

A STUDY OF JOB SATISFACTION OF TEACHERS WORKING IN SELF-FINANCED TEACHER EDUCATION COLLEGES IN MUMBAI

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Abstract

Job satisfaction is characterized as the degree to which a worker feels self-roused, content and happy with his/her job. Job satisfaction happens when a worker feels the person is having job solidness, profession development and a agreeable balance between fun and serious activities. A review was led to know job satisfaction of teachers working in self – financed teacher education colleges of Faridabad. An elucidating overview strategy for research was utilized to gather the information of job satisfaction among teachers of self-financed teacher education colleges. The example for the review comprised of 200 teachers haphazardly chose from self-financed teacher education colleges situated at metropolitan and rustic areas of Faridabad region of Haryana state. The colleges were chosen based on advantageous examining while straightforward irregular procedure was followed to choose the teachers. A self - created Change Scale (AIS) was utilized to gather the information. The discoveries of the review show that larger part of teachers of self-financed teacher education colleges were tracked down under moderate degree of job satisfaction. The teachers of metropolitan self-financed teacher education colleges were viewed as better fulfilled in contrast with the teachers working in country self-financed teacher education colleges. The female teachers of self-financed teacher education colleges were viewed as preferred fulfilled over the male teachers of self-financed teacher education colleges. The mean score of job satisfaction of male teachers of self financed teacher education colleges is not exactly the mean score of job satisfaction of female teachers of self financed teacher education colleges. The male and the female teachers of self-financed teacher education colleges try not to contrast essentially in their Job satisfaction scale.

Keys Words: Job satisfaction; Teachers; Self-Financed Teacher Education Colleges

INTRODUCTION

Teachers are apparently the main gathering of experts for our country's future. Hence, it is upsetting to observe that large numbers of the present teachers are disappointed with their jobs. A teacher, who is content with his job, plays a vital job in the upliftment of society. Composed and fulfilled teacher can contribute a ton to the prosperity of his/her understudies. An unsatisfied

teacher can become crabby and may make pressures which can have negative effect on the students' educational experience and it subsequently influences their scholastic development. Job satisfaction infers the general acclimation to work circumstance.

Job satisfaction is the consequence of different perspectives moved by a representative towards his job. These perspectives might be connected with job factors like pay, job security, job climate, nature of work, a chance for advancement, brief evacuation of complaint, a chance for cooperation in navigation and other incidental advantages. Job satisfaction may in this way be characterized as a disposition which results from an adjusting and summation of numerous particular preferences furthermore, disdains experienced by a representative in the exhibition of his job. The satisfaction and dissatisfaction with one's job relies on the positive or negative assessment of one's own prosperity or disappointment in the acknowledgment of individual objectives and the apparent commitment of job to it. The representative's mentality towards the job and association also becomes positive when they understand that their job works with them in accomplishing their requirements and values, straight (by performing it) or in a roundabout way (by the bundle they get). To put it plainly, it addresses the contrast between worker's assumptions and experience he/she gets from the job. The more extensive the hole, the more is the dissatisfaction.

JOB SATISFACTION

The expression "Job Satisfaction" was first portrayed by Hoppock (1935) who saw that Job satisfaction is a blend of mental, physiological and natural conditions that make an individual say "I'm happy with my job". While there have many discussions on the idea of Job Satisfaction, in many examinations it is portrayed as how individuals feel about their jobs and its various perspectives. It is the degree to which individuals like (satisfaction) or aversion (dissatisfaction) their jobs (Spector 1997). Anyway a more straightforward portrayal is given by Saiyadain (2007) who characterizes Job Satisfaction as the end condition of feeling, the inclination that is capable after an errand is achieved. This feeling could be pessimistic or good relying upon the result of the assignment attempted.

As per Garton (1976), worker's satisfaction and spirit are attitudinal factors that reflect positive or gloomy sentiments about specific people or circumstances, satisfaction when applied to work setting of educating appears to allude to the degree to which a teacher can meet individual, individual and expert requirements.

The term Job Satisfaction is by and large utilized in hierarchical undertaking in business the board. Job Satisfaction is the favourableness or unfavourableness with which representatives view their work (Bruneberg, 1976). It implies the measure of arrangement between one's assumptions for the job and the compensations to the job gives. Job satisfaction is worried about an individual or a gathering in the association. Job Satisfaction can be appropriate more to parts of an person's

job. On the off chance that every individual is exceptionally happy with his/her job just it were considered as gathering job satisfaction.

For the most part job satisfaction is connected with number of workers' factors like turnover, nonattendance, age, occupation also, size of the association in which he works. The level of satisfaction of job is generally relies upon satisfaction

of representative factors. As indicated by Garton (1976), worker's satisfaction and confidence are attitudinal factors that reflect good or pessimistic sentiments about specific people or circumstances, satisfaction when applied to work setting of instructing appears to allude to the degree to which a teacher can meet individual, individual and expert requirements.

Job Satisfaction is a vital inspiration factor which can assume a crucial part not just in rousing the teachers in homeroom execution yet additionally in whole improvement of an educational foundation or association.

For the most part, it is observed that those teachers are more joyful with their calling, can perform better compared to other people who are not happy with their calling. As Chief and Hannum (2005) expressed, profoundly powerful and spurred teachers are those kinds of teachers who gain Job Satisfaction. As indicated by Ingersoll (2001) Job Satisfaction drives the representatives to perform better and be spurred in what they do. Great execution and it are the to invest more energy key variables to accomplish authoritative objectives. The other way around, those representatives who are not content with their job make less exertion and their presentation level isn't great. Woods and Weasmer (2002) recommended that when teachers are fulfilled, the pace of steady loss is diminished, collegiality is upgraded, and job execution gets to the next level.

Job satisfaction is significant in regular day to day existence. Associations essentially affect individuals who work for them and a portion of those impacts are reflected in how individuals feel about their work (Spector, 1997).

NEED AND SIGNIFICANCE OF THE STUDY

Teachers play a significant role in the field of education in a nation. It is the teachers who deal with all the policies and programmers of education. Therefore adjustment and job satisfaction of teachers is of crucial importance. This relates to his/her identification with the profession and his/her willingness to be effective. "The feeling of being unfortunate to be in the teaching profession because of reasonable or unreasonable excuses is very likely to jeopardize teachers' potential effectiveness" (Anand 1992). Job satisfaction not only increases efficiency but also provides intrinsic motivation for work. It is necessary for the development of any educational organization because directly or indirectly it influence attitude, morale, and absenteeism and production level. Several studies suggest that job satisfaction of teachers is positively related

with the effectiveness. Moreover, all types of works are not satisfying. Suitability of work therefore, is very important for job satisfaction and the general mental health of the individual.

Satisfaction is the biggest thing in our life. The person, who is satisfied with his life, is successful person. If teacher is satisfied both at family and job place automatically the teaching attitude will be positive. It will also affect the classroom environment and the students the personality of the teacher will play an influence on the minds of the students.

College is an inseparable part of the development of a country. Fact has now been realized with predominant importance that without ensuring college's development the national development cannot be achieved. A self- financed college in India is one which does not receive any financial aid from the Central Government or from the State Government. They also do not get any financial grant from the UGC nor do they get any benefits from the UGC. Such an institute finances itself through the fees paid by the students who enroll for the courses and may get private financing from other sources, such as a corporate house. (Swara, 2012)

Education is media through which college's development can be achieved where the teachers have significant role to play. The teachers are the active participants of improving quality of Higher education. Teaching profession is regarded as one of the noblest profession. Hence present problem is under taken to study the adjustment and job satisfaction of Teachers working in self-financed teacher education colleges located in Faridabad district of Haryana. It is important for the Teachers in Higher education to be satisfied with their profession.

The satisfaction can make them devoted and committed to their responsibilities. But such satisfaction is hindered by some organizational as well as cultural phenomena. The financial benefits, the rewards or punishment system, ingroup relationship, the culture of the organization etc. contribute to affecting their satisfaction. The problems of self –financed colleges' teachers are that they are not equally treated in comparison with government colleges' teachers and their importance is not so much recognized. The unfavourable working environment, unhealthy interpersonal relationship makes them dissatisfied. Poor salary and status keep the teachers away from being work with full devotion All these are problems of the teachers of self-financing colleges in India causing dissatisfaction in their profession.

More over in the organizational context, stress has been found to be experienced among them because of job insecurity, performance expectations, technology changes, and personal and family problems which cause depression, irritation, anxiety, fatigue and thus lower self-esteem and reduce job satisfaction which are directly associated with their adjustment. Job satisfaction is considered a strong predictor of overall individual well-being and adjustment. Therefore, the investigator decided to carry out a research in order to find out adjustment and job satisfaction of teachers working in self-financed teacher education colleges and correlation between adjustment and job satisfaction among the teachers working in self-financed teacher education colleges.

METHODOLOGY

The main purpose of this work was to study the adjustment and job satisfaction among teachers working in self-financed teacher education colleges. In the present investigation Descriptive Survey Method was employed to find out correlation between adjustment and job satisfaction among teachers working in self-financed teacher education colleges. Thus the research is comparative, cross-sectional and correlational in nature.

STATEMENT OF THE PROBLEM

The research is entitled as, “A Comparative Study of Job Satisfaction of Teachers Working in Self-financed Teacher Education Colleges”.

OBJECTIVES OF THE STUDY

1. To study the job satisfaction of teachers working in self-financed teacher education colleges.
2. To study the job satisfaction of teachers working in self-financed teacher education colleges located in urban area.
3. To study the job satisfaction of teachers working in self-financed teacher education colleges located in rural area.
4. To study the job satisfaction of male teachers working in self-financed teacher education colleges.
5. To study the job satisfaction of female teachers working in self-financed teacher education Colleges.
6. To compare job satisfaction between teachers of urban and rural self-financed teacher education colleges.
7. To compare the job satisfaction between male and female teachers working in self-financed Teacher Education Colleges.

HYPOTHESES OF THE STUDY

1. There is no significant difference between job satisfactions of teachers working in self-financed teacher education colleges of urban and rural areas.
2. There is no significant difference between job satisfactions of male and female teachers working in self-financed teacher education colleges.

DESIGN OF THE STUDY

Present study falls under ‘Descriptive survey method’. This is the most widely used research method in education. Descriptive method attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, effects, attitudes, beliefs etc. The main objective of the present research work was to study adjustment of teachers working at self-

financed teacher education colleges located at Mumbai in relation to their level of job satisfaction.

Population: The teachers of self-financed teacher education colleges of Maharashtra state constituted the population in the present study.

Sample: A sample is a small proportion of a population selected for observation and analysis. The sample for the present research work comprised of 200 teachers working in self-financed teacher education colleges. 100 teachers working in self-financed teacher education colleges located in urban area and 100 teachers working on self-financed teacher education colleges located in rural area were selected by simple random sampling technique. There was equal number of male and female teachers of self-financed teacher education colleges. The colleges were selected on the basis of convenient sampling whereas random sampling technique was followed to select the teachers.

TOOL USED

The following tools were selected and used by the researcher for data collection in the present investigation:

1. Teachers' Adjustment Inventory developed and standardised by the investigator.

PROCEDURE OF DATA COLLECTION

The investigator visited the selected colleges personally taking prior permission of the principals to administer the tool to collect the required data from the colleges. Research tools were administered on the sample subjects for collecting evidences or data. Most educational researches lead to the gathering of data by means of some standardized test or self-constructed research tools. It should provide objective data for interpretation of result achieved in the study. The data collection is the accumulation of specific evidence that enables the researcher to properly analyze the result of all activities by his/her research design and procedures. The data were collected individually. The researcher visited to the colleges, contacted the principals for administration of the tools on the selected sample. She established proper rapport with the teachers and then administered the tools. The list of the scores obtained by the male and the female teachers were prepared separately from two groups as the urban and the rural.

STATISTICAL TECHNIQUES USED

Statistical Techniques such as mean, standard deviation, Z- scores and t- test were used for the analysis and interpretation of the data. The investigator applied t-test to compare adjustment of teachers working at Self-financed urban and rural Teacher Education Colleges. The same test was used to compare adjustment of male and female teachers working at Self-financed teacher

education colleges. Similarly the job satisfaction between the urban and rural teachers working at Self-financed Teacher Education Colleges was compared. There are several methods for computation of Coefficient of Correlation. In the present study, Pearson's Product Moment Method was used to find coefficient of correlation between adjustment and job satisfaction among teachers of self-financed teacher education colleges.

DELIMITATIONS OF THE STUDY

The study was delimited to;

1. The college teachers working in self-financed teacher education colleges.
2. The self-financed teacher education colleges located at Faridabad district of Haryana.
3. Only 200 teachers working at Self-financed teacher education colleges of Faridabad were taken for the study.
4. Both male and female teachers working at Self-financed teacher education colleges of Maharashtra were taken for study.

ANALYSIS AND INTERPRETATION

To study the Job satisfaction of teachers of self-financed teacher education college, raw scores obtained by administering the Job satisfaction scale on the sample were converted into standard scores and the number of teachers of self-financed teacher Education Colleges were counted at various levels of Job satisfaction.

JOB SATISFACTION OF TEACHERS OF SELF-FINANCED TEACHER EDUCATION COLLEGES

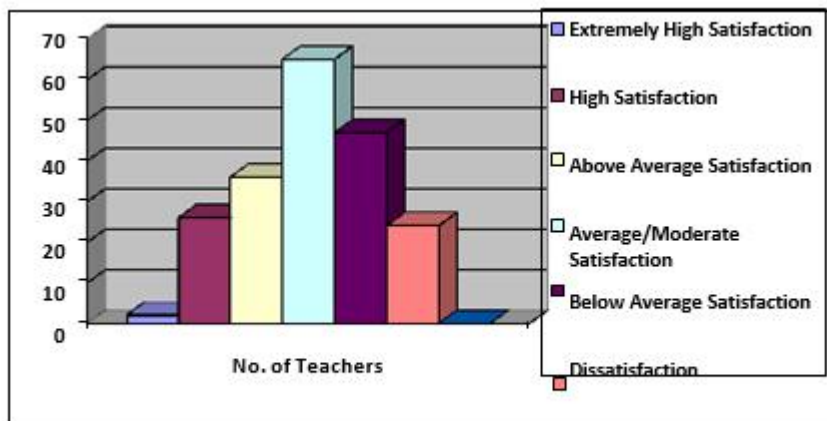
The table 1, given below shows the ranges of raw scores, ranges of z-scores, various levels of Job satisfaction ranges and number of teachers under various levels of Job satisfaction scale.

| S. No | Range of z-Scores | Grade | Level of Job Satisfaction | No. of Teachers |
|-------|-------------------|-------|-------------------------------|-----------------|
| 1. | +2.01 and above | A | Extremely High Satisfaction | 2 |
| 2. | +1.26 to +2.00 | B | High Satisfaction | 26 |
| 3. | +0.51 to +1.25 | C | Above Average Satisfaction | 36 |
| 4. | -0.50 to +.050 | D | Average/Moderate Satisfaction | 65 |
| 5. | -0.51 to 1.25 | E | Below Average Satisfaction | 47 |
| 6. | -1.26 to -2.00 | F | Dissatisfaction | 24 |
| 7. | -2.01 and below | G | Extremely Dissatisfaction | 0 |
| | Total | | | 200 |

On analyzing the data of level of Job satisfaction of 200 teachers of self-financed teacher education college it was concluded that 2 teachers of self-financed teacher education colleges were found at extremely high level satisfaction while 26 teachers were found under high satisfaction, 36 teachers were at above average satisfaction, 65 teachers at moderate satisfaction, 47 teachers at below average satisfaction, 24 teachers at dissatisfaction and not a single teacher of self-financed teacher education colleges were found at extremely dissatisfaction. From the collected data it has come to know that the maximum number of teachers of self-financed teacher Education Colleges was found under average/moderate satisfaction. Majority of teachers of self-financed teacher education colleges were found under moderate level of Job satisfaction. Least number of self-financed teacher education college teachers was found under extremely dissatisfaction. The teachers having extremely dissatisfaction should be motivated to change their perception towards their profession in order to be adequate job satisfaction in teaching profession.

Graph 1 given below shows the number of teachers of self-financed teacher education colleges under various levels of job satisfaction.

Graph 1: Showing Number of teachers of Self-financed teacher education colleges under Various Levels of Job satisfaction Scale



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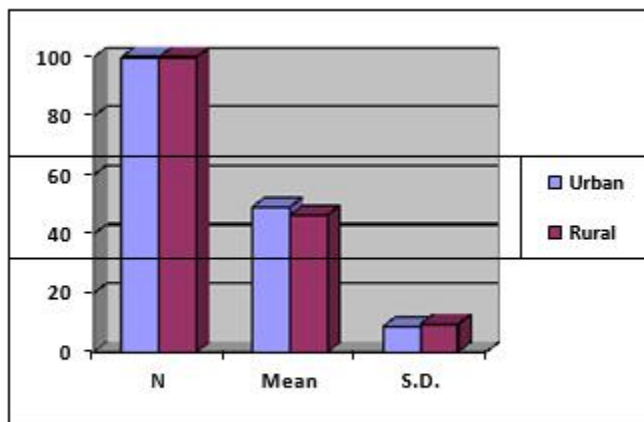
Graph 1 shows that majority of Self-financed teachers of Teacher Education Colleges were found under moderately satisfied. Only a few of them were found under extremely high satisfaction and not a single teacher was found extremely dissatisfied in their Job.

COMPARISON OF JOB SATISFACTION BETWEEN URBAN AND RURAL TEACHERS

The table 2 shows relevant statistics i.e. mean, standard deviation (SD), t- ratio and actual number of teachers working in self-financed teacher education colleges located in urban and rural area of Faridabad. Mean comparison of job satisfaction between urban and rural teachers of self-financed teacher education colleges are given here:

| Teachers | N | Mean | S.D. | t-value | Level of Significance |
|----------|-----|--------|--------|---------|-----------------------|
| Urban | 100 | 157.36 | 53.321 | 2.10 | Significant |
| Rural | 100 | 141.82 | 51.128 | | |

It is clear from table-4.13, that the mean scores of job satisfaction of 100 teachers of self-financed teacher education colleges located in urban area was calculated to be 157.36 with standard deviation 53.321 while the mean scores of job satisfaction of self-financed teacher education colleges located in rural area is calculated to be 141.82 with standard deviation 51.128. Both the groups differ in the scale of job satisfaction.



Graph 2: Mean and S.D. of Job satisfaction between Urban and Rural Teachers

It is evident from graph 2 that the mean score of job satisfaction of the teachers working in self-financed teacher education colleges located in urban area is greater than the mean score of job satisfaction of teachers working in self-financed teacher education colleges located in rural area.

It means that the teachers working in urban and rural self-financed teacher education colleges differ significantly in their Job satisfaction scale. Locale effect is seen on interpreting the data of job satisfaction of teachers of urban and rural self-financed teacher education colleges.

On analyzing the data, it is clear that two groups differ significantly on their Job satisfaction as the t- value between the mean scores of job satisfaction of teachers of urban and rural self-financed teacher education colleges is calculated to be 2.10 which is greater than the tabulated t -

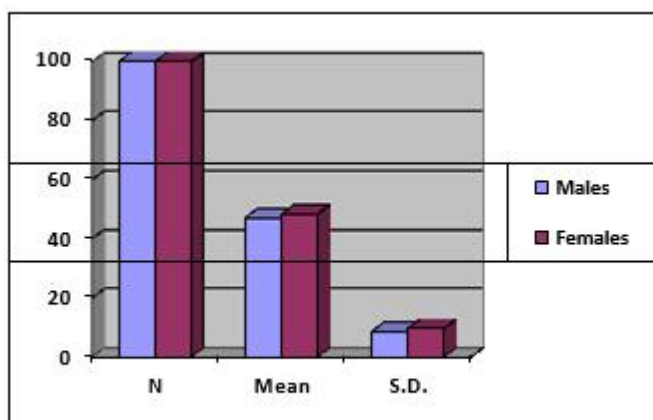
value (1.96) at 0.05 level of significance. Thus, there exists a significant difference in job satisfaction between the teachers working in self-financed teacher education colleges located in urban and rural area of Mumbai.

COMPARISON OF JOB SATISFACTION BETWEEN MALE AND FEMALE TEACHERS

The table 3 shows relevant statistics i.e. mean, standard deviation (SD), t- ratio and actual number of male and female teachers of self-financed teacher education colleges in terms of job satisfaction. Mean Comparison of job satisfaction between male and female teachers working in self-financed teacher education colleges is given here:

| Group | N | Mean | S.D. | t-value | Level of significance |
|-----------------|-----|--------|-------|---------|-----------------------|
| Male Teachers | 100 | 143.30 | 52.21 | 1.30 | Insignificant |
| Female Teachers | 100 | 152.88 | 52.16 | | |

It is clear from table-3 that the mean score of job satisfaction of 100 male teachers of self-financed teacher education colleges was calculated to be 143.30 with standard deviation 52.21 while the mean score of job satisfaction of 100 female teachers was calculated to be 152.88 with standard deviation 52.16. The calculated data show that the female teachers of self-financed teacher education colleges were found to be more satisfied in their job in comparison to their male counterpart.



Graph 3: Mean and S.D. of Job satisfaction between Male and Female Teachers

Graph 3 shows that the mean score of job satisfaction of male teachers of self-financed teacher education colleges is less than the mean score of job satisfaction of female teachers of self-financed teacher education colleges. It means that male teachers and the female teachers of self-financed teacher education colleges do not differ significantly in their Job satisfaction scale.

The calculated t-value of mean score between the male and the female teachers of self-financed teacher education colleges was calculated to be 1.30 which is less than the tabulated t- value (1.96) at 0.05 level of significance. On analyzing the data it is clear that two groups differ significantly on their Job satisfaction scale.

MAJOR FINDINGS

The major findings of the study are given below:

Majority of teachers of self-financed teacher education colleges were found under moderate level of Job satisfaction. Least number of self-financed teacher education college teachers was found under extremely dissatisfaction. The teachers having extremely dissatisfaction should be motivated to change their perception towards their profession in order to be adequate job satisfaction in teaching profession.

Majority of teachers working in self-financed teacher Education Colleges located in urban areas were found under moderate level of job satisfaction. No any teacher of self-financed teacher education colleges of urban area was found under extremely low level of job satisfaction.

Majority of teachers of self-financed teacher education colleges located at rural areas were found under moderate satisfaction. No any teacher of self-financed teacher education colleges of rural area were found under extremely dissatisfaction.

Majority of male teachers were found under moderately satisfied in their job. No any male teacher of self financed teacher education colleges was found under extremely dissatisfied at their job.

Majority of female teachers of self-financed teacher education colleges were found under moderate level of Job satisfaction. No any female teacher of self-financed teacher education colleges was found extremely dissatisfied.

The mean score of job satisfaction of the teachers working in self-financed teacher education colleges located in urban area is greater than the mean score of job satisfaction of teachers working in self-financed teacher education colleges located in rural area.

Locale effect is seen on interpreting the data of job satisfaction of teachers of urban and rural self-financed teacher education colleges.

The mean score of job satisfaction of male teachers of self-financed teacher education colleges is less than the mean score of job satisfaction of female teachers of self-financed teacher education colleges.

The male teachers and the female teachers of self-financed teacher education colleges do not differ significantly in their Job satisfaction scale.

CONCLUSION

The teachers working in urban self-financed teacher education colleges were found to be better satisfied due to good physical environment, favorable working condition than the teachers working in self-financed colleges located in rural area of Faridabad district. It is the desire of the society that the Self-financed Teacher Education colleges ' teachers are to give such input those can make them happy as well as positively adjusted. This satisfaction will then be infused to the students and next to the nation.

EDUCATIONAL IMPLICATIONS

Satisfaction from the job is necessary for full devotion and commitment of teachers towards their colleges. Even the best educational system is bound to fail in the absence of competent and satisfied teachers. Unless the teacher is satisfied with his/her job, he/she cannot deliver the good properly.

The teachers need to be empowered by giving autonomy. The college authorities can organize special welfare programs for teachers' well-being and positive changes in their level of satisfaction.

The teachers having different levels of job satisfaction may also require different motivational strategies for instance; teachers high in extrinsic job satisfaction may prefer bonuses other types of reward for their proper adjustment.

The teachers of self-financed teacher education colleges should be given good perks, salary, infrastructure and other facilities to make them satisfied and good in adjustment.

SUGGESTIONS FOR FURTHER RESEARCH

A similar study may be conducted in determining the significant correlates and the challenges in teacher education.

A similar study may be conducted on teachers belonging to other districts.

A similar study may be conducted to identify the devices to enhance adjustment and better job satisfaction among teachers.

Effect of organizing training programs for professional growth of the teachers.

Further study may be conducted to see effect job satisfaction by improving the infrastructure facilities like library, laboratory equipment, and classrooms, teaching technology, teaching aids for academic and professional development of the teachers.

Further study may be conducted to see effect on job satisfaction of college teachers on increasing and upgrading them with regular and adequate salary, promotional avenues, service conditions, adequate retirement benefit etc.

The present investigation is related to teachers of self-financed teacher education colleges. It could be extended to secondary as well as college and even at university level.

The same study may be conducted on various stages of teachers of rural and urban colleges.

Similar study may be conducted to compare the adjustment level of teachers working in government and private colleges.

The study needs to be replicated on a wider sample so that the results are better confirmed.

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