

## A STUDY OF JOB SATISFACTION AMONG PRIMARY SCHOOL TEACHERS IN RELATION TO THEIR DEMOGRAPHIC VARIABLES

(Neelam, Research Scholar, Faculty of Education, B.H.U., Kamachha, Varanasi-10, U.P., India.  
E-mail: neelam.soni4@gmail.com)

### Abstract

*In present study, the researcher has attempted to compare the job satisfaction among primary school teachers with respect to some demographical variables. Job satisfaction was treated as dependent variable. The independent variable comprised of gender, group of teachers (BTC and special BTC), marital status and educational qualification. For the purpose of study, descriptive survey method was employed. The sample comprised of 240 primary school teachers working in the government primary schools located in Varanasi district and was selected by Multi-Stage Random Sampling technique. Personal Data Sheet prepared by the researcher, Primary teacher Job Satisfaction Scale (DJSS) by Meera Dixit (1993) was used for the collection of data. The obtained data were analyzed using mean, SD, t-test and F-test. The findings of the study revealed: i) No significant difference was found in the job satisfaction of male and female primary school teachers, ii) Significant difference was reported in the job satisfaction of primary school teachers on the basis of group of teacher (BTC & Special BTC), iii) No significant difference was found in the job satisfaction of unmarried and married primary school teachers, iv) No significant difference was found in the job satisfaction of primary school teachers on the basis of their educational qualifications,*

**Key words:** Job satisfaction, Primary teachers, Gender, Group of teachers (BTC and special BTC), Marital status, Educational qualification.

### Introduction

The present scenario of education in our country one comes across candidates with relatively superior qualifications and adequate professional degrees getting entry into the teaching profession; yet the problem of deteriorating education standards both qualitatively and quantitatively seems to be assuming alarming dimensions. Therefore, there should be some other important determinants of this phenomenon besides academic and professional qualifications of teachers; such determinants appear to be job satisfaction etc. Job satisfaction among school teachers has been considered as a vital factor for the improvement of the education system and thus has got an unshakeable place in educational researches. Satisfaction is a psychological phenomenon and its concept is highly intricate and subjective. Job satisfaction describes how content an individual is with his or her job. “It expresses the extent of match between the employees' expectations from the job and the rewards that the job provides”. Teacher's job satisfaction is one of the key factors in school dynamics and is generally considered as a primary dependent variable in terms of which effectiveness of the school is evaluated. The well adjusted and satisfied teacher can contribute a lot to the well being of his/ her pupils. A complex array of factors also affects job satisfaction among teachers. These factors can be categorized as intrinsic, extrinsic and demographic factors. Intrinsic sources originate from within the individual and have psychological value. Such type of satisfaction is essentially self-administered. Autonomy (that is, independence such as the ability to choose one's own work pace) is one of the sources of intrinsic satisfaction.

The extrinsic sources of satisfaction originate from outside the individual; they come from his or her environment. The forces beyond the individual's control determine the frequency and magnitude of extrinsic sources of satisfaction. Working conditions and opportunities to interact with the co-workers are sources of extrinsic satisfaction, as are job security and fringe benefits. However, while intrinsic forces may motivate people to become teachers, extrinsic conditions can influence their job satisfaction and their desire to remain in teaching throughout their career. In addition to the above two factors, the demographic factors such as the gender, level of formal education, age, marital status, job experiences, salary and orientation to the work also play a significant role in determining the job satisfaction of teachers.

### **Review of Related Literature**

Job satisfaction can be affected by age, sex, marital status, designation, job tenure, academic qualification, professional qualification, training course, teaching experience etc.

Schuler (1975) found that, females valued the opportunities to work with pleasant employees more than males, whereas males regarded the opportunities to influence important decisions and direct the work of others as more important. Nash (1985) emphasized in his findings that factors that influence job satisfaction differ from men to women in terms of importance of ranks. Generally men rank security first followed by advancement, type of work, company, pay, coworkers, supervision, benefits, duration of work and then working conditions. Whereas women rank type of work first, followed by company, security, coworkers, advancement, supervision, pay, working conditions, duration of work and then benefits. According to Hulin and Smith (1964) men and women, who were equal in education, pay and tenure, showed compared and sex differences in satisfaction. Lee, Mueller, and Miller (1981) held view that sex differences in job satisfaction, women were found more satisfied with compensation than men. Studies in school settings also showed no consistent pattern of relationship. Newby (1999) stated that females were more satisfied than males.

Studies on elementary and secondary school teachers, Belasco and Alutto (1972) reported that women teachers tended to be more satisfied with their job than men teachers. Bernard and Kulandivel (1976) also stated that women teachers expressed greater job satisfaction compared to their men counterparts. Lavingia (1977) reinforced that female teachers were more satisfied than male teachers and unmarried teachers were more satisfied than married teachers. Reddy and Reddy (1978) found that women teachers were more satisfied than men teachers. Muthaiah (1981) and Dixit (1984) finding confirms the same. Reddy and Babjan (1980); and Reddy and Ramakrishnaiah (1981) also obtained similar results. Female teachers tend to be more satisfied with their current teaching profession and they perceive a more favourable profession environment than male teachers (Smith, 1982). Lortie (1975) and Birmingham (1985) also found that women teachers were more satisfied with their job than men teachers. While some studies showed that male teachers were more satisfied than female with professional autonomy (Galloway, 1985), still other studies reported no relationship between sex and teacher job satisfaction (Hoppock 1935). Similarly, Atteberry (1977) reported no significant relationship between sex and job satisfaction of elementary schools principals. Among the university professors, it was found that either no significant sex differences in job satisfaction exist or that, if found, the differences are not psychologically meaningful (Smith and Plant, 1982).

Khan (1991) examined unique contribution of gender differences and type of administrator variable was found to be significant in explaining some of variance produced on secondary school administrators' satisfaction with their work in Pakistan. Ting (1997) in his study showed that job characteristics such as salary, promotional opportunity, task clarity and significance, skills

utilization, as well as organizational characteristics such as commitment and relationship with supervisors and co-workers, have significant effects on job satisfaction. Demato (2001) came to the conclusion that demographic variables are often interrelated and not easy to isolate to determine their overall impact on job satisfaction. In her study, two demographic variables were found to be significant source of variance in overall job satisfaction, educational degree status and counselors intent to stay in their current position. Fatima (2002) came to the conclusion that, no significant difference in the degrees of job satisfaction of male and female secondary school teachers and married and un-married school teachers. Gupta and Jain (2003) described a variety of factors such as salary, security, physical conditions, promotion, and recognition etc. influence job satisfaction. Ololube (2006) concluded that teacher related sources of job satisfaction seem to have a greater impact on teaching performance, as teachers are also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement. Bindu and Sudheeshkumar (2006) saw significant difference in job satisfaction between male and female primary school teachers. Tasnim (2006) investigated that one of the main purposes of job is to get the payment or salary and it is very natural that a handsome salary will bring job satisfaction. Ayub (2011) stated the significant difference on the variable of job satisfaction. Kaur and Sidana (2011) contended that level of job satisfaction of male teachers was greater than their female counterparts. According to Mahmood (2011), female teachers were more satisfied than their male counterparts. Gupta, Pasrija and Bansal (2012) added that teachers with post-graduate qualifications and more experienced teachers, teachers belonging to rural areas had better job satisfaction than their Counterparts. Katoch (2012) reinforced that female college teachers are more satisfied with their job than male teachers and income per annum is an important factor impacting the level of job satisfaction. Rani (2014) also discovered that teachers differed significantly in their job-satisfaction with reference to gender and income.

### **Knowledge gap**

Job satisfaction at work is one of the widely researched areas in the field of different professions, but in India very few studies has been explored in this concept especially on primary teachers in Uttar Pradesh state. Though there is a paucity of researches on job satisfaction of primary school teachers in India. There are some studies which evince that demographical variables are important determinants of job satisfaction. Thus, it is assumed that the present study will provide a new information and perspective describing job satisfaction with respect to certain demographical variables among primary school teachers.

### **Variables Involved**

In the present study, job satisfaction has been taken as the dependent variables, whereas demographic variables such as gender, group of teachers (BTC and special BTC), marital status and educational qualification constituted the independent variables.

### **Objectives of the Study**

1. To find out whether primary school teachers differ on their mean scores of job satisfaction with regard to: [a] gender [b] group of teachers (BTC and special BTC) [c] marital status [d] educational qualification.

### **Hypotheses of the Study**

**H<sub>r</sub>1.** The primary school teachers differ significantly on their mean scores of job satisfaction with regard to: [a] gender [b] group of teachers (BTC and special BTC) [c] marital status [d] educational qualification.

**H<sub>0</sub>1.** The primary school teachers do not differ significantly on their mean scores of job satisfaction with regard to: [a] gender, [b] group of teachers (BTC and special BTC) [c] marital status [d] educational qualification.

### Methodology of the study

The research design which is used in this study is descriptive survey.

### Population of the study

All the full time teachers, teaching in the Parishadiya government primary schools in Varanasi, Uttar Pradesh, constituted the target population of the study.

### Sampling technique

The sample consisted of 240 primary school teachers of Kashi Vidyapeeth block, Varanasi, district. Multi-stage random sampling technique was used for selecting the samples from the target population. One block out of eight blocks was drawn randomly by using lottery method. In this Kashi Vidyapeeth block, there are 90 government primary schools and in those schools there are, 500 primary teachers (As per general statistics, BSA office, 2009, Varanasi). Out of 90 primary schools, 60 primary schools were selected by using Tippet's table method.

### Tools used in the study

Job Satisfaction Scale for Primary Teachers (DJSS) by Dr. (Mrs) Meera Dixit, (1993).

The present scale covers all the major aspects of the job satisfaction of primary teachers in Indian schools. These factors are: (A) Intrinsic aspect of the job; (B) Salary, promotional avenues and service conditions; (C) Physical facilities; (D) Institutional plans and policies; (E) Satisfaction with authorities; (F) Satisfaction with social status and family welfare; (G) Rapport with students; (H) Relationship with co-workers.

The scale consisted of 52 items. Scale validity (discrimination value) was found by item test correlation method using Pearson's 'r'. Reliability of the scale was determined by split- half method. Test-retest method also showed high reliability which is given in the following tables:

#### Reliability of the test by Split half method

Version of form	N	R	Index of reliability
Hindi version	100	.87	.93

#### Reliability of the test by Test-retest method

Version of form	N	R	Index of reliability
Hindi version	100	.76	.87

### Statistical Techniques Used

Mean, SD, analysis of variance (ANOVA) and the t-test analysis techniques have been used to compare job satisfaction of primary school teachers with respect to their demographic variables. Statistical package for social sciences (IBM SPSS), version 20.0 was used for all statistical analysis.

### Analysis and Interpretation

**Table- 1 (a) Mean, standard deviations and t-ratio showing the difference on the job satisfaction score of male and female primary school teachers**

Gender	N	Mean	Std. Deviation	Mean Difference	df	t-value	Sig. 'p'
Male	104	200.44	22.05898			1.912	.057
Female	136	194.91	22.29225	5.52834	238		

\* Not significant at 0.05 level (2-tailed)

Table-1 (a) reveals that the mean and standard deviation for male and female was found to be 200.44; 22.05 and 194.91; 22.29 respectively with mean difference 5.53. Further it also reveals that significant difference was not found between male and female primary teachers on their job satisfaction scores as the calculated value 't' was = 1.912 at 238 degree of freedom  $p=0.057$ . It means null hypothesis stands accepted.

Therefore, we may conclude that male and female primary school teachers do not differ significantly on their mean scores ( $t= 1.912$ ,  $df= 238$ ,  $p > .05$ ) of job satisfaction.

**Table -1 [b] Mean, standard deviations and t-ratio showing the difference on the job satisfaction of BTC and special BTC group of primary school teachers**

Group of teachers	N	Mean	Std. Deviation	Mean difference	df	't'	Sig. 'p'
BTC	82	202.17	19.91829	7.38958	238	2.459*	0.015
Special BTC	158	194.78	23.12038				

\* Significant at 0.05 level (2-tailed)

It is evident from the table-1. (b) that the mean and standard deviation for BTC and special BTC group of primary school teachers was found to be 202.17 ; 19.92 and 194.78 ; 22.12 respectively with mean difference 7.39. Further it also reveals that significant difference was found between BTC and special BTC group of primary school teachers on their job satisfaction scores as the calculated value 't' was 2.459 at 238 degree of freedom  $p=0.015$ .

Therefore we may conclude that primary school teachers belonging to BTC group were more satisfied as compared to special BTC group ( $t= 2.459$ ,  $df=238$ ,  $p < .05$ ) on their job satisfaction.

**Table-1 [c] Mean, standard deviations and t-ratio showing the difference on the job satisfaction scores of unmarried and married primary school teacher**

Marital status	N	Mean	Std. Deviation	Mean Difference	df	t	Sig. 'p'
Unmarried	34	193.62	25.81052	-4.30128	238	-1.041	.299
Married	206	197.92	21.69459				

\* Not significant at 0.05 level (2-tailed)

The above table-1. (c) shows that the mean and standard deviation for unmarried and married primary school teachers was found to be 193.62 ; 25.81 and 197.92 ; 21.69 respectively with mean difference -4.30. Further it also reveals that significant difference was not found between unmarried and married primary school teachers on their job satisfaction scores as the calculated value 't' was -1.04 at 238 degree of freedom  $p=0.29$ . It means null hypothesis stands accepted.

Therefore we may conclude that unmarried and married primary school teachers may not differ significantly ( $t= -1.04$ ,  $df=238$ ,  $p > .05$ ) on their job satisfaction.

**Table-1.[d].(i) Mean and standard deviations of job satisfaction among primary school teachers belonging to different level of educational qualification**

<i>Educational qualification</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>
Intermediate	13	203.00	19.07878
Graduate	91	197.85	22.59858
Post graduate	129	195.70	22.35775
PhD	7	209.43	21.92303

It is evident from the table-1. (d). [i] that the mean and standard deviation of job satisfaction among primary school teachers belonging to different level of educational qualification i.e. Intermediate (203.00; 19.08), Graduate (197.85; 22.60), Post Graduate (195.70; 22.35) and Ph.D. (209.43; 21.92) respectively. Further ANOVA was used to compare job satisfaction among primary school teachers belonging to these four groups on the basis of their different level of educational qualification. Results have been shown in table below.

**Table-1 [d].(ii) Summary of result of ANOVA showing the difference on the job satisfaction among primary school teachers belonging to different level of educational qualification**

<b>Educational qualification</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig. 'p'</b>
Between Groups	1810.737	3	603.579		
Within Groups	117197.551	236	496.600	1.215	.305

\*Not significant at 0.05 level (2-tailed)

Table-1.(d).[ii] shows that F-value (1.125; 3,236 df;  $p > .05$ ) is not significant at 0.05 level. So the null hypothesis stands accepted. It means that primary school teachers do not differ significantly on job satisfaction with regard to their different level of educational qualification (intermediate, graduate, post- graduate and Ph.D.). It may also be inferred that primary school teachers belonging to different level of educational qualification perceive equal level of job satisfaction. Since the p-value for four groups of primary teachers were greater than 0.05, therefore post-hoc analysis was not necessary to perform.

### **Findings of the study**

The null hypotheses were tested at 0.05 level of significance and the following results were obtained:

#### **Finding 1[a]**

Male ( $M=200.44$ ,  $SD=22.05$ ) and female ( $M=194.91$ ,  $SD=22.29$ ) primary school teachers do not differ significantly on their mean scores ( $t=1.912$ ,  $df=238$ ,  $p > .05$ ) of job satisfaction.

#### **Finding 1[b]**

BTC ( $M=202$ ,  $SD=19.92$ ) and special BTC ( $M=194$ ,  $SD=22.12$ ) primary school teachers differ significantly on their mean scores of job satisfaction ( $t=2.459$ ,  $df=238$ ,  $p < .05$ ).

Primary school teachers belonging to BTC group were more satisfied as compared to special BTC group of primary teachers on their job satisfaction.

#### **Finding 1[c]**

Unmarried ( $M=193.62$ ,  $SD=25.81$ ) and married ( $M=197.92$ ,  $SD=21.69$ ) primary school teachers do not differ significantly on their mean scores ( $t=-1.04$ ,  $df=238$ ,  $p > .05$ ) of job satisfaction.

#### **Finding 1[d]**

Primary school teachers ( $F=1.125$ ,  $p > .05$ ) do not differ significantly on job satisfaction with respect to their different level of educational qualification (intermediate, graduate, post graduate and Ph.D.).

**Table-2 Demographical profile and summary of t-value and F-value for mean scores of job satisfaction among primary school teachers**

Sl. no.	Demographical variables	Description	N	Mean	SD	t-value	F-value
1.	Gender	Male	104	200.44	22.05	1.912 (NS)	--
		Female	136	194.91	22.29		--
2.	Group of teachers	BTC	82	202.17	19.92	2.459*	--
		Special BTC	158	194.78	23.12		--
3.	Marital status	Unmarried	34	193.62	25.81	-1.04 (NS)	--
		Married	206	197.92	21.69		--
4.	Educational Qualification	Intermediate	13	203.00	19.08	--	1.215 (NS)
		Graduate	91	197.85	22.60		
		Postgraduate	129	195.70	22.36		
		Ph.D.	7	209.43	21.93		

\* Significant at 0.05 level of significance

\*\* NS = not significant

## Discussion

**Finding 1[a]:** A close perusal of Table-1 [a] reveals that the primary school teachers may not differ significantly on their mean scores of job satisfaction with regard to: (a) gender. It may be concluded that male and female teachers have almost equal level of job satisfaction in teaching profession. This finding is in consonance with the findings of Khan (1991), Kaneez Fatima (2002), Rao (2003), Menon and Athanasoula-Reppa (2011), Sridevi (2011), Bhayana (2012) and Rashmi (2012) who observed that there was no significant difference in job satisfaction among male and female teachers. However, this finding is in contrast with the findings of Bindhu and Sudheeshkumar (2006), Rathod & Verma (2006), Gupta, Pasrija and Bansal (2012), Rani (2014) who reported significant difference in the degrees of job satisfaction of teachers. Female teachers were found to have more job satisfaction than male teachers (Birmingham, 1985); (Mahmood, 2011).

**Finding 1[b]:** Based on the comparison of mean scores of job satisfaction, primary teachers belonging to BTC group possess higher satisfaction (202.00) than Special BTC (194.00) group. In many occasions, the over qualification is developing frustrations because of various reasons.

**Finding 1[c]:** It is very interesting to say that the unmarried and married school teachers are having same level of job satisfaction as per the value of critical ratio was not significant. This finding is in tune with the findings of Gupta (1980) and Arumugasamy (2012) who state that teachers group based on their marital status were not associated with job satisfaction. Fatima (2002) too reported no significant difference in the degrees of job satisfaction of married and un-married school teachers. Further in the context of mean scores, it was found that, although not significant the married teachers were holding better job satisfaction (197.92) as compared to unmarried teachers (193.62). Sonia (2010) also found that married IT professionals were generally more satisfied than single IT professionals.

**Finding 1[d]:** Primary school teachers belonging to different level of educational qualification (intermediate, graduate, post- graduate and Ph.D.) perceive equal level of job satisfaction. Since the

p-value for four groups of primary teachers were greater than 0.05, therefore post-hoc analysis was not necessary to perform. Present finding is in agreement with the finding of Rao (2003) who reported that the school teachers with graduate and post-graduate qualification do not differ significantly in their job satisfaction. Further the comparison of mean scores reveals that the primary teachers with intermediate qualification possess little bit higher job satisfaction (203.00) than primary teachers with graduate (197.85) and post- graduate (195.70) qualifications. This finding is in contrast with the findings of Gupta, Pasrija and Bansal (2012) and Gupta and Gehlawat (2013) who revealed that teachers having post- graduate qualifications possessed significantly higher job satisfaction than their counterparts.

### **Conclusions of the study**

No significant difference was found on the basis of gender, marital status (unmarried and married, and educational qualification (Intermediate, Graduate, Post-graduate and Ph.D.), where as significant difference on job satisfaction of primary teachers was found on the basis of group of teacher (BTC & Special BTC). To conclude, findings of the study illustrate that teachers' group (BTC & Special BTC) displayed marked influence on job satisfaction of primary teachers. The research findings suggest that, when Government and Employers will be supportive and focus attention on teachers' demographic factors the outcome will be more productive and committed teachers.

### **Educational Implications**

Satisfaction from the job is necessary for full devotion and commitment of teachers towards their schools. Even the best educational system is bound to fail with the absence of competent and satisfied teachers. Unless the teacher is satisfied with his job, he/she cannot deliver the goods properly. He/she will be a loss not to himself only but also to the country's future. The teachers' value interpersonal interaction, so the schools can make formal and informal arrangements for improving the relationships among the staff members. Teachers' participation in decision-making, proper communication of role expectations and recognition of good work are some concrete measures which can enhance job satisfaction of teachers. The school authorities can organize special welfare programs for teachers' well-being and positive changes in their level of satisfaction. As far as improving the demographic factors related to the job, the management should provide the opportunity for suitable working space, facilities to achieve one's status and prestige in job. Therefore, the study of job satisfaction is of much value to administrators and policy makers, who frame policies, take decisions and create conditions in which teachers try to maximise their potential and thus derive greater job satisfaction.

### **References**

1. Arumugasamy, G. (2012). A study on motivation and job satisfaction of higher secondary school teachers. Online Available at: <http://iseeadyar.org/ijeim.html.pdf>.
2. Atterberry, M.G. (1977). The Relationship between Emotional Stability and Job Satisfaction of Elementary School Principal. (Doctoral dissertation) **Dissertation Abstract International** (A). 37, (10), Pp. 6163-6164A.
3. Ayub, N. (2011). The relationship between Work motivation and job Satisfaction. **Pakistan business review**, July 2011, Pp.332-337.

4. Barnard, L.N., & Kulandaivel, K. (1976). A study of job satisfaction among graduate college teachers. **Journal of Educational Research and Extension**, 13,(2), 120-124.
5. Belasco, J.A., & Alutto, J.A. (1972). Decisional Participation and Teacher's Satisfaction, **Educational Administration Quarterly**, 8(1), 44-58.
6. Bindhu, C.M., & Sudheeshkumar, P.K. (2006). Job satisfaction and stress coping skills of primary school teachers. (Doctoral Thesis) Calicut: Department of Education, Farook Training College. Retrieved from on 11/04/2012.
7. Birmingham, J.A. (1985). Job Satisfaction and Burnout among Minnesota Teachers. Ph.D. Dissertation, University of Minnesota, 1984. **Dissertation Abstracts International**, 45(8), 2318-A.
8. Rao, B.D. (2003). **Job satisfaction of school teachers**. Reprint: 2011, Discovery publication house, New Delhi. vol.1, Pp .59-70.
9. Demato, S.D. (2001). Job satisfaction among elementary school counselors in Virginia Ph.D. Dissertation University of Virginia. [online] available at [www.ccsenet.org/ass](http://www.ccsenet.org/ass)
10. Dixit, M. (1993). **Job Satisfaction Scale**. Agra: National Psychological Corporation.
11. Dixit, M. (1993). Effect of sex variable on different factors of job satisfaction among primary teachers. **Indian Journal of Psychometry and Education**, 24 (1), 11-15.
12. Fatima, K. (2002). Job Satisfaction among Secondary School Teachers- An Investigation (Doctoral Thesis) BAMU, Aurangabad. Abstracts of Research Studies CASE Baroda, Pp. 179-180. [Available on] <http://research%20abstracts/drg1.htm1/3/2007>.
13. Galloway, D., Boswell, K., Pankhurst, F., Boswell, C., & Green, K. (1985). Sources of Satisfaction and dissatisfaction for New Zealand Primary school teachers. **Education Research**, 27, 44-51.
14. Gupta, M., & Gehlawat, M. (2013). Job Satisfaction and Work Motivation of Secondary School Teachers in Relation to Some Demographic Variables: A Comparative Study. [Available on] <http://research%20abstracts/drg1.htm1/3/2014>.
15. Gupta, M., & Jain, R. (2003). Job satisfaction of nursery school teachers working in Delhi, **Indian Psychological Review**, 61, 49-56.
16. Gupta, M., Pasrija, P., & Bansal, K. K. (2012). Job satisfaction of secondary school teachers in relation to some demographic variables: A comparative study, **Journal of Education and Research for Sustainable Development**, 1(1), 8-17.
17. Gupta, S.P. (1980). A study of job satisfaction at three level of teaching, **Ph.D. thesis, C.C.S. University**, Meerut University.
18. Hoppock, R. (1935). **Job Satisfaction**. New York: Harper.
19. Hulin, C.L., and Smith, P.C. (1964). Sex difference in job satisfaction. **Journal of Applied Psychology**, 48, 88-92.
20. Ingersoll, R.M. (2001). Teacher turnover, teacher shortages, and the organization of schools. Seattle, **American Educational Research Journal**, 38 (3), 499-534.

21. Kaur, G., & Sidana, J. J. (2011). Job satisfaction of college teachers of Punjab with respect to area, gender and type of institution, **Edutracks**, 10(11), 27-35.
22. Katoch, O.R. (2012). **Job Satisfaction among College Teachers: A Study on Government Colleges in Jammu (J&K)**. Asian Journal of Research in Social Science & Humanities, **Vol.2 Issue 4**, p. 164-180. [Online] available at: <http://www.aijsh.org>
23. Khan, T. (2006). Teacher job satisfaction and incentive: A case study [online] available thesis at [http://repository.upenn.edu/cgi/viewcontent.cgi?article=1000&context=gansu\\_papers](http://repository.upenn.edu/cgi/viewcontent.cgi?article=1000&context=gansu_papers)
24. Khatoon, T., & Hasan, Z. (2000). Job satisfaction of secondary school teachers in relation to their personal variables: sex, experience, professional training, salary and religion, **Indian Educational Review**, 36(1), 64-75.
25. Lavingia, K.V. (1974). A study of job satisfaction among school teachers. Doctoral dissertation), **Indian Dissertation Abstract**, 5(1), 2, 44.
26. Lee, R., Muller, L.B., & Miller K.J. (1981). Sex, wage Earner status occupational level and job satisfaction. **Journal of vocational behavior**, 18, 362-373.
27. Lortie, D.C. (1975). **School Teacher**. Chicago: University of Chicago Press.
28. Mahmood, A. (2011). Job Satisfaction of Secondary School Teachers: A Comparative Analysis of Gender, Urban and Rural Schools. **Canadian Center of Science and Education**, **Vol**, 7,8, p.203-208. [Online] Available at [www.ccsenet.org/ass](http://www.ccsenet.org/ass)
29. Menon, M.E., & Athanasoula-Reppa, A. (2011). Job satisfaction among secondary school teachers: The role of gender and experience, **School Leadership and Management**, 31(5), 435-450.
30. Nash, M. (1985). **Managing Organizational Performance**. Jossey-Bass, San Francisco: CA
31. Newby J. E. (1999). Job satisfaction of Middle School Principals in Virginia, **Doctoral Thesis**, Virginia, Polytechnic Institute and State University.
32. Ololube, N.P. (2006). Teachers Job Satisfaction and Motivation for School Effectiveness: An Assessment. [Online] Available at: [www.usca.edu/essays](http://www.usca.edu/essays)
33. Rani, B.S., & Niraja, P. (2014). Job satisfaction of primary school Teachers. International Journal in Management and Social Science, Vol.2, (1), Pp.76-84. [Online] Available at <http://ijmr.net/wp-content/uploads/2014/01/Paper-7.pdf>
34. Rathod, M. B., & Verma, M. (2006). Study of job satisfaction of teachers in relation to role commitment. **Meri journal of education**, 1(1), 44.
35. Reddy, A.V. and Reddy, N. K. (1978). Job satisfaction of teachers working under different managements. **The Education Quarterly**, 30(3), 28-29.
36. Reddy, V.A., & Babjan, O. (1980). Why do teachers working in government and private school differ in the level of their job satisfaction? **Journal of Educational Research and Extension**, 17, 65-74.
37. Reddy, V.A., & Ramakrishnaiah, D. (1981). Job satisfaction of college teachers. **Journal of Education and Psychology**, 38(4), 211-218.

38. Schuler, R.S. (1975). Sex, Organizational level, and Outcome importance: Where the differences are? **Personal Psychology**, 28, 365-375.
39. Smith, D.B., & Plant, W. T. (1982). Sex differences in Job Satisfaction of University Professors, **Journal of Applied Psychology**, 67(2), 249-252.
40. Sridevi, K. V. (2011). Job satisfaction of teacher educators of University of Mysore, Edusearch: **Journal of Educational Research**, 20(1), 59-65.
41. Sonia, J. (2010). Organizational Commitment and Job Satisfaction: A Study of Employees in the Information Technology Industry in Bangalore, India. Doctoral thesis submitted in the Department of Management studies, CHRIST University. [Online] available at: <http://repository.christuniversity.in/5958/>
42. Tasnim, S. (2006). Job Satisfaction among Female Teachers: A study on primary schools in Bangladesh. Thesis submitted to Department of Administration and Organization. University of Bergen, Norway, [Online] available at: <https://bora.uib.no/bitstream/handle/1956/1474/masteroppgave-tasnim.pdf>
43. Ting, Y. (1997). Determinants of Job Satisfaction of Federal Government Employees. Public Personnel Management Abstract. 26(3), 313. [Online] available at: <http://www.ipmahr.org/pubs/ppm/ting.html>