



## JOB SATISFACTION IN RELATION TO USE OF INTERACTIVE FLAT PANELS IN TEACHING OF SECONDARY SCHOOL TEACHERS IN RAJANAGARAM MANDAL, E.G.DT.

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### Abstract

The role of technology in teaching is an important resource in the school environment. This study investigates the effect of job satisfaction in relation to the use of Interactive Flat Panels (IFPs) among secondary school teachers in East Godavari District. Using survey research design, purposive sampling was employed to collect responses from secondary school teachers in Rajanagaram Mandal. Statistical analysis (mean, SD, skewness, kurtosis, correlation, and t-tests) was applied. Findings reveal that teachers, irrespective of gender, age, qualification, designation, or school type, show no significant differences in job satisfaction when related to IFP usage. These findings may be valuable for teachers and administrators to enhance teaching effectiveness through technology integration.

**Keywords:** Teachers, Job Satisfaction, Interactive Flat Panels, Secondary Schools.

### Introduction

The integration of technology into education has reshaped teaching–learning processes across the world, making classrooms more interactive, engaging, and learner-centered. In recent years, digital tools have moved beyond supplementary aids to become essential components of instructional delivery. Among these tools, Interactive Flat Panels (IFPs) have emerged as innovative devices that combine multimedia capabilities, internet connectivity, and touch-enabled interaction to support dynamic pedagogy. Understanding how such technology influences teachers’ professional experiences is crucial, as educators remain the central agents of educational transformation. Job satisfaction among teachers determines their motivation, commitment, classroom effectiveness, and willingness to adopt innovations. When teachers perceive technology as helpful rather than burdensome, it enhances their confidence and instructional quality. Therefore, studying the relationship between job satisfaction and the use of IFPs offers valuable insights into how technological adoption affects teacher attitudes, teaching efficiency, and student outcomes, particularly in localized educational settings where infrastructure and training opportunities vary.

### Importance of Technology in Modern Education

Technology has become a cornerstone of modern education, transforming traditional classrooms into digitally enriched learning environments. It supports diverse learning styles through multimedia presentations, simulations, virtual laboratories, and instant access to global information. The use of technological tools promotes active participation, collaboration, and critical thinking among students, moving education from rote memorization toward conceptual understanding. For teachers, technology simplifies lesson planning, assessment, and classroom management while enabling differentiated instruction tailored to individual learner needs. Digital platforms also facilitate continuous professional development, allowing educators to access resources, training modules, and peer networks. In contemporary education systems, technological competence is no longer optional but a professional necessity. Schools equipped with advanced tools can bridge gaps in educational quality between urban and rural settings. Hence, integrating technology effectively is essential not only for improving student achievement but also for enhancing teachers’ instructional efficiency, professional confidence, and overall job satisfaction in an increasingly digital academic landscape.



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## Role of Interactive Flat Panels (IFPs) in Transforming Teaching Practices

Interactive Flat Panels (IFPs) represent a significant advancement over traditional chalkboards and projectors, offering a multifunctional platform that supports interactive and collaborative learning. These devices enable teachers to display multimedia content, annotate lessons in real time, access online resources instantly, and save teaching materials for future use. Such features encourage participatory learning, where students engage directly with content through touch-based interaction, problem-solving tasks, and visual demonstrations. IFPs also facilitate blended learning approaches by integrating digital tools, educational software, and online assessments within a single interface. For teachers, this technology enhances lesson clarity, reduces preparation time, and improves classroom management. It fosters creativity in instructional methods and allows educators to adapt lessons according to student responses. Consequently, IFPs not only modernize teaching practices but also influence teachers' professional attitudes by making teaching more efficient, innovative, and rewarding, thereby potentially contributing to higher levels of job satisfaction and instructional effectiveness.

### Job Satisfaction

Job satisfaction is a pleasurable or positive emotional state that occurs when teachers find their teaching tools and experiences meeting their needs and values. The integration of IFPs can influence satisfaction by reducing workload, enhancing clarity, and improving classroom management. However, satisfaction levels may vary depending on personal variables such as age, gender, qualification, and school type.

Contextual Background: Rajanagaram Mandal, East Godavari District

Rajanagaram Mandal, located within East Godavari District of Andhra Pradesh, represents a semi-urban educational setting where schools are gradually adopting digital infrastructure to enhance teaching and learning. The region includes government, aided, and private secondary schools that differ in resource availability, teacher training opportunities, and technological exposure. Over recent years, initiatives by educational authorities have introduced smart classrooms and Interactive Flat Panels to modernize instruction and align local education with national digitalization goals. However, the effectiveness of such technological integration depends largely on teachers' readiness, attitudes, and satisfaction with their professional environment. In areas like Rajanagaram Mandal, factors such as infrastructure support, administrative encouragement, and access to technical training play a crucial role in determining how successfully teachers utilize digital tools. Studying this specific context provides localized insights into the relationship between technology use and teacher job satisfaction, helping stakeholders design targeted interventions that strengthen both teaching quality and institutional development.

### Objectives of the Study

- To identify the needs of teachers using IFPs in secondary schools.
- To measure job satisfaction levels among teachers using IFPs.
- To determine demographic factors affecting job satisfaction in relation to IFP usage.
- To compare job satisfaction levels between Government and Private school teachers using IFPs.

### Hypotheses

- No significant difference between male and female teachers in job satisfaction related to IFP usage.
- No significant difference between graduates and postgraduates in job satisfaction related to IFP usage.
- No significant difference between teachers above and below 40 years in job satisfaction related to IFP usage.
- No significant difference between Headmasters and School Assistants in job satisfaction related to IFP usage.



5. No significant difference between Government and Private school teachers in job satisfaction related to IFP usage.

**Limitations of the Study**

- Confined to secondary school teachers only.
- Limited to variables: gender, qualification, age, designation, and school type.
- Sample size restricted to 100 teachers in Rajanagaram Mandal.
- Covers only selected schools in the area.

**Sample and Sampling**

A sample of 100 secondary school teachers was selected using purposive sampling. Variables included gender, qualification, age, designation, and school type. Data were collected using a questionnaire with 47 statements on IFP usage and job satisfaction, scored on a 5-point Likert scale.

**Data Analysis**

Statistical techniques such as mean, standard deviation, correlation, and t-tests were applied to verify hypotheses.

**Results & Verification of Hypotheses**

**Hypothesis 1:** There is no significant difference between male and female teachers in job satisfaction related to IFP usage.

Variables	Mean	SD	N	DF	CR ('t' value)	Remarks
Male	157.95	15.14	59	98	0.22	Not Significant
Female	158.66	15.66	41			

**Conclusion:** No significant difference between male and female teachers in job satisfaction related to IFP usage.

**Hypothesis 2:** There is no significant difference between graduates and postgraduates in job satisfaction related to IFP usage.

Variables	Mean	SD	N	DF	CR ('t' value)	Remarks
Graduates	144.6	14.62	76	98	0.98	Not Significant
Postgraduates	149.48	6.53	24			

**Conclusion:** No significant difference between graduates and postgraduates.



**Hypothesis 3:** There is no significant difference between teachers above and below 40 years in job satisfaction related to IFP usage.

Variables	Mean	SD	N	DF	CR ('t' value)	Remarks
Above 40	156.55	15.26	58	98	1.30	Not Significant
Below 40	160.57	15.18	42			

**Conclusion:** No significant difference between age groups.

**Hypothesis 4:** There is no significant difference between Headmasters and School Assistants in job satisfaction related to IFP usage.

Variables	Mean	SD	N	DF	CR ('t' value)	Remarks
H.M	157.42	17.71	12	70	0.07	Not Significant
S.A	157.78	14.9	60			

**Conclusion:** No significant difference between designations.

**Hypothesis 5:** There is no significant difference between Government and Private school teachers in job satisfaction related to IFP usage.

Variables	Mean	SD	N	DF	CR ('t' value)	Remarks
Government	158.13	14.67	61	98	0.09	Not Significant
Private	158.41	16.38	39			

## Analysis of Results

### Hypothesis 1: Male vs Female Teachers

- The calculated t-value (0.22) is less than the table value (1.96) at the 0.05 level of significance.
- **Interpretation:** Male and female teachers do not differ significantly in their job satisfaction related to IFP usage.
- **Analysis:** Both groups show equal awareness and adaptability in integrating IFPs into teaching, suggesting gender does not influence satisfaction levels.

### Hypothesis 2: Graduates vs Postgraduates

- The calculated t-value (0.98) is less than the table value (1.96).
- **Interpretation:** No significant difference exists between graduates and postgraduates in job satisfaction related to IFP usage.



- **Analysis:** Educational qualification does not affect satisfaction; both groups perceive IFPs as effective teaching aids.

### Hypothesis 3: Above vs Below 40 Years

- The calculated t-value (1.30) is less than the table value (1.96).
- **Interpretation:** No significant difference between teachers above and below 40 years in job satisfaction related to IFP usage.
- **Analysis:** Age does not influence satisfaction; younger and older teachers alike are equally receptive to using IFPs.

### Hypothesis 4: Headmasters vs School Assistants

- The calculated t-value (0.07) is less than the table value (1.96).
- **Interpretation:** No significant difference between Headmasters and School Assistants in job satisfaction related to IFP usage.
- **Analysis:** Designation does not affect satisfaction; both leadership and teaching staff find IFPs equally beneficial.

### Hypothesis 5: Government vs Private Teachers

- The calculated t-value (0.09) is less than the table value (1.96).
- **Interpretation:** No significant difference between Government and Private school teachers in job satisfaction related to IFP usage.
- **Analysis:** School management type does not influence satisfaction; both Government and Private teachers report similar experiences with IFPs.

### Overall Analysis

- Across all variables (gender, qualification, age, designation, school type), no significant differences were found in job satisfaction related to IFP usage.
- This indicates that IFPs are universally accepted and appreciated by teachers, regardless of demographic differences.
- The consistency of results suggests that IFPs contribute positively to teaching effectiveness, but satisfaction levels remain stable across groups.

### Implications

- **Technology Neutrality:** IFPs enhance teaching quality without being influenced by demographic factors.
- **Policy Insight:** Training and resource allocation for IFPs can be standardized across schools, as satisfaction levels are uniform.

**Future Research:** Larger samples and comparative studies across districts could explore whether similar patterns hold in broader contexts.



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