

# IJRTBT | Assessment of the Job Satisfaction of Teachers in respect of Al-Ameen Mission Group of School in West Bengal

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## Abstract

The goal of this study was to identify the factors influencing teacher job satisfaction at Al-Ameen Group of Schools in West Bengal. The descriptive survey methodology was used for the investigation. These schools were chosen at random to participate in the pilot project. Information was gathered using a structured and validated questionnaire. The instrument underwent face and content validation, and the Alpha reliability approach was used to assess the instrument's reliability. The obtained Alpha Reliability coefficient was 0.763. Using factor analysis and descriptive statistics, the data were coded and examined. According to a factor analysis, eight factors explained 65.187% of the variation in teachers' job satisfaction. Security of teachers, teaching resources and infrastructure, financial incentives, role of supervisors, working order, monthly remuneration, non-financial incentives, and health scheme were the eight elements. Security of teachers, teachings resources and infrastructure, financial incentives, and role of supervisors were the main contributors to teachers' job satisfaction. The survey also showed that salary for teachers was increased and that non-financial incentives were infrequently given to them. Therefore, it was advised that responsible authorities should plan ways to support increasing teacher satisfaction in schools by offering enough security, infrastructure, instructional materials, and health care.

**Keywords:** *Job Satisfaction; Schools; Teachers Factor Analysis; Variance*

## Introduction

Any nation's ability to advance depends on the quality of its educational system, which can only carry out its mandates when supported by the appropriate teaching personnel. Teachers are the ones who put all educational theories into action and help students learn. As a result, the teachers have the greatest impact on any educational system. If one reads Kalam & Rajan's (1998) observation, which states that "If you are a teacher in whatever capacity, you have a very special role to play because more than anyone else you are shaping generations," they can be understood.

We only work with students who will be the future generation of citizens in the teaching profession. Since teachers are referred to as nation builders, it is their duty to instil in the next generation of citizens the necessary skills and a positive outlook. According to the Kothari Commission Report (1964–66) by Poornima (2020), "The future of India is now being shaped in her classrooms." We think that this is not just empty rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare, and security of the people. Our success in the massive project of national reconstruction, the main goal of which is to increase the standard of living of our people, will depend on the calibre and quantity of people graduating from our schools and colleges. As a result, it is imperative to train teachers for all levels of education, and teacher educators working in various teacher education institutes are solely responsible for this.

### **Job Satisfaction Theory**

The term "job satisfaction" combines the phrases "job" with "satisfaction." Job refers to a group of activities, obligations, and responsibilities, whereas contentment denotes the satisfying of a need or desire. As a substantial portion of an individual's time is spent at work, job satisfaction holds a key place in today's work-oriented culture.

Job satisfaction is determined by how positively or negatively an employee views their work. It conveys the degree to which one's expectations of the employment and the benefits it offers align. Life happiness includes a sense of fulfilment at work.

One's feelings at work are influenced by the type of environment they are in outside of work. In a similar way, as a job plays a significant role in one's life, job satisfaction affects how happy a person is overall. An emotional state brought on by an evaluation of one's work experience is job satisfaction. The final arbiters of the educational process are the teachers. It scarcely requires a thorough explanation to clarify the significance of the teacher's job happiness in determining his efficacy. The most reliable indication of declining teaching standards is low work satisfaction. On the other hand, well-organized work (teaching) results from high job satisfaction. The degree to which one feels happy about their employment is their level of job satisfaction.

It has to do with how someone feels or is feeling about the nature of their job. In other words, having a job that one enjoys, performing it well, and being enthusiastic and happy about one's work are all indicators of job satisfaction.

Everyone identifies job satisfaction as occurring in accordance with expectations. It varies from person to person, organisation to organisation, and even when considering male and female. Simply said, job satisfaction is when someone is happy in their position. Having a pleasant emotional state that is gratifying and results from appreciating one's work or work experiences is known as job satisfaction. It arises from the belief that one's work satisfies or permits the fulfilment of one's core professional values, provided that this view is supported by evidence that one's requirements and these values are compatible (Locke, 1976).

An emotional condition brought on by an evaluation of one's work experience is job satisfaction. The final arbiters of the educational process are the teachers. The teacher's job pleasure is so self-evident that it scarcely requires a thorough explanation to explain its relevance in deciding his efficiency. The most reliable indication that teaching standards are declining is low work satisfaction. On the other side, well-organized work (teaching) results from high job satisfaction. According to one definition, job satisfaction is a "pleasant emotional state coming from one's evaluation of one's employment, one's affective reaction to one's job, and one's attitude towards one's job."

As a result, job satisfaction is the total of all aspects—both good and bad—of a person's pay, working conditions, degrees of achievement, rewards, and social status in relation to his or her employment. It relates to a person's subjective perception of his work circumstances, as well as his reaction and feelings toward various job-related aspects. What is a composite of components or dimensions is not a singular idea. Job satisfaction is a phenomenon that is influenced by a person's personal, social, intellectual, administrative, and economic circumstances in addition to their job.

### **Job satisfaction explanations**

The definition of "job satisfaction" in the dictionary is "Extent Abstract." The concept of job satisfaction is not only restricted to employee sector, but embraces all the other sectors as well, where there is engagement of employees and workers. Education primarily refers to the impact that teachers have over the students under their supervision. Teachers need to be aware of the expectations and demands placed on them by the profession to effectively carry out their pivotal and crucial roles. However, there is currently a perception that instructors do not find fulfilment in their work.

Despite various plans, initiatives, rewards, and requirements, teachers are not happy. Employment satisfaction is the sum of an individual's feelings about his or her job, including those regarding job promotion, supervision, and other factors. The current article examines what it means to be a teacher educator's job satisfied, the value of job satisfaction, the role and responsibilities of teacher educators, and factors influencing job satisfaction.

### **Job satisfaction explanations**

The definition of job satisfaction given by the dictionary is, 'The degree to which a person is happy or satisfied with the content and environment of his or her work or is dissatisfied or frustrated by inadequate working circumstances and monotonous job content.'

According to the International Dictionary of Education, an individual's level of contentment or irritation with the setting or circumstances in which he must work, as well as the nature of the work he must perform, influences job satisfaction. However, this would not provide a whole picture of occupational satisfaction in general.

It is "any combination of psychological, physiological, and environmental factors that leads a person to claim honestly "I am content with my employment," according to Hoppock (1935). According to him, "work satisfaction depends on how much the needs we feel our jobs should be meeting are met by them."

"Job satisfaction is a function of the priority attributed by the workers to the amount to which needs are generally supplied in the work situation relative to the way in which those workers have structured their wants and expectations," writes Russel (1975).

"Job satisfaction may be characterised as a pleasurable positive emotional state coming from the appraisal of one's job or job experiences," Locke (1976) notes. It comes from the sense that one's employment provides for or permits the fulfilment of one's significant job values to the extent that these values are compatible with one's needs.

According to the Margolis & Romero (1998), achieving goals such as recognition, money, promotions, and other advancements as well as feeling generally contented are all correlated with job satisfaction.

### **Importance of job satisfaction**

1. The study of job satisfaction provides management with a wealth of data on the job, the employee, the environment, etc., assisting it in making decisions and changing the direction of organisational policies and behaviour. It reveals the organization's overall degree of satisfaction with its policies, programmes, etc.
2. It serves as a diagnostic tool for pinpointing personnel issues, enacting change, and making least-resistance corrections.
3. It improves the organization's communication system and allows management to review the outcomes to choose the best course of action moving forward.
4. It facilitates employee integration with the firm and helps employees' attitudes regarding their jobs improve. It encourages a sense of participation and belonging, which boosts the organization's productivity all around.
5. Having precise knowledge of what workers want and what management is doing is helpful to unions. As a result, it makes it easier to resolve conflicts and other unpleasant circumstances amicably.
6. It makes it easier to identify the organization's and the employees' needs in terms of training and development.

We can enhance job performance by enhancing employee morale and job satisfaction. The management quickly got to work making use of this fresh realisation, and they moved forward on two fronts. To begin with, they tried to gauge employee sentiment to determine where to focus their efforts on enhancing employee satisfaction. To increase performance, they then set out to train their managers, particularly first-level supervisors, to pay attention to the attitudes and feelings of their employees.

In fact, unless and unless the people that make up the company are content in their professions, no organisation can successfully complete its purpose and mission. Aggression follows dissatisfaction and frustration, respectively. It is thought that workers who are unhappy at work may have a combative attitude toward the management. Dissatisfaction is contagious, quickly spreads to other workers, and is likely to have an impact on their attitudes, productivity, and perceptions of the company. A disgruntled employee has the potential to substantially harm the organization's reputation, property, and commercial interests. Different aspects that are connected to the current job situations have an impact on job satisfaction and discontent. These various factors include chances for career advancement, workplace stress levels, involvement at work, relationships with co-workers and managers, proper merit recognition, adequate pay and working conditions, the resolving of grievances, feelings of exhaustion and loneliness, and the reputation of the company.

Human resource managers must comprehend the complicated and crucial idea of job happiness because most employees do not feel that their labour is being compensated. Additionally, they don't think their organisations are doing enough to find and develop top talent or to effectively manage it.

For reasons other than those shared by their employees, human resource managers could be worried about employees' job happiness. Because they care about their employees, altruistic managers want happy workers. Managers, who prioritise results desire happy workers because they might perform better, be less likely to miss work, and work longer hours. Additionally, contented workers frequently generate better work than their dissatisfied counterparts. Indeed, studies on making the workplace more human show that contented workers are more productive and that firms with contented workers are more effective. Employee satisfaction is correlated with high internal work motivation, high-quality performance, and lower absenteeism and turnover.

### **Job satisfaction factors and determinants**

After discussing the ideas behind and advantages of job satisfaction surveys, the researcher now wishes to focus on a crucial aspect of his study: the components of job satisfaction. Numerous interrelated factors both contribute to and are responsible for job satisfaction. Although these factors can never be completely separated from one another for analysis, statistical techniques can be used to separate them sufficiently to provide a sense of their relative weight in determining job satisfaction. A lot of factors can affect a teacher's or an employee's job happiness or dissatisfaction.

Most of the time, an employee's job satisfaction or unhappiness is determined by their income, promotion, perks, supervisor, co-workers, working environment, communication, security or safety, productivity, and the actual task. These elements each play a unique role in a person's level of job satisfaction. According to Harrel (1968), who wrote the renowned book "Industrial

Psychology," an employee's job satisfaction is influenced by a variety of interrelated elements. He separated them into three main groups based on various factors. As follows:

**a) Individual Factors:** These include the worker's sex, education, age, marital status, and personal traits, as well as their family and socioeconomic backgrounds.

**Sex:** Most of the research on the topic has revealed that women are happier at work than males are. The explanation for this may be that women's objectives and financial requirements are lower, even though women are often discriminated against in the job market and salary.

**Dependents in Number:** One is less satisfied with his job the more dependent he is on it. Perhaps the pressure of increased financial necessity causes more job discontent. Although slight, there is a difference in employee satisfaction depending on the number of dependents.

**Age:** Studies on the correlation between age and job satisfaction have produced varying results in various groups. Older workers reported greater inner job satisfaction, but less contentment with their finances and job status. However, several studies have found varying effects of age on job satisfaction.

**Time on the Job:** According to several studies, job satisfaction is initially high, declines gradually to the fifth or eighth year, and then increases again as time goes on.

**Education:** The data on the connection between education and job happiness is rather contradictory; different research has found varying degrees of the influence of education on job satisfaction.

**b) Job-specific Factors:** These aspects have lately been researched and proved to be crucial in hiring decisions.

The skilled workers would prefer to be guided by their own propensity to choose employment in consideration of what they have to perform rather than by their co-workers and bosses. These aspects include the actual work itself, working circumstances, the impact of the internal and external environment on the workplace, which are outside the management's control, etc.

**Work type:** The work type is the most crucial element that comes with the job. Several research have demonstrated that diversified work brings considerably more job satisfaction than does routine employment. Depending on the work, job satisfaction ranges virtually from 0 to 100%.

**Required skill:** Other elements, such as the type of work, responsibility, and others, have an impact on skill in connection to job satisfaction.

According to research on the relationship between skill and job satisfaction, "where skill exist to a considerable extent, it tends to become the first source of satisfaction to the workman, with satisfaction in condition of work or in wages becoming predominant only where satisfaction on skill has materially decreased." The study done by Karki, Bhatt & Ghosal (2022) revealed that

there exists critical positive connection among real expected others quality elements and consumer loyalty. The review thought about that inn clients experience is the vital element in the cordiality business.

Job satisfaction and occupation status are related, but distinct, concepts. Work status is always valued in relation to other perspectives. Employees who hold lesser positions frequently appear to be looking for new employment. where they can enjoy their jobs more. Employee dissatisfaction has been found to be higher in positions that have lost social standing and prestige. These values are relatively consistent within a nation, but they do differ between nations and are likely to fluctuate sometimes within a nation depending on certain circumstances.

**Organizational size:** In a small organisation, employees have more opportunities to communicate with one another and can more simply ask for one another's cooperation. This may be conceivable in a huge business, but it will rely on its needs and the tasks that it has given its personnel.

**c) Management-Controllable Factors:** They covered the type of supervision, job security, type of workgroup, wage rate, opportunities, and transfer policy, as well as the length of the workday, sense of responsibility, and opportunities.

**Security:** The typical employee will consider their job to be more satisfying. However, security is less important to those with higher levels of education. This may be because the jobs they obtain do not carry as great a risk of layoff, or because those with higher levels of education can legitimately feel more confident that they can find new employment if necessary.

**Compensation:** Management has vastly overstated the significance of pay as a determinant in job happiness. According to the majority of studies, pay comes in well below security, type of work, etc. With changes in the labour market, the state of the economy, and employee perceptions of their working circumstances, compensation will likely alter in importance relative to other factors.

**Opportunity for advancement:** This component is more crucial now than it ever was. Young people are more motivated to advance because this is only feasible when they are younger. Believing that there is a possibility to advance is directly tied to believing that individual achievement is rewarded. Even if a person doesn't think he merits a promotion, he nevertheless places a great value on the best individual being recommended.

**Co-workers:** According to a survey, co-workers are generally cooperative. The sense of cooperation that develops through many years of collaboration is present with the bank, but it is man to offer something with the hope of receiving something in return.

To complete the work, supervision of the ongoing projects is crucial for supervisors. Positive supervision encourages participation from workers in lower echelons of the hierarchy.

By putting in place procedures that will ensure that tasks are challenged and then rewarded for achievement, an organisation can aid in fostering job satisfaction. Companies that want to foster a work environment that improves job satisfaction should include the following:

1. Flexible working conditions, perhaps with telecommunicating.
2. Training and other chances for career advancement.
3. Work that is engaging, challenging, and gives the employee the chance to "put his or her signature" on the finished product Possibilities to express one's creativity and use one's talents.
4. Possibilities to take charge of and oversee one's own work.
5. A steady, secure workplace with continuity and job security.
6. A setting where employees are supported by approachable managers who promptly give feedback as well as friendly team members.
7. Flexible perks, such as child-care and fitness facilities.
8. Up-to-date technologies.
9. Competitive compensation and prospects for promotion.

The fact that there are many factors that affect job satisfaction and that what/what makes employees happy with their jobs varies from employee to employee and from day to day is likely the most crucial thing to keep in mind when thinking about job satisfaction. In addition to the variables, personal traits of the employee, manager, style of management, and the nature of the work itself all have an impact on job satisfaction. Managers must try to comprehend the needs of each employee if they want to maintain a high level of job satisfaction among the workforces. Managers can increase employee happiness by, for instance, putting people in the same workgroup who have comparable needs, experiences, or histories. Managers can also increase job satisfaction by carefully matching the right employees with the right jobs. For instance, a person who is not detail-oriented would not likely make a good inspector, and a shy employee would probably not make a good salesperson. Managers should match job tasks to employees' personalities as closely as possible.

## **Literature Review**

Job satisfaction is one of the most widely researched subjects. Job satisfaction acts as a moderator for generating the relationship between working conditions and individual outcomes (Dorman & Zapf, 2001). Ahmed, Raheem & Jamal (2003) conducted a study on job satisfaction of 236 teachers in secondary school. It was observed that the female teachers are highly satisfied when compared to the male teachers. The teachers working in the government school showed higher satisfaction than the teachers working in the private schools. Gupta & Sahu (2009) conducted a study on job satisfaction. It deals with the relationship of job satisfaction with the organizational stress and place of control on vocational teachers. The results revealed that there is no significant gender difference between organizational stress and place of control on vocational schoolteachers. Noll (2004) examined the factors which affect the job satisfaction of

the teachers. It was observed that the motivation, teachers' relationship with the administration and working environment were the factors that affect the job satisfaction of the teachers. Agarwal (2004) had done his study on job satisfaction of primary and secondary school teachers. The results obtained that the experienced and married teachers at government schools are highly satisfied than the teachers at the private schools. It also revealed that the age and the marital status have no relationship with job satisfaction. Sharma & Jeevan (2006) conducted the survey among private and government schoolteachers in Jammu city and the sample contains 120 teachers. The study revealed the level of satisfaction among the teachers is not high and the private school teachers are highly satisfied when compared to government teachers. The study done by Muchhal & Chand (2010) conducted their study on job satisfaction of primary school teachers in Bagpat district. The study reveals that there exists significance between female and male teachers. According to Kumar & Bhatiya (2011) indicate teacher's satisfaction level and their attitude towards teaching is affected by the gender, marital status, and their minimum qualification. John (2010), Mehta (2012), Zilli & Zahoor (2012) conducted a survey regarding the teacher's job satisfaction to know whether the teacher's perception is affected by the type of organization. The result observed that there is a significant difference in the level of satisfaction of government and private school teachers. Raj & Lalitha (2013) conducted the survey on the level of job satisfaction among private and government schoolteachers. The results showed that there is no significant difference in the level of satisfaction of private and government schoolteachers. Moorthy (2013) conducted an empirical study to find the satisfaction level of female employees. The result showed that the level of satisfaction is at a moderate level. Achanta & Reddy (2014) conducted a survey on the level of satisfaction among primary school teachers. The result showed that male teachers gained high mean score when compared to female teachers. According to some studies an empirical approach to explore the service quality constructs in the healthcare organizations based on technical and functional landscape from the Cancer patient's purview (Prasad & Ghosal 2019; Ghosal et al. 2021). The conceptual model of SERVQUAL with adjusted modification to suit the socio-economic condition of study area has been used to explore the holistic concept of hospital service quality. Exploratory factor analysis has been used to filter out the exact constructs which hospital projects out to deliver service to the Cancer patients.

Neog & Barua (2014) found few factors which are accountable for job satisfaction, the relationship between job satisfaction and fair compensation, working environment and job satisfaction, job security and job satisfaction. They observed that salary was the major important factor that influences the job satisfaction and showed that the level of satisfaction is average among employees.

## **Results and Discussion**

### **Identification of Research Gap**

It can be found from the above literature that there are several studies on job satisfaction and effectiveness of the teachers. These studies found that Teacher Educators from remote areas were less satisfied with the working condition of their organization comparing of those who are teaching in cities. Teacher's experience has a significant influence on Job Satisfaction. Some 56 authors were investigated the opinion of principals regarding the factor's mastery subject, personal characteristics, teaching methodology and attitude toward students affect the performance of teachers. Though, several studies are connecting to the case studies and article discussions. Obviously, there is no specific study on private schools' teachers' job satisfaction and their effectiveness at work in the state of Andhra Pradesh especially in Visakhapatnam urban area. The present study tried to fill this gap though huge number of papers works, and research done on this topic before area wise, state wise and globally. In respect of Al-Ameen Mission Group of Schools in West Bengal, there are some common factors, which are the cause of Job Satisfaction of Teachers. Such as pay structure, promotions, benefits, supervisor, co-workers, working conditions, security, safety, communication, self-efficiency, goal commitment, organizational commitment etc.

Apart above factors some different other factors are also identified here in Al-Ameen Mission Group of Schools in West Bengal. Like-hectic schedule, hard discipline, Gap with family, entertainment, lesser vacation, quality students, workload, bossing pressure, Teachers are freely accessible to students.

### **Proposed Objectives:**

- To identify the factors which influence job satisfaction of the schoolteachers.
- To identify the significant association between demographic variables (such as-gender, age, income level, language, etc.) and job satisfaction of teachers.
- To forecast the construct that has the greatest impact on teacher's job satisfaction.

### **Research Design**

The present study is descriptive research. The main aim of this study is to compare the satisfaction level of male and female employees working in government and private schools. To execute the same, results of primary data is used. A self-structured questionnaire has been used to collect the primary data. The questionnaire was designed on 5-point Likert scale ranging from strongly disagree to strongly agree. The questionnaire consisted of two parts. First part was related to the demographic profile of respondents and second part contained study of factors associated with job satisfaction.

### Sample Design in this study

The sampling unit was the teachers of Al-Ameen Mission Group of Schools in West Bengal. The sample size was selected to represent the whole population and to give the real picture. The total size of the sample was 100. The samples were collected using Random sampling technique and Multistage Sampling. The items on the questionnaire were subjected to factor analysis to determine the dimensions of teachers' job satisfaction in selected schools of **Al-Ameen Mission Group of Schools in West Bengal.** Table 1 shows the KMO and Bartlett's Test of Sphericity.

**Table 1: KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.703	
Bartlett's Test of Sphericity	Approx. Chi-Square	2.486E3
	df	496
	Sig	0.000

The KMO value of 0.703 indicated that the sample used for the study was adequate while the significant Bartlett's Test of sphericity showed that the variables were inter correlated and that the items on the questionnaire were capable of grouping into dimensions and as a result the need for factor analysis to proceed.

Tables 2 to 9 showed that eight factors accounted for 65.187% variance in teacher's job satisfaction. This showed that the researcher managed to explain 65.187% of the factors responsible for teacher's satisfaction. The eight factors were security of teachers, teaching resources and infrastructure, financial rewards, supervision, working condition, monthly salary, non-financial incentives, and health scheme. The various factors, the factor loading, mean and standard deviation are discussed in succession below:

**Table 2: Factor 1- Security of Teachers**

Items	Factor Loading	Mean	Standard Deviation
The environment in my school is safe.	0.781	3.2536	0.97005
I am shielded against threats.	0.765	2.7578	1.11678
In my school, I feel secure.	0.777	3.1304	1.11678
In my school, I receive good care.	0.757	3.1801	1.21313 912
I am treated with respect in my school.	0.662	2.5521	0.97396
At my school, I feel appreciated.	0.695	3.1180	0.98348
My school provides me housing allowance.	463	3.0932	1.20912
I am allowed to continue my education.	0.381	2.4033	1.42469

### Variance Accounted for: 24.596%

According to table 2 above, security explained a variance in teachers' job satisfaction of 24.596%. All the eight items on this factor were connected, as seen by the high factor loading for those eight items, which spans from 0.381 to 0.781. This shows that the teacher's job satisfaction increased with the level of security in place. Mount, Ilies & Johnson (2006) asserted that a need for security was essential for job satisfaction. The significant standard deviation of 1.42469 indicated that the respondents' responses were inconsistent, even though the mean of 2.4033 indicated that teachers were rarely permitted to pursue their study. The means of 2.5521 to 3.2536 for all other security-related elements demonstrated that these were occasionally in use.

**Table 3: Factor 2- Teaching Resources and Infrastructure**

Items	Factor Loading	Mean	Standard Deviation
The furniture in my classroom is adequate.	0.781	2.9627	1.23434
In my school, there are enough media resources to promote learning.	0.748	2.5651	1.21852
I have adequate pertinent textbooks for my students.	0.765	3.1304	1.11678
My classroom is equipped with everything I need.	0.757	2.5528	1.21912
My students have the necessary equipment.	0.695	3.3591	0.97396
In my school there are computers to aid in learning.	0.530	3.0932	1.47395
There is a remedial programme in my school.	0.521	3.7512	1.11821

### Variance Accounted for: 8.749%

According to table 3, the teaching environment and infrastructure explained 8.749% of the variation in teachers' job satisfaction. The items on this factor were connected, as evidenced by the high factor loading of 0.521 to 0.781. While the means of 2.5651 to 3.3591 for all other items indicated that these were frequently present, the mean of 3.7512 for the provision of remedial programmes indicated that this was often the case. The substantial standard deviations for each item indicated that respondents' replies varied widely. Teachers will be happier in their jobs to a greater extent when schools develop more infrastructure and instructional facilities. According to Schneider (2003), school facilities have a direct impact on teachers' job satisfaction.

**Table 4: Factor 3 - Financial Rewards**

Items	Factor Loading	Mean	Standard Deviation
For the teaching staff at my institution, complimentary term retreats are offered.	0.771	2.5712	1.43053
My school provides a clothing budget.	0.750	2.3416	1.19951
My school offers tuition assistance to beneficiaries.	0.750	2.7641	1.19951
A monthly transportation stipend is granted to me.	0.524	3.8691	1.07314
My school provides regular cash rewards.	0.456	3.7205	1.45005

**Variance Accounted for: 8.405%**

The variation in teachers' job satisfaction that was explained by table 4's financial incentives was 8.405%. The interconnected nature of the items was demonstrated by the high factor loading of 0.456 to 0.771. A mean of 3.7205 specified that instructors were frequently provided monthly incentives, while the highest mean of 3.8691 showed that teachers frequently received a transportation allowance. The school occasionally provided free term retreats for the teachers, as shown by a mean of 2.5714, while the school occasionally granted beneficiary tuition allowance to the instructors, as indicated by a mean of 2.7640. Rarely was a wardrobe allowance given.

The substantial standard deviations for each item indicated that respondents' replies varied widely. This showed that instructors are more likely to be satisfied with their jobs when there are more financial incentives in place.

**Table 5: Factor 4 Role of Supervisors**

Items	Factor Loading	Mean	Standard Deviation
The constructive criticism is provided by my department head.	0.831	3.3546	1.27 67
My head of Department monitors my teaching.	0.798	3.5902	1.29167
I am permitted to talk to my supervisor about the supervision report.	0.773	3.2236	1.36462
Classroom plans are supervised by my head teacher.	0.681	3.4226	1.30221

**Variance Accounted for: 6.366%**

Table 5 above shows that supervision explained 6.366% of the variation in teachers' job satisfaction. All the components are related to one another and to this factor, as evidenced by the high factor loading of 0.681 to 0.831. A mean of 3.5902 suggested that the department head frequently oversaw teachers who worked under them. It is implied by a mean of 3.3546 that the department head occasionally offers helpful criticism. According to the mean of 3.4226, the head of department occasionally oversees the teachers' lesson plans. According to Ingersoll (2001), managerial oversight of teachers significantly affects their happiness and retention.

**Table 6: Factor 5 - Working Order**

Items	Factor Loading	Mean	Standard Deviation
The number of students in my class are standard.	0.740	2.7266	1.44908
Every year, I got a vacation day	0.661	3.1803	1.21392

**Variance Accounted for: 5.436%**

According to table 6, the variance in teacher job satisfaction was 5.436% attributable to working conditions. This suggests that the more comfortable working conditions are, the more content teachers are. A mean of 3.1803 suggested that teachers occasionally had annual leave. The teachers sometimes have reasonable class sizes with comparison to number of students, according to a mean of 2.7266. According to Mount, Ilies & Johnson (2006), to increase teacher satisfaction, workplace policies should support professional development.

**Table 7: Factor 6 - Monthly Remuneration**

Items	Factor Loading	Mean	Standard Deviation
The school pays me adequate monthly salary.	0.698	1.2855	0.66548
I belong to a social group in my school.	-0.3765	3.9193	0.86585

**Variance Accounted for: 4.145%**

According to table 7, the variance in teacher work satisfaction was explained by 4.145% of their monthly earnings. The average of 1.2855 showed that teachers were never paid enough money each month. Affiliation to a social group was an item that did not directly relate to pay, according to the negative factor loading of -375.

**Table 8: Factor 7 - Non-Financial Incentives**

Items	Factor Loading	Mean	Standard Deviation
My school offer term rewards.	0.792	1.9814	1.16443
Every week, my school offers incentives.	0.609	1.9006	1.06187

**Variance Accounted for: 3.966%**

Financial incentives, as seen in the table above, were responsible for 3.966% of the variation in teacher job satisfaction. This suggests that the more incentives instructors receive, the more satisfied they are with their work. Fluck, Garrison & Myers (2005) argued that if the school system offers financial and non-financial incentives to make up for the pay difference, instructors with low salaries are more likely to stay in their positions.

**Table 9: Factor 8 - Health Scheme**

Items	Factor Loading	Mean	Standard Deviation
I am a beneficiary of health scheme prepared for teachers.	0.654	3.1566	1.23251

**Variance Accounted for: 3.523%**

According to table 9, the health programme was responsible for 3.523% of the variation in teacher job satisfaction. The average of 3.1566 demonstrates that the government occasionally assisted the teachers' health plan. The standard deviation of 1.23251 demonstrates the diversity of the responses among the respondents.

**Findings**

The results of the factor analysis have indicated about the following:

1. The results of the factor analysis showed that eight factors accounted for 65.187% variance in teacher's job satisfaction. The eight factors were security of teachers, infrastructure and teaching resources, and financial rewards, role of supervisors, working order, monthly remuneration, non-financial incentives, and health scheme. The major factors for teachers' job satisfaction were security of teachers, infrastructure and teaching resources, financial incentives, and role of supervisors.
2. The results of the data analysis also revealed that teachers did not receive adequate salary and that they rarely receive non- financial incentives.

**Conclusion**

The study revealed that the eight factors were security of teachers, infrastructure and teaching resources, and financial rewards, Role of supervisors, working order, monthly remuneration,

non-financial incentives, and health scheme. The major factors for teachers' job satisfaction were security of teachers, infrastructure and teaching resources, financial incentives, and role of supervisors.

This suggests that the more of these variables there are in place, the more satisfied teachers are with their jobs. The appropriate authorities should plan ways to increase teacher satisfaction in schools by offering proper security, infrastructure, and instructional materials, as well as by providing adequate supervision.

### **Limitations of the study**

- The present study is based on data collected from Howrah and Murshidabad district.
- This study has limited sample size.
- Some of the replies from the respondents may be biased.
- The use of questionnaires as the principal method of getting information may have few limitations.

### **Conflict of Interests**

The authors declare that they have no conflict of interests.

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