



## DO THE TEACHERS OF PRIMARY SCHOOLS SATISFIED WITH THEIR JOB? AN EMPIRICAL INVESTIGATION

**Amar Upadhyaya, Ph. D.**

*Asst. Professor, Dept. of Education, Dibrugarh University, Assam, India*

### Abstract

*Satisfaction is a subjective term. It is very difficult for an individual to stick out his level of satisfaction. It is often said that a "happy employee is a productive employee." Job satisfaction can be defined as the extent of positive feelings or attitudes that individuals have towards their jobs. When a person says that he has high satisfaction, it means that he really likes his job, feels good about it and values his job highly. The main objectives of the paper are to find out the level of job satisfaction of primary schools teachers along with to observe the significance mean difference of the score of job satisfaction between male and female teachers, trained and untrained teachers, experienced and non experienced teachers and teachers working in private and govt schools. Accordingly hypotheses were framed. An extensive review of literature was made in the paper. Survey method was followed and approx 10% sample was selected through random sampling. The researchers analyzed the collected data and information using statistical techniques, such as Mean, SD, t-test, Skewness etc. The study found that higher percentage of the sampled primary school teachers enjoying higher job satisfaction. Again, difference in job satisfaction in between two groups likes Male and female teachers, Experienced and Non-experienced teachers, Trained and untrained teachers, Teachers in Govt. and Private schools were not found significant. The study has also raised few questions based on its findings to investigate further.*

**Key words:** *Job Satisfaction, Primary School, Teacher,*



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### **Introduction/ Background of the Study:**

Satisfaction is a subjective term. It is very difficult for an individual to stick out his level of satisfaction. It is often said that a "happy employee is a productive employee." Job satisfaction can be defined as the extent of positive feelings or attitudes that individuals have towards their jobs. When a person says that he has high satisfaction, it means that he really likes his job, feels good about it and values his job highly. Job satisfaction is of great concern to management since there seems to be a relationship between job satisfaction and job performance.

So, Job satisfaction is an outcome of many factors in the organizational setting. The productivity is directly influence by the satisfaction level of the employees. The present study was conducted to see if the Primary school teachers of Margherita Sub Division are satisfied with their job. In this growing competition, the success of any organization relies on its workforce. Satisfied and committed employees are the most significant assets of any organizational setting. The education sector especially the primary education is highly important for the economic development of the country. So, the efficient management of human resources and the maintenance of higher job satisfaction levels is utmost important for the growth and performance of the entire organization.

The government of India has made the primary education a fundamental right for the children of the age group 6 to 14 years under the article 21 A of Indian constitution by implementing the Right to Education Act, 2009. As per this act primary education is a right for each and every children of the country and it should be free in all aspects. By the enactment of RTE Act, India has shown its interest to promise the international community in providing education to each child irrespective of caste, creed, sex, religion etc. But now question has about the quality of education. Teacher is the prime element in ensuring quality education to the children. Most of the research findings has established the relation of employee satisfaction with the quality elements. Lavingia (1974) found that the efficient performance at a job is positively correlated with the degree of satisfaction of the job. Arora (1978) observed that effective teachers are mostly satisfied or very satisfied with their job, whereas the ineffective teachers are dissatisfied. Similarly, Locke (1970) found that job satisfaction of workers is related significantly and positively to the job performance. Thus job satisfaction can be a important element of assessing the quality of teachers.

**Rational of the study:**

Satisfied employees are productive employees. If we say that there is a direct and positive linkage between job satisfaction and the productivity level, than it is essential to observe the satisfaction level of employees. The present study has chosen primary school teachers, as the primary education is the foundation of all education. If primary education is not imparted effectively the higher level of education can't be meaningful. The Indian education sector has been changing tremendously. After implementation of Right to education act, 2009 the role and responsibility of teachers specially the primary school teachers has been changing drastically. The adoption of learner friendly teaching, play way teaching, competency based teaching are now essential aspects of school education. So, in this context, it is highly essential to see the job satisfaction levels of teachers as the implementation of these

innovative ideas are dependent on teachers. This study would also reveal that whether the primary school teachers are highly satisfied with their job or not. If teachers are not satisfied than it can be predicted that the implementation of these innovations would not give effective results.

**Theoretical framework of job satisfaction:**

Job satisfaction is a mental state consisting of liking for the job and an acceptance of the pressure and aspirations connected with the job. Working conditions of the job and the own capability of the employee play an important role in the determination of job satisfaction. Job satisfaction is one most important area of research in industrial psychology. Satisfaction is purely a psychological aspect of individuals. Happiness, willingness to work more, interest towards work can be the symptoms of higher job satisfaction. The term job satisfaction has been defined by different researchers in different ways. Some of the definitions are:

- According to Locke, Job satisfaction is defined as “the worker’s appraisal of the degree to which the work environment fulfills the individual’s need”.
- Robert Happock (1935) defines job satisfaction as "Any combination of physiological, psychological and environmental circumstances that causes a person truly say, I am satisfied with my job"
- Bullock (1953) defined job satisfaction an “an attitude which results from a balance and summation of many specific likes and dislikes experienced in connection with the job.” Hence this definition reflects that job satisfaction can be termed as the psychological aspect of individuals which involves a collection of various attitudes and feelings.
- Gilmer says that it is "an attitude which results tram a balancing and summation of many special likes and dislike experienced in connection with the job."
- Blum and Naylor define it as "job satisfaction or dissatisfaction is the result of various attitudes the person holds towards his job, toward related factors and toward life in general.”
- Mc Cormick (971) defines job satisfaction as “specific subset of attitudes held by an organization and its members. It is the attitude one has towards his or her job.
- Porter (1961) defined satisfaction as the difference between how much of something there should be and how there is now?
- According to Spector (1985) Job Satisfaction is “employee attitudes, including pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication”

The above definitions have clearly depicted that job satisfaction is a psychological aspect of employee and it has various determinants. The studies conducted by the researchers have identified various factors responsible for job satisfaction. These factors contributing to the job satisfaction seem to vary in terms of their nature and intensity. **Hoppock** has made a tremendous work on job satisfaction and identified the six factors responsible for job satisfaction- (a) The manner in which the individual reacts to unpleasant situations, (b) The facility with which he adjusts himself to other person, (c) His relative status in the social and economic groups with which he identifies himself, (d) The nature of work in relation to the man's abilities, interests and trainings, (e) Security and (f) Loyalty

**Herzberg (1957)** made a very extrinsic review of available literature and found following factors responsible for job satisfaction- Intrinsic concept of job, Supervision, Working condition, Wages, Opportunity for advancement, Security, Management, Social aspects of job, Communication and Benefits.

**Hackman (1971)** emphasized on four important elements of job satisfaction. These are (a) The degree of feedback the individual obtained (b) The degree of freedom and responsibility to make decision (c) The variety of operations involved in the job and (d)The significance of the job.

**Mohanty (1983)** has categorized the factors of job satisfaction into three categories

- (a) Personal factors which includes age, length of service, intelligence, level of aspirations, education, number of dependents in the family etc
- (b) Factors related to job which includes nature of job, skill of work, size and location of the organization etc
- (c) Factors controlled by the management which includes salary, security, vocational guidance, scope for promotion, working condition, relationships with co workers, responsibility, supervision etc.

From the above classifications suggested by the researchers it can be summarized that job satisfaction is highly influenced by the number of factors. These factor need to be identified by the organizations to increase the level of job satisfaction of the employees. It is scientifically proved by these research studies that until and unless treating these factors effectively, job satisfaction cannot be aroused or developed.

**Title of the Present study:** The title of the present study is “Do the teachers of Primary Schools satisfied with their job? An empirical investigation”.

**Defining key terms/concepts:** The important concepts used in the study were defined as follows:

Primary School teachers: The teachers who have been teaching up-to the class five standards are considered as Primary school teachers.

Job satisfaction: In the present study the score obtained by the sample teachers against the “Teacher’s Job Satisfaction Scale” is considered as job satisfaction.

Experienced & Non-experienced Teachers: the Teachers having 10 years or more service are considered as experienced in the study. The Teachers having less than 10 years of service are considered as non-experienced.

Trained and Un-trained Teachers: Trained teachers are those who had any of the teacher training courses with minimum duration of six months. Those who do not have such teacher training course are termed as Un-trained teachers.

Government and Private Managed Schools: The schools which are functioning under the government system and funding are termed as govt. managed schools. The schools which are run by the private bodies are termed as Private managed schools.

**Objectives of the present study:** The objectives of the present study were-

To measure the overall level of Job Satisfaction of Primary School teachers of Margherita Sub Division.

To compare the level of Job Satisfaction between male and female teachers of Primary Schools of Margherita Sub Division.

To compare the level of Job Satisfaction between Experienced and Non-experienced teachers of Primary Schools of Margherita Sub Division.

To compare the level of Job Satisfaction between Trained and Un- trained teachers of Primary Schools of Margherita Sub Division.

To compare the level of Job Satisfaction of Primary School Teachers of Government and Private Managed Schools of Margherita Sub Division.

**Hypotheses of the study:** The hypotheses of the present study were-

H<sub>0</sub>: The large numbers of Primary school teachers of Margherita Sub division are highly satisfied with their job.

H<sub>1</sub>: There is no significant difference in job Satisfaction in between male and female teachers of Primary Schools of Margherita Sub Division.

H<sub>2</sub>: There is no significant difference in job Satisfaction in between experienced and non-experienced teachers of Primary Schools of Margherita Sub Division.

H<sub>3</sub>: There is no significant difference in job Satisfaction in between Trained and Un- trained teachers of Primary Schools of Margherita Sub Division.

H<sub>4</sub>: There is no significant difference in job Satisfaction in between Primary School Teachers of Government and Private Managed Schools of Margherita Sub Division.

**Delimitations of the study:** The study was delimited in the following grounds-

- The study was conducted only among the selected Primary School teachers of Margherita Sub Division.
- The study was limited with a single tool of Job satisfaction name Teacher's Job Satisfaction Scale developed by Dr. S.K. Saxena and published by Agra Psychological Research Cell, Agra.

### **Review of Related Literature**

To identify the research gap for the present study the researcher has reviewed lot of research works. Since the research problem under investigation was job satisfaction of Primary school teachers hence, the main purpose of review is to search the previous studies conducted on job satisfaction of employees in general and Teachers' job satisfaction in particular. **Hoppock (1935)** identified the combination of physiological, psychological and environmental factors responsible for job satisfaction. **Palkiwala (1959)** attempted to study the job satisfaction of secondary school teachers and found that a large percentage of teachers (between 60% and 80%) in all type of schools were dissatisfied with their job. **Tiwari (1962)** conducted a study on 50 teachers in Lakhnow and found that majority of them were satisfied, females were more satisfied than males and teachers belonging to Private English medium schools were more satisfied. **Rudd and Wiseman (1962)** measured the levels of satisfaction and major sources of dissatisfaction in the teaching profession and found that majority of teachers had a high measure of satisfaction. Major causes of dissatisfaction included salaries, poor human relations among the staff, inadequate buildings and equipment, over load in teaching training inadequacies, large classes, expressions of personal inadequacy, lack of time for certain professional duties and low status of the profession in society. **Parashar (1963)** studied the attitude of 300 teachers and found that women teachers were more satisfied than men teachers. Again, it was found that there was no significant difference in satisfaction between married and unmarried teachers. **Locke (1969)** recorded that the phenomena of job satisfaction were not grown as that of the number of studies on the field of research and the efforts of the researchers. The study approached the topic of job attitudes with more emphasis on conceptual approach to the problem from Rand's theory of emotions as a starting point to the concepts of satisfaction, dissatisfaction, value, emotion, and appraisal, and their interrelationships.



**Kulsum (1985)** studied the Influence of school teacher variables on the job satisfaction and job involvement of secondary school teachers and reported that teachers working in corporation schools had the highest level of job satisfaction than the teachers working in government and private schools. Teachers working in familiar climate type of school had higher mean level of job satisfaction. Female teachers and permanent teachers had higher mean level of job satisfaction. **Muchinsky (1986)** found only 0.17 average correlations between job satisfaction and productivity. **Ostroff (1992)** found that satisfaction leads to organizational level improvement. **Podsakoff (1986)** holds that satisfied workers will not necessarily be the highest producers. **Eisenberger, Fasolo and Davis-LaMastro (1990)** found that the increased performance and positive work attitudes came from those employees who perceived that the HR department is concerned about them. **Borg and Riding (1991)** studied 545 teachers' on their stress, job satisfaction, absenteeism, career intention, career commitment and self-image and revealed that demographic characteristics of the teachers were related to self-reported teacher stress, job satisfaction and career commitment. **Rohmetra (1998)** found that there exists a positive relationship between HR climate and the level of satisfaction of the employees.

**Patnaik (2002)** found that HR practices had a positive association with job satisfaction, which gives a view that the job satisfaction is a resultant of favorable HR practices. **Sargent and Hannum (2005)** in their study, "Keeping Teachers Happy: Job Satisfaction among Primary School Teachers", tested the three kinds of factors – Community factors, School environment factor, and Teacher characteristics - associated with teacher satisfaction. **Kumar (2008)** found that some of the dimensions of organizational communications had a significant positive correlation with job satisfaction and job performance. The study of **Abdullah (2009)** revealed that secondary teachers were generally satisfied. However it was recorded that Male teachers, Graduate teachers, higher ranking teachers, and older teachers are relatively more satisfied than Female teachers, Non-graduate teachers, Ordinary teachers, and younger teachers, respectively. **Parvin (2011)** made a study on factors affecting employee job satisfaction of pharmaceutical sector and found that salary, efficiency in work, fringe benefits, supervision, and co-worker relation are the important factors contributing to job satisfaction. **Gupta (2013)** made a study on comparative study of job satisfaction in public and private sector and it is argued that job satisfaction implies - doing a job one enjoys, doing it well, and being suitably rewarded for one's efforts. It is enumerated that job satisfaction can be influenced by a variety of factors, e.g., the quality of one's relationship

with their supervisor, the quality of the physical environment in which they work, degree of fulfillment in their work, etc..

**Methodology and Procedure:**

**Method of study:** The researcher used descriptive survey method for this research study. The survey method was used as the nature of the data to be collected for the purpose of achieving the objectives of the present study demands so.

**Population and Sample of the study:** The population of the study comprises all the Primary school teachers of Margherita Sub Division working in both Government and private managed schools. After getting the total population a sample for the present study was selected to make it representative. 16 schools were selected by using purposive sampling technique. 10 schools under government management and 6 schools under private management were selected. From these selected 16 sample schools, 50 teachers were taken as sample on the basis of incidental sampling technique. The distribution of sampled teachers is shown in the table-1

**Table- 1: Distribution of sampled Primary school teachers**

Schools on Manag	Teachers (Sex)		Teachers (Experience)			Teachers (Training)			
	M	Fe	Total	Experi	Non-Exper	Total	Tra	Un-trai	Total
Government	10	16	26	12	14	26	26	0	26
Private	10	14	24	9	15	24	5	19	24
Total	20	30	50	21	29	50	31	19	50

**Description of the Tool used in the study:** The researcher had used TEACHER'S JOB SATISFACTION SCALE a standardized tool, developed by Dr. S. K. Saxena and published by Agra psychological cell, Agra. The scale consists of 29 questions. These all 29 questions are yes/no type questions. The tool was developed through a standardized procedure. The try out was done on 202 male and female teachers of Kanpur city. All the items except 6 and 29 are positively worded. All these items are given a score of 1 for positive responses except for items 6 and 29 in which case the reverse is applicable. The sums of these values give the job satisfaction of the subject. The total score varies from 0 to 29, showing lowest job satisfaction to highest job satisfaction for the subject. The reliability of the scale was .95 and calculated through split half technique. The content validity was tested through experts observation and found very high.

**Process of data collection and data analysis:** In the present study, the collection of data was primary in nature. The researcher used personal investigation technique to collect necessary



data and information. The researcher personally visited the primary schools to collect data and information. Data and information were collected by administering the Teachers' Job Satisfaction Scale. The researchers analyzed the collected data and information quantitatively using statistical techniques, such as Mean, SD, t test, Skewness etc.

**Analysis and Interpretations:**

**Objective 1:** To measure the overall level of Job Satisfaction of Primary School teachers: To analyze this objective the researcher had calculated the Value of mean, median, standard deviation and Skewness from the total score. Table- 2 shows that the distribution is negatively skewed. The value of Skewness is negative (-1.249) which denotes that Scores are massed at the higher end. This means more individuals of the group scored higher than the average score. . The statistical treatment of the scores revealed that the primary school teachers of Govt. and Private schools are almost satisfied with their job.

**Table:-2: The level of Job satisfaction of Primary School teachers**

	N	Mean	Median	Standard Deviation	Skewness	Remarks
Level of Job satisfaction	50	23.66	25.63	4.73	-1.249	The distribution is negatively skewed.

**Objective 2:** To compare the level of Job satisfaction between Male and Female teachers of Primary Schools: Table -3 reveals that the computed t-value (1.44) is less than the table value (2.01) with 48 df (degree of freedom) at 0.05 level of significance.

**Table- 3: Showing significance of difference between mean scores of Job satisfaction of Male and Female Primary school teachers**

Dimension	Gender	N	Mean	SD	df	't' value	Significance
Level of Job satisfaction	Male	20	24.75	4.77	48	1.44	Not significant at 0.05 level
	Female	30	22.83				

**Objective 3:** To compare the level of Job Satisfaction between Experienced and Non-experienced teachers of Primary Schools: Table -4 reveals that the computed t-value (0.68) is less than the table value (2.01) with 48 df (degree of freedom) at 0.05 level of significance.

**Table- 4: Showing significance of difference between Mean Scores of job satisfaction of Experienced and Non-experienced teachers of Primary Schools**

Dimension	Experience	N	Mean	SD	df	't' value	Significance
Level of Job satisfaction	Experienced	21	24.14	4.75	48	0.68	Not significant at 0.05 level
	Non-experienced	29	23.21				

**Objective 4:** To compare the level of Job satisfaction between Trained and Un- trained teachers of Primary Schools: Table- 5 reveals that the computed t-value (0.094) is less than the table value (2.01) with 48 df (degree of freedom) at 0.05 level of significance.

**Table- 5: Showing significance of difference between mean scores of job satisfaction of Trained and Un- trained teachers of Primary Schools**

Dimension	Training	N	Mean	SD	df	't' value	Significance
Level of Job satisfaction	Trained	31	23.55	4.77	48	0.094	Not significant at
	Un	19	23.68				

**Objective 5:** To compare the level of Job satisfaction of Primary School Teachers of Government and Private Managed Schools: Table- 6 reveals that the computed t-value (0.034) is less than the table value (2.01) with 48 df (degree of freedom) at 0.05 level of significance.

**Table-6: Showing significance of difference between mean Scores of Job satisfaction of Primary School Teachers of Government and Private Managed Schools**

Dimension	Management	N	Mean	SD	Df	't' value	Significance
Level of Job satisfaction	Government	26	23.62	4.77	48	0.030	Not significant at 0.05 level
	Private	24	23.58				

**Findings of the Study:**

The value of Skewness of job satisfaction of Primary school teachers was found negative (-1.249) which denotes that Scores are massed at the higher end. This means more individuals of the group scored higher than the average score. This negative Skewness of distribution of job satisfaction scores indicates higher percentage of the sampled primary school teachers enjoying higher job satisfaction. So, the finding reveals to accept the hypothesis.

The probable reasons behind the finding were good infrastructural facility in the school, reasonable compensation package for the teachers, regular short term training provided by SSA and govt. agencies etc.

In the test of significance the 't' value obtained (1.44) did not indicate any significant difference at .05 level of significance (table value of t is 2.01 with 48 degree of freedom) in the job satisfaction of male and female teachers of primary schools. Hence the finding supports the null hypothesis and reveals that male and female teachers do not differ significantly in their job satisfaction.

In the test of significance the 't' value obtained (0.68) did not indicate any significant difference at .05 level of significance (table value of t is 2.01 with 48 degree of freedom) in the job satisfaction of Experienced and Non-experienced teachers of primary schools of Margherita sub division. the null hypothesis is accepted and it reveals that Experienced and Non-experienced teachers do not differ significantly in their job satisfaction.

In the test of significance the 't' value obtained (0.094) did not indicate any significant difference at .05 level of significance (table value of t is 2.01 with 48 degree of freedom) in the job satisfaction of Trained and Un- trained teachers of primary schools of Margherita sub division. Hence the null hypothesis is accepted and reveals that Trained and Un- trained teachers do not differ significantly in their job satisfaction.

In the test of significance the 't' value obtained (0.030) did not indicate any significant difference at .05 level of significance (table value of t is 2.01 with 48 degree of freedom) in the job satisfaction of Primary School Teachers of Government and Private Managed Schools of Margherita Sub Division. Hence the null hypothesis is accepted and reveals that the Primary School teachers of Government and Private Managed Schools do not differ significantly in their job satisfaction.

**Policy Implications of the Present Research Study:** On the basis of the findings of the present study, the following educational implications may be inferred-

The present reveals that the large numbers of teachers are satisfied with their teaching job. So, the general observation of poor performance of students in the government managed schools is not due to dissatisfaction of teachers towards teaching profession. Hence the study demands more wide study on primary education to identify the causes of poor educational achievement in the government managed schools.

The present study reveals that the job satisfaction of trained and untrained teachers do not differ significantly. This finding questions about the impact of training on the teaching

profession. So, the training system & procedure needs a revision to satisfy the teachers in their own profession.

The present study also found that the job satisfaction of teachers working in Government schools and teachers working in Private schools do not differ significantly. So, instead of higher salary of teachers of Govt. schools comparing to private schools, what may be the causes of same level of job satisfaction between the teachers.

### **Conclusion**

Job satisfaction is an important factor which directly or indirectly influences the level of productivity of the workers. It is generally seen that the highly satisfied workers are more productive and the productivity is low to those workers who are not satisfied with their work. The present study proved that the large numbers of primary school teachers of Margherita sub division are highly satisfied irrespective of gender and their experiences. The higher level of job satisfaction of teachers certainly has a positive impact on the whole primary education system, which can be proved with other empirical studies. The reasons behind the higher level of employees' job satisfaction these teachers may be the secured monetary benefit, retirement benefit, work environment, school environment, social status, short term training etc. But, to validate these causes, further empirical study is highly needed.

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