

Level of Job Satisfaction of Technical Institute Teachers in Arunachal Pradesh

Dr. E P John

Assistant Professor, SRMIST, Chennai, India

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ABSTRACT: Higher education, to be specific, higher technical education has become the primary framework foundation of success in rapidly developing countries. In Arunachal Pradesh, formal education has blossomed after independence only, i.e., after 1947, and there was no higher educational institute in the state till 1947. Literacy rate during the time was below 1%. At the dawn of independence, it was officially on records, that there were only 03 primary schools, with an enrolment of 35 students in the state. After the census in 1961, the literacy rate recorded as 7.23% as against 28.3% for the whole India average. As per the latest 2011 census report, the state has achieved literacy rate as 66.95%, against 74.04% national average. Teachers play a vital and essential role, that can see and make things happen for a better future, shaping the economy and society.

However, other factors do influence the educational system. Thus, strengthening the role of teachers, especially those teaching in technical institutes, with due introspection they can make a vibrant change in the life of the students and can mold them as they want to be. As there is a boom in the educational economy in the state in late 2000 onwards, new public and private technical institutions should fall in place in embracing the vital importance of teachers of their institute. Moreover, to promote a congenial and productive work culture in the educational system. Thus, the factors of Overall and generalized level of job satisfaction of the teaching faculty of the technical institutes has an essential part in the technical education system in the state. Organizations hold a significant effect on the personnel who work for them, and few of those impacts display as to how people feel about their workplace or work-related matter.

KEYWORDS: Job Satisfaction, Confirmatory factor analysis, technical teachers.

I. INTRODUCTION

According to the Census 2011, 66.95% of the people in the state are considered literate (Literacy rate) and Gross Enrolment Ratio (GER) of higher education in the state in the age group of 18-24 years is 8.3. Presently, there are a total of 08 Private Universities, 32 different types of educational institutions and 08 Polytechnic colleges functional in the state. The participants of the study are the teaching faculty members of the technical institutes in the state.

The social, commercial, and active growth of a nation depends upon the credibility of the educational background of its people, implies that a large, young and energetic workforce will be available for the overall contribution of growth, development, and economy of our country. Thus, it is vital to impart quality education and shape the growing process. Also, the role of teachers in this great partnership is very influential, and their engagement with their profession invites a concern in the right direction. Principals and teachers determine the quality of education. As most of the educational activities are carried out by teachers in the class, they are responsible for students' achievement directly or indirectly (Meyer, J. W., Rowan, B., & Meyer, M. W. (1978). More than just delivering knowledge in the class, teaching is an emotional process. Olivier and Roth Mann (2007), suggests, that work is a statement of the individual doing the activity. Kahn (1990), brought out that people, while at work, make substantial contributions either physically, emotionally or cognitively. It is essential to understand that people at work are entirely engrossed in their job and adequately exhibit their physical, emotional as well as cognitive abilities, this commitment termed as Personal engagement. In the personal engagement, people pitch themselves to their work roles and are fruitful to their fullest extent without any limitation in displaying their complete performance.

The growing trend of educational institutions in Arunachal Pradesh

S N	Name of Institutions	No. of NAAC Accreditation	No. of UGC/AICTE recognized	Total
1.	Central University / Institution	01	04	04
2.	Private University	-	NA	09
3.	Other Central Institutions	-	-	03
4.	Govt. Degree Colleges	06	06	17
5.	Private Degree Colleges	01	-	07
6.	Private Professional Colleges	-	-	03
7.	Private B.Ed. colleges	-	-	09
8.	Govt. Polytechnic Colleges	-	01	06
9.	Private Polytechnic Colleges	-	01	01
Total		08	10	59

Table: - Status of educational institutions 2019-20

Muhammad Ikram et al., (2016) states that a significant reason for which job satisfaction given greater importance is, that their variable to some extent a reflection of the attention was right and where people deserve respect and fair treatment. Judge and Locke (1993), said that the style of leadership as one of the inducements of Job satisfaction. Also, Seltzer and Bass (1990), showed a positive relationship between the style of transformational leadership and job satisfaction. Amburgey, W.O.D (2005), brought out the factors that could enhance and improve an individual's view of job satisfaction are the dimensions of leadership including educational level, level of experience, gender differences, and cultural aspects. During the change, the transformational leadership style of the function is pivotal and could profoundly influence the job satisfaction of the followers or employees (Adebayo D.O., 2004; Pillai R and E.A Williams, 2004). Transformational leaders will experience barricade employee

discomfort and motivate follower to augment and achieve better performance only if influencing through their visionary and overall approach (Bass BM and BJ Avolio, 1994; Bass BM, 1999).

II. LITERATURE REVIEW

Job Satisfaction

Job satisfaction is an attitude of the collection of feelings associated with the job situation. It is how people feel about different aspects of their jobs (Spector, 1997). Job satisfaction has a positive effect towards the workplace, and it is arguably a relatively stable evaluation that the job meets the employee's needs, wants or expectations. Job satisfaction is an attitude towards life or life satisfaction. There are expectations to the norm of using only scales to measure psychological constructs. However, if the construct measured sufficiently narrow or is unambiguous to the respondent, a single item measure may suffice. Most of the experts define job satisfaction in the light of useful and practical motives.

There is a growing interest in employee satisfaction of higher educational institutions (Toker, 2011). Job satisfaction significantly influences absenteeism, Turn over, Job performance and Psychological Distress. Job satisfaction is a critical component of success in organizations (Amburgey, 2005). It is also one's assessment of the job on whether it meets his/her significant job values based on his/her needs. Practically, one of the most significant difficulties in answering Job satisfaction is that it is possible to be satisfied with some components of a job. The two approaches endorsed by literature to measure Job satisfaction are,

- An overall measure of Job satisfaction and
- One regarding several aspects of Job satisfaction

The first approach takes over a macro perspective. It consists of enquiring the respondent about his or her overall feelings about the job, being frequently build up with only one item (Wanons et al., 1997).

The second approach emphasizes different elements of the job, which determines the overall degree of job satisfaction, frequently adopting a facet-sum approach, The Minnesota Satisfaction Questionnaire in the Indian context developed and standardized by Dr. CN Daftuar (2001), of 19 items used in the present study. The underlying theory

based on the work fit that is assumed to be dependent on the exchange between the individual artifice and the reinforcements that exist in the work environment.

Job satisfaction influences the teacher’s working condition or their job resources. Skaalvik and Skaalvik (2014), found that autonomy, social support, and feeling of belongingness predicted teacher job satisfaction and that work overload and emotional exhaustion predicted lower levels of job satisfaction. In this study overall sense of job satisfaction is measured and analyzed their level of degree of predicted overall job satisfaction. Numerous studies provide reliable evidence on the positive relationship between leadership and Job satisfaction (Lowe et al., 1996; Dumdum et al., 2002; Judge and Piccolo, 2004). Ozaralli (2003), found that employees with a transformational leader report higher satisfaction and work harder. The importance of job satisfaction stems from the argument that it profoundly influences employee’s commitment and loyalty (Pandey and Khare, 2012; Markovits, 2011; Donovan et al., 2004). More so, it is one of the critical factors used to predict employee’s turn over and productivity levels. Leadership is one of the factors that influence employees job satisfaction (Locke, 1993).

III. DESCRIPTIVE STATISTICS

Reliability of data

This study was carried out by finding the factors through field study and analysing them across demographics and variables of the study. The research methodology has to be firm, in order to minimize errors in data collection and analysis. Collection of primary data done using a structured survey questionnaire. This chapter describes the pilot study, sample size, measuring scales used in the study, data collection and procedure of data analysis of the complete study.

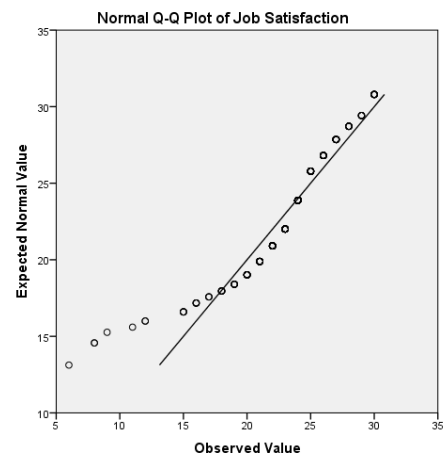
Reliability of data

Variables under study	Number of items	Cronbach's alpha	KMO measure	p-Value
Job satisfaction	19	0.834	0.806	< 0.001** (Statistically significant at 1% level)

From the above table, the Cronbach alpha and KMO value are higher than 0.70 and significant at 1% level. Thus, the pilot study confirms the proceeding towards the next stage of data collection and analysis. A total of 324 samples collected using **Simple random sampling** technique, and the result shows significant relationships among the study items of Overall job satisfaction.

Normality of Job satisfaction data Q-Q plot

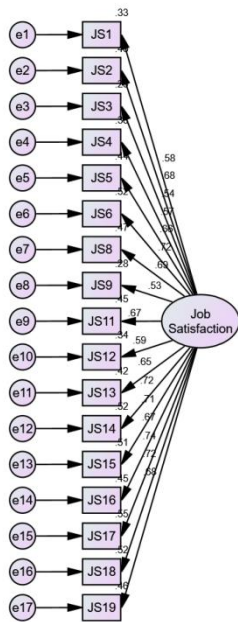
Scatter plots show the variability of one variable over others and the relationship between two variables that is a correlation. Homoscedasticity is the central assumption to linear regression models. The problems associated with heteroscedasticity is the fact that the standard errors are biased and that may lead to incorrect conclusions about the significance of the regression coefficients. Scatter graph is one way helpful in checking of homoscedasticity; the scatter of data of the variable should not follow a pattern in homoscedasticity.



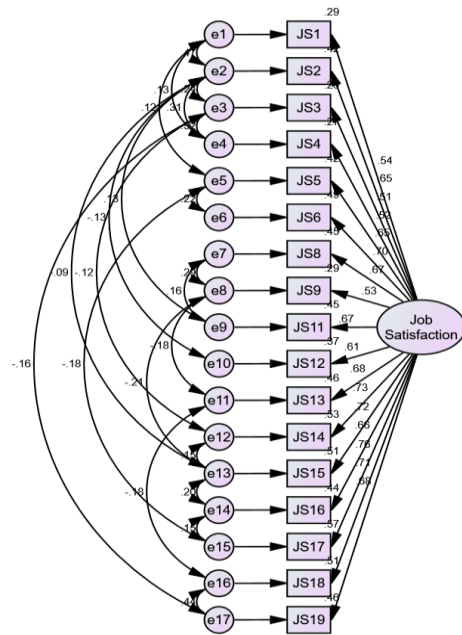
Construct validity (Using SEM – AMOS trial version)

Construct validity (CV) defined as the experimental demonstration that a test is measuring the construct that it claims to be measuring. CV refers to the degree to which inferences legitimately made from the theoretical constructs. In a reflective model, a latent variable posited as the common cause of the item or indicator. Manipulation of the latent variable causes a change in indicator behavior. After passing through the first stage of data reliability and validity, the next

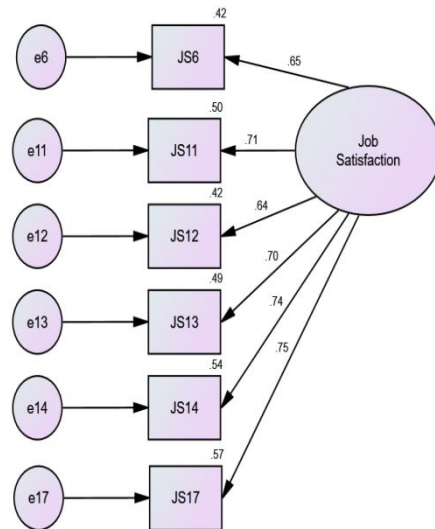
stage of individual construct validity and reliability has to be confirmed using structural equation modeling using AMOS (Analysis of Moment structures trial version).



Construct validity of Job satisfaction



Subconstruct of Job satisfaction



Final valid construct of Job satisfaction

Reliability table of Job satisfaction

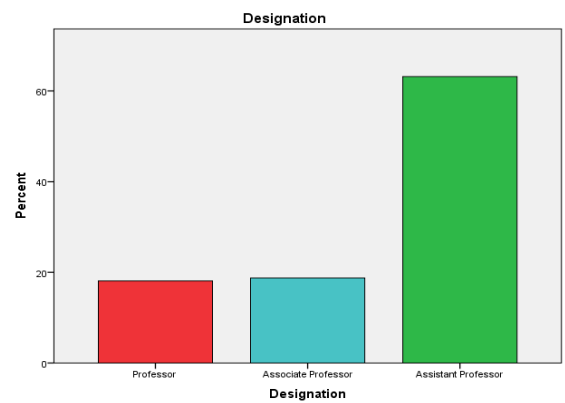
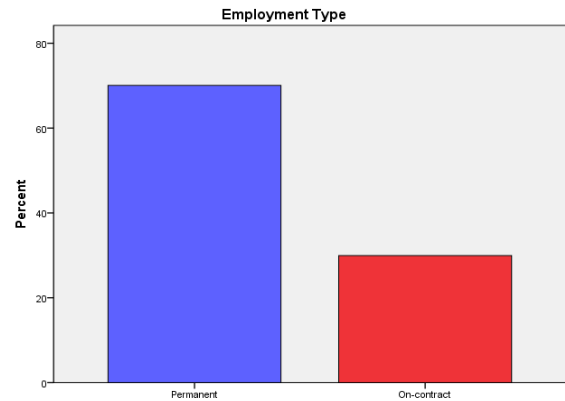
It is noted from the table above, that the construct validity of dimension Job satisfaction, form seventeen items reduced to six correct items, statistically tested and nearly perfect fit with suggested values. The reduction in number items in the construct indicates that the items are highly correlated and they are not relevant to the sample of respondents.

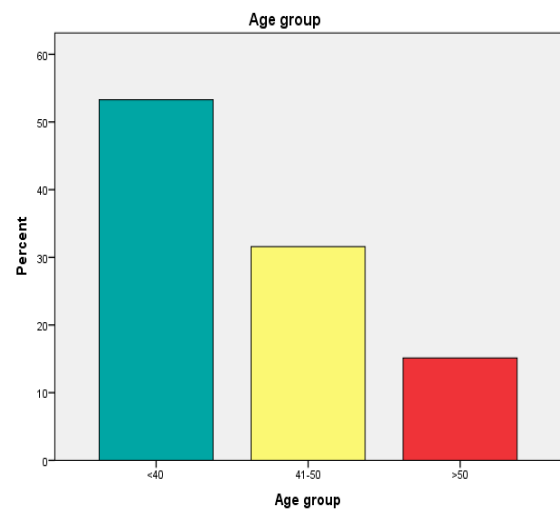
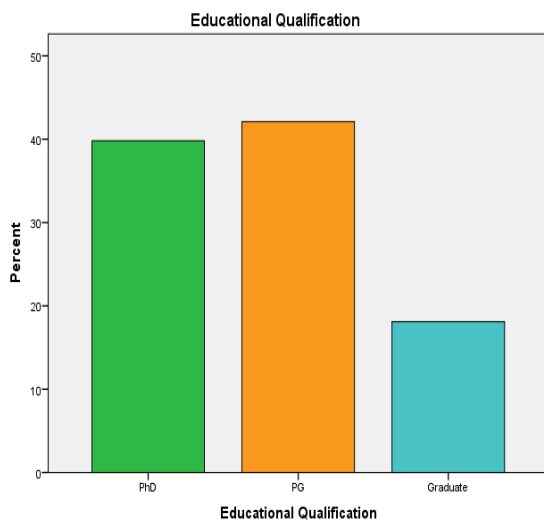
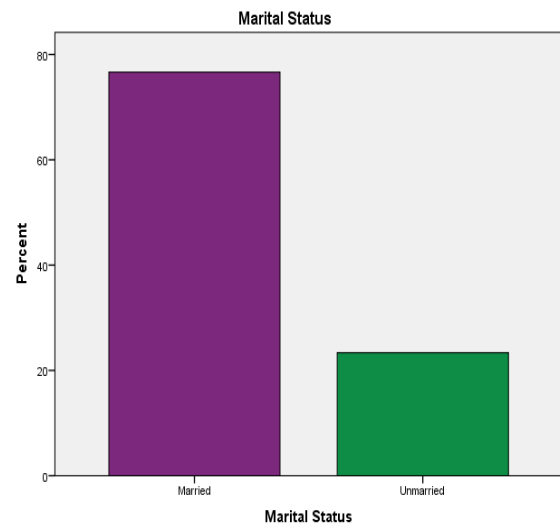
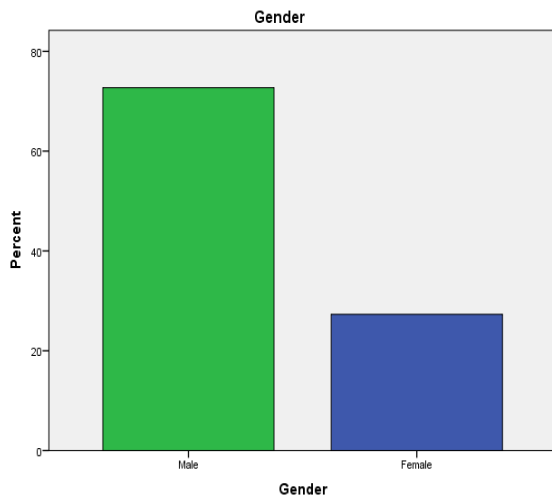
From the above below, the mean and Standard deviation values of the items are found reliable and consistent. Survey method is the most extensively used data collection technique, for efficient and flawless data collection. It provides a realistic way of looking at events, collecting data, analyzing information and reporting the results. These methods have been broadly used to extract the most relevant information and help in a better analysis of the data, a standardized questionnaire used in this study.

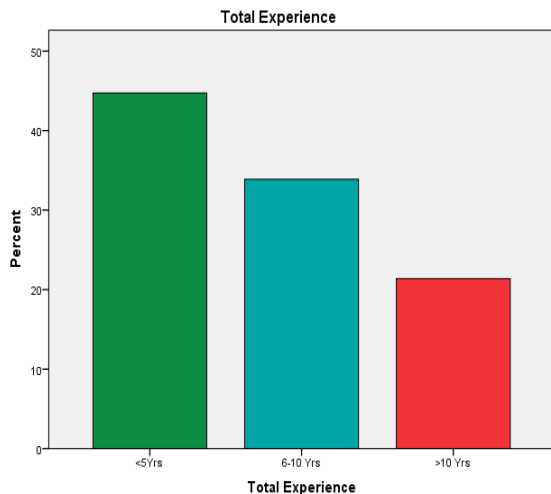
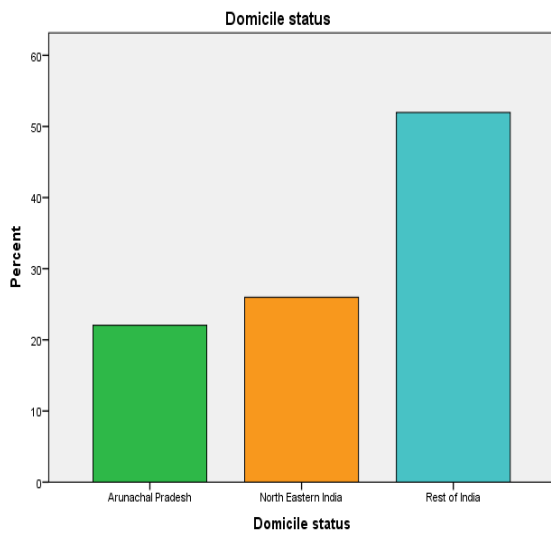
Job Satisfaction Scale		Mean	SD
15	My job provides fair play.	3.89	0.730
16	I am happy with the general management of the organization.	3.89	0.751
17	I am happy with my past achievements in this organization.	3.87	0.741
18	There are adequate opportunities for future growth.	3.89	0.859
19	Social conditions are appropriate for the job within the organization.	3.88	0.756
20	I am happy with the organization's policies.	3.83	0.794

IV. DEMOGRAPHY OF THE SAMPLE

Indices	Initial construct	Sub construct	Final construct
Chi-square value	627.533	177.740	5.580
DF	119	97	9
P value	< 0.001	< 0.001	0.781
C _{Min} /DF	5.273	1.832	0.620
GFI	0.780	0.937	0.994
AGFI	0.717	0.901	0.986
NFI	0.774	0.936	0.991
CFI	0.808	0.969	0.999
RMR	0.044	0.027	0.009
RMSEA	0.119	0.052	0.001
No. of items	17	17	6







V. INFERENCE STATISTICS

(a) t-test for Male and Female genders concerning Job satisfaction

Proposed hypothesis H_1 : - Male and Female faculty members have no significant difference concerning Job satisfaction

Factors of research	Gender				t Value	p-Value
	Male		Female			
	Mean	SD	Mean	SD		
Job Satisfaction	22.70	3.77	23.63	3.42	2.880	0.004**

Note: 1. ** notifies significance at 1% level

2. * notifies significance at 5% level

From the table above, the p-value is less than 0.001** for Inspirational motivation and Job satisfaction factors. Since the p-value is <0.001**, the proposed null hypothesis rejected at 1% level of significance concerning Inspirational motivation and Job satisfaction. It is concluded that there is a significant difference between male and female faculty members about Job satisfaction. In the case of Job satisfaction, the female faculty members have a higher level of job satisfaction. The tendency of inspirational motivation is higher in case of male faculty, maybe because of females often face discrimination in attaining gender differentiated leadership positions (Eagly et al., 2003).

(b) t-test for Married and Unmarried faculty members concerning Job satisfaction

Proposed hypothesis H_2 : - Married and Unmarried faculty members show no significant difference concerning Job satisfaction

Factors of research	Marital Status				t Value	p-Value
	Married		Unmarried			
	Mean	SD	Mean	SD		
Job Satisfaction	23.20	3.65	22.42	3.75	2.390	0.017*

For p-value not more than 0.05*, the proposed null hypothesis not accepted at 5% level of significance about Job satisfaction. Hence, there is a significant difference between Married and unmarried faculty members concerning Job satisfaction. Comparing the means, i.e., based on the mean score, Married faculty members have a high level of Job satisfaction than their counterparts. Job satisfaction is an extensively used attitude in the field of organizational behavior. The degree to which an employee's work-related expectations match his/her understanding and knowledge in the workplace considered as Job satisfaction (Islam, Rasul, and Ullah, 2012). Some have defined job satisfaction as the direction of an employee towards his/her work goals (Wadhwa and Wadhwa, 2011). According to Davis (1992), the factors that have an impact on job satisfaction are the structure of rewards offered, surroundings of workplace and family responsibilities of an employee.

Also, because of the different expectations of both male and female genders and take over from the job, the different levels of Job satisfaction reported differently (Campbell et al., 1976). It agrees with the findings of Kohen (1963), that careers were of prime importance to men as compared to women.

(c) t-test for Head of the Departments (HoD) and other faculty members concerning Job satisfaction

Proposed hypothesis **H₃**: - Head of the Departments and other faculty members show no significant difference concerning Job satisfaction

Factors of research	Appointment				t Value	p-Value
	HoD		Others			
	Mean	SD	Mean	SD		
Job Satisfaction	23.77	4.39	22.78	3.53	2.096	0.038*

From the table above, p-value not more than 0.05*, the proposed null hypothesis not accepted at 5% level of significance about Job satisfaction. There is a significant difference between the Head of the Departments (HoDs) and other faculty members concerning Job satisfaction. Comparing the means, i.e., based on the mean score, Head of the Department has higher values than other faculty members in Job satisfaction. Engaged employees would have a more comprehensive perspective of their functions in the organization and would increase the scope of activities in their job, which infers that engagement has a positive influence on the way the employees would perform their duties (Gupta et al., 2015). The emphasis moved from the leader to the value of the relationship between the leaders and their fellow-workers. High-quality workforce relationships are fundamental pillars of actual work and organizational outcomes (Li and Hung, 2009).

(d) ANOVA for the different age group of faculty members concerning Job satisfaction

Proposed hypothesis **H₄**: Age group of faculties have no significant difference regarding Job satisfaction

From the below table, the p-value is not more than 0.001** for Job satisfaction. The p-value is <0.001**, the proposed null hypothesis not accepted at 1% level of significance concerning Job

satisfaction. Thus, concluded there is a significant difference among Age group status of the faculty members regarding Job satisfaction. Based on the mean score, the faculty above 50 years of age are highly satisfied (Job satisfaction) followed by age group of 40- 50 years and age group of below 40 years.

Factors of research	Age grouping in Years			F value	p-Value
	< 40	40- 50	> 50		
Job Satisfaction	22.620 ^a (3.767)	23.244 ^a (2.843)	24.015 ^b (4.708)	4.907	0.008*

Post-hoc analysis (DMRT) – As seen from the table, the difference among age groups of the faculty is significant at 1% level concerning Job satisfaction. In the case of Job satisfaction, the faculty from the age group of above 50 years have a relatively high level of Job satisfaction and significantly different from the faculty of the age group below 40 years. Faculty of the age group of 40 – 50 years have no significant difference from both the other age groups.

(e) ANOVA table for different educational qualification of faculty members concerning Job satisfaction

Proposed hypothesis **H₅**: Different educational qualification of faculty members has no significant difference concerning factors of Job satisfaction

Factors of research	Educational Qualification			F value	p-Value
	PhD	PG	Graduate		
Job Satisfaction	23.655 ^b (2.991)	23.035 ^b (3.617)	22.136 ^a (4.247)	7.472	0.001*

From the above table, the p-value is not more than 0.001** for Affective Commitment and Job satisfaction. The p-value is <0.001**, the proposed null hypothesis not accepted at a 1% level of significance concerning Job satisfaction. Thus, there is a significant difference among the educational qualification of the faculty members regarding Job satisfaction. Based on the mean

score, the faculty with a Ph.D. qualification are highly satisfied (Job satisfaction) followed by Postgraduate and graduate level of educational qualification.

Post-hoc analysis (DMRT) – As seen from the table, the difference among educational qualification of the faculty is significant at 1% level concerning Job satisfaction. In the case of Job satisfaction, the faculty having educational qualification of Ph.D. and Postgraduate display an equal level of Job satisfaction and significantly different from faculty having a graduate level of educational qualification.

(f) ANOVA table for Total experience of faculty members concerning Job satisfaction

Proposed hypothesis **H₆**: Total work experience level of faculty members has no significant difference concerning Job satisfaction

Factors of research	Total Experience in Years			F value	p-Value
	< 5	6 - 10	> 10		
Job Satisfaction	22.538 ^a (3.920)	23.277 ^{ab} (3.025)	23.500 ^b (4.015)	3.855	0.022*

For p-value not more than 0.05*, the proposed null hypothesis not accepted at 5% level of significance about Job satisfaction. Thus, there is a significant difference in the total experience of the faculty members about Job satisfaction. Based on the means score, faculty having teaching experience above ten years have a high value of Job satisfaction as compared to faculty with the less total experience.

(g) ANOVA table for different Designation of faculty members concerning Job satisfaction

Proposed hypothesis **H₇**: Different designation of faculty members have no significant difference concerning Job satisfaction

From the below table, the p-value is not more than 0.001** for Job satisfaction. The p-value is <0.001**, the proposed null hypothesis not accepted at a 1% level of significance concerning Job satisfaction. Thus, concluded there is a significant difference among designation of the faculty members about Job satisfaction. Based on

the mean score, the Assistant professors are highly satisfied (Job satisfaction) followed by Associate Professors and Professors.

Post-hoc analysis (DMRT) – As seen from the table, the difference among designation of the faculty is significant at 1% level concerning Job satisfaction. In the case of Job satisfaction, it is the Assistant professors are highly satisfied (Job satisfaction) significant and different from the satisfaction level of Associate Professors and Professors. The level of job satisfaction is equal for Associate Professors and Professors.

Factors of research	Designation			F value	p-Value
	Assistant Professor	Associate Professor	Professor		
Job Satisfaction	24.739 ^b (2.589)	23.058 ^a (4.165)	22.548 ^a (3.619)	13.369	<0.001**

Job satisfaction, though it shows no significance in the present study model, is commonly understood as a bundle of emotions, attitudes towards one’s workplace. It is explained as a pleasurable feeling which emerges from personal insight about the completeness of one’s job and values (Noel et al., 2006), does not have a substantial impact on work engagement in this model, though it significantly influences Affective commitment and Transformational leadership. Thus, Job satisfaction indirectly influences work engagement, which is beyond the scope of the present study. As per the sample or the data set, the relationship between work engagement and job satisfaction does not fall in line with the previous studies and differs, which is notable and may further analyze in future studies or research.

VI. DISCUSSION AND CONCLUSION

There is a need for leadership training to female faculty members, as the scope for improvement is more as compared to male faculty members. Central / State government should strengthen and energize the present shape and size of the technical education institutions in the state, in terms of financial, infrastructure and human resource requirements, on priority. The state should house at least one UGC HRDC (University Grants Commission Human Resource Development Centre), to meet the professional requirements of both the teaching and non-teaching staff of technical institutes in the state. NIRF parameters of

teaching & learning resources, research & professional practice, graduation outcomes, outreach & inclusivity, and perception needs to be addressed on priority by the respective institutes, which are the core framework of educational institutes. Gender inequality to be removed in terms of job satisfaction and also in performance management issues. Permanent faculty to be recruited for higher work engagement and institutional outcomes. Faculty should be encouraged and to be given adequate opportunity and space to complete their Ph.D./higher studies. Higher number of faculty display high levels of leadership, needs to be nurtured and developed. It is a matter of concern, that faculty below 50 years of age are not satisfied with their profession, that necessitates growth and develops opportunities, needs introspection. It is encouraging to find that, faculty above 50 years of age are highly engaged and committed to their profession, needs to be exploited. Higher number of faculty display moderate level of work engagement and 48% display a moderate level of leadership and commitment that shows significant potential in hand, to be taken advantage for the development of the institute and the individuals.

The dynamic and ever-changing nature of higher technical education suggests that transformative leadership and effectively committed employees are in need to cope with the claim fisted upon the technical education and technical institutions. With the different change in policies and reforms in the educational system, it is for the institutes and the government, the primary stakeholder, to investigate and establish the effectiveness of leadership and the required level of commitment among the employees. As suggested by Allen (1997), understanding commitments develop, and how they help shape attitudes and behaviours, organizations will be in a fairer position to anticipate the impact that change will have and to manage it more effectively.

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