



“A Comparative Study Of Job Satisfaction Among The Secondary School Teachers Of Government And Private Institutions Of The Kurukshetra District”.

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Abstract

Job satisfaction is the product of numerous attitudes employees develop toward various parts of their work. It strengthens emotional bonds and increases productivity in instructional processes, it has a significant impact on teachers' academic performance as it boosts their productivity in teaching and reinforces emotional connections. The current study aims to examine the job satisfaction of secondary school teachers in the Kurukshetra district by examining the effects of gender, school type, age, experience, and workplace location. The study was designed using the descriptive method. Teachers working in secondary schools in the Kurukshetra region of Haryana, India, make up the study's population.

The study conducted on 160 secondary school teachers that are taken through a random sampling. The Job Satisfaction Scale, created by Dr. Parmod Kumar and D.N. Mutha in 1988, is the instrument used to collect data. The t-test and standard deviation are statistical methods used to analyse data. According to the study, Compared to instructors at public schools, private school teachers are happier in their positions. Additionally, it has been discovered that compared to their urban counterparts, teachers at secondary school in rural regions are happier in their jobs. Moreover, there is no significant variation in the job satisfaction of male and female secondary school teachers. Furthermore, studies reveal that teachers with less than 15 years of experience are happier in their positions than those with more than 15 years.

In addition, the survey shows that teachers under 40 are more satisfied with their jobs than instructors over 40. The study looked at what needs to be done to address secondary education teachers' work satisfaction.

Keywords

Job satisfaction, Teachers at secondary school, gender, experience, workplace.

Introduction

The advancement of a nation heavily depends on the education of its citizens.

Education is essential for transforming the population into a valuable human resource. Currently, human resource development is recognized as a critical factor in explaining variations in economic and social performance among countries. Therefore, education is crucial for both individual growth and societal development. At the heart of the education system are dedicated teachers, who are fundamental to its success. Their impact extends well beyond the classroom, as they are instrumental in unlocking the potential of future generations.

Teachers and education are fundamentally interconnected and essential for achieving success and sustained progress. Teachers are the cornerstone of any nation, with their roles extending beyond simply delivering knowledge. They contribute to shaping the national outlook, efficiency, and capabilities of future generations. The impact of teachers is greatly influenced by the alignment of their work environment with their specific needs. Their crucial and irreplaceable contributions to societal and national development highlight the importance of continuously assessing and improving their skills.

Tripathi S. (2023) study results reflected that the level of job satisfaction of privately owned school teachers is very low in comparison to state run school teachers. **Patel S.D. (2023)** study concluded that the private school teachers group is having more job satisfaction than government school teachers. **Chauhan M (2022)** results show no significant difference between male and female teachers, and high job satisfaction is observed in both urban and rural schools. Government-funded teachers report greater job satisfaction, and teachers with over ten years of knowledge have higher satisfaction. **Moshahid M (2020)** findings revealed that married teachers reported higher job satisfaction than single teachers, while experienced teachers with fewer than 15 years of experience reported higher levels of contentment. **Bordhan (2015)** analysis revealed differences in job satisfaction among teachers with varying experience levels as well as between male and female educators.

The aim of this study was to determine the work satisfaction levels of educators in secondary schools. Because of the National Education policy, job happiness is a highly important factor in determining a teacher's function in a school. The researcher has thus decided to conduct this investigation.

School Teachers' Job Satisfaction

Work satisfaction among teachers measures how content and fulfilled teachers are in their roles. It encompasses their overall happiness with aspects such as workload, work environment, interactions with students and colleagues, recognition, and compensation. Teacher job satisfaction reflects teachers' sense of well-being and motivation, which can impact their performance, job retention, and the quality of education they deliver. Therefore, it is a crucial element in determining the effectiveness of both public and private educational institutions.

Evans (1997) states that "Teacher job satisfaction is a state of mind determined by how well an individual's job-related needs are met." A teacher's satisfaction and motivation are essential for delivering high-quality teaching and achieving excellent academic outcomes.

Justification of the Study

Job satisfaction is an emotional response that affects teachers' performance, impacting the quality of education. If teachers are happy in their roles, they may significantly improve the quality of education in schools; but, their discontent will likely cause more harm than good. National policy on education holds that the status of teachers reflects the cultural and social values of the society. It emphasizes the importance of qualified, committed, and motivating teachers in supporting educational initiatives. Teacher satisfaction is linked to student outcomes, and understanding job satisfaction can inform workforce development strategies, improve teacher support, and evaluate the effectiveness of policies in public and private institutions.

In summary, present research is not only relevant for the aspirant of job in the educational sector but also has the implications for policy-makers in resource allocation, teacher retention, and ultimately, in improving the quality of education system.

Objectives of the study

- To study the job satisfaction level of secondary school teachers.
- To compare the job satisfaction level of state run and privately owned institutions.
- To compare the job satisfaction level of Female and Male teachers.
- To compare the job satisfaction level of teachers working in urban and rural areas.
- To compare the job satisfaction level based on experience.
- To compare the job satisfaction level based on age.

Hypotheses of the study

- There exists some normal or average job satisfaction level in teachers.
- There is no statically major disparity in the teacher's job satisfaction of state run and privately owned school teachers.
- There is no statically significant disparity in job satisfaction between Female and Male teachers.
- There is no statically important disparity in the job satisfaction between teachers working in rural and urban areas.
- There exists no discernible distinction in teachers work satisfaction between those with up to 15 years and above 15 years of work expertise.
- There is no statically major difference in the degree of work satisfaction between educators under 40 and those over 40.

Delimitations of the study

1. Only secondary school teachers are intended to be included in the study.
2. The study will cover only the school teachers of Kurukshetra district.
3. The size of sample of the present study is limited to 160 teachers only.
4. Because of the study's narrow focus and limited sample size, there may be issues extrapolating the findings to all instructors in the state or nation.
5. Only one variable, namely work satisfaction, is included in the research.

Methodology of Study

Method

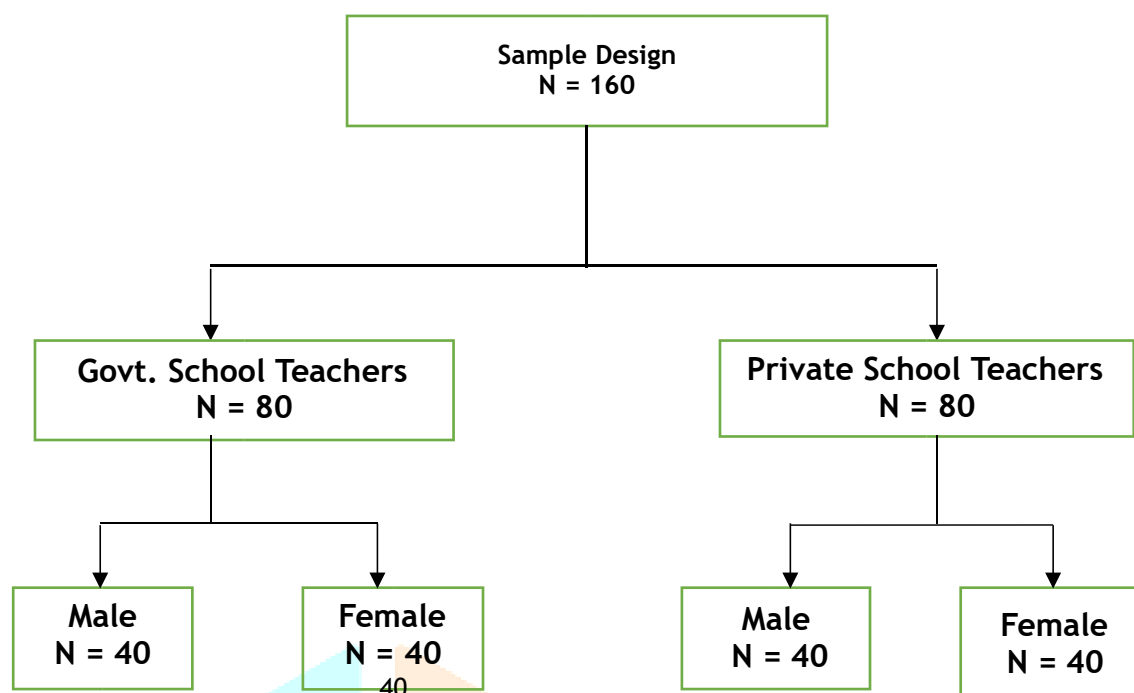
Data is gathered using the descriptive survey method. Random sampling is used to gather the data.

Sample of the study

In this study, 16 schools were selected by random sampling method and from each school 10 teachers were selected in which 5 are Male and 5 are Female. Therefore, sample of 160 teachers were selected randomly. The approach of random sampling is applied in this investigation. Random sampling ensures that any item in the population has an equal probability of picking, and samples are chosen at random. There are 7 blocks in kurukshetra district out of which 4 blocks are taen for perfoming the study. From these blocks, researcher selects 4 schools from each block in which 2 were government and 2 were private and from each school 10 teachers were selected

i.e., 5 Males and 5 Females. Thus, total 160 teachers were selected from 16 schools of Kurukshetra district. Four government school from rural area and four government school from urban area were chosen. Similarly, four private schools of rural areas and four private schools of urban area were selected.

Sampling technique- In this research, data was collected using random sampling.



Tool used

The instrument used to assess the degree of job satisfaction is-

“Job Satisfaction Questionnaire for teachers of Dr. Pramod Kumar and Dr. D.N. Mutha (1988)”.

Data Collection Procedure- In the present study a standardized tool was used for the data collection from the selected sample. The researcher chooses 160 teachers from the four blocks of the kurukshetra district to administer a questionnaire assessing job satisfaction. Before collection of the data approval was obtained from the school authorities. The selected teachers have been instructed by the researcher that how to complete the questionnaires. The purpose and the significance of the study were also explained to the teachers before the tools were administered.

Statistical Technique Used- The data was analysed using descriptive statistics. The study's hypothesis was tested using the mean, standard deviation, and t-test.

Analysis and Interpretation of Data

In light of the variable categorisation tables, the researcher has analysed and evaluated the numerical data that was obtained. To analyse the data, both descriptive and statistical evaluation were done.

Hypothesis 1 – There exists some average level of job satisfaction among secondary school students.

TABLE 1 - Job Satisfaction of Secondary School Teachers

Job Satisfaction Scores of Sample of 160ers Teach				
		No.	Mean Score	Standard Deviation
Govt.	Rural	40	25.95	2.544
	Urban	40	23.75	6.016
	Sub-Total	80	24.96	4.039
Pvt.	Rural	40	27.25	2.633
	Urban	40	26.50	2.838

	Sub-Total	80	26.69	2.988
Total		160	25.83	3.646

Interpretation

Table-1 shows that computed job satisfaction-score of 160 school teachers range from 11 to 29 with mid-value 14.5. The computed mean job satisfaction-score of 160 school teacher is 25.825 with a S.D. 3.645, hence greater than the mid-value 14.5 of total job satisfaction score. Because of this, teachers' job satisfaction scores are higher than usual. It follows that school teachers are happy in their current positions.

Hypothesis 2 – There is no statically major disparity in the teacher's job satisfaction of state run and privately owned school teachers.

TABLE 2- Influence of Management on the Job Satisfaction Scores of Teachers

Management of Institution-wise Job Satisfaction Score of Teachers					
	Type of Ownership	N	Mean	Std. Deviation	t-value
Job Satisfaction Score	Govt.	80	24.9625	4.0392	3.071
	Private	80	26.6875	2.9877	

Interpretation

Table 2 illustrates that the t-value is 3.071 which is higher than tabulated t-value of 1.96 at 5% significance level. The second hypothesis is thus disproved. It is determined that there is a statistically notable difference between state-run and privately owned institutions job satisfaction scores. It is noteworthy that in this instance, teachers employed by privately owned schools report greater job satisfaction than their state-run institutions.

Hypothesis 3 - There is no statically significant disparity in job satisfaction between Female and Male teachers.

TABLE 3: Influence of Gender on the Job Satisfaction of Secondary School Teachers

Gender-wise Job Satisfaction Score of School Teachers						
Gender	Group	N	Mean	Std. Deviation	t-value	
Female	Govt.	40	25.075	3.3158	-1.941	-0.13
	Private	40	26.500	3.2502		
Male	Govt.	40	24.850	4.6934	-2.359	
	Private	40	26.875	2.7286		

Interpretation

From table-3, it can be showed that female instructors results are not statistically significant because the computed t-value of -1.941 is lower than the tabulated t-value of 1.96 at the 5% significance level. On the other hand, male teachers results are statistically significant since the t-value of 2.359 is greater than the table t-value of 1.96 at the 5% level of significance. It should be mentioned that although male instructors have a higher job satisfaction score than female teachers, the results do not approach statistical significance since, at the 5% significance level, the computed tvalue of 0.13 is fewer than the t-value of 1.96. As a result, it has been shown that there is no statistically significant disparity among job satisfaction scores of male and female school instructors, supporting hypothesis H3.

Hypothesis 4 - There is no statically important disparity in the job satisfaction between teachers working in rural and urban areas.

TABLE 4: Influence of Workplace on the Job Satisfaction of Secondary School Teachers.

Location-wise Job Satisfaction Score of Schools Teacher						
Location	Group	N	Mean	Std. Deviation	t-value	
Rural	Govt.	40	25.425	3.1123	-3.345	2.194
	Private	40	27.475	2.3093		
Urban	Govt.	40	24.50	4.7878	-1.51	
	Private	40	25.90	3.3878		

Interpretation

Table-4, demonstrates that the job satisfaction score of rural private school instructors is higher than that of rural government school teachers. The results are statistically significant because, at the 5% level of significance, the computed t-value (3.345) is more than the tabulated t-value 1.96.

In contrast, teachers in urban private schools report greater levels of satisfaction with their job than those at urban government schools. Nevertheless, because the calculated t-value of 1.51 is smaller than 1.96 at the 5% level of significance, the results do not attain statistical significance.

In this instance, it is noticeable that teachers in rural areas report higher job satisfaction than teachers in urban areas. The results are statistically significant, with the evaluated t-value of 2.194 being higher than 1.96 at the 5% significance level. As a result, it can be said that there are notable differences in the job satisfaction of teachers in urban and rural areas, rejecting hypothesis H4.

Hypothesis 5 - There exists no discernible distinction in teachers work satisfaction between those with up to 15 years and above 15 years of work expertise.

TABLE 5: Influence of Experience on the Job Satisfaction of Secondary School Teachers

Experience-wise Job Satisfaction Score of Teachers						
Experience	Group	N	Mean	Std. Deviation	t-value	
Less than 15 Years	Govt.	41	25.854	2.8157	-1.609	2.271
	Private	51	26.804	2.8144		
15 Years or More	Govt.	39	24.026	4.8801	-2.471	
	Private	29	26.483	3.3125		

Interpretation

Table 5 demonstrate that the teachers at public institutions with the lower than 15 years expertise report lower work satisfaction than those in private institutions with same amount of years of expertise, the results do not reach statistical significance because the computed t-value (1.609) is less than 1.96 at the 5% significance level. In contrast, results of teachers having 15 years or more experience are statistically significant because the computed t-value (2.471) is more than the tabulated t-value 1.96 at the 5% level of significance. It is important to note that government school teachers with 15 years or more of experience have a lower mean job satisfaction score and more variability in the job contentment score than teachers at private educational institutions with the same amount of experience. This suggests that teachers with more experience have higher variability in their job satisfaction scores and lower overall mean scores.

At the 5% level of significance, the computed t-value of 2.271 is more than the tabulated t-value of 1.96, indicating that the mean job satisfaction score of instructors with less than 15 years of experience is higher than that of teachers with 15 years or more experience. These findings are statistically significant. Consequently, hypothesis H5 is disproved, leading to the conclusion that school teachers' job happiness varies greatly depending on their year of experience.

Hypothesis 6 - There is no statically major difference in the degree of work satisfaction between educators under 40 and those over 40.

TABLE 6: Influence of Age on the Job Satisfaction of Secondary School Teachers

Age-wise Job Satisfaction Score of Teachers						
Age	Group	N	Mean	Std. Deviation	t-value	
Age up to 40 Years	Govt.	38	25.500	2.6787	-	1.188
	Private	44	26.727	2.6968	2.061	
Age above 40 Years	Govt.	42	24.476	4.9448	-	2.288
	Private	36	26.639	3.3479	2.288	

Interpretation

Table-6, it is important to highlight that, With a t-value of 2.061, which is higher than 1.96 at the 5% level of significance, teachers in the 40-year-old age group who work for government educational institutions report poorer job satisfaction than those who work for privately owned schools. These findings are statistically significant. Conversely, the work satisfaction score for teachers employed by the government and who are over 40 shows that the results are statistically significant because the computed t-value (2.228) is higher than the 1.96 at the 5% significance level. It is important to note that government school teachers over 40 have a lower job satisfaction score and more variability in the job satisfaction score than teachers employed by private schools in this age group.

This study highlights the fact that, although school teachers under 40 have a higher mean job satisfaction score than those over 40, the results are not statistically significant because, at the 5% significance level, the t-value of 1.188 is less than 1.96. Thus, it is concluded that there is not a statistically significant variation in school teachers' work satisfaction levels according to their age, supporting the hypothesis.

Results of the Research

Considering the data interpretation and analysis, results are as follows:

1. According to the analysis, school instructors are content with their positions.
2. Teachers at schools that are owned solely consistently report higher mean job satisfaction- score compared to their counterparts in state run institutions.
3. The gender-wise analysis suggests that while both male and female teachers experience differences in job satisfaction based on the type of institution, the impact is more pronounced for male teachers. However, the results are not statically significant.
4. Teachers in rural schools working in private institutions, tend to report higher levels of job satisfaction compared to their urban counterparts. This difference is statistically significant, suggesting that the rural teaching environment offers unique advantages that contribute to greater job satisfaction.
5. Among younger teachers, those working in privately owned schools report significantly greater job satisfaction than their peers in government schools. This difference is statistically significant.
6. Educators with fewer than fifteen years of experience, those in privately owned schools report higher job satisfaction than their peers in government schools. Thus, there exists a statically significant difference.

Discussion of Results

- In Haryana, tutors of state run schools earn more and have greater job stability as compared to private educators, but their job satisfaction scores may be influenced by factors like online transfer policies and additional responsibilities, such as election duty and surveys, compared to private teachers who are limited to education-oriented tasks.
- The higher job satisfaction with Male teachers in private schools could be linked to factors such as better pay, more opportunities for advancement, or a work environment that better meets their needs.
- The study suggests that job satisfaction for female teachers is not significantly influenced by the type of institution, but rather by factors like work-life balance, support networks, and female role models.
- Because of their feeling of community, reduced living expenses, and sense of belonging, teachers in rural areas report greater levels of work satisfaction. Urban instructors deal with problems including packed classrooms, disruptive students, and administrative demands that often outweigh the advantages of working for a private school. The work environment at rural schools is more satisfying.
- Younger teachers in teaching positions are generally more satisfied, while those over 40 years may find the monotonous task of teaching. Government teachers up to 40 have lower job satisfaction due to transfer and workload. Privately owned teachers have higher job satisfaction due to flexibility, innovation, and opportunities for professional development. Government teachers may find the work environment rigid and less creative, leading to lower job satisfaction.
- A government school teacher may have chosen a government job due to its job security and potential for career advancement, while a private school teacher may be more satisfied with their teaching career, even after 15 years of experience.
- According to the study, experienced educators at private schools report more work satisfaction because they have access to leadership positions, greater compensation, and greater recognition, whereas those in public schools could feel underappreciated or constrained. Offering greater chances for professional growth, leadership positions, and career progression may help these schools' seasoned instructors feel more satisfied with their jobs.

Conclusion

In conclusion, study offers a detailed exploration of job satisfaction with school teachers, revealing significant differences based on the type of institution, gender, location, age, and experience. Private school teachers generally report higher job satisfaction, with the differences being most pronounced among Male teachers, rural teachers, and those who are older or more experienced. These findings suggest that hard work to develop job satisfaction in education sector should be tailored to address precise needs and dispute faced by diverse groups of teachers.

For government schools, in particular, targeted strategies may be needed to enhance job satisfaction, such as improving working conditions, providing more professional support, and offering better opportunities for career growth. By addressing these factors, it may be possible to create a more satisfying and supportive work environment for all teachers, eventually benefiting both educators and students they provide.

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Teacher Job-Satisfaction Questionnaire

Constructed & Standardised by

*Pranod Kumar, D. Phil. & D. M. Mutha, Ph. D.

कृपया इसे भरें

आयु—

लिंग—

विवाहित—

आय—

पता—

अनुभव—

का नाम—

निर्देश

इस प्रश्नावली में अध्यापन कार्य के बारे में कुछ प्रश्न दिये गये हैं। प्रत्येक प्रश्न का उत्तर "हाँ" या "नहीं" में देना है। अगर आप किसी प्रश्न का उत्तर "हाँ" में देते हैं तो आपको "हाँ" पर गोला बनाना है। इसी प्रकार अगर आप किसी प्रश्न का उत्तर "नहीं" में देते हैं तो आपको "नहीं" पर गोला बनाना है। प्रत्येक प्रश्न का उत्तर आपको अपनी सहमति के अनुसार ही देना है अतः आप प्रत्येक प्रश्न को ध्यान से पढ़कर उसका उत्तर स्पष्टता से दें। आपके उत्तर पूर्ण रूप से गोपनीय रहे जायेंगे।

प्राप्तांक

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|---|-----|------|
| 1. क्या आप अनुभव करते हैं कि आप स्वभाव से अध्यापन के उपयुक्त हैं ? | हाँ | नहीं |
| 2. क्या आप अध्यापन में आनन्द का अनुभव करते हैं ? | हाँ | नहीं |
| 3. क्या आप अपने व्यवसाय पर गर्व अनुभव करते हैं ? | हाँ | नहीं |
| 4. क्या आप अनुभव करते हैं कि अध्यापन एक आदर्श व्यवसाय है ? | हाँ | नहीं |
| 5. क्या आप अध्यापन जैसा व्यवसाय पाकर अपने आपको भाग्यशाली अनुभव करते हैं ? | हाँ | नहीं |
| 6. अगर आपको अवसर मिले तो आप इसी वेतन पर अन्य किसी व्यवसाय में जाना पसन्द करेंगे ? | हाँ | नहीं |
| 7. क्या आप अनुभव करते हैं कि आपको संस्था से अच्छे कार्य का प्रतिफल (reward) मिलता है ? | हाँ | नहीं |
| 8. क्या आप अनुभव करते हैं कि आपको कार्य के अनुरूप उचित वेतन मिलता है ? | हाँ | नहीं |
| 9. क्या आप अपने कृत्य (job) में मिलने वाली पदोन्नति के अवसरों से सन्तुष्ट हैं ? | हाँ | नहीं |
| 10. क्या आप अपने व्यवसाय में 'आप' बढ़ाने के अवसरों से सन्तुष्ट हैं ? | हाँ | नहीं |
| 11. क्या आप निश्चित हैं कि उपयुक्त समय पर आपकी पदोन्नति हो जायेगी ? | हाँ | नहीं |
| 12. क्या आप इससे सहमत हैं कि आपकी संस्था में पदोन्नति योग्यता के आधार पर ही मिलती है ? | हाँ | नहीं |
| 13. क्या आप अनुभव करते हैं कि आपका व्यवसाय पूर्ण रूप से सुरक्षित है ? | हाँ | नहीं |
| 14. क्या आप वर्तमान सेवा सम्बन्धी नियमों से सन्तुष्ट हैं ? | हाँ | नहीं |
| 15. क्या आप अनुभव करते हैं कि आपकी संस्था शिक्षकोन्मुख (teacher-oriented) है ? | हाँ | नहीं |
| 16. क्या आप यह अनुभव करते हैं कि संस्था के कार्यों में आपको सलाह/सुझाव देने के लिये उपयुक्त अवसर प्रदान किये जाते हैं ? | हाँ | नहीं |
| 17. क्या आप संस्था की योजनाओं तथा नीतियों के बारे में असहमति प्रकट करने के लिये स्वतन्त्र हैं ? | हाँ | नहीं |
| 18. क्या आप अपनी संस्था की सामान्य कार्य स्थिति से सन्तुष्ट हैं ? | हाँ | नहीं |
| 19. क्या आप अपनी संस्था द्वारा अपनी शैक्षणिक / व्यावसायिक योग्यता बढ़ाने हेतु दिये जाने वाले अवसरों से सन्तुष्ट हैं ? | हाँ | नहीं |
| 20. क्या आप अनुभव करते हैं कि आपकी संस्था अध्यापन के लिये एक उत्तम स्थान है ? | हाँ | नहीं |
| 21. क्या आप अपनी संस्था पर गर्व करते हैं ? | हाँ | नहीं |
| 22. क्या आप अनुभव करते हैं कि आपका संस्था-प्रधान एक निष्पक्ष व्यक्ति है ? | हाँ | नहीं |
| 23. क्या आप अनुभव करते हैं कि आपका संस्था-प्रधान अपने पद के योग्य है ? | हाँ | नहीं |
| 24. क्या आप अनुभव करते हैं कि आपका संस्था-प्रधान आपकी भलाई में रुचि लेता है ? | हाँ | नहीं |
| 25. क्या आप अनुभव करते हैं कि जब भी आप कोई अच्छा कार्य करते हैं तो आपका संस्था-प्रधान उसकी प्रशंसा करता है ? | हाँ | नहीं |
| 26. क्या आप अपने संस्था-प्रधान के संस्था-संचालन के तरीकों से सन्तुष्ट हैं ? | हाँ | नहीं |
| 27. क्या आप अपने संस्था-प्रधान से अधिकारी के रूप में सन्तुष्ट हैं ? | हाँ | नहीं |
| 28. क्या आप अपनी संस्था के द्वारा अध्यापकों की कठिनाइयों के निवारण के तरीकों से सन्तुष्ट हैं ? | हाँ | नहीं |
| 29. क्या आप स्वयं को अपनी संस्था द्वारा शोषित किया जाना अनुभव करते हैं ? | हाँ | नहीं |