



Job Satisfaction and Self Regulation among Government and Private School Teachers

Dr. Josilet Mathew

Principal, NCTE Mentor, NEST College Payyanur, India

Email: mathewjosilet@gmail.com

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ABSTRACT

A job is an occupational activity performed by an individual in return for rewards. Job satisfaction portrays the perception of a person towards his/her job, job related activities and work environment. It is a combination of psychological and emotional experiences at work. The main purpose of the present study was to compare job satisfaction and self-regulation among private and government school teachers. A total of 90 people participated in the current study of which 45 were government school teachers and 45 were private school teachers. Minnesota Satisfaction Questionnaire, Self-Regulation Scale (Schwarzer, Diehl & Schmitz, 1999) were the tools utilized or keep British style consistently in the study to measure job satisfaction and self-regulation respectively. The results revealed that there is a significant difference between private and government school teachers in terms of job satisfaction and no significant difference between private and government school teachers in terms of self-regulation. The study suggests that there is a significant relationship between job satisfaction and self-regulation.

INTRODUCTION

Psychologists have been interested in the study of job satisfaction and self-regulation in Teachers are several studies conducted in the topic. But only a few studies are done to explore the role of school type, that is government and private schools in job satisfaction and self-regulation. The purpose of this study is to explore the impact of school type on job satisfaction and self-regulation through a comparative study.



Job satisfaction refers to the overall feeling one has and the evaluation one makes about one's job. People with high job satisfaction experience a pleasurable or positive emotional state when they think about their job or job experiences. In simple terms they like their jobs. Since early studies in the 1930s, job satisfaction has become one of the most widely investigated concepts in the field of industrial or organizational keep style consistent psychology. Job satisfaction is traditionally defined as a pleasurable or positive emotional state that results from one's appraisal of one's job or its aspects. This definition includes both one's affective reaction to one's job (feelings) and one's cognitive evaluation of the job (thoughts). There is controversy about whether job satisfaction should be considered as the interplay of both one's thoughts and feelings, as implied in this definition, or whether the cognitive and affective aspects should be separated into distinct dimensions.

CAUSES OF JOB SATISFACTION

There are three well-recognized general causes of job satisfaction: the situation, the person, and the interaction between the situation and the person.

Situational causes: By far the greatest attention has been given to situational influences on job satisfaction. An early theory of situational influences was Frederick Herzberg's two-factor theory, which proposed that intrinsic job factors such as the work itself motivators caused satisfaction, whereas extrinsic "hygiene" factors external to the job e.g., pay caused dissatisfaction.

Personal causes: job satisfaction also depends on people's temperament and personalities. For example, some individuals will be dissatisfied with their jobs no matter *the nature of their work. This idea was introduced in the 1930s when an early study suggested that job satisfaction might be the product of non-adjusted or maladjusted emotional tendencies, but the idea then lay dormant until recently.

Interaction between situation and person: Several theories propose that job satisfaction derives from the interaction between the person and the situation. For example, the job characteristics model proposes that job enrichment is more strongly related to job satisfaction for individuals who prefer challenge and have interest in their jobs. There is reasonable support for this proposition.

FACTORS OF WORKPLACE SATISFACTION

Keeping employees engaged and satisfied takes more than just good pay and benefits.

The following list reveals some of the key job satisfaction aspects cited by employees.



Respect – employees rate respectful treatment of all employees as the most important factor in job satisfaction.

Trust — employees indicate that trust between themselves and senior management is another highly important satisfaction factor.

Security —An organization / Organisation can provide a sense of security through honest communication and transparency about the company’s health and long-term viability.

Healthy environment workplaces that are free from stress, morale issue, harassment and discriminatory practices can create a positive and healthy environment for everyone.

Career path— no one wants a dead-end job. Employees are more likely to excel when they can see a well-established career path, with the opportunity to earn a higher wage and take on greater responsibilities.

Pay and benefits — good wages are not the only reason employees find satisfaction in their jobs, but they typically rank high on the list.

Competitive pay generally makes employees feel valued and gives them less reason to look elsewhere for work. Some people love their jobs, some people tolerate their jobs and some people cannot stand their jobs. Job satisfaction describes the degree to which individuals enjoy their job. It was described by Edwin Locke (1976) as the state of feeling resulting from appraising one’s job experience. Job satisfaction results from both how we think about our work (our cognition) and how we feel about our work our effect. It is described in terms of affect. Job satisfaction is impacted by the work itself; our personality and the culture we come from and live in Job satisfaction is measured using questionnaires that employ composite measures / are comprehensive. Sometimes a single question might be asked in a very straightforward way to which employees respond using a rating scale, such as the Likert scale, which was discussed in the module on personality. Job stress affects job satisfaction. Job stress or job strain is caused by specific stressors in an occupation. Stress can be an ambiguous term as it is used in common language.

IMPACT OF JOB SATISFACTION ON JOB PERFORMANCE

Employee attitudes are important to management because they determine the behavior of workers in the organisation. The commonly held opinion is that “a satisfied worker is a productive worker”. A satisfied workforce will create a pleasant atmosphere within the organisation to perform well. Hence, job



satisfaction has become a major topic for research studies. The specific problem addressed in this study is to examine the impact of job satisfaction on performance. It considers how rewards (intrinsic and extrinsic) determine the job satisfaction of employees. It also considers the influence of age, sex, and experience of employees on the level of job satisfaction.

SELF REGULATION

Self-regulation has received enormous attention in recent years as a key predictor of a variety of outcomes, including obesity, school readiness, academic achievement in adolescence, and long-term health and educational outcomes. Researchers have focused on self-regulation from a diverse set of perspectives. There is consensus that self-regulation has important implications for individual trajectories of health and well-being across the life course. Self-regulation is fundamental to successful accomplishment of adaptive developmental tasks at all stages of life. In the field of maternal and child health, a recent emphasis utilizing a life course health development (LCHD) perspective has shed new light on how these trajectories are shaped by dynamic mechanisms such as self-regulation.

This perspective is captured by the seven LCHD principles which are also consistent with the relational developmental systems (RDS) perspective.

The study of self-regulation lacks integration across the lifespan. Theories that approach self-regulation within a given period of the lifespan are often not integrated with each other, nor are they usually integrated with theories that focus on subsequent or preceding life periods. Research consistently shows that self-regulation skills are necessary for reliable emotional well-being. Behaviourally, self-regulation is the ability to act in your long-term best interest, consistent with your deepest values. Emotionally, self-regulation is the ability to calm yourself down when you are upset and cheer yourself up when you are down. The latter should be evaluated as a signal about reality—a means to self-regulation, rather than an end in itself. Indeed, self-regulation is difficult when focused on feelings, simply because focus amplifies, magnifies, and distorts them. The ability to self-regulate has been viewed as a desirable quality throughout history because of its positive effects on behaviour and the acquisition of skills. “This is the method or procedure that learners use to manage and organize their thoughts “Self-regulation is the process of continuously monitoring progress toward a goal, checking outcomes, and redirecting unsuccessful efforts.

FACTORS INFLUENCING SELF REGULATION



Self-regulation has roots in our biological makeup. The frontal lobes undergo two periods of rapid growth, one during infancy and another from about 4 to 7 years, and these periods are consistent with the developmental trends in self-regulation we have described. Temperament appears to have a significant genetic component. Researchers have linked aspects of temperament compliance with adults' requests and following rules. Child's environment has a strong influence on interacting with temperamental tendencies. Though influenced by biological factors gradually becomes internalized. others behavior

MEASURING SELF REGULATION

Self-regulation is generally treated as a slowly developing phenomenon studies that target development can take advantage of small time-point analyses.

DOMAINS OF SELF REGULATION

Shanker (2013) explored self-regulation through five domain The biological domain is related to the level of energy The emotional domain The cognitive domain consists act in an appropriate manner prosocial domain represent promote positive social connections, friendship and empathy.

Self-regulation provides individuals the necessary means to achieve a goal which can either arise helps individuals adjust for the existence of much of mankind / humanity it is directly linked

TEACHERS

Build a warm environment become model. Job satisfaction is a positive or pleasant emotional state resulting from a person's appreciation of his or her job or experience. Independency and recognition are significant determinant variable Important educational indicators dedication of teachers which directly impact the quality of their work Teachers with these qualities they are involved school-wide committee.

REVIEW OF LITERATURE

An interpretive and critical review of related literature is a requirement of a research problem. A literature review is usually a critique of the status of knowledge on a carefully defined research topic. It enables a researcher to gain insight from the purpose and the result of the previous studies. It is obviously relevant to the problem, as previous research often investigated the same variables or similar questions with reference to the theory and the empirical testing of the theory. The review of literature can be seen as an end in itself to inform practise and to provide a comprehensive understanding about what has already been done on a topic its purpose is to plan the current research into the big picture of what is



known and unknown about a specific topic. It establishes a historical perspective on the intended research provides the vision of the need for additional research and enables the researcher to develop a conceptual framework for the research.

Kanchan Jamir (2016) conducted a study on job satisfaction among male and female teachers in Faridabad. Total number of hundred teachers was assigned in two groups of male and female teachers in primary and senior section. A survey type study was designed to find out the job satisfaction and occupational stress among teachers. The results of the study revealed that there was a significant difference among teachers in their job satisfaction and occupational stress.

Jessica Mattern and Johannes Bauer (2014) conducted study “does teacher’s cognitive self-regulation increase their occupational well-being”. The study conducted on 664 German secondary mathematics teachers. The result shows the positive effects of cognitive self-regulation on job satisfaction is mediated by emotional exhaustion and can be generalised across gender and school track.

Deeba and Perveen (2013) conduct a study on teacher’s workload and job satisfaction in public and private schools of secondary level in Pakistan. Study is consisted a sample of 100 teachers of government and private schools were selected. Tool used for this study was questionnaire data was analysed by using t-test and Anova. The result shows that overall government school teachers are more flexible and satisfied with their working condition as compared to private school teachers.

A cross-sectional study conducted by **Ramesh et al. (2013)** states that job satisfaction among public health professionals working in public sector Job satisfaction largely determines the productivity and efficiency of human resource of health. Sample size was universal including 73 public health professionals with post graduate qualification and working in government department of Islamabad. A validated structured questionnaire was used to collect data. The study documented a relatively low level of overall satisfaction among workers in public sector health care organisation.

“Job satisfaction and organisational commitment for nurses” is a study conducted by

Khawaja 2012 examine the impact of reward and motivation on job satisfaction in banking sector of Saudi Arabia. In the study 568 employees were participated or from public and private banks of Saudi Arabia. Regression analysis was developed to test the relationship between rewards, motivation and job satisfaction. Results indicate that 1) Rewards have positive significance on motivation 2) Motivation is positively related to the job satisfaction 3) Rewards have a positive significant effect on job satisfaction.



A comparative analysis between public and private sector academic staff job satisfaction established by **Salman Khalid et al. (2012)**. The population for this study comprised of academicians working in universities. A total of 150 questionnaires were used. Result of the study indicates that a pay differential does exist between private and public universities.

RATIONALE OF THE STUDY

An interpretive and critical review of related literature is a requirement of a research problem. A literature review is usually a critique of the status of knowledge on a carefully defined research topic. It enables a researcher to gain insight from the purpose and the result of the previous studies. It is obviously relevant to the problem, as previous research often investigated the same variables or similar questions with reference to the theory and the empirical testing of the theory. The review of literature can be seen as an end in itself to inform practise and to provide a comprehensive understanding about what has already been done on a topic its purpose is to plan the current research into the big picture of what is known and unknown about a specific topic. It establishes a historical perspective on the intended research provides the vision of the need for additional research and enables the researcher to develop a conceptual framework for the research.

METHODOLOGY

This chapter will cover the research methodology utilised in the study and will clarify the means in the failed which include research questions, objectives, hypothesis, an outline of Research design, study population an identification of participants and the demographic character of the sample, a description of the procedure for data collection and finally the methods of data collection and data analysis.

TITLE

Job satisfaction and self-regulation among government and private school teachers.

AIM

To understand and compare job satisfaction and self-regulation between government school teachers and private school teachers.

RESEARCH QUESTIONS

- 1) Is there is any difference in job satisfaction between government school teachers and private school teachers?



- 2) Is there any difference in self-regulation between government school teachers and private school teachers?
- 3) Is there any relationship between job satisfaction and self-regulation?

OBJECTIVES

- 1) To compare the job satisfaction between government school teachers and private school teachers.
- 2) To compare the self-regulation between government school teachers and private school teachers.
- 3) To find if there is any relationship between job satisfaction and self-regulation.

HYPOTHESES

- 1) There is no significant difference between Government school teachers and private school teachers in terms of job satisfaction.
- 2) There is no significant difference between Government school teachers and private school teachers in terms of self-regulation.
- 3) There is no significant relationship between job satisfaction and self-regulation.

OPERATIONAL DEFINITIONS

- **JOB SATISFACTION:** Job satisfaction can be defined also as the extent to which a worker is content with the reward he or she gets out of his or her job, particularly in terms of intrinsic motivation (Statt,2004).
- **SELF REGULATION:** Defines self-regulation as a person's ability to plan, monitor and direct his/her behaviour in changing situation (Zimmerman,2002)
- **GOVERNMENT TEACHERS:** The teachers who are working in government school.
- **PRIVATE TEACHERS:** The teachers who are working in private school.

RESEARCH DESIGN

- Comparative and quantitative research design



The present study has a comparative Research Design because the study aims to compare job satisfaction and self-regulation between government school teachers and private school teachers. The research is quantitative in nature, as the study made use of questionnaire method.

SAMPLE

The sample for the study constituted a total of 90 teachers who are working in government and private schools. Out of which 45 teachers were government school teachers and other 45 are private school teachers. The data was collected from Calicut district of Kerala. The sampling technique used in this study was purposive sampling method.

SAMPLING CRITERIA

The sampling criteria adopted were,

Inclusion criteria:

- i. Teachers who working in government school.
- ii. Teachers who working in private school.
- iii. Participants of the study were from Kozhikode district of Kerala.

Exclusion criteria:

- i. Participants with physical and psychological challenges.
- ii. Teachers working in special school settings.

TOOLS FOR ASSESSMENT

The following tools were employed to assess the concept of job satisfaction and self-regulation of the participant of the present study.

1.MINNESOTA SATISFACTION QUESTIONNAIRE

The Minnesota satisfaction questionnaire brought forth by Weiss et al. Is used to measure the job satisfaction with several specific aspects of work and work environments. The scale required the subjected to indicate their responses to each statement as very satisfied, satisfied, neither satisfied nor dissatisfied, dissatisfied, very satisfied statement was scored 1,2,3,4,5 respectively. The reliability



coefficient .86 for intrinsic satisfaction, .80 for extrinsic satisfaction, .90 for general and the scale has current concurrent validity.

2.SELF REGULATION SCALE (SCHWARZER, DIEHL&SCHMITS,1999)

The scale refers to post-intentional self-regulation when individuals are in the phase of goal pursuit and face difficulties in maintaining their action. Self-regulation scale (Schwarzer, Diehl & Schmitz,1999) is a 10-item scale used to access participants level of self-regulation (SRS). It measures how individual maintain their focus attention when facing challenges in achieving a goal. The minimum and maximum value of scale ranging from 20 to 100 points. The reliability coefficient of good internal consistency of 0.82 and internal consistency was 0.84. This scale required this subject to indicate their responses to each statement as not at all true, barely true, moderately true, exactly true, statement was scored 1,2,3,4 respectively and the scale has concurrent validity.

PROCEDURE

The study was conducted to determine and compare the job satisfaction and self-regulation among government school teachers and private school teachers. The participants under study are met and before administering the questionnaire, the purpose of the research was elucidated to the respondent and a good rapport was established to reduce the test anxiety of teachers. The participants were fulfilled the inclusion criteria were provided with the necessary information about the study and all the participants were assured that their details would only be used for research purpose and would be kept confidential. Self-report method was employed in this study for gathering the relevant data. A total of 90 response data were collected. Job satisfaction and self-regulation were collected. Job satisfaction and self-regulation were measured with the help of Minnesota satisfaction questionnaire and self-regulation scale (Schwarzer, Diehl & Schmitz,1999).

ANALYSIS OF DATA

The following statistical testes were utilised to analyse the collected the data. The statistical analysis was performed using a statistical package for social science (SPSS).

- i. independent sample t-test
- ii. Pearson's product moment correlation

INDEPENDENT SAMPLE T-TEST



This is a statistical test for judging the significance of mean or judging the significance of difference between means of two samples. The t-test depend on t distributions. On the off chance that the determined t value surpasses the cut-off point depending upon the degrees of freedom, the difference between the mean is considered significant. At the point when the P value is beneath the critical value (0.05), the difference is not significant difference.

The independent sample t-test is utilised to make a comparison between government school teachers and the private to school teachers in the variables such as job satisfaction and self-regulation.

PEARSON PRODUCT MOMENT CORRELATION

This is a simple index that represented the connection between two variables. It can be computed in the various ways relying upon the nature of the data. The standard kind of correlation and the one most commonly calculated is the Pearson product moment correlation coefficient (PPMCC). The significance of their acquired 'r' was contrasted and the limits set up utilising the standard error or 'r' which is determined for 0.1%, 1% and 5% level.

Pearson 's product moment correlation is utilised to determine the relationship among dependent variable of present study

ETHICAL CONSIDERATIONS

- Privacy of results is guaranteed to the participants.
- Participants withdrawal from study at any given point of time is acceptable.
- Informed consent from the participants is taken.
- Participants who are agreeable are considered for the research.

RESULT AND DISCUSSION

The objective of the study was to compare their job satisfaction and self-regulation among government school teachers and private school teachers. The results and discussion of the present the results have been separated in two sections. Section 1 shows the results and discussion of the sample characteristics and section 2 shows inferential statistics; the hypothesis has been tested and discussed.

Showing analysis done with help of descriptive statistics



Sample characteristics have been described with the help of descriptive statistics; descriptive statistics is the suitable tool to describe the basic feature of the data.

TABLE 1: Shows the distribution of participants in the study.

PARTICIPANTS	NO. OF PARTICIPANTS	PERCENTAGE OF PARTICIPANTS
Government school teachers	45	50%
Private school teachers	45	50%
TOTAL	90	100

table denotes the participation of government school teachers and private school teachers across Calicut district of Kerala. It represents the equal participation of government and private school teachers.

TABLE 2: shows the comparison of job satisfaction between private school teachers & government school teachers.

VARIABLE	OCCUPATION		T-VALUE		LEVEL OF SIGNIFICANCE	
	Government school teachers (N=45)		Private school teachers (N=45)			
	Mean	S. D	Mean	S. D		
Job satisfaction	35.67	6.63	40.02	6.83	-3.068	.003**

P<0.01 S-Significant

The table shows the mean, standard deviation and corresponding t- value of government and private school teachers on job satisfaction. The mean score of government teachers is 35.67 and the mean score of private school teachers or 40.02. The standard deviation for government teachers is 6.63 and private teachers are 6.83 respectively. The t-value for job satisfaction is -3.06 and corresponding level of



significance is .003**. Hence, the hypothesis “there is no significant difference between government school teachers and private school teachers in terms of job satisfaction” was rejected.

It can be said that there exists significant difference between job satisfaction among private school teachers and government school teachers. By analysing the result, it can be found that the government school teachers have meaner score than the counterparts. This may be due to the flexibility, security of job, high wage and independence enjoyed by government school teachers.

The teachers play a central role in learning process of pupil. In private school and government school teachers, job satisfaction is essential for the purpose of effective teaching. In order to the teachers to be satisfied the management must provide several basic requirements and conditions that helps to make their job easy. When such conditions are not present the teachers tend to be dissatisfied and it will be negatively influencing their teaching process.

In the case of job satisfaction of teachers there are many factors influence such as intrinsic aspect, salary, service conditions and promotions, physical facilities, institutional plans and policies, satisfaction with the authorities, social status and family welfare, report with the students, relationship with the co-workers. Such a basic requirement is most available to government school teachers has their counterparts. They enjoyed many benefits that is provided by government and also are able to earn more than private school teachers. So even if the Moto of these teachers are identical. several extrinsic factors negatively influence their job satisfaction.

TABLE 3: The comparison of self-regulation between government school teacher’s and private school teachers

VARIABLE	OCCUPATION				T-VALUE	LEVEL OF SIGNIFICANCE
	Government school teachers (N=45)		Private school teachers (N=45)			
	Mean	S. D	Mean	S. D		
Job satisfaction	26.76	3.26	28.13	5.34	1.47	.144

**P<.01 *P<.05 NS – Not Significant

**P<.01 *P<.05 NS – Not Significant



Table 3 shows the comparison of self-regulation between private school teachers and government school teachers. The table shows the mean, standard deviation and corresponding T value of government and private school teacher on self-regulation. The mean score of government teachers is 26.76 and the mean score of private teachers are 28.13. The standard deviation for government teachers is 3.26 and a private teacher is 5.34 respectively. The T value for self-regulation is 1.47 and corresponding level of significance is .144. Hence, the hypothesis “there is no significant difference between government school teachers and private school teachers in terms of self-regulation” was accepted.

By analysing the result there is no significant difference between self-regulation among private school teachers and government school teachers. It can be said both private and government school teachers are same level of self-regulation in their job. The group of teachers are trained their own behaviour, emotions and thoughts in the pursuit of long-term goals. Individual such high self-regulation is able to manage disruptive emotions and impulses in the study. The sample constitute of teachers who are well-trained during their bachelor degree of education. Effective self-regulation contributes to effective classroom management, discipline and student relationship. Although private and government school teachers are favourably disposed towards the introduction of self-regulated learning in their own classroom, different influence prevents teachers from fully promoting self-regulation. It indicates that teachers own self-regulatory competences as a critical determinant of self-regulating learning implementation school.

Self-regulation appears to be critical for success in learning in Academic life and beyond. Self-regulation in school setting increases success in problem solving, academic achievement, intrinsic motivation and task interest. Self-directive process of teachers which transform their mental abilities into task related skill in their job purpose. Also, it is the moral responsibility of teachers to demonstrate good self-regulation skills. So that their pupils can copy and develop the same.

TABLE 4: The relationship between job satisfaction and self-regulation among government school teachers and private school teachers.

VARIABLE	Job satisfaction
Self-regulation	-.233*
	.027

P<.01 S – Significant



From the table 4 it can be seen that the correlation between job satisfaction and self-regulation among private and government school teachers. The value has found to be .027 and a level of significance was found to be .027, which is significant at 0.05 level. This shown there is a significant relationship between job satisfaction and self-regulation on government and private school teacher. It is a negative correlation (-.233*).

From the study it can be assumed that a private school teacher is not getting enough facilities and reward from their institution. Also, they are not getting a good support from their authorities. So, they may be always frustrated, but teachers are bound to behave well and demonstrate good behaviour in front of others. Especially to their colleges and students. Admits various negative experiences they are experiencing in their daily life; they are forcing it to repress their actual emotion. So, through this repression process, their self-regulation and emotional adjustment can get impaired. As such a kind of defective self-regulation increases, it can negatively influence their job satisfaction.

Hence, the hypothesis that “there is no significant relationship between job satisfaction and self-regulation among private and government school teachers” was rejected. But here we can see that the relationship has turned out to be a negative relationship.

MAJOR FINDINGS

1. There is a significant difference between government and private school teachers.
2. There is no significant difference between government school teachers and private school teachers in self-regulation
3. There is a significant relationship between job satisfaction and self-regulation among government and private school teachers.

This chapter analyzed the differences in job satisfaction and self-regulation among government and private school teachers. While job satisfaction varies significantly between the two groups, self-regulation remains relatively consistent. The findings also highlight a significant negative relationship between job satisfaction and self-regulation, emphasizing the complex interplay between emotional control and workplace experiences.

IMPLICATIONS OF THE STUDY



The objective of the study, to compare is job satisfaction and self-regulation between private and government school teachers. job satisfaction refers to inner containment or happiness for the person engaged in any job. Job satisfaction portrays the perception of the person to words his/her job self-regulation is fundamental to successful accomplishment of adaptive developmental tasks at all stages of life.

The result of the present study indicates that there exists a significant difference between government and private school teachers in terms of job satisfaction. One major implication of the present study is that the result will help me to create awareness among the teacher's satisfaction in their job. It helps those teachers to understand about the positive and negative impact of their self-regulation on their job satisfaction.

The result shows government city school teachers have more satisfied than private school teachers. It maybe because of flexibility, security of job, highways and independence enjoyed by government school teachers. so, it can possibly be helpful for the private school management it to imply appropriate measure to increase their satisfaction.

Also, the result of the study can be included in the training programs for aspiring private school teachers. which in turn helps them to understand the important of these variables in their upcoming professional life.

Finally, findings of the study also help those in researchers who have similar questions in their mind and it can work on their research studies.

LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

In spite of all endeavours to carry out the research study scientifically and methodically, the research study has some inalienable limitations. This limitation primarily related to issues of measurement and to the potential to generalize the result.

The study suffers from the following limitations:

- The study was conducted in a limited time period as the study was done part of the academic requirement.
- The universe of the study was restricted to Calicut district because of the limited time period and availability of the sample from the geographic area.



- The generalisation of the result of the study is questionable because of the limited sample selected for the study and the universe was restricted to small area.

Suggestions for further research:

- In this study the universe is restricted to one district. does further research can be done with more sample and a large universe.
- Further research in this population can be including variables like emotional intelligence, burnout, self-efficacy etc.
- Das further research can be done, take more time period for collecting data from this population.
- Further research in this field can be done include various population like a special school teacher.

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