

Teaching with Contentment: A Study on Job Satisfaction of Elementary Schools Teachers in Champhai

Dr. Laltlanzauvi Kawlani

Assistant Professor Department of Education Govt. Champhai College, Champhai, Mizoram, India

Abstract

This study explores the level of job satisfaction among elementary school teachers in Champhai District, which is a significant district border region marked by both strategic importance and logistical challenges, located in the northeastern Indian state of Mizoram and a relatively under-researched area with a focus on differences across school types and gender. The research highlights the importance of aligning teachers' expectations with their actual work experiences to foster professional fulfillment and effective teaching. The findings reveal that the majority of teachers reported either above-average or average satisfaction with their jobs, indicating a generally positive outlook toward the teaching profession in the region. A comparative analysis showed that private school teachers experienced a higher level of job satisfaction than their counterparts in government schools. Gender-wise comparisons also indicated that female teachers reported slightly higher satisfaction levels than male teachers, though the difference was marginal. The study highlights the importance of job satisfaction in enhancing teacher performance, student outcomes, and the overall effectiveness of the educational system. It emphasizes the need to foster professional commitment as well as the need to promote a supportive and motivating work environment to enhance teacher satisfaction so as to improve the quality of education in the region.

Keywords: Job satisfaction, Elementary schools, Teachers, Teaching, Champhai

INTRODUCTION

Work plays a crucial role in human life, fulfilling biological, psychological, and social needs. It significantly influences one's social status and mental well-being. Job satisfaction, which often stems from interest in the work and alignment with one's abilities, is vital for overall health and productivity. In the education system, teachers are central figures, shaping the future of students and contributing to national development. They are seen as pillars of society, responsible for imparting knowledge and fostering responsible citizenship. Teaching demands dedication, competence, and a positive attitude. Teachers seek independence, recognition, security, and new experiences. When these needs are unmet, dissatisfaction arises, which affects both teachers and students. It is essential to create an environment that supports and motivates teachers, ensuring their well-being and effectiveness. Therefore, their job satisfaction is essential, not only for their personal growth and performance but also for the effective learning and development of students as well as for the enhancement of quality education.

Rationale of the study

Teaching, often called the noblest profession, is a demanding profession that plays a vital role in societal development, making job satisfaction essential for both teachers and the overall education system. Satisfaction leads to better performance, stronger commitment, and positive classroom dynamics, whereas dissatisfaction can lead to disengagement and a desire to leave the profession, and negatively affect classroom behavior and student learning. This can negatively impact both the teacher and the students, and result in the wastage of valuable resources. Therefore, fostering a sense of dedication, enthusiasm, and positive values among teachers is crucial. Job satisfaction depends on the alignment between expectations and actual work experiences. When teachers' needs are met, their skills, competencies, and attitudes are positively reflected in their behavior. When teachers are content and professionally fulfilled, they are better equipped to contribute meaningfully to students' growth and to the success of educational institutions. Job satisfaction is a cornerstone of effective teaching and sustainable educational development. Thus, ensuring job satisfaction is critical for enhancing the quality of education and fostering the growth of the educational system.

Although teacher job satisfaction has been widely studied, there is a noticeable lack of research focusing on Mizoram—particularly among elementary school teachers in the Champhai District. Situated along the Indo-Myanmar border, Champhai holds significant geopolitical and socio-economic relevance within the state. Despite its scenic landscape and potential for cross-border trade, teachers in this border district face a distinctive set of challenges and motivating factors that influence their overall job satisfaction. This underexplored context provides the impetus for the present study, which seeks to examine the levels and determinants of job satisfaction among teachers in this specific region.

Objectives of the study

The study has to be conducted keeping in view the following objectives:

1. To find out the general level of job satisfaction among elementary school teachers of Champhai District.
2. To compare the job satisfaction level of male and female elementary school teachers of Champhai District.
3. To compare the job satisfaction level of Government and Private elementary school teachers of Champhai District.

Hypothesis

The two hypothesis have been set up for the purpose of investigation.

1. Government elementary school teachers have higher satisfaction than Private elementary school teachers.
2. Male elementary school teachers have higher satisfaction than female elementary school teachers.

Delimitations of the study

In any research, it is often impractical to explore every variable related to the topic due to limitations in time, scope, and resources. Although the issue addressed in this study is widespread and significant, certain boundaries were necessary to maintain focus and manageability. These boundaries limit the extent to which the findings can be generalized. The study is specifically limited in terms of the population studied, sample size, and geographical coverage. The following are the key delimitations:

1. The study is confined to elementary school teachers working in Champhai District.
2. The sample comprises at least 10% of the total population of elementary school teachers in the district.

Population of the study

The population of the study comprised of all the elementary school teachers of Champhai District.

Sample of the study

A sample of 201 teachers from Elementary school teachers in Champhai District were selected by using a random sampling technique. The study comprises of 201 teachers i.e. 101 teachers from Government and 100 teachers from Private Elementary School.

Table-1 and Table-2 shows the distribution of respondents in the sample Government and Private Elementary School Teachers. Table-3 shows the total number of male and female taken for sample in the present study.

Table 1: Distribution of Respondents in Government Elementary School

Sl. No.	Name of School	No. of teacher in the sample
1	Govt. M/S Champhai Vengthlang	15
2	Govt. Roseland Comp. School	18
3	Govt. M/S Champhai Venglai	11
4	Govt. M/S Champhai Vengsang	9
5	Govt. Primary School – I	7
6	Govt. Primary School – II	10
7	Govt. Primary School, Zote	4
8	Govt. M/S Hmunhmeltha	4
9	Govt. M/S Zote	8
10	Govt. M/S Khawbung	7
11	Govt. M/S Zawlse	8
Total		101

Table 2: Distribution of Respondents in Private Elementary School

Sl. No.	Name of School	No. of teacher in the sample
1	Bethel Mission School	18
2	Holy Mission School	21
3	King Solomon's School	12
4	Presbyterian English School, Champhai	16
5	B.C. Lalthlamuana English Academy	10
6	Oakridge School, Khawbung	12
7	Presbyterian English School, Khawbung	11
Total		100

Table 3: Total Number of Male and Female Elementary School Teachers in the Sample

Number of Elementary School teachers in the sample		Total number of Elementary School teachers in the sample
Male	Female	201
82	119	

Tools and techniques used for data collection

The investigator used a readymade questionnaire made by Dr. Amar Singh (Patiala), Dr. T.R. Sharma (Patiala), National Psychological Corporation 4/230, Kacheri Ghat, Agra – 282004 (India) to collect data for the present study.

Procedure of data collection

Data for the study were collected from eleven government elementary schools and seven private elementary schools in Champhai District. The researcher personally visited each of the selected schools and administered the job satisfaction scale after obtaining permission from the respective principals, headmasters, or headmistresses. The participants completed the scale in written form, and the researcher collected the responses upon completion.

Procedure of data analysis

The data obtained from the respondents were analyzed by using simple statistical tools such as mean, standard deviation, t-value and percentage to compare and identify the level of job satisfaction of Government and Private Elementary School teachers and also Male and Female Elementary School teachers.

Analysis and interpretation of data

The data so collected with the help of the tools applied for the present study were analyzed with the help of statistical techniques such as, central tendency (Mean, Standard Deviation (SD) and Percentages). For interpretation and verification of the hypothesis so proposed are verified with the help of criterion Ratio and t test.

Level of job satisfaction

The data collected has been interpreted by the norms formulated by the constructor of the questionnaire. The norms for the interpretation of level of job satisfaction is given below:

Table 4: Norms for Interpreting Level of Job Satisfaction

Sl. No.	Range of Z- Scores	Grade	Level of Job Satisfaction
1	+2.01 and above	A	Extremely satisfied
2	+1.26 to +2.00	B	Highly satisfied
3	+0.51 to +1.25	C	Above average satisfied
4	-0.50 to +0.50	D	Average/Moderate satisfied

5	-0.51 to -1.25	E	Dissatisfied
6	-1.26 to -2.00	F	Highly dissatisfied
7	-2.01 and below	G	Extremely dissatisfied

Based on the interpretation table, tabulation of the average levels of job satisfaction among elementary school teachers from the average of respondents are presented in Table 5 – 9.

1. The general level of job satisfaction among elementary school teachers of Champhai District.

Table 5: Level of Job Satisfaction among Elementary School Teachers.

Sl.No.	Level	Grade	No. of Teacher Respondents	Percentage
1	Above average satisfied	C	122	60.70
2	Average/Moderate satisfied	D	71	35.32
3	Highly satisfied	B	7	3.48
4	Dissatisfied	E	1	0.50

Table -5 clearly indicates that the percentage of above average satisfied teachers were 60.70% and 35.32% were average/moderate satisfied then 3.48% were in highly satisfied level. Lastly, 0.50% was in dissatisfied level.

2. The job satisfaction level of male and female elementary school teachers of Champhai District.

Table 6: Level of Job Satisfaction among Male Elementary School Teachers.

Sl.No.	Level	Grade	No. of Teacher Respondents	Percentage
1	Above average satisfied	C	48	58.54
2	Average/Moderate satisfied	D	32	39.02
3	Highly satisfied	B	1	1.22
4	Dissatisfied	E	1	1.22

Table-6 clearly indicates that 58.54% of male teachers were in above average satisfied level and in average/moderate satisfied there were 39.02%. Highly satisfied male teachers and dissatisfied male teachers were 1.22% .

Table 7: Level of Job Satisfaction among Female Elementary School Teachers.

Sl.No.	Level	Grade	No. of Teacher Respondents	Percentage
1	Above average satisfied	C	74	62.18
2	Average/Moderate satisfied	D	39	32.78
3	Highly satisfied	B	6	5.04
4	Dissatisfied	E	0	0

Table-7 clearly shows that 62.18% of female teachers were in above average satisfied level and in average/moderate satisfied there were 32.78%. Highly satisfied female teachers were 5.04% and there was no dissatisfied teacher among female.

3. The job satisfaction level of Government and Private elementary school teachers of Champhai District.

Table 8: Level of Job Satisfaction among Government Elementary Teachers.

Sl.No.	Level	Grade	No. of Teacher Respondents	Percentage
1	Above average satisfied	C	50	49.50
2	Average/Moderate satisfied	D	46	45.55
3	Highly satisfied	B	4	3.96
4	Dissatisfied	E	1	0.99

Table-8 shows that 49.50% of government teachers were in above average satisfied level and in average/moderate satisfied there were 45.55%. Highly satisfied teachers were 3.96% and 0.99% was in the level of dissatisfied.

Table 9: Level of Job Satisfaction among Private Elementary Teachers.

Sl.No.	Level	Grade	No. of Teacher Respondents	Percentage
1	Above average satisfied	C	72	72
2	Average/Moderate satisfied	D	25	25
3	Highly satisfied	B	3	3

Table-9 clearly shows that 72% are above average satisfied among the private teachers and 25% of the private teachers were average/moderate satisfied and 3% were in highly satisfied.

4. Interpretation of value and verification of Hypothesis

To interpret the value of job satisfaction among teachers working in Government and Private Schools and also male and female teachers, the researcher apply the formula of Criterion Ratio and t – test.

For interpretation of values Table ‘T’ the table showing significance of CR and t – value Degree of Freedom = (N – 2) is adopted.

Similarly for rejection and acceptance of null hypothesis proposed in the objectives of the research body the following tables are presented.

Table 10: Indicating the Verification of Job Satisfaction (hypothesis) among Government Elementary Teachers and Private Elementary Teachers.

Status	Mean	Standard Deviation (SD)	No. of Respondents
Government	93.05 (M_1)	7.10 (σ_1)	101
Private	94.2 (M_2)	5.5 (σ_2)	100

It was found that the t value falls at – 1.31, it means it is significance at 0.01 level. Thus the hypothesis relating to the job satisfaction among Government teachers and Private teachers working in Elementary School stated as “Government elementary school teachers have higher satisfaction than Private elementary school teachers” is rejected.

Table 11: Indicating the Verification of Job Satisfaction among Male Teachers and Female Teachers Working in Elementary School.

Status	Mean	Standard Deviation (SD)	No. of Respondents
Male	92.51 (M_1)	8.03 (σ_1)	82
Female	92.91 (M_2)	5.24 (σ_2)	119

As indicated in the above Table-11, t value falls at -0.4 , it means it is significance at 0.01 level. Thus the hypothesis relating to the job satisfaction among male and female teachers working in Elementary School stated as “Male elementary school teachers have higher satisfaction than female elementary school teachers” is rejected.

Findings of the study

1. 60.70% of the respondents are above average satisfied in their job among all the elementary school teachers in relation to their score of the statement. The above average satisfied level holds the highest percentage in the level of job satisfaction among the teachers.
2. 49.50% of the respondents are above average satisfied in their job among the government elementary school teachers in relation to their score of the statement. The above average satisfied level holds the highest percentage in the level of job satisfaction among the government teachers.
3. 72% of the respondents are above average satisfied among the private elementary school teachers in relation to their score of the statement. The above average satisfied level holds the highest percentage in the level of job satisfaction among the private teachers.
4. 58.54% of male teachers are above average satisfied among the male teachers and 62.18% of the respondents are above average satisfied among the female teachers. The above average satisfied level holds the highest percentage in the level of job satisfaction among the male and female teachers.
5. It was found that Government teachers have not higher satisfaction than Private teachers.
6. It was found that female teachers have higher satisfaction than male teachers.

Discussion

The findings indicate that the majority of elementary school teachers in Champhai district report an above-average or average level of job satisfaction, suggesting overall positive attitudes toward their profession. A comparison between government and private school teachers revealed that private school teachers exhibit a higher level of job satisfaction. Gender-wise analysis showed that female teachers are slightly more satisfied than male teachers, although the difference is minimal. Overall, both male and female teachers were generally satisfied with their jobs.

In the Champhai district of Mizoram, teachers operate within a unique socio-political and economic context. While teachers in this area contend with issues such as inadequate infrastructure, delayed salaries, and geographic remoteness, many also experience strong community support, cultural pride, and a sense of purpose in their roles. These intrinsic motivators often sustain their commitment despite external difficulties.

Conclusion

The effectiveness of any education system is deeply rooted in the well-being and satisfaction of its teachers. As key agents of change and facilitators of learning, teachers directly influence student outcomes and the overall quality of education. Ensuring their job satisfaction is therefore crucial not only for their professional fulfillment but also for fostering a productive learning environment, especially in remote and sensitive regions. This study examined the unique conditions affecting elementary school teachers in Champhai district, a border region marked by both strategic importance and logistical challenges.

To promote sustained job satisfaction in such contexts, it is essential to address systemic shortcomings by improving infrastructure, ensuring timely compensation, providing incentives for remote postings, facilitating ongoing training, and offering psychosocial support. A comprehensive approach to these issues will not only support the professional well-being of teachers in Champhai but also contribute to strengthening the quality and equity of education in borderland and strategically significant region.

References

1. Abdunnazar, P. T., Moshahid, M. (2020). Job satisfaction among secondary school teachers. *International Journal of Creative Research Thoughts*, 8(11), 638–642.
<https://www.ijert.org/papers/IJCRT2011128.pdf>
2. Atta, N., Aziz, S., Sallahuddin, S., Hassan, H. (2012). A comparative study of regular and contractual teachers' job satisfaction. *International Journal of Social Science and Education*, 3(1), 178–182.
3. Bhatt, A. A. (2018). Job satisfaction among high school teachers. *The International Journal of Indian Psychology*, 6(1), 45–52.
4. Dahiya, N. (2011). A study of adjustment of secondary school teachers in relation to their job stress, job involvement and job satisfaction (Unpublished doctoral dissertation). Maharshi Dayanand University. <http://hdl.handle.net/10603/7818>
5. Raj, P., Mary, R. S. (2005). Job satisfaction of government school teachers in Pondicherry region. *Journal of All India Association for Educational Research*, 17(1–2), 80–81.
6. Rama, M. B. V. (2000). The relationship between job satisfaction and life satisfaction among secondary school teachers. *Journal of Educational Research and Extension*, 37(2), 47–54.
7. Reddy, A. V., Babu, R. M. V. (1995). Job satisfaction of teachers working in residential and non-residential schools. *Journal of Indian Education*, 21(1), 53–63.
8. Vasi Reddy, L. R. (2014). A study of job satisfaction and teacher effectiveness of Kendriya Vidyalaya teachers (Doctoral dissertation, Osmania University). <http://hdl.handle.net/10603/199952>