

Contemporary Issues in School Education, Effectiveness of Teaching and Job Satisfaction of High School Teachers

Mr. P. Santosh Kumar^{1*}, Mr.S. Bercmans², Dr.R. Gunasekaran³

¹Ph.D. (Part-Time) Research Scholar, Reg. Number: 6R1612972 PRIST University, Vallam Thanjavur

Tamil Nadu State- 613403

²Ph.D (Part Time) Research Scholar, Reg. Number: 16R1612969, PRIST University, Vallam, Thanjavur, Tamilnadu-613403.

³Associate Professor and Research Supervisor, PRIST University, Vallam, Thanjavur, TamilNadu- 613403

HOW TO CITE:

P. Santosh Kumar, S. Bercmans, R. Gunasekaran (2026). Contemporary Issues in School Education, Effectiveness of Teaching and Job Satisfaction of High School Teachers. International Journal of Special Education, 41(11s), 201-212

COPYRIGHT STATEMENT:

Copyright: © 2026 Authors.
Open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

ABSTRACT:

The modernization and changes in education is taking place consistently in India for improving economic progress and protecting values of life of individuals and also for attaining human rights, moral and ethical values, equality and personal development of individuals. At the same time, school education in India is also facing different issues and they are varying across the time horizons and need and demand of students and society and it is also facing important issues of quality, equity, expansion and excellence. The findings reveal that economic difficulties, lack of moral values, insufficient infrastructure, political interference and heterogeneity have significant and negative influence on job satisfaction of high school teachers. Furthermore, insufficient infrastructure, economic difficulties, political interference, heterogeneity and lack of moral values have negative and direct influence on effectiveness of teaching of high school teachers, while, effectiveness of teaching has positive and direct influence on job satisfaction of high school teachers. Thus, all the hypotheses are supported by the findings and limitations of the study are also presented.

Keywords: Contemporary Issues, Effectiveness of Teaching, Job Satisfaction, School Education.

1. Introduction

Education is largely necessary for growth, development and competitiveness of each and every individuals and social harmony and stability in India. The school education is basically important aspect of educational life of individuals in India and it is facilitating individuals for their transformation in to socially

responsible persons and they obtain all kind of power and progress in their life because education (Bhat, 2017). The modernization and changes in education is taking place consistently in India for improving economic progress and protecting values of life of individuals (Brinkmann, 2015) and also for attaining human rights, moral and ethical values, equality and personal development of individuals (Singh,

2017). At the same time, school education in India is also facing different issues and they are varying across the time horizons and need and demand of students and society and it is also facing important issues of quality, equity, expansion and excellence (Harris et al. 2014). Besides, poor quality of teaching, privatization, and homogeneity of student groups, political intervention, economic constraints, and inadequate facilities for teaching and learning and complete absences of moral and ethical values in school education system are the major contemporary issues (Devi et al. 2020; Singh, 2023) and these are affecting school students and teachers especially their effectiveness of teaching and satisfaction in teaching significantly (Mahajan, 2021).

Effectiveness of teaching is the outcome of interaction among features of teachers and different aspects of school and factors related to various circumstances (Abduliahi and Onasanya, 2010; Bhat and Wani, 2016) and it is also related to productivity, efficiency and perfection of teachers in their teaching activities (Cascio et al. 2014; Avwersuo, 2017). Effectiveness of teaching is including and dealing of quality of teaches, atmosphere in classroom, activities related to teaching and their impact on students (Awasthi and Bihari, 2014; Kauts and Chechi, 2014) and it is the complicated process which consists of different elements pertaining to school, students, objectives, teaches and issues in school education (Borkar, 2013; Bala and Bashir, 2016) and in general it represents wholesome performance of teachers in their teaching activities (Chauhan, 2016) and higher effectiveness of teaching is producing very good and desirable outcomes among students (Degi and Zangmu, 2017) and also affecting satisfaction of teachers in their jobs (Dutta et al. 2017).

Job satisfaction of school teachers is playing an important role in their life and also performance and progress of schools and students (Khatoon and Hasan, 2000) and it is the features of teachers and its resultant in meeting their needs and requirements (Sangay and Dorji, 2021) and

it is varying among them and it is also highly depending on array of factors pertaining schools (Shrestha, 2019), students, teaching and family (Kumara, 2018) and it is the evaluation of teachers on various aspects of their teaching jobs. Satisfaction of teachers regarding to their job is the emotional and pleasant situation which is arising out evaluation of their job in attaining the values of their jobs (Capone and Petrillo, 2020; Gaikwad and Wakchaure, 2023). Job satisfaction is highly critical because it is very closely linked with involvement, productivity and performance of teachers in their academic activities (Hulme, and Wood, 2022) and it is affected by several factors mainly by salary and incentives, working atmosphere, facilities in school, autonomy and delegation of power, economic constraints and also by effectiveness of teaching (Klassen and Chiu, 2010; McInerney et al. 2018) and performance of students in their academic activities (Reeves et al. 2017). Meanwhile, there is no study is conducted relating to structural relation amongst contemporary issues in school education, effectiveness of teaching and job satisfaction of high school teachers in Andhra Pradesh. Hence, this research is carried out in Andhra Pradesh of India among high school teachers to fill a research gap.

2 Theoretical underpinnings

2.1 Contemporary issues in school education and job satisfaction

Inadequate infrastructure, poor quality (Gluchmanova, 2015), corruption, lack of values, insufficient workforce and poor standard of curriculum and inadequate quality teachers, absence of accountability and non academic works and heavy work load (Schulze-Hagenest et al. 2023) are the important contemporary issues in school education (Thanky, 2013; Reinking, 2015; Kumari, 2016; Chaudhari, 2016; Nadar, 2018; Joshi, 2019; Devi et al. 2020; Sardar, 2021; Jyothi, 2022; Tome, 2023). Besides, heterogeneity, lack of moral values, insufficient infrastructure, political interference and economic difficulties are the major

contemporary issues in school education and they have significant and negative influence on job satisfaction among school teachers (Kumar, 2019; Kaleem and Jawed Akhtar, 2020; Kaleem and Jawed Akhtar, 2021; Divya, 2022; Prasad and Pasupathi, 2023).

2.2 Contemporary issues in school education and effectiveness of teaching

Contemporary issues in school education have also significant and negative influence on effectiveness of teaching of school teachers (Rajammal and Muthumanickam, 2012; Kareem and Ravirrot, 2014; Devamma, 2018). Further, stress (Borkar, 2013), heterogeneity, lack of moral values, insufficient infrastructure, political interference and economic difficulties have significant and negative influence on effectiveness of teaching of school teachers (Malik and Sharma, 2013; Pachaiyappan and Raj, 2014; Bhat 2017; Bezbaruah, 2021; Raju and Vardhini, 2022; Parvez, 2023).

2.3 Effectiveness of teaching and job satisfaction

Effectiveness of teaching is having positive and significant relation with job satisfaction of school teachers (Kothawade, 2014; Agu, 2014; Chowdhry, 2015; Dash and Barman, 2016; Sahito and Vaisanen, 2017; Halder and Roy, 2018). Furthermore, effectiveness of teaching has positive and significant influence on job satisfaction of school teachers (Klassen and Chiu, 2010; Korb and Akintunde, 2013; Anastasiou and Papakonstantinou, 2014; Stearns et al. 2015; Kumar, 2016; Maqbool, 2017; Shrestha, 2019; Crisci et al. 2019; Baluyos et al. 2019; Lopes and Oliveira, 2020; Sangay and Dorji, 2021; Toropova et al. 2021; Ozkan and Akgenc, 2022; Noori, 2023).

3 Hypotheses of the study

In the backdrop of above theoretical underpinnings, the hypotheses are constructed and tested empirically are:

H₁: Heterogeneity has negative influence on job satisfaction of high school teachers.

H₂: Lack of moral values has negative influence on job satisfaction of high school teachers.

H₃: Insufficient infrastructure has negative influence on job satisfaction of high school teachers.

H₄: Political interference has negative influence on job satisfaction of high school teachers.

H₅: Economic difficulties have negative influence on job satisfaction of high school teachers.

H₆: Heterogeneity has negative influence on job satisfaction with moderating effect of effectiveness of teaching of high school teachers.

H₇: Lack of moral values has negative influence on job satisfaction with moderating effect of effectiveness of teaching of high school teachers.

H₈: Insufficient infrastructure has negative influence on job satisfaction with moderating effect of effectiveness of teaching of high school teachers.

H₉: Political interference has negative influence on job satisfaction with moderating effect of effectiveness of teaching of high school teachers.

H₁₀: Economic difficulties have negative influence on job satisfaction with moderating effect of effectiveness of teaching of high school teachers.

4 Methodology

Andhra Pradesh state in India had chosen for conducting the present study. Random sampling method had adopted for selecting high school teachers. The structured questionnaire had sent to 900 high school teachers in Andhra Pradesh and after careful examination of questionnaire, 360 usable questionnaires had chosen and used in the analysis. Percentage, mean and SD, correlation and regression analysis and Structural Equation Model (SEM) had applied to analyze the data gathered from high school teachers.

5 Measurement of scale

This study had used Contemporary Issues in School Education scale developed and standardized by author (2023), Effectiveness of Teaching Scale constructed and validated by Dr. Madhu Gupta and Ms. Gunjan Verma (2018)

and Job Satisfaction Inventory constructed and validated by Dr. Mira Dixit (2011). This research employs a five-point Likert scale to assess the variables in constructs, ranging from "strongly agree" to "strongly disagree." The research model applied for this study is displayed in Figure - 1.

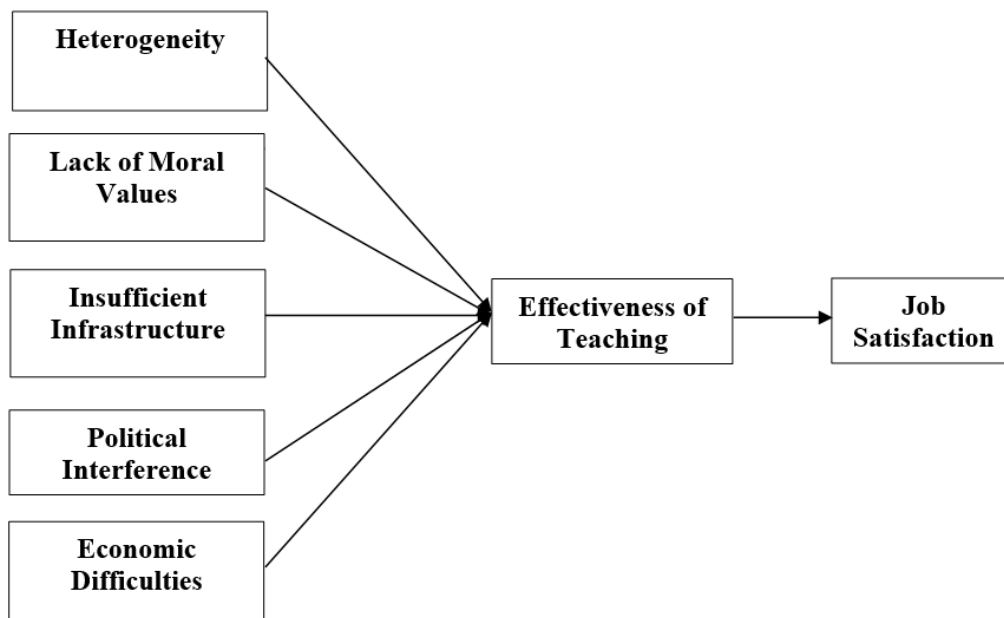


Figure – 1: Research model

6 Results

6.1 Background information about high school teachers
 Amongst 360 high school teachers, 191 of them (53.06%) are males, whilst, 169 of them (46.94%) are females, 172 of them (47.78%) are working in private schools, while, 84 of them (23.33%) are working in Government aided schools, 203 of them (56.39%) are working in urban schools, whilst, 157 of them (43.61%) are working in rural schools, 232 of them (64.44%) are teaching through English medium, whilst,

128 of them (35.56%) are teaching through Telugu medium, 160 of them (44.44%) are having teaching experience of 5–8 years, while, 78 of them (21.67%) are having teaching experience of above 8 years and 259 of them (71.94%) are living in nuclear family, while, 101 of them (28.06%) are living in joint family (Table 1).

Table 1 Background information about high school teachers

Background information	Number (n = 360)	%
<i>Gender</i>		
Male	191	53.06
Female	169	46.94
<i>Type of School</i>		

Government	104	28.89
Government Aided	84	23.33
Private	172	47.78
<i>Location of School</i>		
Urban	203	56.39
Rural	157	43.61
<i>Medium of Instruction</i>		
English	232	64.44
Telugu	128	35.56
<i>Teaching Experience</i>		
Below 4 years	122	33.89
5 –8 years	160	44.44
Above 8 years	78	21.67
<i>Type of Family</i>		
Joint	101	28.06
Nuclear	259	71.94

6.2 Descriptive statistics of constructs

The results reveal that a positive and significant relation is prevailed among effectiveness of teaching and job satisfaction of high school teachers ($r = 0.61$) and all other constructs have negative and significant relation among them in 1% level. The correlation coefficients are less than 0.80 for all

constructs, implying the absence of multicollinearity among the constructs ((Table 2). This is also confirmed by calculating the Variance Inflation Factor (VIF) for all independent variables, which are smaller than 2, revealing the absence of multicollinearity.

Table 2 Mean, SD and correlation coefficients

<i>Constructs</i>	<i>Mean</i>	<i>SD</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
1. Heterogeneity	3.95	0.39	1						
2. Lack of Moral Values	3.87	0.51	-0.48**	1					
3. Insufficient Infrastructure	3.85	0.55	-0.45**	-0.39**	1				
4. Political Interference	3.93	0.42	-0.44**	-0.46**	-0.46**	1			
5. Economic Difficulties	3.90	0.46	-0.40**	-0.37**	-0.52**	-0.38**	1		
6. Effectiveness of Teaching	3.98	0.35	-0.51**	-0.50**	-0.57**	-0.53**	-0.55**	1	
7. Job Satisfaction	3.82	0.62	-0.41**	-0.47**	-0.45**	-0.43**	-0.49**	0.61**	1

*** Significant in 1`% level*

6.3 Reliability and validity

The reliability and validity for constructs are shown in Table 3.

Table 3 Reliability and validity

<i>Constructs</i>	<i>CR</i>	<i>AVE</i>	<i>DV</i>
Heterogeneity	0.78	0.76	0.73
Lack of Moral Values	0.73	0.70	0.68
Insufficient Infrastructure	0.72	0.69	0.67
Political Interference	0.76	0.74	0.72
Economic Difficulties	0.75	0.71	0.69
Effectiveness of Teaching	0.80	0.77	0.75
Job Satisfaction	0.74	0.72	0.70

The above table makes clear that the Composite Reliability (CR) values for the constructs are above 0.70. The Average Variance Extracted (AVE) values are larger than 0.50 and the Discriminant Validity (DV) values are higher than 0.60. These findings explain that all the constructs are having an excellent convergent validity.

The influence of contemporary issues in school education on job satisfaction of high school teachers is studied by employing regression analysis and the outcomes are shown in Table 4. R^2 is 0.63 and adjusted R^2 is 0.61 and these are indicating that this model has good fit. F-value of 27.518 is revealing that this model is significant in 1% level.

6.4 Influence of contemporary issues in school education on job satisfaction of high school teachers

Table 4 Outcomes of regression analysis

<i>Contemporary Issues</i>	<i>Regression efficient (Unstandardized)</i>	<i>t-Value</i>	<i>Sig.</i>
Constant	15.462	16.385	.000
Heterogeneity (X ₁)	-.416	6.972	.000
Lack of Moral Values(X ₂)	-.594	8.126	.000
Insufficient Infrastructure (X ₃)	-.508	7.834	.000
Political Interference(X ₄)	-.470	7.250	.000
Economic Difficulties(X ₅)	-.681	9.768	.000
R^2	0.63	-	-
Adjusted R^2	0.61	-	-
F	27.518	-	.000

The regression analysis elucidates that economic difficulties ($\beta = -0.681$), lack of moral values ($\beta = -0.594$), insufficient infrastructure ($\beta = -$

0.508), political interference ($\beta = -0.470$) and heterogeneity ($\beta = -0.416$) have significant and negative influence on job satisfaction of high school teachers in 1% level. Keeping other

contemporary issues constant, 1% increase in economic difficulties, there will be 0.68% decrease in job satisfaction, 1% increase in lack of moral values, there will be 0.59% decrease in job satisfaction, 1% increase in insufficient infrastructure, there will be 0.51% decrease in job satisfaction, 1% increase in political interference, there will be 0.47% decrease in job satisfaction and 1% increase in heterogeneity, there will be 0.42% decrease in job satisfaction of high school teachers.

6.5 Structural relation amongst contemporary issues in school education, effectiveness of teaching and job satisfaction of high school teachers

The Structural Equation Model (SEM) is built to examine structural relation amongst contemporary issues in school education, effectiveness of teaching and job satisfaction of high school teachers and the outcome is shown in Table 5.

Table 5 Structural path coefficients- standardized

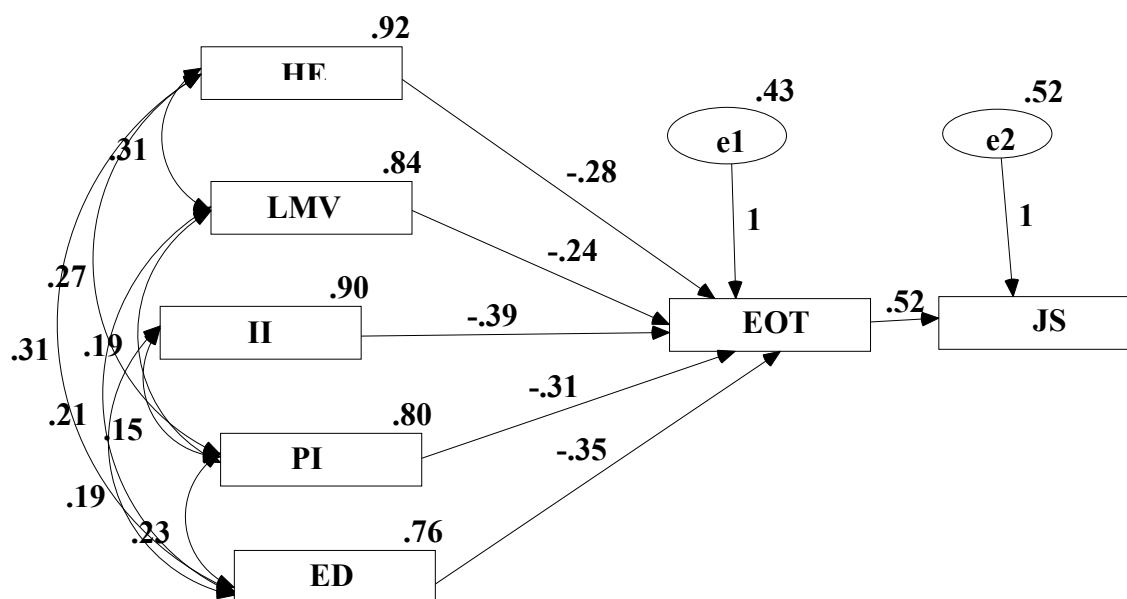
<i>Path</i>	<i>Coefficients (Standardized)</i>	<i>CR</i>	<i>P-Value</i>
EOT ← HE	-.275	4.650	***
EOT ← LMV	-.241	4.237	***
EOT ← II	-.386	5.842	***
EOT ← PI	-.314	4.984	***
EOT ← ED	-.352	5.128	***
JS ← EOT	.523	7.765	***

The SEM shows that the standardized coefficient for Effectiveness of Teaching (EOT) against Heterogeneity (HE) is -0.275, the standardized coefficient for Effectiveness of Teaching (EOT) against Lack of Moral Values (LMV) is -0.241, the standardized coefficient for Effectiveness of Teaching (EOT) against Insufficient Infrastructure (II) is -0.386, the standardized coefficient for Effectiveness of Teaching (EOT) against Political Interference (PI) is -0.314 and the standardized coefficient for Effectiveness of Teaching (EOT) against Economic Difficulties (ED) is -0.352 and these are significant at 1% level. Thus, insufficient infrastructure, economic difficulties, political interference, heterogeneity and lack of moral values have negative and direct influence on effectiveness of teaching of high school teachers at 1% level.

Besides, the standardized coefficient for Job Satisfaction (JS) against Effectiveness of Teaching (EOT) is 0.523 which is significant at 1% level. Hence, effectiveness of teaching has positive and direct influence on job satisfaction of high school teachers at 1% level. The path diagram for job

satisfaction of high school teachers is shown in Figure-2. The Chi-square value is 4.586 and it is not significant explaining that the model is in good fit. GFI is 0.98 and CFI is 0.96 and these measures are demonstrating that the model is in good fit. RMR is 0.07 and RMSEA is 0.04 and these values are disclosing that the model is in good fit.

Figure 2 Path diagram for job satisfaction of high school teachers



7 Conclusion and discussion

The outcomes of this research elucidates that economic difficulties, lack of moral values, insufficient infrastructure, political interference and heterogeneity have significant and negative influence on job satisfaction of high school teachers and these findings are confirmed by the studies of Kumar, (2019), Kaleem and Jawed Akhtar (2020), Kaleem and Jawed Akhtar (2021), Divya (2022) and Prasad and Pasupathi (2023). Furthermore, insufficient infrastructure, economic difficulties, political interference, heterogeneity and lack of moral values have negative and direct influence on effectiveness of teaching of high school teachers, while, effectiveness of teaching has positive and direct influence on job satisfaction of high school teachers and no previous studies are carried out in these aspects and it is also unique in these aspects.

References:

- Aarti Mahajan. (2021). 'Problems and challenges in secondary education in remote areas of India', *Webology*, Vol.18, No.6, pp.1013-1018.
- Abdul Qawi Noori. (2023). 'Job satisfaction variance among public and private school teachers: A case study', *Cogent Education*, Vol.10, No.1, pp.1-19.
- Abduliahi, O.E. and Onasanya, S.A. (2010). 'Effect of teacher effectiveness on Kwara State secondary school students' achievement in Mathematics', *The Social Sciences*, Vol. 5, No. 4, pp. 286-292.

8 Contributions, limitations and area for further research

This study creates an important contribution to the existing literature in terms of influence of contemporary issues in school education on job satisfaction of high school teachers and structural relation amongst contemporary issues in school education, effectiveness of teaching and job satisfaction of high school teachers. The present study is limited to high school teachers in Andhra Pradesh and the sample size is also limited to 360 only. The future research may be taken as involvement as a mediator among contemporary issues in school education and teaching performance of teachers at higher secondary and secondary levels in Andhra Pradesh and also in other regions of India and the nation as a whole.

-
- Abu Aslam Parvez. (2023). 'A study on evaluating teaching effectiveness and efficiency at secondary level education of Bangladesh', *Journal of Emerging Technologies and Innovative Research*, Vol.10, No.9, pp.341-351.
- Agu L.U. (2014). 'Job satisfaction factors of primary school teachers – a case study of Nasarawa state', *Nigeria-Vocational Association Journal*, Vol.19, No.2, pp.117-127.
- Anastasiou, S. and Papakonstantinou, G. (2014). 'Factors affecting job satisfaction, stress and work performance of secondary education teachers in Epirus, NW Greece', *International Journal of Management in Education*, Vol.8, No.1, pp.37-53.
- Anna Toropova, Eva Myrberg and Stefan Johansson. (2021). 'Teacher job satisfaction: the importance of school working conditions and teacher characteristics', *Educational Review*, Vol.73, No.1, pp. 71-97.
- Arshad Ali Bhat. (2017). 'Emotional intelligence of higher secondary school students with respect to their gender', *The International Journal of Indian Psychology*, Vol.5, No.1, pp.37-48.
- Avwersuo, O.E. (2017). 'Motivation and teacher's effectiveness in the class work in Ughelli north local government area of delta state', *Global Journal of Management and Business Research: An Administration and Management*, Vol. 17, No. 3, pp. 9-18.
- Awasthi, M. and Bihari, S. (2014). 'A study of teacher effectiveness and emotional intelligence among senior secondary school teachers', *Online International Interdisciplinary Research Journal*, Vol. 4, No. 2, pp. 104-110.
- Bala, P. and Bashir, L. (2016). 'Teaching effectiveness of secondary school teachers in relation to their work motivation', *International Education and Research Journal*, Vol. 2, No. 9, pp. 7-8.
- Baluyos, G.R., Rivera, H.L. and Baluyos, E.L. (2019). 'Teachers' job satisfaction and work performance', *Open Journal of Social Sciences*, Vol.7, No.1, pp.206-221.
- Bapi Kumar Sardar. (2021). 'Challenges and prospects of secondary school teachers of India: a case study', *International Journal of Creative Research Thoughts*, Vol.9, No.8, pp.605-612.
- Bhat, G.A. and Wani, G. (2016). 'Teacher effectiveness in relation to emotional intelligence of effective and ineffective high school teachers', *Academia Arena*, Vol. 8, No. 10, pp. 87-94.
- Borkar, U. (2013). 'A study of teacher effectiveness of secondary school teachers in relation to teacher stress', *International Journal of Humanities and Social Science Invention*, Vol. 2, No. 12, pp. 13-16.
- Brinkmann, S. (2015). 'Learner-centred education reforms in India: The missing piece of teachers' beliefs', *Policy Futures in Education*, Vol.13, No.3, pp.342-359.
- Capone, V. and Petrillo, G. (2020). 'Mental health in teachers: relationships with job satisfaction, efficacy beliefs, burnout and depression', *Current Psychology*, Vol.39, No.5, pp.1757-1766.
- Cascio, M. I., Magnano, P., Elastico, S., Costantino, V., Zapparrata, V. and Battiato, A. (2014). 'The relationship among self-efficacy beliefs, external locus of control and work stress in public setting school teachers', *Open Journal of Social Sciences*, Vol. 2, No. 1, pp. 149-156.
- Chauhan, A. (2016). 'A study of teacher effectiveness in relation to gender, locale and academic stream', *International Journal of Advanced Research in Education & Technology*, Vol. 3, No. 4, pp. 121-123.
- Chowdhry, S., (2015). 'Correlation study of teaching effectiveness and job satisfaction of secondary school teachers in Tinsukia district of Assam, India', *The Clarion International Multidisciplinary Journal*, Vol.4, No.1, pp.76-83.
- Crisci, A., Sepe, E. and Malafronte, P. (2019). 'What influences teachers' job satisfaction and how to improve, develop and reorganize the school activities associated with them', *Quality and Quantity*, Vol.53, No.5, pp.2403-2419.
- Degi, K. and Zangmu, L. (2017). 'A study on teaching effectiveness of secondary school teachers of Tawang district, Arunachal Pradesh', *International Education and Research Journal*, Vol. 3, No. 9, pp. 13-14.
- Devamma, G. B. (2018). 'Teaching effectiveness of secondary school teachers in relation to their morale', *International Journal of Indian Psychology*, Vol.6, No.4, pp.4-12.
-

-
- Divya, S. (2022). 'A study on education system in India', *International Journal for Research Trends and Innovation*, Vol.7, No.8, pp.624-625.
- Dutta, R., Halder, S. and Sen, M.K. (2017). Teacher effectiveness and related characteristics: A systematic review', *The Online Journal of New Horizons in Education*, Vol. 7, No. 1, pp. 143-201.
- Falguni Singh, Monika Saini· Ashish Kumar, Seeram Ramakrishna and Mousumi Debnath. (2023). 'Perspective of educational environment on teachers' perception of teaching and learning', *Learning Environments Research*, Vol. 26, No. 10, pp. 337-359.
- Halder, U.K. and Roy, R. R. (2018). 'Job satisfaction and teacher effectiveness of secondary school teachers', *International Journal of Innovative Research Explorer*, Vol.5, No.4, pp.47-61.
- Harris, D. N., Ingle, W. K. and Rutledge, S. A. (2014). 'How evaluation methods matter for accountability: a comparative analysis of teacher effectiveness ratings by principals and teacher value-added measures', *American Educational Research Journal*, Vol.51, No.1, pp.73-112.
- Himalinee Bezbaruah. (2021). 'Effectiveness of teachers in teaching English in government upper primary schools of Kamrup district in relation to gender and area: a study', *Journal of Research in Humanities and Social Science*, Vol.9, No.9, pp.56-65.
- Hulme, M. and Wood, J. (2022). 'The importance of starting well: the influence of early career support on job satisfaction and career intentions in teaching', *Journal of Further and Higher Education*, Vol.46, No.4, pp.504-521.
- Jayanti Kumari. (2016), 'Public-private partnerships in education: an analysis with special reference to Indian school education system,' *International Journal of Educational Development*, Vol.47, No.10, pp.47-53.
- Jose Manuel Salum Tome. (2023). 'Issues and trends in contemporary education', *Social Science, Humanities and Sustainability Research*, Vol.4, No.4, pp.10-21.
- Jyothi, A. (2022). 'Primary education in India: progress and challenges', *International Journal of Novel Research and Development*, Vol.7, No.12, pp.719-723.
- Kareem, J., and Ravirot, B. (2014). 'A study on the self-concept of teachers working in government, aided and unaided colleges in Bangalore', *The IUP Journal of Organizational Behavior*, Vol.8, No.1, pp.61-70.
- Karma Sangay and Choki Dorji. (2021). 'A teacher's perception on job satisfaction in the higher secondary schools of Bhutan', *International Journal of Science and Research*, Vol.10, No.10, pp.1631-1635.
- Kauts, A. and Chechi, V. (2014). 'Teacher effectiveness in relation to type of institution, emotional intelligence and teaching experience', *Anadolu Journal of Educational Sciences International*, Vol. 4, No. 2, pp. 63-81
- Khatoon, T. and Hasan, Z. (2000). 'Job satisfaction of secondary school teachers in relation to their personal values', *Indian Educational Review*, Vol.36, No.1, pp.64-75.
- Klassen, R.M. and Chiu, M.M. (2010). 'Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress', *Journal of Educational Psychology*, Vol.102, No.3, pp.741-756.
- Korb, K.A. and Akintunde, O.O. (2013). 'Exploring factors influencing teacher job satisfaction in Nigerian schools', *Nigerian Journal of Teacher Education and Training*, Vol.11, No.2, pp. 211-223.
- Kothawade, P. L. (2014). 'Correlative study of teaching effectiveness & job satisfaction of higher secondary school teachers', *Indian Journal of Applied Research*, Vol.4, No.7, pp.116-118.
- Lal Kumar, A.C. (2016). 'Job satisfaction of higher secondary school teachers', *International Journal of Computational Research and Development*, Vol.1, No.1, pp.62-65.
- Lopes, J. and Oliveira, C. (2020). 'Teacher and school determinants of teacher job satisfaction: a multilevel analysis', *School Effective and School Improvement*, Vol.31, No.4, pp. 641-665.
- Malik, U. and Sharma, D. K. (2013). 'Teaching effectiveness of secondary school teachers in relation to their professional commitment', *International Educational E-Journal*, Vol.2, No.4, pp.148-154.
- Maqbool, S. (2017). 'Interrelationship between collective teacher efficacy and job satisfaction of teachers at secondary schools', *NUML Journal of Critical Inquiry*, Vol.15, No.1, pp. 180-196.
-

-
- Marta Gluchmanova. (2015). 'Contemporary issues of teaching from the viewpoint of students', *Procedia - Social and Behavioral Sciences*, Vol.174, No.6, pp.3159-3163.
- McInerney, D. M., Korpershoek, H., Wang, H. and Morin, A. J. (2018). 'Teachers' occupational attributes and their psychological wellbeing, job satisfaction, occupational self-concept and quitting intentions', *Teaching and Teacher Education*, Vol.71, No.2, pp. 145-158.
- Milind Ramdas Gaikwad and Rajaram N. Wakchaure. (2023). 'A comparative study of job satisfaction between government and non-government secondary school teachers in Mumbai', *Journal of Engineering Sciences*, Vol.14, No.3, pp.18-23.
- Nadar, R.N. (2018). 'Contemporary issues and challenges in the Indian education system', *IOSR Journal of Business and Management*, Vol.8, No.2, pp. 86-91.
- Narendra Kumar Singh. (2017). 'Contemporary issues and teacher education programme', *International Journal of Development Research*, Vol.7, No.10, pp. 16058-16061.
- Pachaiyappan, P. and Ushalaya Raj, D. (2014). 'Evaluating the teacher effectiveness of secondary and higher secondary school teachers', *IOSR Journal of Research & Method in Education*, Vol.4, No.1, pp.52-56.
- Pallavi Kumara. (2018). 'Job Satisfaction of Higher Secondary School Teachers in Context of Type of School', *International Research Journal of Indian Language*, Vol.6, No.3, pp.197-199.
- Prasad, C.V. and Pasupathi, G. (2023), 'Challenges and job satisfaction of higher secondary school teachers in Kerala', *International Journal for Multidisciplinary Research*, Vol.5, No.5, pp.1-6.
- Prashant M. Josh. (2019). 'Contemporary issues in the Indian education system', *Gap Interdisciplinarity*, Vol.2, No.1, pp. 208-214.
- Priti Chaudhari. (2016). 'Secondary education in India: issues and concerns', *International Journal of Social Science and Humanities Research*, Vol.4, No.1, pp.300-305.
- Raj Lakshmi Bhat. (2017). 'A study of teaching effectiveness of prospective teachers in relation to stream and gender', *Amity International Journal of Teacher Education*, Vol.3, No.1, pp.1-6.
- Reeves, P. M., Pun, W. H. and Chung, K. S. (2017). 'Influence of teacher collaboration on job satisfaction and student achievement', *Teaching and Teacher Education*, Vol.67, No.4, pp. 227-236.
- Reinking, A. K. (2015). 'Increasing accountability measures for early childhood teachers using evaluation models: observation, feedback, and self-assessment', *Current Issues in Education*, Vol.18, No.1, pp.1-10.
- Shahid Kaleem and Jawed Akhtar, S.M. (2020). 'An analysis of educational attainment among different social groups in India', *International Journal of Humanities and Social Science Research*, Vol.6, No.6, pp.102-110.
- Shahid Kaleem and Jawed Akhtar, S.M. (2021). 'A review of secondary and higher secondary education in India', *South Asian Journal of Social Studies and Economics*, Vol.12, No.4, pp.148-158.
- hrestha, M. (2019). 'Contribution of school related attributes on job satisfaction: A cross-sectional study on school teachers in Nepal', *Malaysian Online Journal of Educational Management*, Vol.7, No.4, pp. 23-44.
- Shruthi Devi. R, Keerthi Sasanka. L, Karthik Ganesh Mohanraj and Nabeel Ahmed. (2020). Emerging trends in Indian education system-a review', *Palarch's Journal of Archaeology of Egypt/Egyptology*, Vol.17, No.7, pp. 618-628.
- Sivasakthi Rajammal and Muthumanickam, R. (2012). 'A study on the teacher effectiveness of school teachers', *International Journal of Current Research*, Vol.4, No.2, pp.222-226.
- Stearns, E., Banerjee, N., Moller, S. and Mickelson, R.A. (2015). 'Collective pedagogical teacher culture and teacher satisfaction', *Teachers College Record*, Vol.117, No.1, pp. 17-18.
- Suresh Kumar, A. (2019). 'Recent trend in the education system of India', *Journal of Emerging Technologies and Innovative Research*, Vol.6, No.3, pp.481-486.
- Tabea Schulze-Hagenest , Bastian Carstensen, Kira Weber, Thorben Jansen, Jennifer Meyer, Olaf Koller and Uta Klusmann. (2023). 'Teachers' emotional exhaustion and job satisfaction: how much does the school context matter?', *Teaching and Teacher Education*, Vol.136, No.10, pp.1-12.
-

-
- Thanky, P. (2013). Education system in present scenario: problems & remedies', *Indian Journal of Applied Research*, Vol.3, No.7, pp.166-167.
- Umasankar Dash and Pranab Barman. (2016). 'Teaching effectiveness of secondary school teachers in the district of Purba Medinipur, West Bengal', *IOSR Journal of Humanities And Social Science*, Vol.7, No.7, pp.50-63.
- Umut Birkan Ozkan and Ertan Akgenc. (2022). 'Teachers' job satisfaction: multilevel analyses of teacher, school, and principal effects', *FIRE: Forum for International Research in Education*, Vol.7, No.3, pp.1-23.
- Usha A. Borkar. (2013). 'A study of teacher effectiveness of secondary school teachers in relation to teacher stress', *International Journal of Humanities and Social Science Invention*, Vol.2, No.12, pp.13-16.
- Zafarullah Sahito and Pertti Vaisanen. (2017). 'Factors affecting job satisfaction of teacher educators: empirical evidence from the universities of Sindh province of Pakistan', *Journal of Teacher Education and Educators*, Vol.6, No.1, pp.1-30.
- Zakkula Dhana Raju and Vijaya Vardhini, S. (2022). 'A study on teacher effectiveness among secondary school teachers', *International Journal of Creative Research Thoughts*, Vol.10, No.6, pp.482-492.