**Job Satisfaction Among Secondary School Teachers in Tribal Areas of Odisha: A Comparative Study**

**Abstract**

This study investigates job satisfaction among secondary school teachers working in the tribal regions of Western Odisha. The study aimed to assess overall job satisfaction levels and examine variations based on gender, caste category, marital status, and years of teaching experience. A quantitative, descriptive survey design was employed. The sample consisted of 459 teachers drawn from 50 randomly selected secondary schools in tribal areas of Western Odisha. The Job Satisfaction Questionnaire (JSQ) by Amar Singh and T. R. Sharma was used to gather data. Findings revealed that male, married, and more experienced teachers reported significantly higher levels of job satisfaction. Though not statistically significant, differences among caste groups were observed; teachers from Scheduled Tribes (ST) and Other Backward Classes (OBC) reported the lowest satisfaction levels. The study concludes that improving job satisfaction is essential to strengthening educational outcomes in tribal areas. It recommends targeted professional development, mentorship, and supportive policy measures tailored to the needs of educators in these communities.

**Keywords:** Job satisfaction, Teachers, Secondary School Teacher, Tribal Areas, Western Odisha

**Introduction**

Job satisfaction is the degree of fulfilment or contentment teachers experience in their profession. It is an arbitrary emotion that expresses how teachers feel about how significant, satisfying, and fulfilling their profession is. Numerous elements, including the work environment, the duties involved, the relationships with co-workers and students, Workplace satisfaction is influenced by compensation and benefits, as well as the availability of possibilities for professional growth. Teachers need to be happy in their jobs since it has an impact on their motivation, dedication, and output. Teachers happy in their work are more likely to be dedicated to their field, be good teachers, and build stronger relationships with their pupils. Additionally, they are more likely to stay in their position and positively influence the growth and learning of their students. For educators, job satisfaction is essential because it impacts both their health and their capacity to instruct children. The term "job satisfaction" describes the favourable feelings and perspectives that educators have about their work, such as their sense of engagement, fulfilment, and contentment. Researching job satisfaction among tribal teachers can provide useful insights into the elements that influence their professional fulfilment and well-being. These educators play an important role in shaping the brains of kids in indigenous communities, who frequently face unique difficulties and situations. Understanding the dynamics of work satisfaction among tribal teachers not only helps them improve personally and professionally, but it also informs policies and initiatives targeted at improving educational quality in tribal communities. Tribal teachers frequently work in distant and underprivileged communities, which pose unique problems such as limited resources, cultural hurdles, and isolation. Job satisfaction research aids in identifying the individual pressures and hurdles that affect morale and motivation in employees. Understanding these difficulties allows policymakers and educational stakeholders to develop focused solutions, enhancing the working circumstances and well-being of indigenous teachers.

The retention and recruitment rates of teachers are closely linked to job satisfaction. High levels of job satisfaction are probably going to boost teachers' dedication and tenure in the field. Tribal institutions may find it more difficult to recruit new talent if employees are dissatisfied with their jobs. Research findings can help to shape activities targeted at increasing job satisfaction among tribal teachers, improving stability and continuity in the teaching field. Teacher work satisfaction has been linked to student performance and learning outcomes. Satisfied instructors are more involved, dedicated, and successful in their teaching techniques, which improves student motivation and academic achievement. Research on indigenous teachers' work happiness can offer insight into the relationships between teacher well-being and student learning, underlining the necessity of investing in teacher support and professional development to improve educational results in tribal communities. Research permits the identification of elements that influence tribal teachers' job satisfaction. This includes supportive leadership, chances for professional growth, recognition, decision-making autonomy, and a healthy school culture. By identifying these supporting elements, policymakers may develop programs and activities that foster a positive work environment and increase indigenous teachers' job satisfaction.

General well-being and mental health have a strong influence on job satisfaction. Teachers with high levels of job satisfaction experience less stress, burnout, and absenteeism. In contrast, low job satisfaction can lead to emotional weariness and disenchantment with the career. Research on work satisfaction among tribal teachers highlights the need to address teacher well-being and mental health in educational policy and practice, establishing a friendly and sustainable teaching environment. However, the critical analysis of available related literature and the significance of digital Competency skills and job satisfaction of teachers working in tribal areas makes it clear that a smaller number of studies have been conducted in the context of Odisha, particularly in Western Odisha. Along with this, the study of digital Competency skills and job satisfaction among secondary school teachers working in tribal areas has relevance in the present context, by which the level of these cited variables can be studied, and accordingly, some policies and reforms will be made in this regard.

Job satisfaction among teachers has emerged as a central theme in educational research. Previous studies have examined how it is influenced by different variables such as gender, age, teaching experience, type of school, compensation, workplace environment, emotional intelligence, motivation, leadership style, digital competence, and institutional support. However, findings across various studies are mixed, which highlights the complex and multifaceted nature of the job satisfaction of teachers. previous research has shown that gender is one of the most common variables researched when it comes to job satisfaction. While the results are inconsistent, some previous studies found that male teachers have higher job satisfaction compared to female teachers (Abdullah et al., 2009; Mabekoje, 2009). However, in contrast, there was no substantial difference between female and male teachers (Mahmood et al., 2011; Bashir, 2017; Mocheche et al., 2017). Research suggests that female teachers often experience greater job satisfaction, partly because of the emotional connection and fulfilment they get from working closely with students (Luleci & Coruk, 2018; Sharma, 2023; George, 2023). Emotional maturity also plays an important role. Teachers who are more emotionally mature tend to handle stress better, stay positive, and adapt more easily to challenges, which helps boost their overall job satisfaction (Meher et al., 2025). These findings indicate that gender is not, on its own, a reliable predictor of job satisfaction. Previous studies revealed that teaching experience and age also influence job satisfaction among teachers. Many studies indicate that more experienced teachers report a higher level of satisfaction. This may be due to their competence, classroom management, and pedagogical practices (Jurado et al., 2019; Kaur, 2024; Akhtar & Ganai, 2024). On the other hand, less experienced teacher faces many challenges such as workload pressure, limited support, and lack of confidence, which negatively impact their job satisfaction (Naik, 2024). Still, the relationship between professional development activities and job satisfaction is not absolute in all circumstances and can also be different given the institutional setup and professional growth opportunities. The type of school (Govt. vs private) has emerged as a significant factor that affects teacher satisfaction. Some studies indicate that private school teachers had higher levels of job satisfaction due to better teaching resources, smaller class sizes, and advancement of career opportunities (Bhat, 2018; Chaudhari & Parikh, 2022; Muthaiyan, 2022). In contrast, govt school teachers also experience a higher level of job satisfaction due to job security, pension schemes, and a sense of public service (Ahmed, 2014; Muthaiyan, 2022). Thus, the job satisfaction of teachers may depend on factors like stability versus professional growth, compensation, and working conditions. Studies show that teachers have greater satisfaction when they have received adequate financial and non-financial support (Muguongo et al., 2015; Arifin, 2015). However, some previous studies revealed that teachers experience dissatisfaction due to low salary, particularly in underfunded schools or rural areas where they face harsh working conditions and limited resources (Abdunnazar & Moshahid, 2020). Such disparities highlight the need for policy reform aimed at equitable compensation and workplace improvements. Teachers' job satisfaction is also influenced by the work environment and leadership style. Teachers’ satisfaction is also positively associated with leadership, support, autonomy and encouragement of innovation (Elmazi, 2018; Oswald, 2022). On the other hand, Disempowerment and morale of the teachers are reduced due to authoritarian or unsupportive leadership style (Shankar & Bose, 2022). Previous studies also indicate that teacher motivation and satisfaction are enhanced by support from peers, participatory decision-making, and fair workload distribution (Jurado et al., 2019). Emotional intelligence is another significant psychological determinant of job satisfaction. Emotionally intelligent teachers are better equipped to handle stress, foster positive relationships, and maintain a supportive classroom climate, which contributes to job satisfaction (Akomolafe & Ogunmakin, 2014). On the other hand, Burnout and dissatisfaction are increased due to low emotional intelligence (Goswami, 2013), which indicates the need for emotional skills training in teacher education programs. Job satisfaction is equally dependent on motivation. Teachers who are internally motivated and have a purpose in their work life have a higher level of job satisfaction (Yilmaz & Kiral, 2014). Satisfaction is also influenced by various factors such as professional development opportunities, recognition, and career progression. However, external rewards may not be sufficient for long-term job satisfaction, and the internal factors, such as self-fulfilment and commitment to student growth, are equally important.

In technology-enhanced education, digital competence has recently been identified as a relevant factor in teacher job satisfaction. Teacher with higher digital proficiency and adaptability in their teaching contributes to an increase in teacher job satisfaction (Kaur, 2024a). The capacity to successfully embed technology into teaching routines has emerged as an essential element of teacher well-being. Studies revealed that teachers in urban areas exhibit higher satisfaction due to better access to resources, professional networks, and support systems (Msuya, 2016; Lamaro & Okello, 2024; Kaur, 2024b). On the other hand, rural teachers have lower job satisfaction because they may struggle with isolation, limited infrastructure, and a lack of training opportunities. Addressing these regional challenges is important for ensuring equitable support for teachers across different settings. Also, some previous studies revealed that personal and family-related factors also impact job satisfaction. Teachers with good family support and a sound work-life balance tend to be more job-satisfied (Bashir, 2017). Conversely, some studies suggest that those teachers who are dealing with personal stress or familial responsibilities may experience emotional strain that affects their professional contentment. This finding indicates the relationship between personal and professional life in determining overall job satisfaction. Finally, the research on teacher job satisfaction indicates that it is a complex concept which affected by many factors like personal, professional, and institutional factors. While certain patterns, such as the role of compensation, leadership style, and professional experience, are clear, the mixed findings highlight how job satisfaction depends on context and can change over time. Future studies must employ longitudinal and mixed-method designs to better realize how these factors interact over time and create specific interventions to further teacher satisfaction in diverse educational settings. Considering the research gaps in terms of knowledge, evidence, and findings, this present study was undertaken.

**Objectives of the Study**

1. To study the level of job satisfaction among secondary school teachers working in tribal areas
2. To compare the job satisfaction of secondary school teachers working in tribal areas with reference to gender, category, marital status, and year of teaching experience

**Hypotheses of the Study**

1. There exists no significant difference in the job satisfaction of secondary school teachers working in tribal areas with reference to gender.
2. There exists no significant difference in the job satisfaction of secondary school teachers working in tribal areas with reference to category.
3. There exists no significant difference in the job satisfaction of secondary school teachers working in tribal areas with reference to marital status.
4. There exists no significant difference in the job satisfaction of secondary school teachers working in tribal areas with reference to year of teaching experience.

**Delimitations of the Study**

* The present study was delimited to the job satisfaction among secondary school teachers working in tribal areas.
* The present study was delimited to the tribal areas of Western Odisha i.e., Sambalpur, Jharsuguda, Sonepur, Deogarh, Jharsuguda, Sundergarh, Bargarh, Balangir.
* The present study was limited to demographic variables such as gender, category, marital status and year of teaching experience.

**Methodology**

* **Nature of the Study:** This research employed a quantitative approach, aiming to explore the level of job satisfaction among secondary school teachers serving in tribal regions.
* **Method and Design:** The study adopted a descriptive survey design to examine job satisfaction among these educators.
* **Population and Sample:** The study targeted all secondary school teachers in Western Odisha as its population. From the pool of secondary schools in the region, 50 schools were randomly selected. All teachers from these selected schools were included in the sample, resulting in a total of 459 participants. Efforts were made to ensure the sample represented diversity in terms of gender, geographical location, and years of teaching experience. The table below shows the sample size regarding demographic variables.

Table 1. Variable wise distribution of sample with N and percentages

|  |  |  |  |
| --- | --- | --- | --- |
| **Variable** | **Levels** | **N** | **Percentage** |
| Gender | Male | 235 | 51.19% |
|  | Female | 224 | 48.80% |
| Teaching Experience | High | 223 | 48.58% |
|  | Low | 236 | 51.41% |
| Marital Status | Married | 236 | 51.41% |
|  | Unmarried | 223 | 48.58% |
| Category | ST | 126 | 27.45% |
|  | SC | 134 | 29.19% |
|  | OBC | 119 | 25.92% |
|  | GEN | 80 | 17.42% |

**Tool and Techniques**

A standardized Job Satisfaction Questionnaire (JSQ) developed by Amar Singh and T. R. Sharma was adopted for the present study. The JSQ was constructed based on the theoretical framework proposed by Ginsberg and Kelliberg. Drawing from relevant literature and theoretical insights, the developers identified two broad dimensions of job satisfaction: intrinsic and extrinsic. Initially, 40 items were selected for a pilot study based on the evaluations of 30 expert judges. During the try-out phase, 10 items were eliminated, resulting in a final set of 30 items. Each item included five response options, making it a 5-point rating scale. However, it was not a traditional Likert scale, as it incorporated situational statements and questions. The JSQ was evaluated for concurrent validity by comparing it with Muthayya’s Job Satisfaction Questionnaire, yielding a correlation coefficient of 0.743. This indicated a strong degree of concurrent validity. Additionally, input from 30 subject matter experts was sought throughout the development process, from item construction to item analysis, establishing both face and content validity. The test-retest reliability of the JSQ was reported as 0.978 (N = 52), demonstrating that the scale is highly reliable.

**Statistical Techniques**

To achieve the objectives of the study and analyse the collected data, descriptive statistics such as mean and standard deviation were used to summarize the data, while inferential statistics including independent sample t-tests and one-way ANOVA were applied to examine the significance of differences in mean scores between groups.

**Data Analysis & Results**

**A. Descriptive Analysis:**

The data presented sheds light on the job satisfaction levels of secondary school teachers working in tribal areas of Odisha, analysing the impact of gender, teaching experience, marital status, and caste on their job satisfaction.

Table 2 Variable-wise N and Mean of Job Satisfaction

|  |  |  |  |
| --- | --- | --- | --- |
| **Variables** | **Levels** | **N** | **Mean** |
| Gender | Male | 235 | 109.61 |
|  | Female | 224 | 102.38 |
| Teaching Experience | High | 223 | 108.98 |
|  | Low | 236 | 102.04 |
| Marital Status | Married | 236 | 99.20 |
|  | Unmarried | 223 | 104.81 |
| Category | ST | 126 | 102.07 |
|  | SC | 134 | 104.52 |
|  | OBC | 119 | 100.08 |
|  | GEN | 80 | 103.36 |

Figure 1. Mean scores of job satisfaction in terms of demographic factors

**Descriptive results of job satisfaction with reference to Gender**

Gender-wise, male teachers (mean score of 109.61) report higher job satisfaction compared to female teachers (mean score of 102.38). This suggests that male teachers in these areas may experience more positive work experiences, perhaps due to differences in workload, support, or societal expectations. Female teachers might face unique challenges that affect their job satisfaction, such as additional domestic responsibilities or fewer professional support networks, which could contribute to the lower satisfaction levels.

**Descriptive results of job satisfaction with reference to the Category**

Regarding the **caste category**, job satisfaction also varies across different groups. Teachers from the **ST (Scheduled Tribe)** category (mean score of 102.07) report the lowest job satisfaction, while **SC (Scheduled Caste)** teachers (mean score of 104.52) show slightly higher satisfaction. Teachers from the **GEN (General)** category (mean score of 103.36) have moderate job satisfaction, and **OBC (Other Backward Classes)** teachers (mean score of 100.08) report the lowest satisfaction levels among the caste groups. These variations could be influenced by socio-economic and cultural factors that impact teachers from different caste backgrounds. Teachers from marginalized communities, such as ST and OBC, may face additional challenges in their professional lives, including limited access to resources, fewer professional development opportunities, and potential societal biases that affect their work environment. These factors can contribute to a sense of lower job satisfaction. On the other hand, SC and GEN teachers may have comparatively better access to professional growth opportunities, support, and resources, leading to higher satisfaction levels.

**Descriptive results of job satisfaction with reference to Marital status**

Looking at **marital status**, unmarried teachers (mean score of 104.81) have higher job satisfaction than married teachers (mean score of 99.20). This difference might be attributed to the personal responsibilities that married teachers bear, which can sometimes conflict with their professional obligations, leading to stress and lower satisfaction. Unmarried teachers may have more time and flexibility to devote to their careers and personal development, contributing to higher job satisfaction. Additionally, unmarried teachers might not face the same level of social pressure and expectations that married teachers might experience in their professional environments.

**Descriptive results of job satisfaction with reference to Teaching Experience**

In terms of teaching experience, teachers with **high experience** (mean score of 108.98) report higher job satisfaction than those with **low experience** (mean score of 102.04). This could indicate that more experienced teachers are more comfortable and confident in their roles, having established themselves in their careers, developed better classroom management skills, and likely gained more recognition. In contrast, newer teachers may face challenges such as adjusting to the demands of the job, managing diverse classroom needs, and navigating the complexities of the profession, which could lead to lower job satisfaction.

**B. Comparative Analysis of Job Satisfaction**

In the present study, gender, teaching experience, marital status, and category were taken as demographic variables. Based on the levels of the variables, the comparative analysis has been made which is presented below.

**Gender wise N, Mean, SD, t-value, and p-value of job satisfaction**

Table 3 Gender wise N, Mean, SD, t-test & p-value of Job Satisfaction

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Gender | N | Mean | SD | Df | t-test | p-value | Remarks |
| Male | 235 | 109.61 | 16.408 | 457 | 3.87 | .000 |  |
| Female | 224 | 102.38 | 18.467 |

Figure 2. Mean scores and N of job satisfaction in terms of gender

The data compares job satisfaction levels among secondary school teachers working in tribal areas of Odisha, based on gender. The male group, consisting of 235 teachers, has a mean job satisfaction score of 109.61 with a standard deviation of 16.408, while the female group, with 224 teachers, has a mean score of 102.38 and a standard deviation of 18.467. A t-test was performed to assess the statistical significance of the difference between the two groups, yielding a t-value of 3.87 and a p-value of 0.000. The p-value is significantly lower than the standard significance level of 0.05, indicating that the difference in job satisfaction between male and female teachers is statistically significant. These results suggest that male teachers report higher job satisfaction compared to female teachers working in tribal areas of Odisha. The higher standard deviation in the female group indicates greater variability in their job satisfaction levels, whereas the male group shows more consistency in their responses. These findings may reflect gender-related factors influencing job satisfaction, such as workload, support systems, or socio-cultural dynamics in tribal regions. Further research could explore these factors in more depth to understand why male teachers are more satisfied with their jobs than their female counterparts.

**Category-wise results of ANOVA of job satisfaction**

Table 4(a) Descriptive statistics

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Descriptive** | | | | | | | | | |
| job.satisfaction | | | | | | | | | |
|  | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
| Lower Bound | Upper Bound |
| ST | 126 | 102.07 | 19.677 | 1.753 | 98.60 | 105.54 | 59 | 144 |
| SC | 134 | 104.52 | 19.015 | 1.643 | 101.27 | 107.77 | 69 | 174 |
| OBC | 119 | 100.08 | 16.870 | 1.546 | 97.02 | 103.15 | 67 | 145 |
| GEN | 80 | 103.36 | 17.415 | 1.947 | 99.49 | 107.24 | 65 | 142 |
| Total | 459 | 102.50 | 18.417 | .860 | 100.81 | 104.19 | 59 | 174 |

Table 4(b) Results of One-Way-ANOVA

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ANOVA** | | | | | |
| job.satisfaction | | | | | |
|  | Sum of Squares | Df | Mean Square | F | Sig. |
| Between Groups | 1325.308 | 3 | 441.769 | 1.305 | .272 |
| Within Groups | 154029.437 | 455 | 338.526 |  |  |
| Total | 155354.745 | 458 |  |  |  |

The ANOVA table examines the differences in job satisfaction among secondary school teachers working in tribal areas of Odisha based on various groupings (such as gender, teaching experience, marital status, and caste). The **Between Groups** sum of squares (1325.308) represents the variation in job satisfaction scores across different categories. The **Within Groups** sum of squares (154029.437) represents the variation within each category, indicating the diversity of responses among individuals within the same group. The **Mean Square Between** (441.769) is calculated by dividing the between-groups sum of squares by the degrees of freedom (df = 3), while the **Mean Square Within** (338.526) is calculated by dividing the within-groups sum of squares by its degrees of freedom (df = 455). The **F-statistic** (1.305) is a ratio of the between-group mean square to the within-group mean square. This value indicates that the variation between the groups is relatively small compared to the variation within the groups, suggesting that the differences between the groups are not substantial. The **p-value (0.272)**, which is greater than the commonly accepted significance level of 0.05, indicates that there is no statistically significant difference in job satisfaction across the groups being compared. This means that, based on the data, we cannot conclude that factors such as gender, teaching experience, marital status, or caste have a significant effect on the job satisfaction levels of secondary school teachers in these tribal areas.

In summary, the ANOVA results suggest that job satisfaction among teachers in this context is not significantly influenced by the variables analyzed in this study.

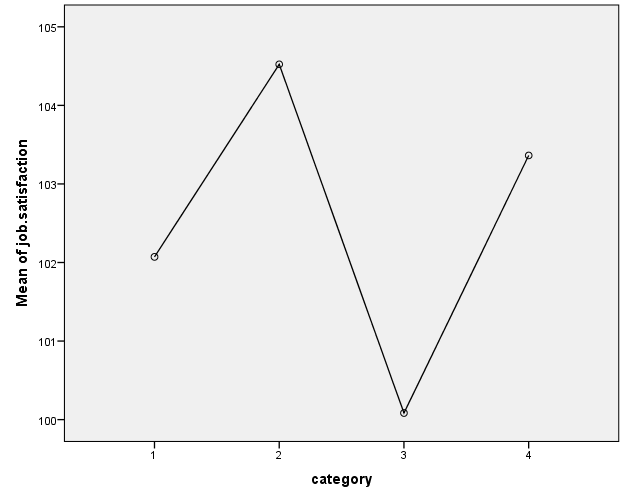


Figure 3. Mean scores of job satisfaction in terms of category

Regarding the **caste category**, job satisfaction also varies across different groups. Teachers from the **ST (Scheduled Tribe)** category (mean score of 102.07) report the lowest job satisfaction, while **SC (Scheduled Caste)** teachers (mean score of 104.52) show slightly higher satisfaction. Teachers from the **GEN (General)** category (mean score of 103.36) have moderate job satisfaction, and **OBC (Other Backward Classes)** teachers (mean score of 100.08) report the lowest satisfaction levels among the caste groups. But no significant differences were found in this regard.

**Marital Status wise N, Mean, SD, t-value, and p-value of job satisfaction**

Table 5. Marital status wise N, Mean, SD, t-test & p-value of Job Satisfaction

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Marital Status | N | Mean | SD | Df | t-test | p-value | Remarks |
| Married | 236 | 99.20 | 18.482 | 457 | 3.98 | .000 |  |
| Unmarried | 223 | 104.81 | 14.386 |

Figure 4. Mean score and N of job satisfaction in terms of marital status

The data compares job satisfaction levels among secondary school teachers in tribal areas of Odisha based on marital status. The married group, consisting of 236 teachers, has a mean job satisfaction score of 99.20 and a standard deviation of 18.482, while the unmarried group, with 223 teachers, has a mean score of 104.81 and a standard deviation of 14.386. A t-test was conducted to assess the difference between the two groups, yielding a t-value of 3.98 and a p-value of 0.000. The p-value is significantly lower than the standard significance level of 0.05, indicating that the difference in job satisfaction between married and unmarried teachers is statistically significant. These results suggest that unmarried teachers report higher levels of job satisfaction compared to their married counterparts. The unmarried group shows less variability in their job satisfaction scores, as indicated by the smaller standard deviation, while the married group demonstrates more variation in their responses. This may imply that marital status plays a role in shaping job satisfaction, with unmarried teachers potentially experiencing more job fulfilment. Further research could explore underlying factors such as personal responsibilities, work-life balance, or support says.

**Teaching Experience wise N, Mean, SD, t-value, and p-value of job satisfaction**

Table 6. Teaching experience-wise N, Mean, SD, t-test & p-value of Job Satisfaction

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Teaching Experience | N | Mean | SD | Df | t-test | p-value | Remarks |
| High | 223 | 108.98 | 15.122 | 457 | 4.43 | .000 |  |
| Low | 236 | 102.04 | 18.719 |

Figure 5. Mean scores and N of job satisfaction in terms of teaching experience

The data compares job satisfaction levels among secondary school teachers in tribal areas of Odisha based on their teaching experience. The group with high teaching experience (223 teachers) has a mean job satisfaction score of 108.98 and a standard deviation of 15.122, while the low-experience group (236 teachers) has a mean score of 102.04 with a standard deviation of 18.719. A t-test was conducted to assess the difference between the two groups, yielding a t-value of 4.43 and a p-value of 0.000. The p-value is significantly below the 0.05 threshold, indicating that the difference in job satisfaction between teachers with high and low teaching experience is statistically significant. The results suggest that teachers with more teaching experience report higher levels of job satisfaction compared to their less experienced counterparts. The lower standard deviation in the high-experience group indicates that their job satisfaction levels are more consistent, while the greater variability in the low-experience group suggests that their satisfaction levels are more spread out. These findings may indicate that with greater experience, teachers develop a stronger sense of job satisfaction, potentially due to factors such as greater confidence, familiarity with their roles, and better coping mechanisms. Further exploration could shed light on the specific elements contributing to these differences in job satisfaction.

**Discussion of the Results**

The present study examined job satisfaction among secondary school teachers working in tribal areas of Western Odisha. This study also examines the differences of job satisfaction based on gender, training experience, locality and social category. The findings of the study were interpreted based on previous literature to understand the patterns and inconsistencies results. Descriptive analysis revealed that male teachers reported higher job satisfaction compared to their female counterparts. This finding is consistent with earlier studies that suggest male teachers often report higher job satisfaction than females (Abdullah et al., 2009; Mabekoje, 2009). However, it must be noted that other studies have found no significant gender-based differences (Mahmood et al., 2011; Bashir, 2017; Mocheche et al., 2017), while still others reported higher satisfaction among female teachers due to emotional fulfilment and student relationships (Luleci & Coruk, 2018; Sharma, 2023; George, 2023). These contrasting findings point to the multifaceted nature of job satisfaction, suggesting that gender alone may not be a conclusive determinant and its impact may vary depending on cultural and institutional contexts. Similarly, teaching experience emerged as a significant factor in this study, with more experienced teachers showing higher job satisfaction. This aligns with prior research indicating that experienced teachers often possess stronger classroom management skills, greater professional confidence, and better adaptation to institutional environments, which enhance their job satisfaction (Msuya, 2016; Jurado et al., 2019; Goldag, 2020; Kaur, 2024b; Akhtar & Ganai, 2024). Conversely, novice teachers often encounter stressors such as lack of support and overwhelming workloads, which can negatively affect satisfaction (Naik, 2024). The current findings reinforce the need for mentorship and support systems for less experienced teachers, especially in tribal and under-resourced settings. The study also found that unmarried teachers reported significantly higher levels of job satisfaction compared to married teachers. This supports previous findings that highlight how familial responsibilities and work-life imbalances can lead to emotional strain, reducing overall satisfaction (Bashir, 2017). In contrast, teachers with fewer personal obligations may enjoy greater professional focus and flexibility. These findings underline the importance of work-life balance initiatives and institutional support systems that consider personal circumstances. While descriptive differences were observed across caste groups with ST teachers showing the lowest job satisfaction the statistical analysis revealed no significant differences in job satisfaction based on caste. This finding aligns with the view that socio-cultural background alone may not determine job satisfaction, particularly when institutional support, professional development, and individual resilience are factored in (Mustafa et al., 2020). Although disparities exist, they may not always reach statistical significance, emphasizing the importance of equitable resource distribution and culturally responsive support strategies.

**Conclusion**

The findings of the study titled "Job satisfaction among Secondary School Teachers working in Tribal Areas of Odisha in relation to Demographic Variables" reveal notable trends in the job satisfaction levels of teachers based on key demographic factors. This study offers valuable insights into the job satisfaction of secondary school teachers in the tribal regions of Western Odisha, highlighting key disparities influenced by gender, marital status, and teaching experience. Findings reveal that male, married, and more experienced teachers exhibit significantly higher job satisfaction, suggesting that personal and professional stability contributes positively to workplace contentment. Although caste-based differences were noted, they lacked statistical significance, with ST and OBC teachers reporting lower satisfaction compared to their SC and General category counterparts. The study also underscores the growing importance of digital competency in modern teaching, though its relationship with job satisfaction warrants further exploration. The use of a reliable and valid tool like the Job Satisfaction Questionnaire ensured comprehensive evaluation across various job-related dimensions. The implications of these findings are profound, especially for educational planners and policymakers. To enhance teacher satisfaction and thereby improve educational outcomes in tribal areas, the study recommends targeted professional development programs, mentorship opportunities, and inclusive policy measures that address the unique challenges faced by teachers in remote and underserved regions. Investing in the well-being and growth of teachers can ultimately foster a more motivated and effective teaching workforce, essential for uplifting educational standards in tribal communities.

**Disclaimer (Artificial Intelligence)**

The author(s) hereby declare that no generative AI technologies such as Large Language Models (e.g., ChatGPT, Copilot, etc.) or text-to-image generators were used during the writing or editing of this manuscript. All content is the original work of the author(s) and has been developed without the assistance of any AI tools.

**References**

Abdullah, M. M., Uli, J., & Parasuraman, B. (2009). Job satisfaction among secondary school teachers. *Jurnal Kemanusiaan bil., 13.*

Abdunnazar, P. T., & Moshahid, M. (2020). Job satisfaction among secondary school teachers. *International Journal of Creative Research Thoughts, 8*(11), 1059-1066.

Ahmed, O. (2014). Job satisfaction of teachers at private and public secondary schools. *Bangladesh Journal of Psychology, 20*, 31-41.

Akhtar, T., & Ganai, M. Y. (2024). Gender dynamic in job satisfaction and teaching competency among secondary school teachers in Kashmir: A comparative analysis. *The International Journal of Indian Psychology, 12*(1), 2607-2614. <https://doi.org/10.25215/1201.238>

Akomolafe, M. J., & Ogunmakin, A. O. (2014). Job satisfaction among secondary school teachers: Emotional intelligence, occupational stress and self-efficacy as predictors. *Journal of Education and Social Research, 4*(3), 487-498. <https://doi.org/10.5901/jesr.2014.v4n3p487>

Arifin, H. M. (2015). The influence of competence, motivation, and organisational culture to high school teacher job satisfaction and performance. *International Education Studies, 8*(1), 38-45. <http://dx.doi.org/10.5539/ies.v8n1p38>

Bashir, L. (2017). Job Satisfaction of teachers in relation to professional commitment. *The International Journal of Indian Psychology, 4*(4). <https://doi.org/10.25215/0404.007>

Bhat, A. A. (2018). Job satisfaction among high school teachers. *The International Journal of Indian Psychology, 6*(1), 45-53. <https://doi.org/10.25215/0601.027>

Chaudhari, P. S., & Parikh, P. (2022). Job satisfaction among primary and secondary school teachers. *The International Journal of Indian Psychology, 10*(3), 1758-1763. <https://doi.org/10.25215/1003.181>

Demirtas, Z. (2010). Teachers’ job satisfaction levels. *Procedia-Social and Behavioral Sciences, 9*, 1069-1073.

Elmazi, E. (2018). Principal leadership style and job satisfaction of high school teachers. *European Journal of Education, 1*(3), 42-48.

George, B. (2023). Job satisfaction as a key factor for developing the best teachers. *International Journal of Novel Research and Development, 8*(7), 963-967.

Goswami, M. (2013). A study of burnout of secondary school teachers in relation to their job satisfaction. *IOSR Journal of Humanities and Social Science, 10*(1), 18-26.

Hongying, S. (2007). Literature review of teacher job satisfaction. *Chinese Education & Society, 40*(5), 11-16.

Jurado, M. D. M., Perez-Fuentes, M. D. C., Atria, L., Ruiz, N. F. O., & Linares, J. J. G. (2019). Burnout, perceived efficacy, and job satisfaction: Perception of the educational context in high school teachers. *Biomed Research International*, 1-10. <https://doi.org/10.1155/2019/1021408>

Kaur, H. (2024b). Study of job satisfaction of secondary school teachers of Amritsar, *Edumania-An International Multidisciplinary Journal, 2*(3), 87-94. <https://doi.org/10.59231/edumania/9058>

Lamaro, G., & Okello, P. D. (2024). Job satisfaction and teachers’ performance in secondary schools in Gulu district. *East Africa Journal of Education, 7*(2), 271-290. <https://doi.org/10.37284/2707-3947>

Luleci, C., & Coruk, A. (2018). The relationship between morale and job satisfaction of teachers in elementary and secondary schools. *Educational Policy Analysis and Strategic Research, 13*(1), 54-70. <https://doi.org/10.29329/epasr.2018.137.3>

Mabekoje, S. O. (2009). Gender differences in job satisfaction among secondary school teachers. *African Journal of Research in Personal and Counselling Psychology, 1*(1). 99-108.

Mahmood, A., Nudrat, S., Asdaque, M. M., Nawaz, A., & Haider, N. (2011). Job satisfaction of secondary school teachers: A comparative analysis of gender, urban and rural schools. *Asian Social Science, 7*(8), 203-208. <https://doi.org/10.5539/ass.v7n8p203>

Meher, V., Sahu, T., Meher, S., & Bariha, K. (2025). The influence of emotional maturity and psychological well-being on teachers’ professional development in integrated teacher education programmes: A systematic review. *Asian Journal of Education and Social Studies, 51*(1), 305-320. <https://doi.org/10.9734/ajess/2025/v51i11749>

Mocheche, E. K., Bosire, J., & Raburu, P. (2017). Influence of gender on job satisfaction of secondary school teachers in Kenya. *International Journal of Advanced and Multidisciplinary Social Science, 3*(2), 40-48. <https://doi.org/10.5923/j.jamss.20170302.02>

Msuya, O. W. (2016). Exploring levels of job satisfaction among teachers in public secondary schools in Tanzania. *International Journal of Educational Administration and Policy Studies,* 8(2), 9-16. <https://doi.org/5897/IJEAPS2015.0435>

Muguongo, M. M., Muguna, A. T., & Muriithi, D. K. (2015). Effects of compensation on job satisfaction among secondary school teachers in Maara sub-country of Tharaka Nithi County Kenya. *Journal of Human Resource Management, 3*(6),47-59.<https://doi.org/10.11648/j.jhrm.20150306.11>

Mustafa, B., & Lleshi, S. (2024). The impact of lifelong learning and investments in employee development on employee productivity and performance. *Multidisciplinary Reviews*, *7*(8), <https://doi.org/2024175-2024175>.

Muthaiyan, R. (2022). A study on job satisfaction of higher secondary school teachers. *International Research Journal of Modernization in Engineering Technology and Science, 4*(2), 1713-1717.

Naik, S. K. (2024). A study of teacher effectiveness in relation to job satisfaction and occupational stress of secondary school teachers. *International Journal for Multidisciplinary Research, 6*(2), 1-8.

Shankar, P. & Bose, S. C. (2022). Job satisfaction among secondary school teachers*. Global Journal for Research Analysis, 11*(7), 54-57. <https://doi.org/10.36106/gjra>

Sharma, U. (2023). Type of school and job satisfaction among secondary school teachers. *International Journal of Science and Research, 12*(11), 1969-1971.

Yilmaz, M., & Kiral, E. (2014). The relationship between motivation and job satisfaction of secondary school teachers. *International Journal of Psycho-Educational Sciences.* 75-91.

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*