a variety of factors, including individual factors like personality, age, education, marital status, intelligence, skills, and work orientation; social factors like relationships with coworkers and superiors, group work and norms as well as opportunities for interaction; organisational factors like type and size, formal structure, personnel policies and procedures, nature of work, supervision and management style, management systems, and working conditions; and cultural factors like attitudes, beliefs, and values.

Teachers' job satisfaction

The degree to which teachers are happy and content with their employment is measured by their job satisfaction. It includes their general well-being with regard to things like workload, workplace culture, relationships with coworkers and pupils, acknowledgement, and pay. Teachers' motivation and well-being are reflected in their job satisfaction, which can affect their performance, dedication to the field, and calibre of instruction. As a result, it plays a critical role in the efficiency of both public and private educational establishments. The degree to which each teacher's requirements are satisfied in relation to their employment determines their level of job satisfaction. Excellent academic results and high-quality instruction depend on motivated and satisfied teachers.

Key factors influencing job satisfaction

Student behavior and discipline: A positive, orderly classroom climate with minimal disruptions is one of the strongest indicators of teacher satisfaction and retention in the profession.

Supportive leadership: Teachers who feel supported by their school principals and can participate in school decisions report significantly higher levels of satisfaction.

Workload: Administrative burdens, large class sizes, and the pressure of grading negatively impact well-being. Burnout remains a major cause of low job satisfaction. School type: Public school teachers often report greater job security, better benefits, and stronger union support, while private school teachers may benefit from smaller class sizes and a closer sense of community.

LITERATURE REVIEW

The results of Tripathi S.'s study from 2025 showed the degree of work satisfaction from private schools. Compared to teachers at public schools, there are much fewer teachers at private schools. According to Patel SD's study from 2023, the group of private school teachers... Chauhan is happier in his position as a state school teacher. According to M's (2022) findings, there is no discernible difference between male and female teachers, and both urban and rural schools report high levels of job satisfaction. Teachers who get state funding report higher levels of job satisfaction, as do teachers with more than 10 years of professional experience. Mosahid M. (2020) discovered that while experienced teachers with less than 15 years of professional experience reported higher levels of job satisfaction, married teachers reported higher levels than single teachers. Bordhan (2015) examined variations in job satisfaction. satisfaction among male and female educators, as well as among teachers with different levels of experience.

The study's objective was to ascertain high school teachers' levels of job satisfaction. Due to the National Training Policy, a teacher's function within a school is determined in large part by their work luck. For this reason, the researcher has chosen to carry out this investigation.

School Teacher Work Satisfaction

The degree to which teachers are happy and content with their employment is measured by their job satisfaction. It includes their general well-being with regard to things like workload, workplace culture, relationships with coworkers and pupils, acknowledgement, and pay. Teachers' motivation and well-being are reflected in their job satisfaction, which can affect their effectiveness, retention, and teaching quality. As a result, it plays a critical role in the efficiency of both public and private educational establishments.

The degree to which a person's professional needs are satisfied determines their level of job satisfaction. High-quality instruction and outstanding academic outcomes depend on a teacher's motivation and sense of fulfilment.

Justification from the study

An emotional reaction that impacts teacher performance and, consequently, the standard of education is job satisfaction. Teachers may greatly raise the standard of instruction in schools when they are happy with their jobs. However, her unhappiness is likely to cause more harm than good. The national training policy is held A society's cultural and social ideals are reflected in the standing of its instructors. It emphasises how crucial skilled, committed, and inspiring educators are to advancing educational endeavours. This has a direct bearing on teacher satisfaction. Workforce development may benefit from an understanding of employment satisfaction and student outcomes. creating plans to enhance teacher assistance and assessing the success of initiatives in both public and private schools.

In conclusion, research is today important not only for those who want to work in the education sector but also for political decision-makers regarding the distribution of resources, instructors' customer loyalty, and eventually raising the standard of the educational system.

Goals from the study
To study the Work Satisfaction from High School Teachers and compare The Work satisfaction level from Condition run and private in possession Institutions.
To analyze the Work Satisfaction level from Female and Male teachers.
To study the Work Satisfaction level based of experience and age.

Hypotheses

1. The work satisfaction of condition-run and private teachers at the school is not significantly different from one another.
2. There is no discernible difference between male and female instructors' levels of job satisfaction.

METHODOLOGY

Data is being gathered and used the descriptive opinion survey Technique: Random sampling is used to gathering data.

Sample

10 schools in Telangana's Ranga Reddy district were chosen at random for the study, and twenty teachers- five men and five women- were selected from each school, for a total random sample of 200 teachers. The method from randomly sampling is used in the investigation; it guarantees that every article in the population has an equal probability during the selection process, and the samples are chosen at random.

Sampling Technology-In this Research, DataWas collected use Random sample.

Data Collection Procedure – Data from the chosen sample was gathered for this study using a standardised instrument. For the poll, the researcher chose 200 educators from Telangana's Ranga Reddy area. Work satisfaction is measured via a questionnaire. Prior to data collection, the school administration issued a permit. The researcher gave the chosen teachers instructions on how to complete the questionnaires. Before the instruments were utilised, they were also explained the relevance and goal of the study.

Statistical methods used – Descriptive statistics were used to analyse the data. The t-test, mean, and standard deviation were used to test the study hypothesis.

Analysis and interpretation from Data

For a long time, scientists and researchers have talked a lot about job happiness. This significant issue has garnered significant attention globally since the start of industrialisation and currently impacts all organisations. Additionally, the educational system has evolved into an organization. In order to make the educational system more dynamic and effective, assessing teachers' job satisfaction has emerged as a key area of study in the field of education.

Hypothesis 1 –There exists some Average level from Job satisfaction under High Pupils.

TABLE1-WorksatisfactionfromHighSchoolTeacher

		NO.	Average	Standard deviation
Government.	Rural	50	25.95	2,544
	Urban	50	23.75	6,016
	Subtotal	100	24.96	4,039
Private	Rural	50	27.25	2,633
	Urban	50	26.50	2,838
	Subtotal	100	26.69	2,988
In total		200	25.83	3,646

Source: Compiled from survey data

Interpretation

Table 1 displays the 200 teachers' computed work satisfaction scores, which vary from 11 to 29, with a mean of 14.5. The mean job satisfaction score for 160 teachers is 25.825 with a standard deviation of 3.645, which is higher than the mean work satisfaction score of 14.5. due to the higher than normal levels of teacher work satisfaction. This implies that educators are content in their existing roles.

Hypothesis 2–There is NO static significant inequality in the Teacher Worksatisfaction from Condition run and Teachers at private schools.

TABLE2-Influence from management to the Worksatisfaction Results Teachers

	Type from Property	N	Mean	Standard. deviation	t-value
Work Satisfaction rating	Government.	100	24.9625	4,0392	3,071
	Private	100	26,6875	2.9877	

Source: Compiled from survey data

Interpretation

At a significance level of 5%, Table 2's t-value of 3.071 is greater than the tabulated t-value of 1.96. As a result, the second hypothesis is disproved. It has been shown that there is a statistically significant difference in work satisfaction outcomes between private and state-owned institutions. It's amazing Teachers in private schools, for instance, report higher levels of job satisfaction than those at state institutions.

Hypothesis 3 - There is no statistically significant difference in job satisfaction between male and female teachers.

TABLE 3: Influence from Gender to the Worksatisfaction from High School Teacher

Gender-related Worksatisfaction Score from School Teacher						
Gender	Group	N	Mean	Standard deviation	t-value	
Female	Government.	50	25,075	3,3158	-1,941	- 0.13
	Private	50	26,500	3.2502		
Masculine	Government.	50	24,850	4.6934	-2,359	
	Private	50	26,875	2,7286		

Source: Compiled from survey data

Interpretation

Because the computed t-value of -1.941 is less than the tabulated t-value of 1.96 at a significance level of 5%, Table 3 demonstrates that the results for the female instructors are not statistically significant. Results of a hand, many teacher are statistically significant since the 2,359 t-value is greater than the at a 5% significance level, the table t-value is 1.96. It should be mentioned that although male professors appear to be more valuable, this is untrue. The female teacher's work satisfaction score Because the computed t-value of 0.13 is less than the t-value of 1.96 at a significance level of 5%, the results do not approach statistical meaning. As a result, it was demonstrated that there is no statistically significant inequality under work satisfaction. Findings from both male and female educators support hypothesis H3.

Hypothesis 4 – There is no statistical important discrepancy in the job satisfaction of teachers working in rural and urban areas.

TABLE 4: Influence from workplace to the Worksatisfaction from High School Teacher.

Location	Group	N	Mean	Standard. deviation	t-value	
Rural	Government.	50	25,425	3,1123	-3,345	2,194
	Private	50	27,475	2,3093		
Urban	Government.	50	24.50	4,7878	-1.51	
	Private	50	25.90	3,3878		

Source: Compiled from survey data

Interpretation

Teachers in rural private schools report higher levels of job satisfaction than those at rural state schools (Table 4). Because the computed t-value (3.345) is greater than the tabulated t-value (1.96) at the 5% significance level, the results are statistically significant.

On the other hand, compared to their urban school counterparts, instructors at urban private school's express greater job satisfaction. Governmental educational institutions. Nevertheless, the results do not achieve statistical significance because the computed t-value from 1.51 is smaller than 1.96 at a significance level of 5%.

It is evident from the example that teachers in rural locations report greater levels of job satisfaction than those in metropolitan areas. The rated t-value from 2,194 is higher than 1.96 at the 5% significance level, indicating that the results are statistically significant. This implies that teachers' job satisfaction differs significantly between urban and rural locations, refuting hypothesis H4.

Hypothesis 5 - There exists NO recognizable discrimination in Teacher work satisfaction between this with high up to 15 years and more than 15 years of professional experience.

TABLE 5: Influence from Experience to the Worksatisfaction from High School Teacher

Experience shows Worksatisfaction Score from Teacher						
Experience	Group	N	Mean	Standard. deviation	t-value	
Less than 15 years	Government.	41	25,854	2,8157	- 1,609	2,271
	Private	51	26,804	2,8144		
15 years or older	Government.	39	24,026	4,8801	- 2,471	
	Private	29	26,483	3,3125		

Source: Compiled from survey data

Interpretation

The results are not statistically significant because the computed t-value (1.609) is less than the value of 1.96 at the 5% significance level. Table 5 demonstrates that teachers at public institutions with less than 15 years of experience report lower job satisfaction than those in private institutions with the same number of years of experience. On the other hand, the outcomes are statistically significant for educators who have worked for at least 15 years. At a significance level of 5%, the computed t-value (2.471) is greater than the tabulated t-value of 1.96. It is noteworthy that compared to teachers at private educational institutions, state school teachers with at least 15 years of professional experience had lower average job satisfaction and a larger variance in job satisfaction scores. with Experience's same crowd. It implies that teachers with greater experience had lower overall mean scores and more variability in their job satisfaction scores.

The computed t-value of 2.271 is greater than the tabulated t-value of 1.96 at a significance level of 5%. This implies that teachers with less than 15 years of professional experience have better average job satisfaction than teachers with 15 years or more. There is statistical significance to these findings. The school teacher's work luck differs significantly based on their professional expertise, and hypothesis H5 is disproved, resulting in the diploma.

Hypothesis 6 - There is no statistically significant difference in the level of job satisfaction between educators under 40 and those over 40.

TABLE6: Influence from Old to the Worksatisfaction from HighSchool Teacher

Age-dependent job satisfaction score Teacher						
Old	Group	N	Mean	Standard. deviation	t-value	
Age up to 40 years	Government.	50	25,500	2,6787	- 2,061	1,188
	Private	50	26,727	2,6968		
Age over 40	Government.	50	24,476	4,9448	- 2,288	
	Private	50	26,639	3,3479		

Source: Compiled from survey data

Interpretation

Table 6: The result that instructors over 40 who work in state educational institutions report poorer job satisfaction than those who work in private schools is very significant, with a t-value of 2,061, which is greater as 1.96 at the 5% level. There is statistical significance to these findings. On the other hand, public sector instructors over 40 report much higher levels of job satisfaction. Because the computed t-value (2.228) is greater than the value of 1.96 at a significance threshold of 5%, 40 indicates that the results are statistically significant. It is noteworthy that compared to private school instructors in this age range, state school teachers over 40 report poorer job satisfaction and higher volatility in their values.

This study shows that although the average job satisfaction of instructors under 40 is higher, the value is lower. Since the t-value of 1.188 is less than 1.96 in the 5% Meaning at this level, the results are not statistically significant since this is above 40. This implies that the association is not statistically significant. The notion is supported by the obvious variations in teachers' job satisfaction based on their age.

Table 7: Level satisfactionTeachers

Dimensions from Worksatisfaction	Mean	SD
Financial support Opportunities	3.59	1,102
Just Proceedings	3.55	1,029
Recognition	3.70	.969
Bonuses	3.40	1,054
Appreciations	3.53	1,243
Regulations And laws	3.45	.947
Cooperation	3.80	.910
Freedom In The work Location	3.88	.927
Salary	3.61	1,004
Professional Capability	3.81	1,032
Contribution	3.65	.989
Physically Work Environment	3.74	.960
Training Opportunities	3.60	1,035
Bonuses	3.55	.989
Geographical Area	3.47	.834
Challenging Nature from work	3.61	1,127
Support out of Administration	3.65	.936
Care	3.57	.977
Given Profession change	3.50	1,124
Transfers	3.43	1,148

Source: Compiled from survey data

The degree of satisfaction with several facets of their work is displayed in the above table. The top of the table indicates a good response, and the average is 3. The table shows a high level of satisfaction with job freedom (mean = 3.88, standard deviation = 0.927). The outcome demonstrates that all satisfaction factors have an above-average mean.

RESULTS FROM THE RESEARCH

The following are the findings based on the interpretation and analysis of the data:

The school instructor is satisfied with her positions following the analysis.

The average job satisfaction of teachers in privately held schools is consistently better than that of their state-employed counterparts.

The gender-specific study indicates that depending on the type of institution, instructors' job satisfaction varies by gender; however, the effect is stronger for male teachers. The outcomes are not statistically significant, though.

Compared to other teachers, those employed by private schools in rural areas typically report higher levels of job satisfaction. To her peers in cities. The statistical significance of the difference suggests Higher job satisfaction is a result of the special benefits that the rural teaching environment brings.

Compared to their public-school counterparts, younger instructors at private schools report much higher levels of job satisfaction. There is a statistically significant difference.

Teachers with as few as fifteen years of experience report higher Compared to their contemporaries at state schools, they express more work satisfaction. Consequently, there is a static significant difference.

DISCUSSION FROM RESULTS

State school teachers in Telangana may be less satisfied with their jobs, but they are paid more and have better job security than private school instructors. be affected by elements like internet recommendation guidelines and other duties like surveys and electoral duty, as opposed to private tutors who are only allowed to work on educational projects.

Higher job satisfaction among male teachers in private schools may be related to things like greater compensation, more career options, or a more accommodating workplace.

According to the study, work-life balance, support systems, and female role models have a greater impact on

female teachers' job satisfaction than institutions.

Teachers in rural locations report higher levels of job satisfaction due to their sense of community, lower life costs, and sense of belonging. The challenges faced by urban educators—such as packed classrooms, unruly pupils, and administrative demands—often exceed the benefits of working at a private school. As a result, the working conditions at rural schools are better.

Younger educators in the education field Jobs are often more fulfilling, but people over 40 could find teaching to be tedious. Due to workload and transfers, government teachers over 40 are less satisfied with their jobs. Due to their flexibility, chances for creativity, and professional development possibilities, teachers in private school's express greater job satisfaction. Teachers in the public sector, on the other hand, frequently view their workplace as inflexible and uncreative, which can result in decreased job satisfaction.

While a private school teacher may be more content with her teaching job even after 15 years of experience, a government school teacher may have opted to work for the government because of its work security and possibilities for career financial support.

The study found that while experienced teachers in public schools may feel underappreciated or constrained, experienced teachers in private schools report greater job satisfaction due to their access to guidance positions, higher compensation, and greater recognition. These seasoned educators could feel more content with their jobs if they had more chances for professional growth, leadership positions, and career promotion.

CONCLUSION

There are notable variations according on the type of institution, gender, location, age, and professional experience. The conclusion study provides a thorough investigation from Work Satisfaction with School Teacher Insights. In general, private school teachers are more satisfied with their jobs; the inequalities are more noticeable among male teachers and teachers in rural schools. This teacher has more experience or is older. According to these findings, efforts to increase job satisfaction in the education sector should be adapted to the unique requirements and conflicts of the various teacher groups.

Targeted strategies, like better working conditions, more professional assistance, and better career possibilities, may be necessary to increase job satisfaction, particularly for public institutions. expansion. By taking care of these issues, a more fulfilling and encouraging a workplace that benefits educators and students in the long run.

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