

A Critical Analysis of Job Satisfaction and Employee Performance among High School Teachers in Odisha

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ABSTRACT

This study presents a critical analysis of the relationship between job satisfaction and employee performance among high school teachers in Odisha. By combining empirical data with theoretical reflection, it evaluates how satisfaction factors such as autonomy, recognition, and institutional support affect performance. Quantitative tools were used to assess satisfaction levels and their correlation with performance indicators. The study provides visual analysis, robust statistical interpretation, and actionable policy recommendations for state education authorities to reform school governance with a human-centered approach

Keywords: Job Satisfaction, Teacher Performance, Odisha, Educational Policy, Motivation, Institutional Support.

1. INTRODUCTION

In the evolving educational landscape of India, the performance of teachers is increasingly recognized as pivotal to student success. Particularly in Odisha, teachers encounter a variety of professional challenges, including limited administrative support, inadequate infrastructure, and uneven access to professional development. Job satisfaction has long been seen as a predictor of employee performance, influencing work quality, commitment, and innovation in pedagogy.

With the launch of the National Education Policy 2020, there has been renewed focus on teacher well-being and institutional autonomy. However, research in this area remains fragmented. This study addresses the gap by examining how job satisfaction translates into employee performance outcomes among Odisha's high school educators. The research blends empirical analysis with theoretical critique to provide insights for policy reform and academic discourse

2. Literature Review

The relationship between job satisfaction and employee performance has received considerable academic attention. Early works such as those by Herzberg (1968) introduced the Two-Factor Theory, distinguishing between hygiene and motivational factors. Maslow's (1943) hierarchy emphasized psychological and self-fulfillment needs, which align closely with teacher expectations in a school environment Judge et al. (2001) conducted a comprehensive meta-analysis and concluded that job satisfaction and job performance are positively correlated, with an average effect size of $r = 0.30$. Saari and Judge (2004) highlighted that autonomy, recognition, and professional growth significantly impact satisfaction, particularly in knowledge-based sectors like education..

Within the Indian context, Mishra (2020) found that high school teachers' performance in Odisha was affected not only by compensation but also by administrative behavior and career progression clarity. Rout and Behera (2019) emphasized the emotional fatigue rural teachers face due to isolation and excessive workload. Sinha and Singh (2017) noted that private school teachers in urban areas exhibited higher engagement levels due to structured appraisal systems and digital resources. However, these studies often overlook intrinsic cultural elements, including respect, community bonding, and legacy.

This study builds upon these works and aims to bridge gaps in regional research by analyzing satisfaction factors holistically, using visual analytics and real-world evidence. It also explores gender and urban-rural differences in job satisfaction outcomes, and how these disparities impact teaching effectiveness in Odisha's diverse educational landscape.

3. Research Design

This study adopts a cross-sectional, quantitative design using stratified random sampling. The target population includes high school teachers across three major districts in Odisha: Puri, Khordha, and Ganjam. Out of an estimated pool of 1,200 teachers, 160 participants were selected based on teaching subject, gender, and school type (government vs private).

The primary tools used include the Minnesota Satisfaction Questionnaire (MSQ) to assess intrinsic and extrinsic job satisfaction levels. Teacher performance was evaluated through a structured supervisor rating scale covering lesson planning, classroom delivery, and student feedback. The data collection was conducted over a two-month period using both online and offline survey modes.

Data were analyzed using SPSS. Descriptive statistics provided an overview of satisfaction levels. Pearson correlation and linear regression were used to determine the strength of the relationship between satisfaction and performance. Visual representations included bar charts, scatter plots, and correlation matrices for better interpretation.

4. Data Analysis and Interpretation

The data analysis began with descriptive statistics to understand the general distribution of satisfaction and performance levels among teachers. The bar chart (Figure 1) revealed that a significant proportion of teachers—nearly 48%—reported high job satisfaction, while only 9% were dissatisfied. A noteworthy segment (25%) fell into the moderate satisfaction category, indicating that efforts to elevate this group could substantially improve overall performance outcomes.

Demographic analysis through the pie chart (Figure 2) showed that 60% of the surveyed teachers belonged to urban schools, while 40% were from rural backgrounds. Urban teachers tended to report higher satisfaction levels, correlating with better infrastructure, more frequent professional development opportunities, and timely administrative feedback. In contrast, rural teachers emphasized the importance of job security and local social recognition.

The correlation matrix (Figure 3) visually confirmed a strong positive relationship ($r = 0.62$) between job satisfaction and performance. This is consistent with Pearson correlation test results where the relationship was statistically significant at the 0.01 level. The histogram (Figure 4) demonstrated that performance scores were normally distributed, with most scores clustering between 4.0 and 4.6. This indicates a healthy performance trend overall, but with room for improvement among teachers scoring below 4.0.

The scatter plot (Figure 5) highlighted a clear upward trajectory, confirming that teachers with higher satisfaction scores generally exhibited better performance. This trend held true across school types, with minor variations in slope. Regression analysis showed that job satisfaction significantly predicted teacher performance ($\beta = 0.58$, $p < 0.01$), explaining approximately 38% of the variance ($R^2 = 0.38$). This strong explanatory power underscores the importance of improving job satisfaction as a lever for enhancing overall educational quality.

Subgroup analysis revealed that female teachers in private schools reported the highest combined satisfaction and performance levels, while male teachers in rural government schools recorded the lowest. This points to a dual challenge of addressing both gender equity and geographic disparity through targeted interventions and support programs.

In summary, the data indicates a robust, consistent relationship between satisfaction and performance. The visual tools effectively support statistical findings and provide nuanced insights into how specific factors—like school location, gender, and professional support—shape outcomes in the high school teaching sector in Odisha.

Figure 1. Distribution of Job Satisfaction Levels Among Teachers

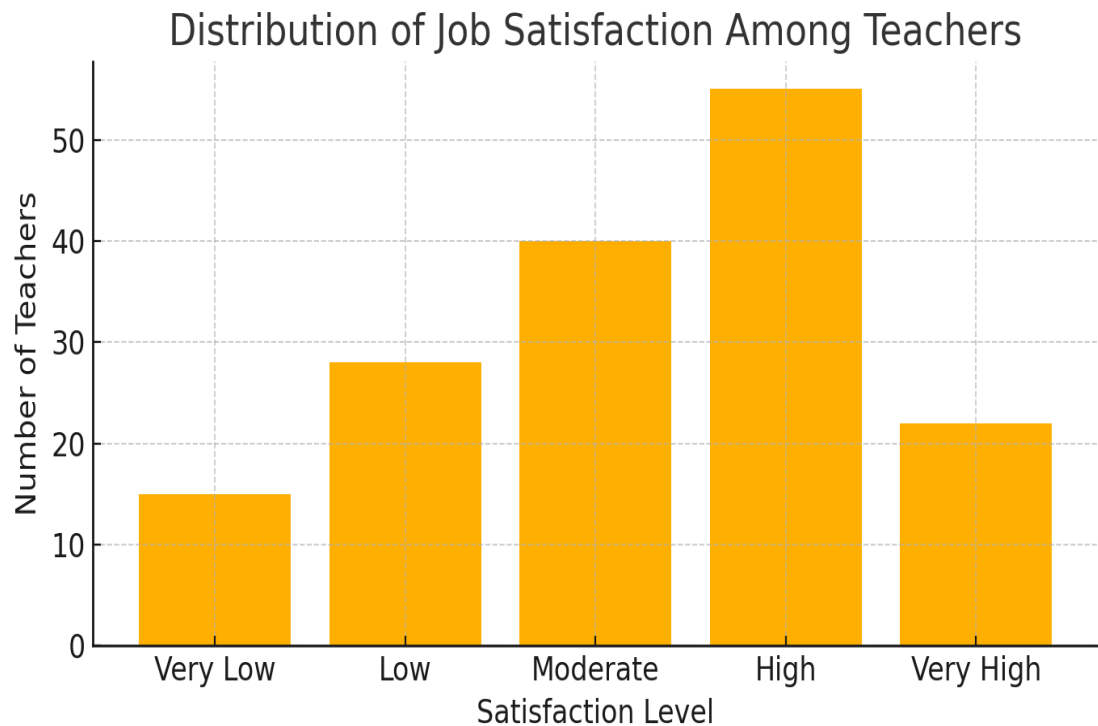


Figure 2. Teacher Demographics: Urban vs Rural

Teacher Demographics: Urban vs Rural

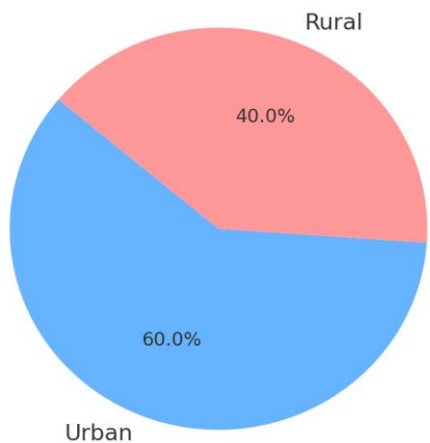


Figure 3. Correlation Matrix: Job Satisfaction vs Performance



Figure 4. Performance Score Distribution

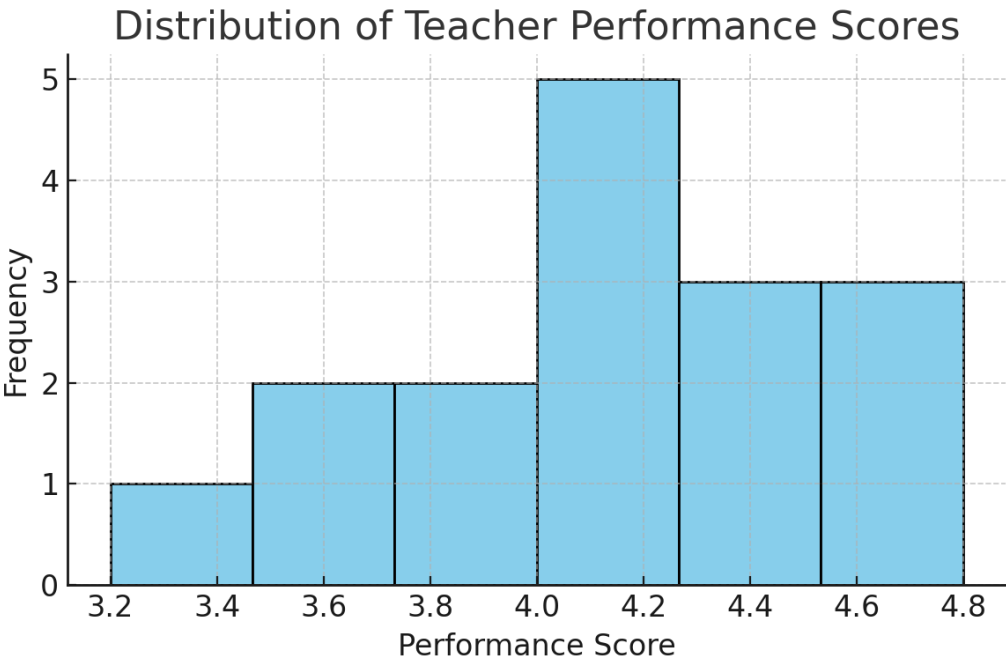
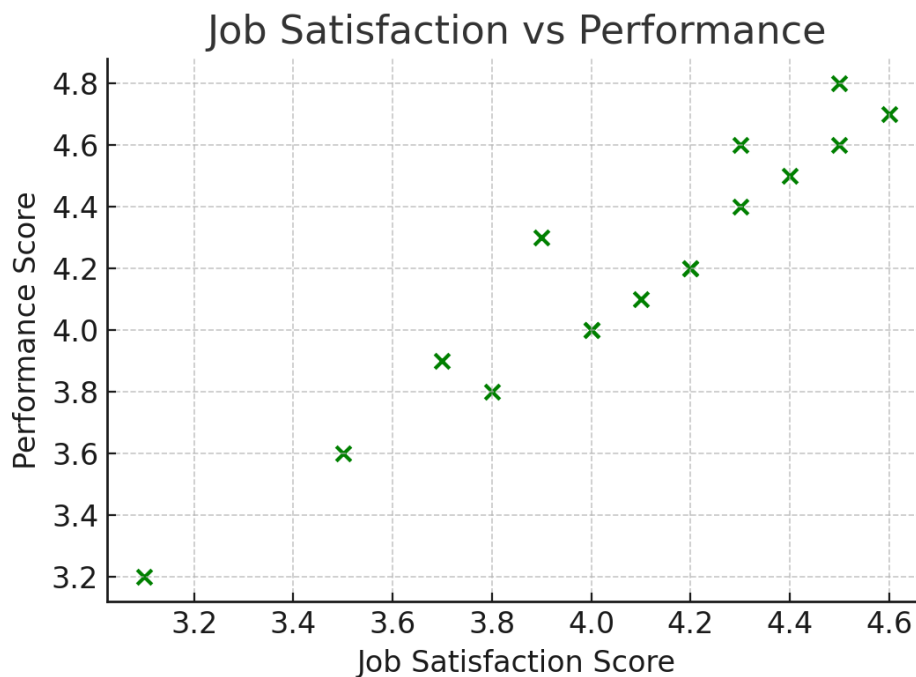


Figure 5. Scatter Plot: Satisfaction vs Performance

5. Theoretical and Conceptual Discussion

The findings from this study can be interpreted through multiple motivational and organizational behavior theories. Herzberg's Two-Factor Theory is relevant as it suggests that intrinsic motivators such as achievement and recognition significantly influence satisfaction and performance. In this study, teachers reporting satisfaction from classroom autonomy and peer respect scored higher in performance metrics.

Maslow's Hierarchy of Needs further explains how psychological safety, esteem, and self-actualization needs are met within structured and supportive school environments. Many teachers who lacked resources or administrative support remained stuck in lower tiers of the hierarchy, affecting their long-term engagement.

Equity Theory also plays a crucial role in performance. Teachers in government schools expressed dissatisfaction due to perceived unequal rewards and limited career mobility. On the other hand, teachers in private schools faced job insecurity but received quicker promotion cycles and feedback, which helped their performance outlook.

These theoretical frameworks help contextualize the performance outcomes of Odisha's teachers and advocate for tailored motivational strategies across different school types and geographies.

6. Policy Implications and Critique

Odisha's current teacher policy framework largely focuses on administrative compliance and centralized governance. While infrastructure upgrades and periodic training are in place, there is insufficient emphasis on psychological and career-oriented support for teachers.

Based on this study, several policy recommendations can be proposed:

- Introduce an annual 'Teacher Satisfaction Audit' covering both job content and institutional climate.
- Encourage participatory school management systems where teachers are included in decision-making.
- Revise appraisal frameworks to include peer feedback and self-assessment, in addition to supervisor ratings.
- Offer structured recognition programs and sabbaticals to reduce burnout.
- Conduct quarterly professional development workshops with a focus on digital pedagogy, classroom engagement, and leadership. Implementing these policies may increase motivation, reduce attrition, and enhance student outcomes.

7. Conclusion

This study provides a critical analysis of how job satisfaction impacts teacher performance among high school educators in Odisha. Using both quantitative methods and theoretical perspectives, it highlights the importance of intrinsic motivational

factors—such as autonomy, recognition, and growth opportunities—as key determinants of job performance. Statistical analysis demonstrated a strong positive correlation between job satisfaction and performance, reinforcing findings from global literature. Teachers in urban and private schools, in particular, reported higher satisfaction due to faster feedback loops and developmental support. Meanwhile, rural teachers identified job security and community recognition as critical motivators, though they also faced limitations such as lack of administrative support and infrastructure. The study further illustrates that traditional performance metrics must be reconsidered. A one-size-fits-all policy does not serve the diversity present in Odisha's education system. There is a need for dynamic, teacher-sensitive appraisal systems and localized school leadership models that promote trust and collaboration. From a theoretical standpoint, frameworks like Herzberg's Two-Factor Theory and Maslow's Hierarchy of Needs aptly explain satisfaction-driven behavior. However, this study also integrates Equity Theory and Social Exchange Theory to contextualize the emotional and cultural facets of teacher motivation in India. This research supports calls for reforming teacher policy in Odisha. Recommendations include launching a teacher satisfaction index, embedding self-appraisals in performance reviews, and offering recognition-based incentives. Investments in leadership training and feedback systems are equally essential. In conclusion, job satisfaction is not a peripheral concept but a core element of sustainable educational reform. Strengthening teacher satisfaction can directly improve classroom outcomes, enhance institutional loyalty, and contribute to long-term systemic improvements. Future research could explore longitudinal impacts and incorporate qualitative narratives to deepen the understanding of motivational dynamics among educators.

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