

JOB SATISFACTION AMONG SENIOR SECONDARY SCHOOL TEACHERS: A CASE STUDY OF MEERUT REGION

VANDANA¹, SHABANA² & S. S CHAUHAN³

¹Research Scholar, School of Business Studies, Shobhit University, Meerut, Uttar Pradesh, India

²Assistant Professor, School of Business Studies, Shobhit University, Meerut, Uttar Pradesh, India

³Associate Professor, School of Business Studies, Shobhit University, Meerut, Uttar Pradesh, India

ABSTRACT

Attracting and retaining high quality teachers is a primary necessity, as well as challenge for Educational Institutions. A teacher plays a crucial role in molding pupil towards education. Since a teacher is a role model for the students, job satisfaction has become very important in the field of education. Various researches have been done in a number of countries, and it is found that job satisfaction of teachers is critical aspect for all Educational Institutes and affects the performance of teachers and the quality of education in the education sector. The aim of the study was to examine job satisfaction among private senior secondary school teachers in Meerut region, India. The study is important from the point of view of teachers, because their performance on satisfaction in their role which affects the whole community. It groups the factors into four themes: Salary structure and working conditions, management support, promotion and recognition and cordial relationship with management, colleagues and parent. In the empirical investigation, the primary data were collected to help of structured questionnaires from Senior Secondary school teachers. The convenience sampling method was adopted for choosing the sample. A total of 165 questionnaires was collected, out of which, 150 were finally used for further analysis. The responses of teachers were processed and analyzed by the computation of mean, standard deviation and chi-square test. It was found that most of the school teachers in Meerut had better job satisfaction in terms of salary and working conditions, which increase their morale and assist to accomplish their assigned tasks. Also, other factors of promotion, recognition and relation with management influenced teachers, positively. The study suggested a number of recommendations for local and national education authorities in Meerut. Government authorities and management should come forward to implement the suggestions made by researchers to render positive change among higher Senior Secondary School teachers.

KEYWORDS: Job Satisfaction, Senior Secondary School Teachers, Salary and Working Conditions

INTRODUCTION

Attracting and retaining high quality teachers is a primary necessity as well as challenge for educational institutions. Job satisfaction is very crucial to the long term growth of any educational system around the world. Job satisfaction is an ability of teaching job to meet teachers need and improve their job performance. Job satisfaction is simply, how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. As it is generally assessed, job satisfaction is an attitudinal variable. In the past, job satisfaction was approached by some researchers from the perspective of need fulfillment that is, whether or not the job met the employee's physical and psychological needs for the things provided by work, such as pay (Porter, 1962; Wolf, 1970). However, this approach has been de-emphasized because today most researchers tend to focus

attention on underlying needs. The attitudinal perspective has become the predominant one in the study of job satisfaction (Spector, 1997).

It is an area of wide interest to both people who work in organizations, and people who study them. In fact, job satisfaction is the most frequently studied variable in research. There is a positive relationship between job satisfaction, mental health and work performance. High levels of job satisfaction lead to lower levels of turnover and absenteeism. Therefore, Job satisfaction is viewed as a decisive factor as to the general efficiency of an organization (Hoy and Miskel, 1987). Many research started in the field of Industrial and business administration, with special emphasis being laid on the working classes. Later in this research moved into the field of education, with more concentration being placed on teaching sector. It is considered an important variable in organization success because, satisfied employees are an asset for the organization. When employees find their work meaningful and enjoyable, they will feel highly motivated to perform their job better. Conversely, dissatisfaction among teachers can lead to absenteeism, turnover, aggressive behavior, etc. Studies carried out in a number of countries, which have drawn attention to degree of job satisfaction among teachers and have shown teachers' work "intensification" (Hargreaves, 1994) mirror societal trends towards overwork (Naylor, 2001). Imposed and centralized system accountability, lack of professional autonomy, relentlessly imposed changes, constant media criticism, reduced resources and moderate pay all relate to low teacher satisfaction in many developed countries around the world (Vandenberg, 2002; Dinham and Scott, 1998; Scott et al., 2001; Scott et al., 2003; Vandenberg and Huber man, 1999). Education is an indicator of the progress and prosperity of any nation. The progress of a nation is influenced by the quality of its citizen. By this, quality is influenced by the quality of education. The strength and success of education system largely depend on the teacher. The teacher plays a vital role in molding people. Teaching is a highly noble profession and teachers are always a boon to society. The teacher plays a direct and crucial role in molding pupil toward education. Since a teacher is a role model for the student's job satisfaction, and eventually, performance of teachers become very vital in the field of education (Chamundeswari, 2013). Teaching profession, now days also attract intelligent and talented men and women. Teacher dissatisfaction also accounts for the reduced ability to meet student's needs; significant incidences of psychological disorders leading to increased absenteeism and high level of claim for stressed related disability (Farber, 1991). In this difficult situation, teachers are not able to maintain their high standard. For this purpose, various education commissions and several educationists have emphasized on the necessity of improving the status, salaries and service conditions of the teacher.

Job satisfaction is influenced by various factors such as salary workload, relationship with colleagues and management, working conditions, promotion, infrastructure, workload and participation in decision making. Therefore, job satisfaction is viewed as a decisive factor as to the general efficiency of an organization (Hoy and Miskel, 1987). Many research started in the field of Industrial and business administration, with special emphasis being laid on the working classes. Later on, this research moved into the field of education, with more concentration being placed on teaching sector. Job satisfaction among teachers is considered to be important for the prospective of motivation, and right attention to teacher satisfaction becomes more and more important because, dissatisfaction among teachers can lead to absenteeism, turnover and aggressive behavior. Dissatisfied teachers, who are not satisfied with their job are not committed and productive, and would not be performing at the best of their capabilities. A teacher can perform to the maximum of his capacity if he/she is satisfied with his/her job. Only satisfied and well-adjusted teacher can think of well being of the pupils. Hence, it is inevitable; they should be satisfied with the job.

Teachers are the source of guidance on all crucial steps in the academic life of the students. When the teachers were satisfied with their job, at that time only they are interested to teach students effectively and efficiently.

The study focuses on exploring the factors that might affect the job satisfaction of private senior secondary school teachers in Meerut region. In Meerut, there are two categories of school, Government school and Private school. Private school is further divided into Private Aided school and Self-Financing school. Qualification of teachers of private aided school and self-financing school remains same, but there is a vast difference in their pay structure. Moreover, self-financing organizations impose several constraints on the process of teaching and teachers. The main reasons for satisfaction or dissatisfaction are identified to increase the levels of job satisfaction. Hence, this study is undertaken to analyze the job satisfaction of private senior secondary teachers working in Meerut.

REVIEW OF LITERATURE

Over the last two decades, many studies have attempted to identify the source of teacher satisfaction and dissatisfaction among senior secondary school teacher. The majority of these studies found that main factor that contributes to job satisfaction of teachers is working with children. Other factors like working environment, relationship with colleagues, salary and promotion opportunities play a pivotal role in enhancing job satisfaction. Borg and Riding, (1991) observed that teacher's stress, job satisfaction, absenteeism, career intention, career commitment and self-image are the factors that affect job satisfaction among teachers. A questionnaire survey of 545 teachers in Maltese secondary schools revealed that some of the demographic characteristics of the sample were related to self-reported teacher stress, job satisfaction and career commitment. The teachers who reported greater stress were less satisfied with teaching, reported greater frequency of absences and a greater number of total days absent, were more likely to leave teaching and less likely to take up a teaching career again. According to a study conducted by the US Department of Education (1993) showed that 40 percent of American teachers were strongly dissatisfied with their workload, the resources available to them, the support received from school administrators, and the procedures used to evaluate their work.

Researchers such as Norton and Kelly, (1997) and Shann, (1998) identified the factors that contribute to increased teacher dissatisfaction and teachers leaving the profession. Problems/ frustrations with the variety of administrative routines and accompanying paperwork; concern about the evaluation of student performance and school grading practices; problems relating to student behavior and handling of student discipline problems related to teaching load and expectations for assuming extra-curricular assignments; concerns about relationships with peers and administrative personnel, including supervisory relationships and communication channels; low pay; few possibilities for career promotion or growth; and the declining respect for the profession. Weasmer and Woods (2004) also argued that teacher satisfaction reduces attrition, enhances collegiality between and among superiors, teachers, students and parents, improves job performance, and has an impact on student outcomes. Satisfied teachers are committed and motivated to do what is expected of them. A lack of teacher job satisfaction results in frequent teacher absenteeism from school, aggressive behavior towards colleagues and learners, early exits from the profession, and psychological withdrawal from the work (Badenhorst et al., 2008). All of these negative results lead to poor quality teaching. Studies also showed that a lack of job satisfaction is often accompanied by feelings of gloom, despair, anger, resentment and futility (Pinder, 2008) Thus, dissatisfaction has serious implications for the teacher, as well as for the educational system in which he or she is employed. Dealing with employees' job satisfaction has important implications for the employees themselves and for their organizations. The presence of satisfied teachers also translates into lower medical and life insurance costs.

Perrachione et al., (2008) investigated that personal satisfaction, along with professional responsibility, is an important indicator of a person's psychological well-being, as well as a predictor of work performance and commitment. In a study by Hongying (2008), teacher job satisfaction was found to affect teaching, the effectiveness of school administration, and the quality of the school. Thus, job satisfaction affects the teachers' work and psychological health. Singh and Rawat (2010) have found factors affecting the satisfaction level of private school teachers in Haryana and found that 50 percent of them were satisfied with the job and the salary did not have any impact on their teaching ability, and most of them were satisfied with the behavior of the principal and other colleagues.

Gupta and Manju, 2013 have studied job satisfaction and work motivation of secondary school teachers of Haryana and found that private school teachers possess more job satisfaction than those working in government schools. Similarly, less experienced teachers have been found to possess greater job satisfaction than more experienced teachers. Tirupathi (2013), has studied job satisfaction among school teachers of Salem district and revealed that teachers were satisfied with their work load and highly satisfied with the performance of their students in the board examinations, and a majority of the teachers were satisfied with the quantum of their salary.

OBJECTIVE OF THE STUDY

Keeping in view of earlier researches, the following objectives are framed:

- To identify the factors influencing job satisfaction among private Senior Secondary school teachers in Meerut.
- To find out the problem faced by private senior secondary school teachers in comparison to government school teachers in Meerut.

HYPOTHESIS

H₀₁: There is no significant influence of salary and working conditions on job satisfaction

H₀₂: There is no significant influence of Administrative & Management support on job satisfaction

H₀₃: There is no significant influence of promotion and Opportunities on the satisfaction of the teacher

H₀₄: There is no significant influence of Relationship with Management, Colleagues and Parent on the satisfaction of the teacher

RESEARCH METHODOLOGY

This is an empirical study. Both primary data and secondary data are used for collecting information. The secondary data was used to evaluate the job satisfaction and its impact of working environments. The secondary data was collected from Journals, Magazines, Books and News Papers. Convenience sampling was adopted for choosing teachers in Meerut. The survey was done through structured questionnaires based on a five point Likert scale which were administered to respondents, who were working in different private Senior Secondary schools in Meerut. They explained the purpose and importance of the study and the way in which they have to answer to different items. A total of 165 questionnaires were collected out of which 150 were finally used for further analysis. The collection of data for the survey was done in period of three months, i.e. from April 2015 to June 2015 in Meerut city. The responses of teachers were processed and analyzed by computation of Mean, Standard Deviation, Rank and Chi-Square test.

RESULTS AND DISCUSSIONS

The results provided by the analysis are presented in Part – I which showed Demographic Profile of sample respondents and Part – II *i.e.* Influence of Factors on Job Satisfaction.

Part-I: Respondent's Profile

The Characteristics of the respondents are shown with the help of descriptive analysis summarized in Table 1.

Table 1: Demographic Profile

S. N.	Profile Particulars	No. of Respondents	Percentage	
1	Gender	Male	45.00	30.00
		Female	105	70.00
2	Age	Below 20 yrs	2.00	1.33
		21-29 yrs	58.00	38.66
		30-39 yrs	51.00	34.00
		40-49 yrs	23.00	15.33
		Above 50 yrs	16.00	10.68
3	Marital Status	Married	113.00	75.33
		Unmarried	34.0	22.67
		Others	3.00	2.00
4	Education	Under Graduate	6.00	4.00
		Post Graduate	34.00	22.70
		B.Ed.	76.00	50.70
		M.ed.	29.00	19.30
		Others	5.00	3.30
5	Department	Arts	61.00	40.66
		Commerce	35.00	23.33
		Science	46.00	30.68
		Others	8.00	5.33
6	Type of Job	Permanent	97.00	64.66
		Temporary	41.00	27.34
		On Contract	9.00	6.00
		Others	3.00	2.00
7	Experience	5 or less yrs	44.00	29.33
		6-10 yrs	45.00	30.00
		11-15 yrs	28.00	18.67
		16-20 yrs	12.00	8.00
		Over 20 yrs	21.00	14.00
8	Income Level	Less than 5000	0.00	0.00
		5000-10000	10.00	6.68
		10000-15000	56.00	37.33
		15000-25000	46.00	30.66
		Above 25000	38.00	25.33

As shown in the table, respondents have been classified according to socioeconomic features as Gender, Marital Status, Educational Qualification, Age, Experience and Income of respondents. Out of sample, most of the respondents (70 percent) were female and 30 percent were male. The majority of the respondents reported their marital status as married (75.33) and 34 percent reported single, while 2 reported as others. As per Academic Qualification, 4 percent respondents were only graduates, 22.7 percent were Post Graduate, Majority (50.7per cent) of the respondents were B.Ed., and 19.3 percent were M.Ed. And 3.3 percent were having higher degrees. 40.66 percent respondents were from stream of Art, 23.33 percent were from Commerce, 30.66 percent belonged from science and 5.33 percent to other streams. Teachers were also asked to express their experience in this profession; most of the teachers indicated by having 5

or less than 5 years of experience (29.33 percent) in teaching. The remaining teachers were grouped into three categories: 6-10 years (30 percent), 11-15 years (18.67 percent), 16-20 years (8 percent) and above 20 years (14 percent). The majority (64.66 percent) teachers reported that they were permanent, 27.34 percent reported that their job was temporary and 8 percent were on one year contract. Respondents having income between 5,000-10000 were 6.68 percent, majority of respondent 37.33 percent come under the income group of 10,000-15,000, 30.66 percent of respondents reported that their income ranged between 15,000-20,000 and over 25,000 income respondents were 25.33 percent.

Part – II: Influence of Factors on Job Satisfaction

(a) Salary and Working Condition on Job Satisfaction

The Influence of Salary and Working Condition on Job satisfaction is depicted in Table 2.

Table 2: Influence of Working Condition on Job Satisfaction

S. N.	Statement	Mean	S. D.	Rank	Chi-Square Test		
					Calculated Value	Table Value	Test Results
1	All my basic needs are covered by my salary.	3.1533	1.1986	III	129.20	11.07	H ₀ Rejected
2	My salary is appropriate to my workload.	3.0266	1.3999	IV	88.4	11.07	H ₀ Rejected
3	I am satisfied with the type of allowances I get here.	3.6133	1.1311	I	92.72	11.07	H ₀ Rejected
4	I am satisfied with the overall infrastructure of the school.	3.3466	0.0164	II	118.8	11.07	H ₀ Rejected

Table 2 revealed the influence of salary and working conditions over job satisfaction of private senior secondary school teacher with their salary structure, workload according to salary, the allowances provided by school and infrastructure of the school ranked 1st, 2nd, 3rd and 4th having mean 3.6133, 3.3466, 3.1533 and 3.0266, respectively. Most of the respondents were satisfied with the salary and working environment, but few of them are dissatisfied. The calculated value was greater than the tabulated value, hence null hypothesis is rejected. Work environment plays a crucial role in job satisfaction of employees. The teachers were positively influenced by pay and favourable working conditions, which increase their morale and assist to accomplish their assigned tasks.

Reliability analysis

Reliability analysis is the indicator of internal consistency of the data. It can be measured by different scales. However, most of the researchers use Cronbach's Alpha scale. The score of 1 indicates 100 percent reliability, which is generally not found. Hence a score of 0.7 or above was considered as reliable score.

Table 3: Validity and Reliability Statistics

Cronbach's Alpha	N of Items
0.761	4

The Cronbach Alpha score is given in Table 3. The test score is 0.761 which suggests acceptable internal consistency.

(b) Administrative & Management Support on Job Satisfaction

Influence of Administrative & Management support on job satisfaction is summarised in Table 4

Table 4: Influence of Administrative & Management Support on Job Satisfaction

S. N.	Statement	Mean	S. D.	Rank	Chi-Square Test		
					Calculated Value	Table Value	Test Results
1	I am pleased with the teachers management system of the school	3.46	1.09	III	172.8	11.07	H ₀ Rejected
2	I work in an environment where I get cooperation and respect.	3.72	1.61	I	174.64	11.07	H ₀ Rejected
3	I feel motivated to work in my school.	3.57	1.14	II	120.88	11.07	H ₀ Rejected

Table 4 shows the influence of administrative& management support over job satisfaction of private senior secondary school teacher with an environment, where they get cooperation and respect, feel motivated to work and pleased with teacher management system ranked as 1st, 2nd and 3rd respectively, having mean 3.72, 3.57 and 3.46 ,respectively. The calculated value was greater than the tabulated value; hence the null hypothesis is rejected. Further, it was concluded that teacher was happy with administrative and management support because supportive management system motivated employees, which assist employees to recognize themselves and their values and it ultimately increase job satisfaction.

Table 5: Validity and Reliability Statistics

Cronbach's Alpha	No of Items
.772	3

The cronbach Alpha score is given in Table 5. The test score is 0.772 suggests acceptable internal consistency.

(c) Promotion and Opportunities in School on the Satisfaction of Teacher

Influence of promotion and Opportunities in School on the satisfaction of the teacher is analyzed in Table 6

Table 6: Influence of Promotion and Recognition in School on the Satisfaction of Teacher

S.N.	Statement	Mean	S.D.	Rank	Chi-Square Test		
					Calculated Value	Table Value	Test Results
1.	I am pleased with the teaching responsibility given to me.	3.73	0.83	1	105.2	11.07	H ₀ Rejected
2.	School management recognize me for my good work.	3.58	1.13	2	246.56	11.07	H ₀ Rejected
3.	I have opportunities for promotion	3.36	1.24	3	125.2	11.07	H ₀ Rejected

Employees are more satisfied with their current job, if they see a path available to move up the ranks in the company and be given more responsibility and along with its higher compensation. It is observed from Table 6 that, the influence of promotion opportunities over job satisfaction of teacher with responsibility given to them, recognition for their good work and opportunities for promotion are ranked as 1st, 2nd and 3rd respectively, with mean 3.73, 3.58 and 3.36. The majority of the respondents asserted that they have a fair chance of promotion in the organization. But, few of them have not agreed with the statement. According to them, there are biasness and partiality done in promotion. A less deserving candidate is given the opportunity instead of a deserving candidate. The null hypothesis is rejected because; the calculated value is more than tabulated value. Hence; teachers are contented with responsibility given to them and opportunities for promotion.

Table 7: Validity and Reliability Statistics

Cronbach's Alpha	No of Items
617	3

The Cronbach alpha came as .617 as shown in Table 7 which is little below the acceptable range.

(d) Relationship with Management, Colleagues and Parents

Relationship with Management, Colleagues and Parents is summarized in Table 8

Table 8: Relationships with Management, Colleagues and Parents

S.N.	Statement	Mean	S.D.	Rank	Chi-Square Test		
					Calculated Value	Table Value	Test Results
1	Cordial relationship between teachers and students is maintained by administrative support.	3.58	1.02	II	125.20	11.07	H ₀ Rejected
2	I am satisfied with my relationship with colleagues.	3.78	0.95	I	142.4	11.07	H ₀ Rejected
3	My school principal listens to my problems.	3.53	1.12	III	139.6	11.07	H ₀ Rejected
4	I am satisfied with the involvement of parents in school activities.	3.47	1.05	IV	130.96	11.07	H ₀ Rejected

Employees seek to be treated with respect by those they work with. A hostile work environment, with rude or unpleasant coworkers is one that usually has a lower job satisfaction. Table 8 exhibits the influence of relationship with management, colleagues and parents over job satisfaction of private senior secondary school teacher. Relationship with colleagues; cordial relationship between teacher and students; principal listens to problems and involvement of parents in school activities ranked as 1st, 2nd, 3rd and 4th respectively, with mean 3.78, 3.58, 3.53 and 3.47, respectively.

Table 9: Validity and Reliability Statistics

Cronbach's Alpha	No of Items
698	3

The Table 9 shows the calculated value of cronbach alpha, which is. 698. However, many statisticians (e.g., Cortina, 1993; DeVellis, 2003; Nunnally & Bernstein, 1994; Vaske, 2008) have suggested that alphas in the. 65 to 80 range are acceptable.

CONCLUSIONS AND SUGGESTIONS

It was emphasized in the study that to gain competitive advantage, it is important for the school to achieve management efficiency by increasing teacher satisfaction. Now days, the working environment condition is most critical factor in keeping a teacher satisfied in today's competitive world.

The present study selected many factors responsible for the job satisfaction. The factors that influence job satisfaction are salary, infrastructure, recognition, promotion opportunities and relationship with colleagues and students. Most of the respondents were satisfied with working condition; promotion and opportunities for growth; relationship with management, colleagues and parents and administrative management support. The factors responsible for lowering job satisfaction were salary not as per qualification and workload; undisciplined students; biasness in promotion. Majority of respondents are positively influenced by factors responsible for job satisfaction. It is also recommended

through the study that teachers should be given freedom to express their ideas, because, it will give new and innovative ideas for the development and improvement of the school. A healthy relationship between teachers and colleagues as well as with parents should be maintained by administering. It will help in maintaining a healthy and positive environment in school. Appraisal system should be good enough for employee job satisfaction. A good appraisal system motivates teachers to work and it also increases productivity. The equal workload for better working environment will promote fairness among teachers. Customized schedules are a great way to improve employee job satisfaction, as it provides flexibility to teachers as well as management. Equal and fair treatment by the coordinator creates a sense of belongingness among the teachers. Respect and Dignity of employee should be acknowledged and maintained to provide a positive environment for the teachers in school. As well as a justified salary structure on the basis of qualification, skills, job tasks should be maintained. Necessary and subject related training must be provided to teachers, as it enhances knowledge as well as the skills of the teachers. It also helps in keeping teachers up-to-date with latest technology.

REFERENCES

1. Baden horst, G., George, E. and Louw, D. (2008). Job satisfaction among urban secondary school teachers in Namibia. *South African Journal of Education*, 28 (2), 135-154.
2. Borg, M.G. and Riding, J.R. (1991). Occupational Stress and Satisfaction in Teaching. *British Educational Research Journal*, 17(3), 263-282.
3. Chamundeswari, S. (2013). Job Satisfaction and performance of school teachers. *International journal of Academic Research in Business and Social Science*, 3 (5), 420-428.
4. Cortina, J. M. (1993). What is coefficient alpha? An examination of theory and application. *Journal of Applied Psychology*, 78, 98-104
5. DeVellis, R. (2003). Scale development: theory and applications: Theory and application. Thousand Okas, CA: Sage.
6. Dinham, S. and Scott, C. (1998). A three domain model of teacher and school executive satisfaction. *Journal of Educational Administration*, 38 (4) 379-96.
7. Farber, B. A. (1991), Crisis in Education: Stress and Burnout in the American Teacher, Jossey-Bass, San Francisco, CA
8. Gupta, M. and Gehlawat, M. (2013). Job satisfaction and work motivation of secondary school teachers in relation to some demographic Variables: A comparative study. *Educationia Confab*, 2(1) 11-19.
9. Hargreaves, A. (1994), Changing Teachers, Changing Times, Cassell, London.
10. Hongying, S. (2008). Literature review of teacher job satisfaction. *Chinese Education and Society*, 40 (5), 11-16.
11. Hoy, W. and Miskel, C. (1987). Educational administration: theory, research and practice. 3rd ed. New York: Random House
12. Naylor, C. (2001). Teacher workload and stress: an international perspective on human costs and systemic failure, No. ED 464 028, ERIC Document Reproduction Service.

13. Norton, M. S. and Kelly, L. K. (1997), *Resource Allocation: Managing Money and People, Eye on Education*, Larchmont, New York.
14. Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3rd ed.). New York: McGrawHill, Inc.
15. Perrachione, B. A., Petersen, G. J. and Rosser, V. J. (2008). Why do they stay? Elementary teachers' perceptions of job satisfaction and retention. *The Professional Educator*, 32 (2), 25-41.
16. Pinder, C. C. (2008). *Work motivation in organizational behavior*. (2nd Ed.). New York: Psychology Press
17. Porter, L.W. (1962). Job attitudes in management: perceived deficiencies in need fulfillment as a function of job level. *Journal of applied Psychology*, 46, 375-384.
18. Scott, C., Dinham, S. and Brooks, R. (2003). The Development of scales to measure teacher and school executive occupational satisfaction. *Journal of Educational Administration*, 41 (1), 74-86.
19. Scott, C., Stone, B. and Dinham S. (2001). I love teaching, but. *International Partners of discontent. Education Policy Analysis Archives*, 9 (28) 1-18.
20. Shann, M. (1998). Professional commitment and satisfaction among teachers in urban middle schools. *The Journal of Educational Research*, 92(2) 67-73.
21. Singh, R., Rawat, H. R. (2010). 'The study of factors affecting the satisfaction level of private school teachers in Haryana', *VSRD Technical and Non – Technical Journal*, 4 (4), 188-197.
22. Spector, P. E., 1997. *Job Satisfaction: Application, Assessment, Causes and Consequences*, Sage Publication, New Delhi. Pp. 2
23. Tirupathi (2013). A Study on Job Satisfaction among School Teachers with Special Reference to Tharamangalam Union, Salem District. *Research Explorer*, 2 (6) 32-34.
24. US Department of Education (1993), *America's Teachers: Profile of a Profession*, US Government Printing Office, Washington, DC.
25. Vandenberg, R. (2002). Teacher's meanings regarding educational practice. *Review of Educational Research*, 72(4), 577-625.
26. Vandenberg, R. and Huberman, A. M. (1999). *Understanding and preventing teacher burnout: A sourcebook of international research and practice*. Cambridge UK: Cambridge University Press.
27. Vaske, J. J. (2008). *Survey research and analysis: Applications in parks, recreation and human dimensions*. State College, PA: Venture.
28. Weasmer, J. and Woods, A. M. (2004). Maintaining job satisfaction: engaging professionals as active participants. *The Clearing House*, 77(3) 118-122.
29. Wolf, M.G. (1970) .Need Gratification theory: A Theoretical reformulation of job satisfaction /dissatisfaction and job motivation. *Journal of Applied Psychology*, 54, 87-94.