

Factors Influencing the Job Satisfaction of the Government and Non-Government College Teachers: A Study of Rajshahi District in Bangladesh.

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Abstract: The level of job satisfaction has been recognized as an important factor determining teachers' performance and professional development. Teachers' job satisfaction is affected by different factors such as promotion opportunities, reasonable salary, a good work environment, support from the community, and relationship between colleagues. Teaching environment, Organization, an imbalance between work and lifecycle, unavailable materials, interference from political parties, and pressure groups are the main factors of job dissatisfaction (Sahito and Vaisanen, 2019). The present study was conducted to examine the status of job satisfaction of the government and non-government college teachers in Bangladesh. The key objectives of the study are intended to investigate the factors influencing the job satisfaction of the teachers. Bangla version of Baryfield-Rothe Job Satisfaction Scale (1951) was employed to assess the job satisfaction of the respondent. The findings of the present study revealed that the job satisfaction significantly differed in terms of the type of the colleges and no significant difference was found in terms of gender and residence.

Keywords: Job Satisfaction, Govt. College Teacher, Non-Govt. College Teacher.

Introduction

A country's successful education system requires highly qualified teachers. Furthermore, for a good education system, teachers must have high job satisfaction. For the reason that many researchers found that job satisfaction was vastly correlated with organizational commitment as well as to organizational performance. Job satisfaction is the most vital aspect of an individual's life. It is a positive approach of a person towards work. Job satisfaction states to a psychological state or feeling on which an employee's tendency to do his/her job satisfactorily or dissatisfactorily is dependent (Katoch, 2012). It is a combination of physiological, social, and environmental situations in which the person felt gratification (Hoppock, 1935). Job satisfaction is an attitude or a mental process that can be found by evaluating the degree to which employees like their jobs. It is a focus of the nature of attitude of an employee that he possesses. Good attitude and feeling are the resultant effects of job satisfaction ensures enhanced

productivity and improves the quality and the quantity of the work output. Work satisfaction is a set of optimal or adverse feelings and emotions with which the worker sees their job (Newstrom & Davis, 2005). Locke (1976) defined job satisfaction as a positive attitude or pleasurable emotional state resulting from the appraisal of one's job as fulfilling one's important job values, providing these values are compatible with one's needs. Findings from several studies underline pay as one of the most important factors influencing one's level of job satisfaction. Some important factors influencing job satisfaction may be classified into three categories. According to Vroom (1964), There are three types of job satisfaction factors as Personal Factors (Personality, age, experience, health, sex, marital status, intelligence, educational qualification); Job-related Factors (Nature of work, working environment, relation with colleague, job security, supervision, job status, promotion, wage/salary, communication, work time) and Factor outside the job (Family life, social life). But according to another view, Job satisfaction factors are classified into intrinsic and extrinsic factors. A teacher is a person who helps others to acquire knowledge, competencies, or values. The teacher has a powerful and abiding influence in the formation of the character of every future citizen. The role of teachers in any education system is very important. Teaching is one of the most dignified professions and plays a vital role in the development of societies. With the teachers' assistance, students acquire knowledge, information, and motivation for their development and shoulder the responsibility of taking the nation towards development, therefore the teachers are considered as the pillars of the society (Ahsan et. al., 2009). A teacher desires security, recognition, new experience, and self-governing. When these needs are not fulfilled, the teachers become tense, dissatisfied. Job is not only a main source of income but also an important component of life (George et. al., 2008). There are three main levels of the education system/stage in Bangladesh: primary, secondary & higher secondary educations and higher education (National Education Policy, 2010). The controlling authority of secondary & higher secondary educations and higher education falls under the MINISTRY OF EDUCATION (MoEdu), but the DIRECTORATE OF SECONDARY AND HIGHER EDUCATION (DSHE) is implementing policies and programs. A college is an educational institution or a constituent part of one. A college may be a degree-awarding tertiary educational institution, affiliated with national university. At present, the number of government colleges is 598 after nationalizing 271 colleges non-government college is more than 4000 in Bangladesh. (BDnews24, 2018)

Review of literature

Very few studies have been conducted in this concern, but all of them are on foreign Countries. Kumar and Bhatia (2011), Zilli and Zahoor (2012) mentioned that the level of job satisfaction and attitude of the teachers towards teaching is least affected by gender, marital status, minimum qualification, and income group of physical education teachers and their attitude towards teaching. A study in Pakistan by Shafi et al. (2016) revealed that teachers are not satisfied with their job

because of factors considered for promotion is full dissatisfaction of teachers and working place, training, and outcomes of training only satisfied issue of teachers. On payment issues, teachers are very dissatisfied. Kumar and Patnaik (2004) suggested that satisfaction is very important in all aspects of any profession, the occurrence of skills, knowledge, and competencies depends upon the satisfaction of behavior of individuals. Another study by Filak et. al. (2003) found that the job satisfaction of academicians of any institute is required in their behaviors so they will achieve their responsibilities with promise, perseverance, and hard labor to provide the latest information and evidence to apprentices for their progress. Tilak (2013), Murage & Kibera (2014), Buragohain & Hazarika (2015), and Rastegar & Moradi (2016) showed that gender has no impact on job satisfaction. In addition, there was no major difference between Govt. and Private school teachers in the level of satisfaction. In another study, Blum and Naylor (2004) revealed that there exists a relationship between job quality and job satisfaction but it is complex in nature. The relation is affected by a third element, the worker's expectations. Research showed (Ali et al., 2011; Ma & MacMillan, 1999) that in terms of job satisfaction and organizational commitment the mean score for female teachers was higher than male teachers. Chen (2010) examined in a study that Chinese middle school teachers are dissatisfied with a job than younger and less experienced teachers (Murage & Kibera, 2014; Shafi, 2016). Chen (2010) also found that there exists no significant difference in the mean estimates of government school teachers concerning gender and there exist significant differences in non-govt. school teachers concerning gender. A study by Shafiq et al. (2016) revealed that most of the teachers in all ranks and with different qualifications were not satisfied with their job due to a lack of appropriate facility organization and stumpy incomes. But, Khaleque and Rahman (1987) informed that married jute mill workers are more satisfied than unmarried workers. The difference in results of different studies may be due to the difference in situations. John (2010); Mehta (2012), Ghosh (2015), and Shafi (2016) investigated the job satisfaction of the teachers with an aim to know whether the perception of job satisfaction among teachers was affected by the type of organization (Private vs. Govt.) and the gender (male vs. female). Alam et al. (2005) and found that female teacher were more satisfied with the promotion, benefit, and support of teaching but less satisfied with interpersonal relations with colleagues. Sharma (2017) founded that Government teachers are comparatively satisfied than private teaches. Shivendra and Kumar (2016) indicated that the significant difference was found among govt., semi-govt. and private school in relation to job satisfaction and occupational stress. Laxman (2017) concluded that permanent school teachers found significantly high job satisfaction than temporary school teaches. Sultana et al. (2017) revealed that job satisfaction has no relationship between government and private primary school teachers. They also showed that female teachers are more satisfied than male teachers.

Significance of the study

Nowadays, Teacher satisfaction is an important issue both domestically and internationally. There is no substitute for a skilled teacher in order to build a country's adequate human resources and utilize them for effective development. Bangladesh is dreaming of reaching the SDG goals in 2030 and the developed country in 2041. But the education system in Bangladesh is not yet developed. Achieving these goals can be difficult without a successful education system. With the development of the education system, we can get skilled human resources. This is why skilled and satisfied teachers are needed. But the level of job satisfaction of teachers in Bangladesh is very low and so, it is impossible to keep organizational commitment and show the best organizational performance in this situation. On account of this their job satisfaction needs to be increased as per as requires. The focus of the present paper is to find out the level of job satisfaction of govt. and non-govt. college teachers of the Rajshahi district. We want to know the present situation of the job satisfaction of college teachers. In Bangladesh, there is a dearth of research into job satisfaction in this area in college education. Moreover, there are different classes (Govt, non-govt, private, and others) in the education system of Bangladesh, and there have many inequalities at different stages. To conduct this study the BaryfieldRothe (1951) Job Satisfaction Scale is applied. After all the findings of the study can help the government, policy-makers, college authorities to take some effective initiatives to eliminate the problem and try to enhance the level of job satisfaction of college teachers for the better achievement of college education.

Objectives

The study is intended to investigate the factors influencing the job satisfaction of the government and non-government college teachers in Bangladesh. Some specific objectives of the present study were

1. To compare the levels of job satisfaction of college teachers' respect of types of college.
2. To study the levels of job satisfaction of college teachers concerning gender.
3. To investigate whether there are any differences in job satisfaction according to the residence.
4. To investigate whether there is any connection between, salary, and job satisfaction.

Hypothesis

1. There would be no significant mean differences in job satisfaction regarding the type of college, gender, and residence.
2. There would be no relationship among age, experience, salary, and job satisfaction.

METHODS

Research Design

A survey design was followed to conduct the present study. A cross-sectional and quantitative research method based on the survey approach was utilized for the study. This study was conducted in different colleges of the Rajshahi District.

Participants

The present study was conducted on 203 respondents. They were selected a convenience sampling technique (non-probability sampling) from different colleges of the Rajshahi district in Bangladesh. Among the respondents 99 were govt. college teachers and the rest of the 104 were non-govt. college teachers. Their age ranged from 25 to 58 years.

Instruments

In the present study the following instrument was used for data collection from the participant:

Job Satisfaction Scale: Bangla version of the Baryfield-Rothe (1951) job satisfaction scale was administered to measure the job satisfaction of the respondents. The Bangla version of Job satisfaction scale was adapted by Khaleque et al., (1995), cited by Saha et al. (2020). It was an 18 items Likert-type scale with five alternative responses ranging from ‘strongly agree’ (5) to ‘strongly disagree’ (1). The scale contains 9 positive and 9 negative items where negative items are estimated reversely. The total raw estimate of this scale ranges from 18-90, where a high estimate indicates job satisfaction and a lower estimate indicates job dissatisfaction. The neutral point of this scale is 54. Positive items are this scale is 1, 2, 5, 7, 9, 12, 13, 15, and 17 and negative items are 3, 4, 6, 8, 10, 11, 14, 16, and 18. Split half reliability coefficients of the original scale 0.87. In this study, the level of Cronbach’s alfa is at an acceptable level.

Data Collection Procedure

The standard data collection procedure was followed to collect information from the respondents. Firstly, they filled up the personal information sheet, and then they were asked to give his/her opinion to all the items of the scale by tick (✓) marks. Participants were requested to answer the question sincerely and honestly. All possible clarifications were made to any problem faced by the respondents while answering the questions. There is no time limit to answer the questions of the job satisfaction scale. After completion of their task, the questionnaires were collected from them and they were given thanks for their active cooperation.

Ethics

The study was conducted in accordance with Helsinki Declaration and the APA Guidelines. Before starting the survey, each participant was informed about the purpose and benefits and was simply briefed about the questionnaire of the study. They were given a complete idea of the conditions of confidentiality of their information. They were also told that the collection of information was completely

voluntary and no payment would be made. Each participant had the right to withdraw from providing information at any time from the study.

Statistical Analysis

Descriptive Statistics (Frequency, means, and standard deviation) and independent-sample *t*-test were used to find out the statistical significance of the data through Statistical Package for Social Science (SPSS) version 26.0. The raw scores for each item were summed up to get the total score. Therefore, the total score of each respondent was computed.

RESULTS

The results of the study were tabulated and interpreted by *t*-test through IBM SPSS version 26. The results of the present study are illustrated in the following tables.

Table-1: Mean differences of Job satisfaction between Govt. and Non-govt. college teachers

Group	N	Mean	SD	<i>df</i>	<i>t</i>	p
Govt. college	99	68.08	14.18	201	2.22 *	0.02
Non-govt. college	104	64.20	10.31			

Note: **t-value* is significant at the level of 0.05 level

Table 1 suggests that there is a significant difference between Govt. and non-govt. college teachers on their job satisfaction $t(201) = 2.22, p = .02$. The mean scores of Job satisfaction of govt. College teachers (M=68.08, SD=14.18) are higher than non-govt. college teacher (M=64.20, SD=10.31). It means govt. college teachers had higher satisfaction with their job than non-govt. College.

Table 2: Mean differences of Job satisfaction between Govt. and Non-govt. college male teacher

Group	N	Mean	SD	<i>df</i>	<i>t</i>	p
Govt. college Male teacher	60	68.22	11.52	122	3.29 *	.001
Non-govt. college Male teacher	64	61.80	10.22			

Note: **t-value* is significant at the level of 0.001 level

Table 2 suggests that there is a significant difference between Govt. and non-govt. college male teachers on their job satisfaction $t(122) = 3.29, p = .001$. The mean score of Job satisfaction of Govt. college male teachers (M=68.22, SD=11.52) is higher than non-govt. college male teacher (M=61.80, Sd=10.22). It means govt. college male teachers had higher satisfaction with their job than non-govt. College male teacher.

Table-3: Mean differences of Job satisfaction between Govt. and Non-govt. college female teacher

Group	N	Mean	SD	df	t	p
Govt. college Female teachers	39	67.87	17.67	77	-.05	0.95
Non-govt. college Female teachers	40	68.05	9.34			

Table 3 suggests that there is no significant difference between Govt. and non-govt. college female teachers on their job satisfaction $t(77)=2.22, p=.95$. The mean score of job satisfaction of Govt. college female teachers ($M=67.87, SD=17.67$) is slightly lower than non-govt. college female teacher ($M=68.05, SD=9.34$). It means govt. college female teachers had slightly lower satisfaction with their job than non-govt. College female teacher.

Table-4: Mean differences in Job satisfaction between male and female teachers

Group	N	Mean	SD	df	t	p
male teachers	124	64.90	11.29	201	-1.71	.09
female teachers	79	67.96	13.99			

Table 4 suggests that there is no significant difference between male and female teachers on their job satisfaction $t(201)=-1.71, p=.09$. The mean score of job satisfaction of male teachers ($M=64.90, SD=11.29$) is slightly lower than the female teachers ($M=67.96, SD=13.99$). It means male teachers had slightly lower satisfaction with their job than female teachers.

Table-5: Mean differences in Job satisfaction between urban and rural college teachers

Group	N	Mean	SD	df	t	p
Urban College teacher	116	67.23	13.33	201	1.54	.09
Rural college teacher	87	64.57	11.11			

Table 5 suggests that there is no significant difference between urban and rural college teachers on their job satisfaction $t(201)=1.54, p=.09$. The mean score of job satisfaction of urban college teachers ($M=67.23, SD=13.33$) is slightly higher than rural college teachers ($M=64.57, SD=11.11$). It means urban college teachers had slightly higher satisfaction with their job than rural college teachers.

Table-6: Different levels of job satisfaction according to job satisfaction score quartile

Category	Number of Participants (f)	% of participants	Average age (years)	Average Experience (years)	Average income (Tk.)	Average job Satisfaction score
18-36 (very dissatisfaction)	3	1.50	27.66	3.00	35,000	32.66

37-54 (dissatisfaction)	34	16.70	37.50	9.47	37,300	47.67
55-72 (satisfaction)	97	47.80	43.35	14.30	41,200	64.40
73-90 (High satisfaction)	69	34.00	38.86	10.08	40,947	79.00

Above table 6 shows a positive relation among age, experiences, income, and job satisfaction score. The 1.50% of the very dissatisfaction of the respondents constituted an average score of 32.66 on the job satisfaction scale. Their average age was found to be 27.66 years with a mean experience of 3 years. Respondents whose job satisfaction scores were between 37 and 54 were classified in the dissatisfaction category. The 16.70% of the respondents constituted with an average score of 47.67 on the job satisfaction scale. Their average age was found to be 37.50 years with a mean experience of 9.47 years. Respondents whose job satisfaction scores were between 55 and 72 were classified in the satisfaction category. The 47.80% of the respondents constituted with an average score of 64.40 on the job satisfaction scale. Their average age was found to be 43.35 years with a mean experience of 14.30 years. The 34.00% of the high satisfaction of the respondents constituted with an average score of 79.00 on the job satisfaction scale. Their average age was found to be 38.86 years with a mean experience of 10.08.

DISCUSSIONS

The present research is a comparative study to investigate the condition of job satisfaction of Govt. and non-govt. college teachers in Bangladesh.

The *first* hypothesis of the present research started that there would be no significant mean differences in job satisfaction concerning the type of college, gender, and residence. The results were present in Table 1-5. Computation of t-test indicated that there are significant differences ($t=2.22$) on job satisfaction between Govt. and non-govt. college teachers (Table 1). The mean estimate of job satisfaction for govt. college teachers ($M = 68.08$) are found higher than non-govt. college teachers ($M = 64.20$). These findings are consistent with the findings of Mehta (2012), John (2010), Gahlawat (2017), Sharma (2017), Shivendra and Kumar (2016), Laxman (2017), Galgotra (2013) but contradict the findings of Tilak (2013), Ghosh (2015), and Sultana et al., (2017). The probable reason is that academic promotion, management systems, and others conditions have not similarities in govt. and non-govt. College. But the syllabus, curriculum, academic calendar as well as controlling authority (MINISTRY OF EDUCATION (MOEDU)), Directorate of Secondary and Higher Education-DSHE & National University-NU) are the same. The govt. college teacher's nature of work, working environment, job, and personal security, job status, promotion, wage/salary, opportunities for training, development, etc. are better than non-govt. college teachers in Bangladesh.

In the term of govt. and non-govt college male teachers, computation of t-test indicated that there were significant differences ($t=3.29$) on job satisfaction between Govt. and non-govt. college male teachers (Table 2). The mean score of job satisfaction for govt. college male teachers ($M = 68.22$) are found higher than that of non-govt. college male teachers ($M = 61.80$). In addition, most of the non-govt. college teachers were works weak infrastructure college. Their salary level is so low and no other allowance. For this reason, job satisfaction of non-govt. college teachers are very low. On the others hand, work and salary condition of govt. college teachers were well enough.

In the term of govt. and non-govt. college female teachers, calculation of t-test indicated that there were no significant differences ($t=-.05$) on job satisfaction (Table 3). The mean score of job satisfaction for govt. college female teachers ($M = 67.87$) is found lower than that of non-govt. college female teachers ($M = 68.05$). This result is really surprising and dramatic. How is it possible? The probable reason is that govt. college female teachers expect less from the job so they are satisfied with less. They do have not a higher expectation for promotion and other issues than their male counterparts (Govt. College).

Computation of t-test indicated that there were no significant mean differences ($t=-1.71$) on job satisfaction between male and female teachers (Table 4). The mean score of job satisfaction for male teachers ($M = 64.90$) is found lower than that of female teachers ($M = 67.96$). Female teachers were found to be more satisfied than their counterpart colleagues, this means woman enjoyed their working atmosphere and they have no higher expectations for higher posts but male teachers have. These findings are consistent with the findings of Suki and Suki (2011), Chen (2010), Tilak (2013), Ghosh (2015), Alamet al.(2005), Sultana et al. (2017), Ali et al. (2011; Ma & MacMillan (1999) but contradicts the findings of Kumar and Bhatia (2011), Mehta (2012), John (2010), Nagar (2012).

In the term of urban and rural college teachers, computation of t-test indicated that there were no significant differences ($t=1.54$) on job satisfaction. The mean score of job satisfaction for Urban college teachers ($M = 67.23$) is found higher than that of rural college female teachers ($M = 64.57$).

The *second* hypothesis of the present research started that there would be no relationship between age, experience, salary, and job satisfaction. The results were present in Table 6. The above results show that a strong positive relationship exists among age, experiences, income, and job satisfaction scores. The results of the study clearly show that there is a connection between job satisfaction with age, experiences, and income, but job satisfaction with higher-level teachers is in this study only 34%. These all findings are consistent with the findings of Ghenghesh (2013), Murage & Kibera (2014), Restergar & Mordi (2016), and Shafi (2016).

Concluding Remarks

The teaching profession is said to be the best profession in the world and teachers play an momentous role in the development of society and the nation. Teachers

assist students in acquiring knowledge, providing information, and creating skilled human resources for the country. For the reason that teachers are called the pillars of society and country. So a teacher must need safety, an friendly environment, self-esteem, better wage, recognition, training, and independence. The present study clearly indicates that govt. college teachers are comparatively satisfied than non-govt. college teachers and a positive relationship exist among age, experiences, income, and job satisfaction. In the modern world of competition, we need satisfied teachers to take the obligation of preparing our future generation to compete on a global level. A teacher should be given the freedom to make the decisions most suitable for the all-around improvement of the students. This result also suggests that government or authorities must give essential services and security including financial, social promotional aspects in professional environment to enhance the satisfaction and others factors of their teachers. Job satisfaction makes sound decisions, in both preventing and solving employee problems. It gives benefits to gain better management to acquire satisfaction, safety value as well as emotional release. Considering all aspects of college teaching it is clear that the job satisfaction of teachers both govt. and non-govt. college are extremely displeasing, to develop all the situation is indispensable for acquiring up-dated knowledge, skills, human resources, and values of the students in the education sector in the country. Based on the results of the present research it can be concluded that proper attention should be given to the improvement of the status of job satisfaction of non-government and government college teachers in Bangladesh. Although the present research tried to maintain a sound methodology and analysis of data, it is not free from limitations. First, it is, therefore, suggested to conduct a study on larger representative samples. Second, the findings of the present research have shedded the light on an important area of research in the job satisfaction of college teachers in Bangladesh. Third, information providers have provided information voluntarily. Forth, it is a self-fulfilling prophecy, so it is not impossible to be biased in answering. We recommend that research be conducted using other methods and designs in the future. Although only one psychological scale has been conducted to measure job satisfaction in the present study, other constructs or scales should be conducted in future research. The present study is also conducted in the Rajshahi area, so it can be conducted in other areas of Bangladesh.

Acknowledgments

The author is thankful to those who participated in the study and helped to facilitate the research process.

Conflict of Interests: The author declared no conflict of interests.

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