



A Comparative Study Of Job Satisfaction Of Government And Private School Teachers In Relation To Their Social Maturity

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Abstract

This study attempts to compare the level of job satisfaction of senior secondary school teachers of government and private schools with respect to social maturity. The hypothesis of the study is that there is no significant difference in the level of job satisfaction of senior secondary school teachers of government and private schools with respect to personal adequacy, inter-personal adequacy, social adequacy and social maturity. The researcher has used survey method in this study. To select the representative sample for the present study the research has employed two-stage random sampling technique. 400 senior secondary school teachers of district Dehradun and district Haridwar were selected randomly. Job satisfaction is the dependent variable and social maturity is the independent variable involved in the present study. Job Satisfaction Scale developed by Dr. Amar Singh and Dr. T.R. Sharma and Social Maturity Scale developed by Dr. Nalini Raohave been used to collect the data. Two-way analysis of variance has been used for the statistical analysis. Findings revealed that there was a significant difference in the level of job satisfaction of senior secondary school teachers of government and private schools. Senior secondary school teachers of government schools had higher job satisfaction. There was found a significant difference in the level of job satisfaction of senior secondary school teachers of government and private schools with respect to personal adequacy, inter-personal adequacy, social adequacy and social maturity. Senior secondary school teachers of government and private schools who had higher personal adequacy, inter-personal adequacy, social adequacy and social maturity had higher job satisfaction.

Keywords: Job Satisfaction, Government school Teachers, Private school Teachers and Social Maturity.

Introduction

Teachers are the architect of the society. They can perform their duty well if they are satisfied with their jobs. Job satisfaction among teachers encompasses the extent to which educators feel contented and fulfilled with their professional roles. It reflects their emotional responses to various facets of their job, including work environment, relationships with colleagues and students and administrative support. The definition of job satisfaction in the teaching profession has been explored extensively in academic literature.

It is often described as the degree to which teachers enjoy their jobs and the positive emotions they experience in the workplace. **Dreer (2021)** emphasized that teachers who experience high job satisfaction are healthier, more productive and more likely to retain their positions long-term. It underscores the multifaceted nature of job satisfaction, encompassing emotional well-being, professional engagement and a sense of achievement.

Moreover, it highlights the importance of positive workplace emotions in fostering job satisfaction among teachers. High levels of job satisfaction are indicative of positive emotions and a sense of accomplishment, whereas low levels may signal dissatisfaction and disengagement. Understanding this concept is crucial, as it directly influences teachers' motivation, performance and overall well-being. **Assaf&Antoun (2024)** highlighted the interconnectedness between teachers' occupational well-being and job satisfaction, emphasizing their collective impact on educational quality. The importance of job satisfaction among teachers cannot be overstated, as it significantly impacts both educators and students. Satisfied teachers are more likely to exhibit higher levels of motivation and commitment, leading to improved teaching performance and better student outcomes. Conversely, low job satisfaction can result in increased stress, burnout, and a higher likelihood of teachers leaving the profession.

Demirtas (2010) found that teachers with high job satisfaction provided higher quality teaching. High job satisfaction reduces turnover rates, ensuring that experienced and skilled educators remain in the profession. **Ingersoll (2011)** reported that teachers tend to leave their profession in the first few years of teaching due to low job satisfaction. A study by **Skaalvik&Skaalvik (2011)** found that teachers with higher job satisfaction reported lower levels of emotional exhaustion. **Ronfeldt, Loeb, & Wyckoff (2013)** suggested that higher job satisfaction leads to improved student achievement.

Several factors contribute to teachers' job satisfaction, including school working conditions, administrative support, student behaviour and opportunities for professional development. **Özkan&Akgeneç (2022)** demonstrated that factors such as professional development opportunities and positive school environments contribute to higher job satisfaction among teachers, which in turn positively affects their teaching efficacy. **Smith & Jones (2023)** found that tailored professional development programs significantly improved job satisfaction among teachers. A study by **Liu & Meyer (2024)** found that supportive leadership and positive student behaviour were significant predictors of job satisfaction among teachers.

In conclusion, job satisfaction among teachers is a complex and multifaceted construct that plays a crucial role in the effectiveness of educational systems. It influences not only the well-being and retention of teachers but also the quality of education that students receive. By understanding and addressing the factors that contribute to job satisfaction, educational institutions can create supportive environments that promote teacher well-being and enhance educational outcomes. Keeping this in mind the researcher tried to study and compare the job satisfaction of senior secondary school teachers of government and private schools with respect to social maturity.

Statement of the Problem

A comparative study of job satisfaction of government and private school teachers in relation to their social maturity

Objectives of the Study

The objectives of the present study are as follows:

1. To compare the level of job satisfaction of senior secondary school teachers of government and private schools with respect to personal adequacy.
2. To compare the level of job satisfaction of senior secondary school teachers of government and private schools with respect to inter-personal adequacy.
3. To compare the level of job satisfaction of senior secondary school teachers of government and private schools with respect to social adequacy.
4. To compare the level of job satisfaction of senior secondary school teachers of government and private schools with respect to social maturity.

Hypotheses of the Study

Following null hypotheses have been formed in the present study:

1. There is no significant difference in the level of job satisfaction of senior secondary school teachers of government and private schools with respect to personal adequacy.
2. There is no significant difference in the level of job satisfaction of senior secondary school teachers of government and private schools with respect to inter-personal adequacy.
3. There is no significant difference in the level of job satisfaction of senior secondary school teachers of government and private schools with respect to social adequacy.
4. There is no significant difference in the level of job satisfaction of senior secondary school teachers of government and private schools with respect to social maturity.

Methodology

1. **Method of the Study:** The researcher has used survey method for the present research work.
2. **Sample and Sampling Technique:** To select the representative sample for the present study the research has employed two-stage random sampling technique. 400 senior secondary school teachers of district Dehradun and district Haridwar were selected randomly. In the first stage, the researcher made separate list of government senior secondary schools and private senior secondary schools of district Dehradun as well as Haridwar. From the list of the government and private senior secondary schools the researcher selected 20-20 schools randomly using lottery method. Thus, 40 senior secondary schools were selected from district Dehradun. In the same way, 40 senior secondary schools were selected from district Haridwar. The researcher decided to select 5 teachers from each school. Thus, the researcher selected 100 teachers from the government senior secondary schools and 100 teachers from the private senior secondary schools of district Dehradun. Similarly, 100

teachers from the government senior secondary schools and 100 teachers from the private senior secondary schools of district Haridwar were also selected.

3. **Variables:** There are two type of variables in this study; dependent and independent. Job satisfaction is the dependent variable and social maturity is the independent variable involved in the present study.
4. **Research Scale Used:** To measure the job satisfaction of the teachers Job Satisfaction Scale developed by Dr. Amar Singh and Dr. T.R. Sharma was used. Social Maturity Scale developed by Dr. NaliniRaowas used to measure the social maturity of the teachers.
5. **Statistical Techniques:** Two-way analysis of variance has been used for the statistical analysis.

Analysis and Interpretation of Data

Table – 1(a): Mean and S.D. of the level of Job Satisfaction of Senior Secondary School Teachers of Government and Private Schools with respect to Personal Adequacy

Variable	School Type	Personal Adequacy	Job Satisfaction		N
			Mean	S.D.	
Job Satisfaction with respect to Personal Adequacy	Government	High	98.18	13.37	55
		Average	83.63	13.59	104
		Low	76.36	9.71	41
		Total	86.15	15.04	200
	Private	High	84.76	10.35	39
		Average	75.34	13.60	121
		Low	69.95	12.03	40
		Total	76.10	13.53	200
	Total	High	92.61	13.84	94
		Average	79.18	14.18	225
		Low	73.19	11.32	81
		Total	81.12	15.15	400

Source: Researcher's Data Analysis, 2024.

The table 1(a) shows mean and S.D. of the level of job satisfaction of senior secondary school teachers of government and private schools with respect to personal adequacy.

The table shows that the mean scores of the job satisfaction of government school teachers having high, average and low personal adequacy is 98.18, 83.63 and 76.36 respectively. It means that government school teachers having high personal adequacy have above average job satisfaction while government school teachers having average and low personal adequacy have average job satisfaction.

Mean scores of the job satisfaction of private school teachers having high, average and low personal adequacy is 84.76, 75.34 and 69.95 respectively. It means that private school teachers having high and average personal adequacy have average job satisfaction while private school teachers having low personal adequacy are dissatisfied with their job.

These mean values indicate that government and private school teachers having high personal adequacy have highest job satisfaction while government and private school teachers having low personal adequacy have least job satisfaction.

Table – 1(b): ANOVA for the comparison of the level of Job Satisfaction of Senior Secondary School Teachers of Government and Private Schools with respect to Personal Adequacy

Source	SS	df	MS	F-value	Result
School Type	7115.723	1	7115.732	43.539**	Significant
Personal Adequacy	15505.792	2	7752.896	47.438**	Significant
Interaction	607.174	2	303.587	1.858	Insignificant
Between Group	27137.696	5	5427.539		
Within Group	64392.054	394	163.432		

Source: Researcher's Data Analysis, 2024.

** = 0.01 Level of Significance.

The table 1(b) shows ANOVA for the comparison of the level of job satisfaction of senior secondary school teachers of government and private schools with respect to personal adequacy.

It is clear from the table that at df 1 and 394, the first obtained F-value to compare the job satisfaction of senior secondary school teachers of government and private schools is 43.539, which has been found significant at 0.01 level of significance. It shows that there is a significant difference in the job satisfaction of senior secondary school teachers of government and private schools.

At df 2 and 394, the second obtained F-value to compare the job satisfaction of senior secondary school teachers of government and private schools with respect to personal adequacy is 47.438, which has been found significant at 0.01 level of significance. It indicates that there is a significant difference in the job satisfaction of senior secondary school teachers of government and private schools with respect to personal adequacy.

At df 2 and 394, the third obtained F-value for the effect of interaction of school type and personal adequacy on job satisfaction is 1.858, which has not been found significant. It suggests that interaction of school type and personal adequacy has not caused a significant difference in the job satisfaction of senior secondary school teachers.

Thus, the hypothesis that “there is no significant difference in the level of job satisfaction of senior secondary school teachers of government and private schools with respect to personal adequacy” is mostly rejected and partly accepted.

Table – 2(a): Mean and S.D. of the level of Job Satisfaction of Senior Secondary School Teachers of Government and Private Schools with respect to Inter-Personal Adequacy

Variable	School Type	Inter-Personal Adequacy	Job Satisfaction		N
			Mean	S.D.	
Job Satisfaction with respect to Inter-Personal Adequacy	Government	High	102.4808	8.12039	52
		Average	81.5678	12.8870	118
		Low	75.8333	9.62426	30
		Total	86.1450	15.04078	200
	Private	High	88.1591	6.34637	44
		Average	72.2562	12.95282	121
		Low	74.2571	13.56974	35
		Total	76.1050	13.53031	200
	Total	High	95.9167	10.25123	96
		Average	76.8536	13.71129	239
		Low	74.9846	11.84996	65
		Total	81.1250	15.14589	400

Source: Researcher's Data Analysis, 2024.

The table 2(a) shows mean and S.D. of the level of job satisfaction of senior secondary school teachers of government and private schools with respect to inter-personal adequacy.

The table shows that the mean scores of the job satisfaction of government school teachers having high, average and low inter-personal adequacy is 102.4808, 81.5678 and 75.8333 respectively. It means that government school teachers having high inter-personal adequacy have above average job satisfaction while government school teachers having average and low inter-personal adequacy have average job satisfaction.

Mean scores of the job satisfaction of private school teachers having high, average and low inter-personal adequacy is 88.1591, 72.2562 and 74.2571 respectively. It means that private school teachers having high inter-personal adequacy have average job satisfaction while private school teachers having average and low inter-personal adequacy are dissatisfied with their job.

These mean values indicate that government and private school teachers having high inter-personal adequacy have highest job satisfaction while government and private school teachers having low inter-personal adequacy have least job satisfaction.

Table – 2(b): ANOVA for the comparison of the level of Job Satisfaction of Senior Secondary School Teachers of Government and Private Schools with respect to Inter-Personal Adequacy

Source	SS	df	MS	F-value	Result
School Type	5269.548	1	5269.548	38.731**	Significant
Inter-Personal Adequacy	25833.752	2	12916.876	94.939**	Significant
Interaction	1564.519	2	782.260	5.750**	Significant
Between Group	37924.015	5	7584.803		
Within Group	53605.735	394	136.055		

Source: Researcher's Data Analysis, 2024.

** = 0.01 Level of Significance.

The table 2(b) shows ANOVA for the comparison of the level of job satisfaction of senior secondary school teachers of government and private schools with respect to inter-personal adequacy.

It is clear from the table that at df 1 and 394, the first obtained F-value to compare the job satisfaction of senior secondary school teachers of government and private schools is 38.731, which has been found significant at 0.01 level of significance. It shows that there is a significant difference in the job satisfaction of senior secondary school teachers of government and private schools.

At df 2 and 394, the second obtained F-value to compare the job satisfaction of senior secondary school teachers of government and private schools with respect to inter-personal adequacy is 94.939, which has been found significant at 0.01 level of significance. It indicates that there is a significant difference in the job satisfaction of senior secondary school teachers of government and private schools with respect to inter-personal adequacy.

At df 2 and 394, the third obtained F-value for the effect of interaction of school type and inter-personal adequacy on job satisfaction is 5.750, which has been found significant at 0.01 level of significance. It suggests that interaction of school type and inter-personal adequacy has caused a significant difference in the job satisfaction of senior secondary school teachers.

Thus, the hypothesis that “there is no significant difference in the level of job satisfaction of senior secondary school teachers of government and private schools with respect to inter-personal adequacy” is totally rejected.

Table – 3(a): Mean and S.D. of the level of Job Satisfaction of Senior Secondary School Teachers of Government and Private Schools with respect to Social Adequacy

Variable	School Type	Social Adequacy	Job Satisfaction		N
			Mean	S.D.	
Job Satisfaction with respect to Social Adequacy	Government	High	97.8857	12.43714	70
		Average	80.0756	12.36257	119
		Low	77.0909	11.73418	11
		Total	86.1450	15.04078	200
	Private	High	84.7895	9.66721	57
		Average	72.4078	13.35447	103
		Low	73.2500	13.37190	40
		Total	76.1050	13.53031	200
	Total	High	92.0079	13.00030	127
		Average	76.5180	13.36427	222
		Low	74.0784	13.02128	51
		Total	81.1250	15.14589	400

Source: Researcher's Data Analysis, 2024.

The table 3(a) shows mean and S.D. of the level of job satisfaction of senior secondary school teachers of government and private schools with respect to social adequacy.

The table shows that the mean scores of the job satisfaction of government school teachers having high, average and low social adequacy is 97.8857, 80.0756 and 77.0909 respectively. It means that government school teachers having high social adequacy have above average job satisfaction while government school teachers having average and low social adequacy have average job satisfaction.

Mean scores of the job satisfaction of private school teachers having high, average and low social adequacy is 84.7895, 72.4078 and 73.2500 respectively. It means that private school teachers having high social adequacy have average job satisfaction while private school teachers having average low social adequacy are dissatisfied with their job.

These mean values indicate that government and private school teachers having high social adequacy have highest job satisfaction while government and private school teachers having low social adequacy have least job satisfaction.

Table – 3(b): ANOVA for the comparison of the level of Job Satisfaction of Senior Secondary School Teachers of Government and Private Schools with respect to Social Adequacy

Source	SS	df	MS	F-value	Result
School Type	3650.310	1	3650.310	23.779**	Significant
Social Adequacy	19596.993	2	9798.497	63.831**	Significant
Interaction	853.578	2	426.789	2.780	Insignificant
Between Group	31047.588 ^a	5	6209.518		
Within Group	60482.162	394	153.508		

Source: Researcher's Data Analysis, 2024.

** = 0.01 Level of Significance.

The table 3(b) shows ANOVA for the comparison of the level of job satisfaction of senior secondary school teachers of government and private schools with respect to social adequacy.

It is clear from the table that at df 1 and 394, the first obtained F-value to compare the job satisfaction of senior secondary school teachers of government and private schools is 23.779, which has been found significant at 0.01 level of significance. It shows that there is a significant difference in the job satisfaction of senior secondary school teachers of government and private schools.

At df 2 and 394, the second obtained F-value to compare the job satisfaction of senior secondary school teachers of government and private schools with respect to social adequacy is 63.831, which has been found significant at 0.01 level of significance. It indicates that there is a significant difference in the job satisfaction of senior secondary school teachers of government and private schools with respect to social adequacy.

At df 2 and 394, the third obtained F-value for the effect of interaction of school type and social adequacy on job satisfaction is 2.780, which has not been found significant. It suggests that interaction of school type and social adequacy has not caused a significant difference in the job satisfaction of senior secondary school teachers.

Thus, the hypothesis that “there is no significant difference in the level of job satisfaction of senior secondary school teachers of government and private schools with respect to social adequacy” is mostly rejected and partly accepted.

Table – 4(a): Mean and S.D. of the level of Job Satisfaction of Senior Secondary School Teachers of Government and Private Schools with respect to Social Maturity

Variable	School Type	Social Maturity	Job Satisfaction		N
			Mean	S.D.	
Job Satisfaction with respect to Social Maturity	Government	High	102.4035	7.83276	57
		Average	80.3717	12.22862	113
		Low	77.0000	10.97332	30
		Total	86.1450	15.04078	200
	Private	High	89.6875	5.81676	32
		Average	74.0261	12.80674	153
		Low	68.3333	14.59289	15
		Total	76.1050	13.53031	200
	Total	High	97.8315	9.41377	89
		Average	76.7218	12.92875	266
		Low	74.1111	12.81374	45
		Total	81.1250	15.14589	400

Source: Researcher's Data Analysis, 2024.

The table 4(a) shows mean and S.D. of the level of job satisfaction of senior secondary school teachers of government and private schools with respect to social maturity.

The table shows that the mean scores of the job satisfaction of government school teachers having high, average and low social maturity is 102.4035, 80.3717 and 77.0000 respectively. It means that government school teachers having high social maturity have above average job satisfaction while government school teachers having average and low social maturity have average job satisfaction.

Mean scores of the job satisfaction of private school teachers having high, average and low social maturity is 89.6875, 74.0261 and 68.3333 respectively. It means that private school teachers having high social maturity have average job satisfaction while private school teachers having average and low social maturity are dissatisfied with their job.

These mean values indicate that government and private school teachers having high social maturity have highest job satisfaction while government and private school teachers having low social maturity have least job satisfaction.

Table – 4(b): ANOVA for the comparison of the level of Job Satisfaction of Senior Secondary School Teachers of Government and Private Schools with respect to Social Maturity

Source	SS	df	MS	F-value	Result
School Type	4683.011	1	4683.011	35.054**	Significant
Social Maturity	25070.783	2	12535.391	93.832**	Significant
Interaction	637.979	2	318.990	2.388	Insignificant
Between Group	38893.538 ^a	5	7778.708		
Within Group	52636.212	394	133.594		

Source: Researcher's Data Analysis, 2024.

** = 0.01 Level of Significance.

The table 4(b) shows ANOVA for the comparison of the level of job satisfaction of senior secondary school teachers of government and private schools with respect to social maturity.

It is clear from the table that at df 1 and 394, the first obtained F-value to compare the job satisfaction of senior secondary school teachers of government and private schools is 35.054, which has been found significant at 0.01 level of significance. It shows that there is a significant difference in the job satisfaction of senior secondary school teachers of government and private schools.

At df 2 and 394, the second obtained F-value to compare the job satisfaction of senior secondary school teachers of government and private schools with respect to social maturity is 93.832, which has been found significant at 0.01 level of significance. It indicates that there is a significant difference in the job satisfaction of senior secondary school teachers of government and private schools with respect to social maturity.

At df 2 and 394, the third obtained F-value for the effect of interaction of school type and social maturity on job satisfaction is 2.388, which has not been found significant. It suggests that interaction of school type and social maturity has not caused a significant difference in the job satisfaction of senior secondary school teachers.

Thus, the hypothesis that “there is no significant difference in the level of job satisfaction of senior secondary school teachers of government and private schools with respect to social maturity” is mostly rejected and partly accepted.

Conclusions

Following conclusions are drawn from the present study:

1. There has been found a significant difference in the job satisfaction of senior secondary school teachers of government and private schools. Senior secondary school teachers of government schools have been found to have higher job satisfaction as compared to senior secondary school teachers of private schools.
2. There has been found a significant difference in the job satisfaction of senior secondary school teachers of government and private schools with respect to personal adequacy. Government and private school teachers having high personal adequacy have been found to have higher job satisfaction.
3. Interaction of school type and personal adequacy has not been found to cause a significant difference in the job satisfaction of senior secondary school teachers.
4. There has been found a significant difference in the job satisfaction of senior secondary school teachers of government and private schools with respect to inter-personal adequacy. Government and private school teachers having high inter-personal adequacy have been found to have higher job satisfaction.
5. Interaction of school type and inter-personal adequacy has been found to cause a significant difference in the job satisfaction of senior secondary school teachers. Government school teachers who had high inter-personal adequacy had higher job satisfaction.
6. There has been found a significant difference in the job satisfaction of senior secondary school teachers of government and private schools with respect to social adequacy. Government and private school teachers having high social adequacy have been found to have higher job satisfaction.
7. Interaction of school type and social adequacy has not been found to cause a significant difference in the job satisfaction of senior secondary school teachers.
8. There has been found a significant difference in the job satisfaction of senior secondary school teachers of government and private schools with respect to social maturity. Government and private school teachers having high social maturity have been found to have higher job satisfaction.
9. Interaction of school type and social maturity has not been found to cause a significant difference in the job satisfaction of senior secondary school teachers.

Implications of the Study

In the present study it has been found that senior school teachers of private schools have lower job satisfaction as compared to their government counter parts. Improving the job satisfaction of teachers in private schools requires a focus on their professional and personal well-being. One key approach is to ensure competitive compensation and benefits, including fair salaries, performance bonuses, health insurance and professional development opportunities. Teachers should have access to regular training programs, certifications and workshops that enhance their skills and help them stay updated with the latest teaching methodologies.

Providing a structured pathway for career growth, such as mentorship programs or leadership roles within the institution can motivate teachers and reinforce their sense of purpose. Additionally, creating a culture of recognition through awards or public acknowledgment of achievements can make teachers feel valued and appreciated. Another critical aspect is fostering a supportive and respectful work environment. Schools should promote open communication between administrators and teachers, ensuring their voices are heard in policy and curriculum decisions. By addressing these factors, private schools can not only boost teacher satisfaction but also enhance their overall performance, leading to a more dynamic and successful educational environment.

Social maturity has also affected the job satisfaction of the teachers. Hence, there is need to boost their social maturity also. Improving the social maturity of teachers involves fostering their ability to navigate interpersonal relationships and professional challenges effectively. One way to achieve this is through professional development programs that focus on emotional intelligence, conflict resolution and communication skills. Role-playing scenarios or peer-feedback sessions can be particularly beneficial, as they provide practical experience in handling complex social interactions.

Encouraging teachers to reflect on their behaviour and seek feedback from peers can also enhance their self-awareness and adaptability in social settings. Schools can organize team-building activities, cultural exchange programs or interdisciplinary projects that require collaboration across different departments. Mentorship programs, where experienced teachers guide newer ones, can also promote social maturity by modeling professional and respectful interactions. By equipping teachers with these skills and opportunities, schools can help them build stronger relationships, manage conflicts effectively, and contribute positively to the school community.

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