

Leading Factors Triggering Job Satisfaction in Education Sector: An Empirical Evidence from India

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Abstract

Job satisfaction is a common expression used to describe the level of satisfaction of employees within any organization. Since a majority portion of time of every individual's life is invested in their workplaces, prevalence of job satisfaction becomes an issue of utmost importance. Satisfaction at work place, irrespective of any sector, is all pervasive in nature. It is linked to better job performance and increase in efficiency of employees, improving overall productivity of the organization as a whole, while dissatisfaction is associated with just the opposite effects. Therefore, satisfied employees can lead to the success of organizations, while dissatisfied employees may lead to the demise of even the most profitable ventures. Like all sectors, the mandates of job satisfaction are true for the Education Sector as well. But the stakes here are even higher than most, as this sector not only aims at improving the present, but also plays a crucial role in building up the future of the nation. Thus, this research mainly aims at identifying and analyzing in depth with the help of descriptive statistics, the various triggering factors that might prove to be the reason behind contentment of teachers belonging to the different hierarchical levels of the Education Sector viz. Primary Education Institutions, Secondary & Higher Secondary Education Institutions, Colleges and Universities in the city of Kolkata and adjoining areas.

Key Words: Job Satisfaction, Triggering Factors, Education Sector, Likert Scale, Stratified Sampling, Descriptive Statistics.

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I. Introduction

Satisfaction at work place, more commonly known as *job satisfaction* may be defined as 'any combination of psychological, physiological, and environmental circumstances that cause a person to say, 'I am satisfied with my job' – Robert Hoppock, 1935 (Aziri, 2011). Locke (1976) defines it as involving *cognitive*, *affective* and *evaluative* reactions or attitudes and states it to be 'the pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences'. Simply put, it is nothing but the positive attitude of an employee towards his work and organization as a whole. Employees, being one of the key stakeholders of any organization, are the representation and the human equivalent of the artificially rendered organizations and it is through their efforts that the organization can reach its goals and prosper accordingly. Employee job satisfaction is one of the main predictors of organizational success and long term performances (Hanaysha, 2016) and thus, their satisfaction relating to their job is one of the core elements of ensuring the organization's survival in this competitive world for a longer period of time (Das & Roy, 2019).

Satisfaction at work place is a common expectation that exists in all organizations in all sectors, the education sector being one of them. A safe and respectful working environment with good pay and opportunities to advance contributes immensely to keep employees satisfied in their work places. Therefore, when organizations develop ways to deliver on these important factors, it helps them to build a stronger, more stable and profitable future (Villanova University, October 17, 2019). However, the stakes in the education sector are higher than most, as the sector not only aims at improving the present but is also key to building up the future of the nation (Das & Roy, 2019). Thus, this research study aims to probe into the educational hierarchy that broadly includes the primary educational institutions, secondary/higher secondary educational institutions followed by colleges and universities, for the purpose of making an analysis of whether every individual's most important pillar of success - *teachers* - are satisfied with their work or are there any reasons for discontentment. Thus teachers and professors from all four hierarchical levels of Kolkata and its surrounding areas have been randomly considered to provide their invaluable opinion and to shed some light over the degree of contentment or discontentment that exists in this noble profession.

The term job satisfaction is extremely subjective and it varies from one individual to the other because of their dynamic nature and therefore the forces that might drive them towards betterment of self as well as the

organization are bound to be very dynamic in nature as well. Thus some generalized common ground is attempted to be achieved in terms of the factors after conducting a widespread literature review in this particular area. Many scholars and researchers have identified numerous factors that may have an effect on the employee's job satisfaction which then directly affect their work performances and productivity within the organization. There seem to be a statistically significant three-way relationship between employee motivation, job satisfaction and corporate culture which are significantly motivated by the age, gender, tenure, education level and seniority of employees (Roos, 2015). It is important to pay attention to job satisfaction of employees, with respect to differences in employee demographics such as gender, educational level, as well as seniority (Unutmaz, 2014). Greenberg and Baron (2008) view job satisfaction as a feeling that can produce a positive or negative effect toward one's roles and responsibilities at work and added that it is important to understand the concept of job satisfaction as there is no single way to satisfy all workers in the workplace (Ndulue and Ekechukwu 2016). Work environments can have both positive and negative consequences on psychological well-being of employees and thus any comprehensive understanding of the same must take into account both salubrious and harmful influences of work on workers' well-being (Briner, 2010). Intrinsic and extrinsic motivations are reflected in organizational motivation as organizational motivation is the result of the personnel motivation (Bektas, 2017). Intrinsic motivational factors are usually directly related to the job and are derived from the job itself. It is the result of the alignment of the employee's creative aptitude, his intrinsic skills and passion, the requirements of the job, management style and the company goals. On the other hand extrinsic job satisfaction is extremely important for the achievement and maintenance of intrinsic job satisfaction and can never be achieved if the external factors are not satisfactory and conducive of to the employee's growth.

Job satisfaction of faculty members is one of the critical aspects for all higher educational institutes and it equally affects both employee performance and quality of education. Thus this area of job satisfaction among faculty members is a well researched and well discussed topic all over the world (Dave and Raval 2015). Therefore, to bring the focus to the education sector, it is an established notion that satisfaction level of a teacher directly is associated with the productivity of the students and their learning, knowledge base of whom, in turn, is the building block of tomorrow (Das & Roy, 2019). Regardless of the school status (public or private), teacher's qualification or teaching experience, a safe working environment, supportive and encouraging administration, some degree of classroom freedom and classroom control are associated with high levels of satisfaction (Akhtara et al., 2010). Thus it is a prime duty to attract more and more qualified and intelligent students towards teaching profession where they will serve as a teacher with a greater degree of job satisfaction (Ghosh, 2013). Considering job satisfaction as the dependent variable, Soni (2014) concluded that significant difference lies in the levels of satisfaction among primary teachers in government institutions of Varanasi based on gender and level of qualification. Moreover, the school environment attributes viz. positive teacher-student relationships, good communication and support from school management are positively associated with teacher's job satisfaction, whereas disciplinary issues with students and lack of social support contribute to stress and job dissatisfaction (Dorozynska 2016). Training and development program (seminar, faculty development program, workshop, conferences etc.) available to the faculties help them to enhance and upgrade their skill, functional areas and expertise thereby opening up better opportunities and career growth along with monetary benefits for them (Chaudhary and Bhaskar, 2016). However, satisfaction along with being extremely subjective is also very momentary and fleeting. That is mainly a resultant of unlimited human wants and the urge to attain more even before the initial satisfaction fades away (Maslow, 1943). Therefore, along with the physical demands, the health, especially mental health and psyche of the employees of any organization should not be neglected and must be treated as a matter of utmost importance (Inauen et al., 2015). And quite evidently in the recent years, job satisfaction, being recognized as a significant motivator, is leading to more studies in this domain.

II. Objective And Methodology

The primary objective of this research is to identify and determine the various constructs that contributes to satisfaction at work place for teaching faculties in the four different levels of hierarchy viz. primary education institutions, secondary and higher secondary education institutions, colleges and universities of Kolkata (West Bengal, India).

Data collected from 210 respondents, both male and female, belonging to the different levels of the education system have been considered for the purpose of this study. A structured questionnaire is prepared for data collection, using Likert Scale (5 point) where 1 represents high dissatisfaction, 2 represents dissatisfaction, 3 represents neutral, 4 represents satisfaction and 5 represents high satisfaction among the teaching faculties on various parameters. Respondents for this purpose have either been contacted personally in their work spaces, or via email or by establishing telephonic conversations owing to time and place constraints. The number of respondents i.e. completed questionnaires collected from each institutional levels namely primary, secondary and higher secondary, college and university are 49, 56, 57 and 48 respectively. The primary collection zone of

the data for this research is the northern and southern parts of Kolkata. *Stratified sampling* technique is used where each level of the educational sector hierarchy has been treated as a stratum and *Quota sampling* is applied in each stratum for data collection and statistical tools using a SPSS package is opted for analyzing the collected data which is further represented through tables, graphs and charts to draw meaningful conclusions accordingly.

Furthermore, the study of several literatures and self observation has produced the following factors namely – *Opportunity, Physical Working Environment, Psychological Working Environment, Organization, Self Improvement, Internal Group Dynamics* and *Teacher-Student Dynamics*. The *Opportunity* factor focuses on the encouraging prospects provided to employees by their institutions, *Working Environment* factor relates to amenities related with work environment and its surroundings, *Self-Improvement* factor deals with personal development, *Internal Group Dynamics* factor deals with communication between the employees and internal conditions in the department and lastly *Teacher-Student Dynamics* refers to perhaps the most important facet of the teacher's career – his/her relationship with their students. These selected factors thus act as the basis for this research.

III. Data Analysis And Findings

A total of 210 respondents were considered for this study who has been interviewed using a structured questionnaire mainly in a face to face conversation and at some occasions via telephonic conversations or mail. Teachers from the Primary sector constitutes 23.33% of the study, Secondary/ Higher Secondary level cover 26.67%, Teachers from the College level compose 27.14% and from the University level, they are represented in the remaining 22.86%. The population has been so divided to better understand how age plays a role in the derivation of job satisfaction and also to see whether job satisfaction tends to vary depending on the age of a person out of which male respondents constitute 39% while female respondents are represented in the remaining 61%. 29% of the respondents are single whereas the remaining 71% are married and the percentage of such respondents having only graduation degrees is 17.2 %, followed by 49 % respondents who have a Masters Degree as well (post graduation) and 33.8% of respondents having higher education degrees namely M.Phil / Ph.D or any other professional qualifications. 26.7% respondents have pursued Science as their choice educational stream while 24.8 % and 46.1 % respondents are of Commerce and Arts background respectively. Moreover it was possible to collect data from 2.4% respondents who have pursued a stream, other than the three above mentioned broadly generalized streams, namely Fine Arts. Majority i.e. 66.2% respondents belonged to institutions that were government aided. Only 5.7 % and 28.1 % data could be collected from respondents belonging to the government and private institutions respectively due to time and place constraints. Income levels have been divided to best suit the sector and nature of the respondents and the tenure of job experience (in years) has been divided into the following classes: 0 to 5 years, 6 to 10 years, 11 to 15 years, 16 to 20 years, 21 to 25 years, 26 to 30 years and 31 and above years and their corresponding level of respondents were 32.9 %, 14.3 %, 17.6 %, 13.8 %, 6.7%, 8.6%, 6.2% respectively. Therefore, age, gender, marital status, number of children, educational qualification, educational background, nature of organization, income level, job experiences and most importantly, presence in the educational hierarchical structure of the respondents have been considered to construct their demographic profiles. Attempts were made to collect as much data as possible to try and cover all the demographic aspects, but time being the main constraint; it was not possible to uniformly get all the data regarding all the different demographics. It is thus seen that there exists small amounts of divergence regarding the total data sample.

4.1 Opportunity: A Factor of Job Satisfaction

Opportunities received at workplace are a major driver for all employees, for it provides them with ample motivation for working towards the betterment of self and the organization as a whole. This is even truer for our teachers in the education sector as they are involved in such a dynamic profession that deals with shaping the future. Opportunities regarding acknowledging their skill-set, knowledge and experience, utilizing their creative inputs, creating a challenging work environment; these profoundly ensure growth and contentment for them. Having relevant knowledge and up-to-date technological know-how is an irreplaceable aspect of a teacher's career, which can only be facilitated through opportunities presented by their institutes. Moreover, equal and unbiased distribution of workload and exposure to growth prospective both national and international along with very lucrative long term opportunities are few of the other major contributors resulting in their satisfaction at work place.

Table 1: Descriptive Statistics of Attributes to Opportunity Factor

| Attributes | Frequency (%) | | | | | Mean | S.D. | Skew. | Kurt. |
|--|---------------|------|------|------|------|--------|--------|--------|-------|
| | 1 | 2 | 3 | 4 | 5 | | | | |
| 1.Opportunity to work in a job profile that is at par with the educational qualification | 15 | 17 | 27 | 73 | 78 | 3.87 | 1.207 | -1.011 | .124 |
| | 7.1 | 8.1 | 12.9 | 34.8 | 37.1 | | | | |
| 2.Opportunity to work in a job profile that is at par with the teaching experience | 11 | 10 | 29 | 80 | 80 | 3.99 | 1.089 | -1.192 | .971 |
| | 5.2 | 4.8 | 13.8 | 38.1 | 38.1 | | | | |
| 3.Working in the preferred Job Profile | 7 | 18 | 16 | 78 | 91 | 4.09 | 1.073 | -1.252 | .904 |
| | 3.3 | 8.6 | 7.6 | 37.1 | 43.3 | | | | |
| 4.Opportunities to improve educational qualification while working | 11 | 25 | 34 | 80 | 60 | 3.73 | 1.152 | -.760 | -.252 |
| | 5.2 | 11.9 | 16.2 | 38.1 | 28.6 | | | | |
| 5.Opportunities to improve technical skills and knowledge through workshops, seminars, certified programs etc. organized by the institutions | 10 | 15 | 37 | 98 | 50 | 3.78 | 1.041 | -.953 | .601 |
| | 4.8 | 7.1 | 17.6 | 46.7 | 23.8 | | | | |
| 6.Equal chance to access the opportunities present in the department/organization [no biases/favoritism] | 16 | 25 | 34 | 95 | 40 | 3.56 | 1.153 | -.768 | -.210 |
| | 7.6 | 11.9 | 16.2 | 45.2 | 19.0 | | | | |
| 7.Satisfaction with career progression/advancement so far in the organization | 9 | 32 | 42 | 81 | 46 | 3.59 | 1.117 | -.539 | -.529 |
| | 4.3 | 15.2 | 20.0 | 38.6 | 21.9 | | | | |
| 8.Contentment with long term job opportunities present the organization | 18 | 28 | 53 | 73 | 38 | 3.40 | 1.179 | -.477 | -.579 |
| | 8.6 | 13.3 | 25.2 | 34.8 | 18.1 | | | | |
| 9.Prospective international exposure provided by organization | 56 | 49 | 58 | 23 | 24 | 2.57 | 1.300 | .415 | -.841 |
| | 26.7 | 23.3 | 27.6 | 11.0 | 11.4 | | | | |
| 10.Equal workload distribution among all | 15 | 37 | 36 | 64 | 58 | 3.54 | 1.261 | -.477 | -.899 |
| | 7.1 | 17.6 | 17.1 | 30.5 | 27.6 | | | | |
| 11.Satisfaction with present job profile | 10 | 25 | 39 | 75 | 61 | 3.72 | 1.145 | -.697 | -.338 |
| | 4.8 | 11.9 | 18.6 | 35.7 | 29.0 | | | | |
| Overall | | | | | | 3.6212 | .78473 | -.570 | -.004 |

The average satisfaction level (mean value 3.6212) depicts that the respondents are satisfied with the amount of opportunities they are presented with in their respective institutions. Satisfaction level regarding the opportunities received with respect to their job profile being at par with their educational qualification as well as experience, encouragement to improve their technical know-how or going for higher studies for higher degrees while working, equal workload and opportunities, satisfaction with the career progression and long term prospect of job, all are satisfactory attributes for the teaching faculties across the hierarchy. Education is a global discipline but in this case we witness that the international exposure provided by the institutions are not considerably up to the mark in terms of satisfaction level. However, contentment regarding the choice of career and opportunity received by all respondents might illustrate their satisfaction with the choice of their respective career paths. All the responses are negatively skewed and the kurtosis value shows the presence of very few outliers within the data set.

4.2 Physical Working Environment: A Factor of Job Satisfaction

Basic necessities of an individual can be classified as hygiene factors of motivation which are of great importance and must be catered to by the institutions at all times. To spend a significant time of their lives in their workplaces, everyone is entitled to several amenities relating to their work environment, be it a spacious work-station or availability of good food, the presence of recreational activities to relieve stress or technology driven teaching methods, or most importantly a clean, comfortable and peaceful work environment. As Herzberg rightly pointed out in his *Two-Factor Theory*, eliminating dissatisfaction by ensuring good working conditions is half the task done, and this stands true for the education sector as well. As good physical working conditions are classified as a hygiene factor, hence it is not outwardly motivating an employee, but lack of its

presence will make employees highly dissatisfied. Therefore, no matter how mundane these factors might seem, it is the responsibility of institutions to provide a hygienic and peaceful work environment for their teachers.

Table 2: Descriptive Statistics of Attributes to Physical Working Environment Factor

| Attributes | Frequency (%) | | | | | Mean | S.D. | Skew. | Kurt. |
|--|---------------|------|------|------|------|--------|--------|-------|--------|
| | 1 | 2 | 3 | 4 | 5 | | | | |
| 1.Organization has clean , hygienic and comfortable working conditions | 7 | 33 | 32 | 90 | 48 | 3.66 | 1.096 | -.640 | -.434 |
| | 3.3 | 15.7 | 15.2 | 42.9 | 22.9 | | | | |
| 2.Distance between residence and organization is satisfactory | 15 | 24 | 29 | 76 | 66 | 3.73 | 1.220 | -.817 | -.304 |
| | 7.1 | 11.4 | 13.8 | 36.2 | 31.4 | | | | |
| 3.There is provision for good and healthy food for the employees which are easily available and affordable | 38 | 37 | 53 | 55 | 27 | 2.98 | 1.298 | -.110 | -1.086 |
| | 18.1 | 17.6 | 25.2 | 26.2 | 12.9 | | | | |
| 4.There are recreational activities in the organization for relieving work stress for the faculties | 28 | 69 | 37 | 57 | 19 | 2.86 | 1.217 | .132 | -1.097 |
| | 13.3 | 32.9 | 17.6 | 27.1 | 9.0 | | | | |
| 5.Transportation and commutation services are provided for or reimbursed by the organization | 85 | 51 | 27 | 31 | 16 | 2.25 | 1.325 | .718 | -.769 |
| | 40.5 | 24.3 | 12.9 | 14.8 | 7.6 | | | | |
| 6.Workplace is technologically up-to-date | 19 | 48 | 44 | 65 | 34 | 3.22 | 1.227 | -.200 | -1.011 |
| | 9.0 | 22.9 | 21.0 | 31.0 | 16.2 | | | | |
| 7.Work place is spacious | 17 | 31 | 37 | 84 | 41 | 3.48 | 1.195 | -.592 | -.581 |
| | 8.1 | 14.8 | 17.6 | 40.0 | 19.5 | | | | |
| 8.Peaceful work environment i.e. no work place distraction | 11 | 23 | 48 | 83 | 45 | 3.61 | 1.098 | -.643 | -.194 |
| | 5.2 | 11.0 | 22.9 | 39.5 | 21.4 | | | | |
| 9.Satisfaction with the working environment of the organization | 4 | 24 | 57 | 87 | 38 | 3.62 | .972 | -.449 | -.263 |
| | 1.9 | 11.4 | 27.1 | 41.4 | 18.1 | | | | |
| Overall | | | | | | 3.2688 | .78977 | -.220 | -.072 |

From the above table, it is evident that the respondents are reasonably satisfied with physical workplace factors with an overall mean value of 3.2688. Attributes like cleanliness, hygiene and comfort, spacious workstation, peaceful work environment and work place being technologically up to date, are few of the contributing factors for satisfaction at workplaces for the teachers. However there is discontent regarding the availability of good, healthy and affordable food as well as the lack of recreational activities present to relieve work stress. Teaching is more of a mentally exhaustive profession and therefore some amount of recreational activities at the work place is always preferred to release stress. Here, all the responses are negatively skewed and platykurtic.

4.3 Psychological Working Environment: A Factor of Job Satisfaction

The job of a teacher is usually more mentally challenging and exhausting rather than being a physically draining one. For that matter, it is essential to ensure a psychologically tranquil and suited environment for them to work in. Satisfaction derived from psychological working environment attributes plays an immense role in keeping individuals calm and stress free whereas its absence can create a lot of tension and stress that ultimately has a direct impact on their health and performance. Thus higher authorities must identify their institution specific factors and work on them to ensure psychological stability of teachers which will keep them both mentally as well as physically fit.

Table 3: Descriptive Statistics of Attributes to Psychological Working Environment Factor

| Attributes | Frequency (%) | | | | | Mean | S.D. | Skew. | Kurt. |
|--|---------------|------|------|------|------|------|-------|--------|--------|
| | 1 | 2 | 3 | 4 | 5 | | | | |
| 1.Experience of threat /coercion /bullying in the organization | 14 | 21 | 43 | 62 | 70 | 3.73 | 1.213 | -.716 | -.408 |
| | 6.7 | 10.0 | 20.5 | 29.5 | 33.3 | | | | |
| 2.Satisfaction with workload | 10 | 25 | 46 | 86 | 43 | 3.60 | 1.085 | -.635 | -.214 |
| | 4.8 | 11.9 | 21.9 | 41.0 | 20.5 | | | | |
| 3.Satisfaction with working hours | 12 | 17 | 27 | 90 | 64 | 3.84 | 1.119 | -1.029 | .434 |
| | 5.7 | 8.1 | 12.9 | 42.9 | 30.5 | | | | |
| 4.Satisfaction with pay and remuneration | 30 | 42 | 32 | 71 | 35 | 3.19 | 1.323 | -.284 | -1.149 |
| | 14.3 | 20.0 | 15.2 | 33.8 | 16.7 | | | | |
| 5. Satisfaction with ancillary benefits | 35 | 50 | 46 | 60 | 19 | 2.90 | 1.245 | -.040 | -1.102 |

| | | | | | | | | | |
|---|------|------|------|------|------|--------|--------|-------|--------|
| (insurance, provident funds, non-monetary benefits etc.) | 16.7 | 23.8 | 21.9 | 28.6 | 9.0 | | | | |
| 6.Satisfaction with authority and responsibility provided | 7 | 21 | 48 | 87 | 47 | 3.70 | 1.032 | -.654 | -.041 |
| | 3.3 | 10.0 | 22.9 | 41.4 | 22.4 | | | | |
| 7.Parity in job description and actual work | 8 | 20 | 97 | 97 | 48 | 3.75 | 1.034 | -.839 | .279 |
| | 3.8 | 9.5 | 17.6 | 46.2 | 22.9 | | | | |
| 8.Have to work outside the job description | 34 | 42 | 51 | 56 | 27 | 3.00 | 1.279 | -.097 | -1.069 |
| | 16.2 | 20.0 | 24.3 | 26.7 | 12.9 | | | | |
| 9.Employees are encouraged to mix and mingle freely | 7 | 19 | 34 | 90 | 60 | 3.84 | 1.044 | -.878 | .277 |
| | 3.3 | 9.0 | 16.2 | 42.9 | 28.6 | | | | |
| 10.Job security | 18 | 14 | 38 | 60 | 80 | 3.81 | 1.253 | -.900 | -.154 |
| | 8.6 | 6.7 | 18.1 | 28.6 | 38.1 | | | | |
| Overall | | | | | | 3.5352 | .71792 | -.445 | .088 |

The overall satisfaction level in the psychological attributes is positive. Respondents feel that their workload is distributed equally in the institute; they are free from coercion and are more or less satisfied with their pay and security regarding their jobs. However, some level of dissatisfaction is observed with work outside their job description and ancillary benefits provided. Overall, it can be observed that though the majority of respondents are satisfied with their psychological attributes, still a substantial amount of respondents feel that these factors can further be improved in their organizations. The responses are negatively skewed and also the kurtosis value shows the presence of very few outliers within the data set with an overall mean value of 3.5352.

4.4 Organization: A Factor of Job Satisfaction

An individual's day is mostly spent in their work places and this gives rise to the need of having a good, healthy and cordial environment within the institution. This factor forms an integral part of any teacher's job and has a major role to play in the level of satisfaction enjoyed by them. It is the responsibility of the institutions to keep in mind the employee's wellbeing while formulating various institutional plans, policies, rules and regulations. Their needs and wants should be looked into and then worked on to improve the satisfaction levels with their job as well as the work environment in the institution to ensure their complete efficiency and dependability towards the institution in the long run.

Table 4: Descriptive Statistics of Attributes to Organization Factor

| Attributes | Frequency (%) | | | | | Mean | S.D. | Skew. | Kurt. |
|---|---------------|------|------|------|------|--------|--------|--------|--------|
| | 1 | 2 | 3 | 4 | 5 | | | | |
| 1.Institution has proper policies and practices in place to support the employee's satisfaction | 16 | 24 | 71 | 75 | 24 | 3.32 | 1.066 | -.475 | -.210 |
| | 7.6 | 11.4 | 33.8 | 35.7 | 11.4 | | | | |
| 2.Institution take measures to improve the job satisfaction level | 17 | 48 | 58 | 68 | 19 | 3.11 | 1.109 | -.186 | -.782 |
| | 8.1 | 22.9 | 27.6 | 32.4 | 9.0 | | | | |
| 3.Constant motivation and encouragement by seniors | 9 | 23 | 30 | 92 | 56 | 3.78 | 1.090 | -.864 | .093 |
| | 4.3 | 11.0 | 14.3 | 43.8 | 26.7 | | | | |
| 4.Institution takes the complaints and problems seriously | 15 | 32 | 64 | 70 | 29 | 3.31 | 1.109 | -.350 | -.521 |
| | 7.1 | 15.2 | 30.5 | 33.3 | 13.8 | | | | |
| 5.Corrective measures are swiftly taken in cases of problems/crisis faced | 13 | 28 | 64 | 76 | 29 | 3.38 | 1.075 | -.432 | -.347 |
| | 6.2 | 13.3 | 30.5 | 36.2 | 13.8 | | | | |
| 6.Recognition and appreciation received for work | 34 | 43 | 50 | 58 | 25 | 2.99 | 1.270 | -.100 | -1.069 |
| | 16.2 | 20.5 | 23.8 | 27.6 | 11.9 | | | | |
| 7.Encouragement provided to balance personal life along with work | 7 | 20 | 50 | 102 | 31 | 3.62 | .962 | -.733 | .339 |
| | 3.3 | 9.5 | 23.8 | 48.6 | 14.8 | | | | |
| 8.Intention to change institution in near future | 14 | 12 | 36 | 77 | 71 | 3.85 | 1.150 | -1.003 | .363 |
| | 6.7 | 5.7 | 17.1 | 36.7 | 33.8 | | | | |
| Overall | | | | | | 3.4202 | .74553 | -.236 | -.138 |

From the above table, it is observed that the average mean value of the Organization parameter is 3.4202 which signify an overall satisfactory attitude towards their institution's management. Be it motivation received from colleagues, superiors as well as juniors, encouragement to balance work with personal life or proper appreciation and recognition received for work, these attributes has also been observed to mostly have generated an overall positive satisfactory impact. However, every individual desires proper validation for the work they are doing and giving them the same by way of recognition and appreciation should be a task that all

institutions must focus on. Here too, from the above table we witness the average mean value of this attribute (Mean value 2.99) is the least thereby fetching the least amount of contentment as compared to the rest of the attributes. Lastly, it is observed that all the responses are negatively skewed and platykurtic.

4.5 Self Improvement: A Factor of Job Satisfaction

Stagnation in career is undesirable for any individual, teachers' included. Doing challenging work constantly to improve one's potential is a great motivator since having relevant knowledge and up-to-date technological know-how is an irreplaceable aspect of their careers. Furthermore, achieving their self-actualization needs and esteem needs can be fulfilled by following self-developmental courses and workshops, pursuing higher studies to achieve higher degrees or even while on job (i.e. on the job training) which helps them to improve and polish their current skill set. Recognition and appreciation for their work and creative inputs are another source of motivation which is highly desirable as well as effective in the careers of all individuals.

Table 5: Descriptive Statistics of Attributes to Self Improvement Factor

| Attributes | Frequency (%) | | | | | Mean | S.D. | Skew. | Kurt. |
|--|---------------|------|------|------|------|--------|--------|--------|-------|
| | 1 | 2 | 3 | 4 | 5 | | | | |
| 1.Participation in self improvement programs in the institution | 23 | 31 | 44 | 69 | 43 | 3.37 | 1.266 | -.443 | -.838 |
| | 11.0 | 14.8 | 21.0 | 32.9 | 20.5 | | | | |
| 2.Rewards/incentives for job related success | 40 | 51 | 60 | 44 | 15 | 2.73 | 1.197 | .116 | -.919 |
| | 19.0 | 24.3 | 28.6 | 21.0 | 7.1 | | | | |
| 3.Recognition and appreciations for work performance | 16 | 37 | 54 | 73 | 30 | 3.30 | 1.146 | -.350 | -.691 |
| | 7.6 | 17.6 | 25.7 | 34.8 | 14.3 | | | | |
| 4.Scope for innovation and creativity in work | 14 | 33 | 42 | 81 | 40 | 3.48 | 1.162 | -.523 | -.597 |
| | 6.7 | 15.7 | 20.0 | 38.6 | 19.0 | | | | |
| 5.Freedom of choice in execution of assigned tasks | 14 | 32 | 45 | 86 | 33 | 3.44 | 1.128 | -.542 | -.490 |
| | 6.7 | 15.2 | 21.4 | 41.0 | 15.7 | | | | |
| 6.Participation in projects, that helps develop capabilities and skills as a professional and as an individual | 10 | 30 | 48 | 81 | 41 | 3.54 | 1.103 | -.519 | -.454 |
| | 4.8 | 14.3 | 22.9 | 38.6 | 19.5 | | | | |
| 7.Challenges in work that enhances abilities and help to grow | 11 | 15 | 26 | 107 | 51 | 3.82 | 1.047 | -1.121 | .930 |
| | 5.2 | 7.1 | 12.4 | 51.0 | 24.3 | | | | |
| Overall | | | | | | 3.3823 | .79888 | -.248 | -.160 |

Respondents are satisfied with the above parameter with an overall mean value of 3.3823 that depicts their contentment on receipt of appreciation and recognition for their work along with ample scope of creativity, freedom of work and encouragement for overall improvement. These attributes at work place are highly responsible for generating a moderately good satisfaction level for the chosen respondents in this study. Teachers belong to this dynamic profession for which they have to constantly be up to date with knowledge information and technological know-how at all times to be able to provide a much rationalized insight to their students. For this purpose they try for self improvement and thus the institutions also must provide equal support in this endeavor of theirs. All the responses are negatively skewed with fewer outliers.

4.6 Internal Group Dynamics: A Factor of Job Satisfaction

Human beings are heavily dependent on meaningful social bonds ties and interactions. From the study of various literatures it is known that social and esteem needs (*Maslow's Hierarchy of Needs*) of an individual are an intrinsic part of them and satisfaction of such needs can be derived from the interactions with colleagues, juniors and seniors alike. An education institution comprises of various disciplines and therefore a cordial relationship among all, be it intra-departmental or inter-departmental colleagues, staff or the management authorities, is the need of the hour. Good rapport and mutual understanding in the workplace among all colleagues positively contribute towards a sense of emotional satisfaction as well.

Table 6: Descriptive Statistics of Attributes to Internal Group Dynamics Factor

| Attributes | Frequency (%) | | | | | Mean | S.D. | Skew. | Kurt. |
|---|---------------|------|------|------|------|------|-------|--------|-------|
| | 1 | 2 | 3 | 4 | 5 | | | | |
| 1.Good cooperation and relationship between colleagues | 9 | 12 | 21 | 74 | 94 | 4.10 | 1.075 | -1.329 | 1.240 |
| | 4.3 | 5.7 | 10.0 | 35.2 | 44.8 | | | | |
| 2.Good intra-departmental and inter-departmental communication | 5 | 18 | 35 | 100 | 52 | 3.84 | .975 | -.860 | .461 |
| | 2.4 | 8.6 | 16.7 | 47.6 | 24.8 | | | | |
| 3.Communication is smoothamong everybody at the institution at all levels | 9 | 22 | 48 | 89 | 42 | 3.63 | 1.051 | -.670 | -.034 |
| | 4.3 | 10.5 | 22.9 | 42.4 | 20.0 | | | | |
| 4.Mutual understanding between | 8 | 15 | 53 | 94 | 40 | 3.68 | .987 | -.740 | .414 |

| | | | | | | | | | |
|---|-----|------|------|------|------|--------|--------|--------|-------|
| management and faculty | 3.8 | 7.1 | 25.2 | 44.8 | 19.0 | | | | |
| 5.Good rapport with seniors and juniors | 7 | 10 | 18 | 86 | 89 | 4.14 | .992 | -1.419 | 1.900 |
| | 3.3 | 4.8 | 8.6 | 41.0 | 42.4 | | | | |
| 6.There are various programs and activities arranged by the institution for inter departmental mingling | 15 | 33 | 56 | 70 | 36 | 3.38 | 1.152 | -.377 | -.642 |
| | 7.1 | 15.7 | 26.7 | 33.3 | 17.1 | | | | |
| 7.Freedom of providing work related suggestions | 12 | 19 | 38 | 91 | 50 | 3.70 | 1.102 | -.845 | .143 |
| | 5.7 | 9.0 | 18.1 | 43.3 | 23.8 | | | | |
| 8.Satisfaction with the overall internal group dynamics of the institution | 8 | 16 | 48 | 87 | 51 | 3.75 | 1.030 | -.751 | .223 |
| | 3.8 | 7.6 | 22.9 | 41.4 | 24.3 | | | | |
| Overall | | | | | | 3.7786 | .81069 | -.940 | 1.056 |

The above parameter exhibits an overall mean value of 3.7786 which clearly depicts a positive impact of the attributes on the level of satisfaction of teachers at their work places. It is further observed that there is a presence of highly significant mean values for good relationship among colleagues as well as good rapport with them that fetches the maximum amount of satisfaction that is generated out of all other factors present in this study. This parameter is important in more than just generating satisfaction at the place of job only, but it also contributes to a sound mental health of people if their work place becomes an extension of their homes and is a place to look forward to go to everyday because of the meaningful bonds created there. Lastly, responses have few outliers and they all are negatively skewed.

4.7 Teacher - Student Dynamics: A Factor of Job Satisfaction

The student teacher dynamics is perhaps one of the most important relationships that teachers form during their career. Whatever the teachers do, they do it for the betterment of the students. Thus fostering a good rapport with them is of utmost importance to establish a sense of trust and facilitate proper communication and interaction between teachers and their students. Therefore to derive maximum satisfaction through interaction with students holds top priority in their careers.

Table 7: Descriptive Statistics of Attributes to Teacher - Student Dynamics Factor

| Attributes | Frequency (%) | | | | | Mean | S.D. | Skew. | Kurt. |
|---|---------------|------|------|------|------|--------|--------|--------|-------|
| | 1 | 2 | 3 | 4 | 5 | | | | |
| 1.Cordial and friendly teacher-student relationship | 7 | 2 | 18 | 79 | 104 | 4.29 | .916 | -1.742 | 3.625 |
| | 3.3 | 1.0 | 8.6 | 37.6 | 49.5 | | | | |
| 2.The teacher-student ratio in each class is satisfactory | 21 | 33 | 31 | 77 | 48 | 3.47 | 1.276 | -.553 | -.808 |
| | 10.0 | 15.7 | 14.8 | 36.7 | 22.9 | | | | |
| 3.Students are disciplined and obedient | 12 | 27 | 46 | 76 | 49 | 3.59 | 1.147 | -.577 | -.452 |
| | 5.7 | 12.9 | 21.9 | 36.2 | 23.3 | | | | |
| 4.Students are curious and take initiative in class | 7 | 26 | 48 | 87 | 42 | 3.62 | 1.043 | -.576 | -.245 |
| | 3.3 | 12.4 | 22.9 | 41.4 | 20.0 | | | | |
| 5.Satisfaction with the overall teacher-student dynamics present in the institution | 6 | 15 | 44 | 91 | 54 | 3.82 | .991 | -.792 | .372 |
| | 2.9 | 7.1 | 21.0 | 43.3 | 25.7 | | | | |
| Overall | | | | | | 3.7571 | .85071 | -.865 | .843 |

From the above table, it is observed that the average satisfaction of respondents of the overall teacher-student dynamics parameter is 3.7571, which can be termed satisfactory. The response for having a cordial and friendly relationship with students have a mean value of 4.29 that depicts a high and significant level of satisfaction for all the concerned teachers and professors who have served to be the respondent in this study. Moreover the opinions regarding the teacher student ratio of each class as well as their initiative level in class and their good behavior also ensure a sense of satisfaction for our chosen teaching faculties. Teachers are highly motivated when recognized for their efforts by the students since it is the students for whose betterment a teacher dedicates all their lives. Thus, a good teacher student relationship surely fetches more satisfaction and the same is evident in this study as well. All the responses are negatively skewed and the number of outliers present is very few making it a platykurtic distribution.

Therefore, to conclude, the descriptive analysis of all the seven factors - Opportunity, Physical Working Environment, Psychological Working Environment, Organization, Self Improvement, Internal Group Dynamics and Teacher Student Dynamics, shows a positive impact of them on the individual respondent's satisfaction in their work place. Moreover, an individual does not only want to achieve work related satisfaction and success but also wishes to form meaningful bonds with the people around them. Thus in this study we again prove that the *internal group dynamics* parameter generates most positive responses from all the respondents. Internal group dynamics is the most significant driving factor (*with an overall mean value of 3.7786*) for

ensuring contentment and satisfaction among respondents and thus institutions must encourage the same to maintain good rapport among all the employees by taking more and more engaging initiatives for better mixing and mingling of employees. On the contrary, physical working environment (*with an overall mean value of 3.2688*) has fetched the least amount of satisfaction among all other factors and thus this is the area where institutions may work on to avail satisfactory responses from its employee base. Hygiene factor, comfort, spacious infrastructure are some of the areas that needs to be focused as in their absence there arises some levels of discontentment among employees, irrespective of their demographic profile.

4.8 Factor-wise Comparative Analysis of Job Satisfaction Level

This research focuses on identifying and analyzing the various triggering factors that contributes to a sense of satisfaction for the teaching faculties at their respective work places in and around the city of Kolkata. The total number of teachers, whose responses were collected using a structured questionnaire, is 210. Following is a comparative study based on the frequency distribution analysis of their overall satisfaction levels with the above identified seven job satisfaction factors.

Table 8: Frequency Distribution of Job Satisfaction Factors

| Factors | Level of Satisfaction | | | | | | | | | |
|-----------------------------------|-----------------------|-----|--------------|------|-----------|------|------------------|------|-------|-------|
| | Highly Dissatisfied | | Dissatisfied | | Satisfied | | Highly Satisfied | | Total | |
| | Resp. | % | Resp. | % | Resp. | % | Resp. | % | Resp. | % |
| Opportunity | 10 | 4.8 | 35 | 16.7 | 100 | 47.6 | 65 | 31.0 | 210 | 100.0 |
| Physical Working Environment | 10 | 4.8 | 72 | 34.3 | 96 | 45.7 | 32 | 15.2 | 210 | 100.0 |
| Psychological Working Environment | 6 | 2.9 | 41 | 19.5 | 108 | 51.4 | 55 | 26.2 | 210 | 100.0 |
| Organization | 5 | 2.4 | 68 | 32.4 | 94 | 44.8 | 43 | 20.5 | 210 | 100.0 |
| Self Improvement | 10 | 4.8 | 61 | 29.0 | 101 | 48.1 | 38 | 18.1 | 210 | 100.0 |
| Internal Group Dynamics | 10 | 4.8 | 22 | 10.5 | 98 | 46.7 | 80 | 38.1 | 210 | 100.0 |
| Teacher-Student Dynamics | 8 | 3.8 | 32 | 15.2 | 96 | 45.7 | 74 | 35.2 | 210 | 100.0 |

Here, Resp. stands for Number of Respondents

The above table depicts a clear picture of the responses of teachers and professors belonging to the different hierarchy of the education sector to the seven parameters identified in this study as a contributing factor of job satisfaction viz. Opportunity, Physical Working Environment, Psychological Working Environment, Organization, Self Improvement, Internal Group Dynamics and Teacher-Student Dynamics. Most number of respondents are dissatisfied with the physical working environment of their respective institutions whereas majority of them believe that they have favorable psychological working environment providing them with a peaceful and stress free work culture. Extremely high level of satisfaction has been derived from Internal Group Dynamics, once again proving the fact that human beings cannot survive without meaningful ties and bonds, especially at their workplace where they spend a major portion of their lives. Organizational plans and policies also have a major impact on the careers of the respondents. Here it is observed that almost 40 percent of the respondents are not satisfied with their institutions and its respective plans, policies and rules. This showcases a need for organizational restructuring to find out points of conflicts and remedies of the same. Though the number of respondents who possess a level of high dissatisfaction in all seven parameters is not substantial, still it is something to look into, as receiving opportunities to grow and develop and a favorable work environment should be an inherent part of the teacher's career.

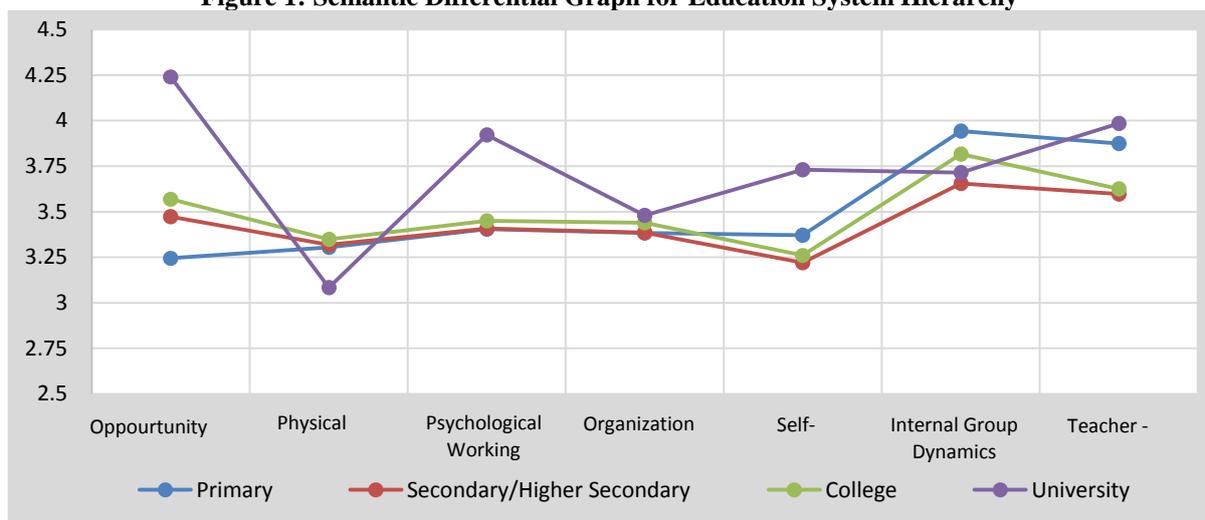
4.9 Comparative Analysis With Respect to Education System Hierarchy

The primary objective of this research is to determine the various constructs that contributes to job satisfaction for the teachers in the four different levels of education sector hierarchy viz. primary education institutions, secondary and higher secondary education institutions, colleges and universities of Kolkata (West Bengal, India). Following is a factor-wise comparison between all the hierarchical levels of this sector in order to observe the most effective as well as less effective constructs and their consequent impact on the satisfaction levels of the faculty members of the academia.

Table 9: Descriptive Statistics of Education System Hierarchy

| Education Level Hierarchy | Factors | N | Mean | S.D. | Skewness | Kurtosis |
|--------------------------------|-----------------------------------|----|--------|---------|----------|----------|
| Primary | Opportunity | 49 | 3.2449 | .79798 | -.599 | .091 |
| | Physical working environment | | 3.3038 | .87427 | -.863 | .271 |
| | Psychological working environment | | 3.4041 | .71209 | -.958 | 1.584 |
| | Organization | | 3.3827 | .73439 | -.963 | 1.112 |
| | Self improvement | | 3.3703 | .86205 | -.599 | -.187 |
| | Internal group dynamics | | 3.9413 | .77983 | -1.660 | 3.268 |
| | Teacher student dynamics | | 3.8735 | .83436 | -1.192 | 1.815 |
| Secondary/ Higher Secondary | Opportunity | 56 | 3.4724 | .69568 | -.256 | .051 |
| | Physical working environment | | 3.3175 | .84339 | .065 | -.392 |
| | Psychological working environment | | 3.4071 | .81728 | -.116 | -.666 |
| | Organization | | 3.3839 | .78112 | .173 | -.836 |
| | Self improvement | | 3.2194 | .83164 | .428 | -.557 |
| | Internal group dynamics | | 3.6540 | .99801 | -.880 | .056 |
| | Teacher student dynamics | | 3.5964 | 1.02229 | -.967 | .486 |
| College | Opportunity | 57 | 3.5694 | .77721 | -.560 | -.542 |
| | Physical working environment | | 3.3470 | .65501 | .179 | -.483 |
| | Psychological working environment | | 3.4491 | .65441 | .005 | -.418 |
| | Organization | | 3.4386 | .68389 | .018 | -.494 |
| | Self improvement | | 3.2607 | .67823 | -.813 | 1.467 |
| | Internal group dynamics | | 3.8158 | .62594 | .073 | -.403 |
| | Teacher student dynamics | | 3.6246 | .67620 | -.147 | -.499 |
| University | Opportunity | 48 | 4.2405 | .48268 | -.296 | -.321 |
| | Physical working environment | | 3.0833 | .77643 | .005 | .108 |
| | Psychological working environment | | 3.9208 | .53274 | -.421 | -.032 |
| | Organization | | 3.4792 | .80157 | -.327 | .047 |
| | Self improvement | | 3.7292 | .74098 | -.384 | .013 |
| | Internal group dynamics | | 3.7135 | .78549 | -.579 | .953 |
| | Teacher student dynamics | | 3.9833 | .78803 | -.680 | .176 |

Figure 1: Semantic Differential Graph for Education System Hierarchy



From the above comparison, both tabular representation and graphical representation using semantic differential graph between the seven factors of job satisfaction (based on Education sector hierarchy as identified in this study), it is observed that the internal group dynamics parameter plays a very significant role in creation and maintenance of job satisfaction level.

With the exception of university all the other levels of institution namely primary, secondary / higher secondary and college shows highest job satisfaction relevance to internal group dynamics followed by teacher-student dynamics.

For university level we can see that the individuals derive more levels of job satisfaction from the opportunities received from the respective institutions followed by teacher-student dynamics in second place. It

is know that an employee derives high amount of satisfaction when offered challenging and innovative works. We can infer from the data collected that the amount of opportunities received by the Professors of the University level to work at par with their educational and intellectual qualifications, make the job more fruitful for them and hence prove to the best source of motivation and satisfaction.

The discontent among the respondents from primary educational institutions is due to lack of presence of satisfactory opportunity areas. They must be provided with proper scope to improve themselves and their skills for betterment of the institutions and educational and teaching quality as a whole in the primary section. For Secondary/Higher Secondary and College level, the Self-Improvement Parameter fetches the lowest level of satisfaction. The respondents in this level get better opportunities and hence now they are keener on self-improvement and development, but unfortunately, it is seen that they do not often get the prospect to do so. Thus it can be inferred that there is further scope of improving this parameter in these two levels, which will help in developing and improving the quality of teaching as a whole.

Another trend noticed during the study shows that the relationship between the teachers and their students plays a very important part, ranking second in all the education levels and signifies the derivation of intrinsic satisfaction and motivation of the individuals from the job itself.

IV. Concluding Remarks

This study has delved into the educational hierarchy that broadly includes the primary educational institutions, secondary/higher secondary educational institutions followed by colleges and universities, for the purpose of making an analysis of whether teachers are satisfied with their work or are there any reasons for discontentment. Due to the subjectivity of the concept of job satisfaction several broad heads were identified and accordingly they were analyzed for the purpose of certain conclusions.

Job satisfaction is one of the most important aspects of an organization and its presence is highly important to be able to achieve organizational success and sustainability. Satisfied employees display greater level of job loyalty and commitment, resulting in lower level of turnover rates, lower costs and higher productivity. From this study, we were able to conclude that the presence of job satisfaction in the education sector of the city of Kolkata, India despite being satisfactory is not as high as it should be. The study was able to identify various problem areas as the cause for such average satisfaction levels, like general lack of opportunity and scope for self-development, unsatisfactory physical working conditions etc. It was also observed that one of the key sources for derivation of satisfaction and motivation was the internal group dynamics among the teachers. Other important motivators were good teacher student relationships, good psychological workplace conditions, opportunities received etc. Another important take away from this study was the knowledge that all the demographic parameters and attributes do not affect the level of satisfaction equally for the respondents. Institutions should thus identify the causes of dissatisfaction and then take appropriated remedial measures depending on the circumstances. They should also take periodic actions to not only create but also maintain such levels of job satisfaction. Over all we find that from the business point of view, job satisfaction, if used properly, has the potential to influence the human capital of the institutions immensely while greatly reducing their costs.

Thus from the societal perspective, we can say that, improvement in job satisfaction leads to the overall development of not only the institutes, but also the wellbeing of all the other individuals associated with it, including the students, who are our country's future.

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