



<http://www.eab.org.tr>

Educational Research Association  
The International Journal of Research in Teacher Education  
2018, 9(3): 9-20  
ISSN: 1308-951X



<http://ijrte.eab.org.tr>

## Affecting Factors of Job Satisfaction of B.Ed. College Teacher Educators in West Bengal, India

Pranab Barman<sup>1</sup>

---

### Abstract

Job Satisfaction of employees of any organization is a key factor in the overall progress of that organization. That's why many researchers has considered Job Satisfaction as one of the most important motivating factors which motivates employees to perform their job positively and increases the level of performance as well as their productivity. But it is not very easy to ensure Job Satisfaction of employees because it depends on so many factors. Through the present study an attempt has been made by the investigators to identify the different factors which affect directly or indirectly the level of Job Satisfaction/Dissatisfaction of Teacher Educators who are working in different types of B.Ed colleges in West Bengal. The investigators have used Descriptive Survey method for the present study. The sample consists of 150 Teacher Educators who are working in different Government-Aided and Self-Financed or Private-unaided B.Ed colleges in West Bengal. The random sampling technique has been used for the selection of sample. The investigators have developed a Rating Scale by themselves to identify the different factors which affect directly or indirectly the level of Job Satisfaction/Dissatisfaction of Teacher Educators. For the analysis of data Mean, Frequency and Percentage have been used by the investigators in the present study. The overall results of the study explore so many factors such as Individual or Personal Factors, Job related Factors and Institution related Factors which are responsible in determining the level of Job Satisfaction or Dissatisfaction of B.Ed College Teacher Educators in West Bengal.

**Key Words:** Affecting Factors, Job Satisfaction, Teacher Educators, B.Ed. College.

---

---

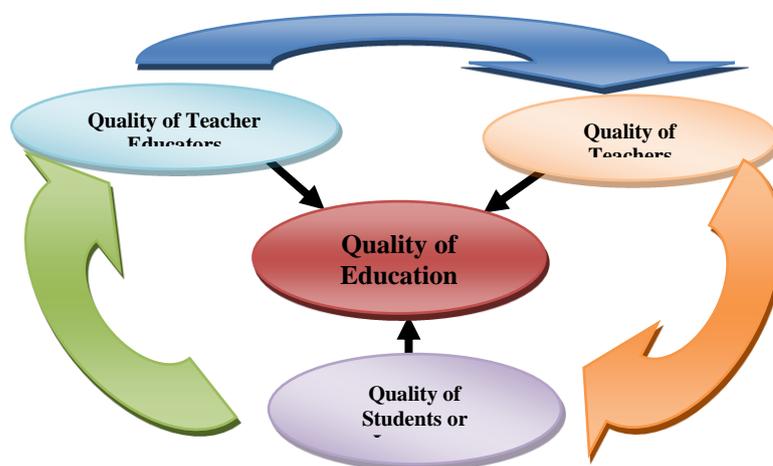
<sup>1</sup> Dr., Assistant Professor, Dept. of Education; Sidho-Kanho-Birsha University. E-mail Id: [pbarmanku@yahoo.com](mailto:pbarmanku@yahoo.com)/[pbarmanskb@yahoo.com](mailto:pbarmanskb@yahoo.com), Contact No: 9051027594

## 1. Introduction

Teaching is one of the best and noble professions and the teacher is a prominent personality in this world. Teachers are a knowledge ambassador and arguably the most important group of professionals for nurturing the young minds. All the resource persons or members of other professions are made by the teachers. So teacher has a significant role in making the students life bright and productive. And Teacher Educators play a vital role in case of making teachers who are engaged directly to teach the students of various levels of education. Hence, a great emphasis should be given on the matter of Teacher Educators.

The quality of teaching depends upon active, dedicated and satisfied teachers. The teachers who are satisfied with their job can perform their responsibilities with more concentration and devotion. It is an established fact that a satisfied teacher puts his/her best efforts to make teaching more effective. Job Satisfaction positively influences the teachers' performance, students' achievement, organizational commitment and as well as work motivation. Job Satisfaction is a source of motivation that sustains effort in performing tasks required of good teachers (Watson *et al.*, 1991). So, Shanthapparaj & Solucis (2005) stated that Job Satisfaction is good not only for employees but employers too. It increases productivity and decreases staff turnover within an organization or institution. It definitely promotes happiness, success and efficiency in one's professional activity and also helps in developing a happy and congenial working atmosphere in the workplace. But Job dissatisfaction leads to reduce the level of performance of an employee (Bretz & Thomas, 1992). Not only this, but also it increases the rate of turnover and turnover intentions or tendencies (Motowidlo, 1983) and also leads to absenteeism (Weiner, 1980).

That's why it is very important to prevent workers or employees from feeling of disappointed and maximize their efficiency and performance by identifying and regulating the factors that affect Job Satisfaction (Eryaman & Sonmezer, 2008).



**Figure No-1: Shows the Interdependency among the Teacher Educators, Teachers and Students in making Quality Education System**

### 1.1 Job Satisfaction: Meaning and Definitions

Job Satisfaction is a very important motivation factor which can play a vital role not only in motivating the teachers in classroom performance but also in entire development of an educational institution or organization. Generally, it is found that those teachers are happier with their profession, can perform better than others who are not satisfied with their profession. As Sargent and Hannum (2005) stated, highly effective and motivated teachers are those types of

teachers who acquire Job Satisfaction. According to **Ingersoll (2001)** Job Satisfaction leads the employees to perform better and be motivated in what they do. Good performance and putting more effort are the key factors to achieve organizational goals. Vice versa, those employees who are not happy with their job make less effort and their performance level is not good. **Woods and Weasmer (2002)** suggested that when teachers are satisfied, the rate of attrition is reduced, collegiality is enhanced, and job performance improves.

**Newstrom (1986)** has defined Job Satisfaction “*as a set of favourable or unfavorable feelings with which employees view their work*”. According to **Hugh (1983)**, Job Satisfaction is “*the amount of overall positive effect (of feeling) that individuals have towards their jobs*”. **Spector (1956)** defined Job Satisfaction as “*how people feel about their jobs and different aspects of their jobs*”. According to **Hodson (1991)** Job Satisfaction can be defined as an individual general attitude towards his or her job. **Macmillan English Dictionary (2002)** has defined Job Satisfaction is the feeling that one has when he/she enjoys his/her job.

According to **Bullock (1952)** “*Job Satisfaction may be defined as an attitude which results from balancing and summation of many specific likes or dislike experienced by employee in the performance of his job*”. **Abu Sheikha (1998)** defines Job Satisfaction as a positive trend towards the job performed by an individual, where they feel satisfied with various environmental, social, economic and administrative factors that related to his job. **Locke (1976)** has defined Job Satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences.

According to **Zembylas and Papanastasiou (2004)**, Job Satisfaction refers to a teacher’s affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher. Job Satisfaction is a complex variable and is influenced by situational factors of the job as well as the dispositional characteristics of the individual (**Sharma & Ghosh, 2006**). **Sempene et al. (2002)** have defined Job Satisfaction as “*A pleasurable or a positive emotional state resulting from the appraisal of one's job or job experience*”.

## **2. Review of Related Literature:**

Job Satisfaction or dissatisfaction of a teacher or an employee is influenced by a number of factors. Generally most of the time, Job Satisfaction or dissatisfaction of an employee is influenced by pay, promotion, benefits, supervisor, co-workers, working conditions, communication, security or safety, productivity, and the work itself. Each of these factors figures into an individual’s Job Satisfaction differently.

According to **Herzberg (1959)**, Job Satisfaction or dissatisfaction of an employee depends on two major important factors or elements. These are:

- i. **Intrinsic Factors or Elements:** These factors are related to job such as achievement, recognition for achievement, the work itself, responsibilities, and growth or advancement. He describes these factors as “Motivation factors”.
- ii. **Extrinsic Factors or Elements:** This is related to institution such as working conditions, salary, supervision, company or institutional policy and administration, interpersonal relationships, status, and security. He considered these factors as “hygiene factors” or “context” factors.

**Harrel (1968)** in his famous book ‘*Industrial Psychology*’ stated that Job Satisfaction of an employee is influenced by many interrelated factors. He divided them into three major categories of factors. They are:

- i. **Personal Factors:** Sex, Age, Number of dependents, Time on the job, Education, Personality, and Intelligence.

*Affecting Factors of Job Satisfaction of B.Ed. College Teacher Educators in West Bengal, India*

- ii. **Factors Inherent in the Job:** Type of work, Occupational Status, Skills required, and Size of the plant or programme
- iii. **Factors Controlled by the Management:** Working conditions, Co-workers, Security, Pay, Fringe benefits, and Opportunities for advancement.

**Spector (1997)** defined Job Satisfaction as a cluster of evaluative feelings about the job. He identified 9 facets of Job Satisfaction. These are as follows:

- i. **Pay:** It means that amount and fairness or equity of salary.
- ii. **Promotion:** It refers to opportunities and fairness of promotion.
- iii. **Supervision:** It means that fairness and competence at managerial tasks by ones supervisor.
- iv. **Benefits:** It is related to insurance, vacation, and other fringe benefits.
- v. **Contingent Procedures:** It is related to sense of respect, recognition and appreciation.
- vi. **Operating Procedure:** It denotes policies, procedures, rules, perceived red tape.
- vii. **Coworkers:** It refers to perceived competence and pleasantness of one's colleagues.
- viii. **Nature of Work:** It is related to enjoyment of the actual tasks themselves.
- ix. **Communication:** It refers to sharing information within the organization (verbally or in written).

**Abdul Khaliq (1986)** has divided the parameters of Job Satisfaction into two sets of factors:

- i. **Self-Factors:** It is related to the employee's capabilities, qualifications and skills.
- ii. **Organizational Factors:** It is related to working environment and surrounding conditions that affect work such as institutional organization and job stability, salaries and incentives.

**Kim and Loadman (1994)** listed seven predictors or factors of Job Satisfaction. These are as follows: Interaction with students, Interaction with colleagues, Professional challenges, Professional autonomy, Working conditions, Salary, and Opportunities for advancement.

**Afsar Khan (1995)** opined that there are several factors that are responsible in creating Job Satisfaction or dissatisfaction among an employee. He has divided the factors into four major areas or categories. These are as follows:

**A. Job Characteristics:**

**Herzberg (1968)** in his two factor theory has categorized job characteristics into two sub categories, i.e (a) job content related factors or intrinsic factors and (b) job context related factors or extrinsic factors.

(a) **Intrinsic Factors:** Job content related factors or intrinsic factors are related to the nature of a job itself. These factors include the following aspects of a job:

- i. The challenge and interest of the work
- ii. Perception of the worth of the work
- iii. Control/freedom of the job
- iv. Participation in decision making or amount of responsibility and decision making power accompanying the job

**(b) Extrinsic Factors:** Job context related factors or extrinsic factors are related to the context of a job where a person or employee has to perform his/her work or job. These factors include the following aspects of a job:

- i. Amount of payment
- ii. Cohesion of a work group
- iii. Style /type of supervision or leadership

**B. Individual Characteristics:**

These are also known as personal characteristics. The most important individual or personal characteristics that are responsible in determining the Job Satisfaction or dissatisfaction of an employee are:

- i. Sex
- ii. Age
- iii. Education
- iv. Occupational level

**C. Organizational Characteristics:**

These are other important influencing factors in determining the Job Satisfaction or dissatisfaction of an employee. Actually these characteristics of Job Satisfaction or dissatisfaction are associated with the variables of organizational structure. The most important of these are:

- i. Infrastructure of the organization
- ii. Service benefits
- iii. Recreational facilities
- iv. Placement and promotion

**D. Work Situation Characteristics:**

The work situation related characteristics or factors are one of the most influencing factors in determining the Job Satisfaction or dissatisfaction of an employee. The important work situation related characteristics or factors are:

- i. Working environment
- ii. Safety measures
- iii. Interpersonal relationships
- iv. Management concerns
- v. Nature of work
- vi. Motivation

According to **Dinham and Scott (1998)** the sources of Job Satisfaction and dissatisfaction of an employee or a teacher may be classified into three major domains, i.e:

**i. Intrinsic Factors or Rewards of Teaching:**

The intrinsic factors or rewards are the primary motives for becoming a teacher and a main source of satisfaction among teachers. These are the actual work of teaching, working with the

students, advising the students, and periodic follow-up of students regarding learning and development.

**ii. Extrinsic Factors of the Institution:**

The extrinsic factors play a vital role in determining the Job Satisfaction or dissatisfaction of a teacher. These factors include conducive environment of the institution, external evaluation of schools, negative interpretation of teachers in media and a decrease in the status of teaching.

**iii. Institution Based Factors:**

The institution based factors play a very important role in determining the employee's Job Satisfaction or dissatisfaction. These factors include relations with colleagues, parents, and the institutional leadership, as well as time pressure, disruptive student behavior, and the values emphasized at the institution.

**Prasad (2004)** opined that there are many factors or determinants which are responsible in determining the Job Satisfaction or dissatisfaction of an employee. He has classified them into three broad categories or dimensions:

- A. **Individual Factors:** Individuals have certain expectations from their jobs. If these expectations are met from the job, they feel satisfied. These expectations are based on the following aspects:
  - i. Level of Education
  - ii. Age
  - iii. Other factors i.e may be social and family life
- B. **Nature of Job:** Nature of job is one of the most influencing factors of Job Satisfaction of an employee. Prasad included two aspects in this dimension:
  - i. Occupation level
  - ii. Job content
- C. **Situational Variables:** It is related to organizational context where the management and interaction of individuals take place in the organization. Some of the important situational variables or factors which affect Job Satisfaction of an employee are given as follow.
  - i. Working Condition
  - ii. Supervision
  - iii. Equitable rewards
  - iv. Opportunity for promotions
  - v. Work group

The **Society for Human Resource Management** produced their first Job Satisfaction report in 2002 and has updated it each year since then. In 2007, it reported that there are 22 aspects of Job Satisfaction. The society considered the four primary constructs and number of related subconstructs (22 aspects) distributed across these four major constructs. These are as follows:

- i. Work Environment
- ii. Relationship with Management
- iii. Compensation and Benefits, and
- iv. Career Development

Most of these aspects appear to be relevant to the part-time faculty member working in continuing higher education, e.g., recognition, relationships with supervisor and co-workers, compensation, benefits, job security, autonomy, and professional development (SHRM, 2007, p. 10).

Singh (2010) has stated the factors or determinants of Job Satisfaction reported by the researcher Hodgetts (1991) in his study. These are as follows: Working conditions, Pay and benefits, Promotion, Job Itself, Leadership, and Work group/supportive colleagues.

Dave and Ravel (2014) opined that Job Satisfaction of an employee is influenced by two major factors:

- i. **Individual Factors:** These are the employee's engagement in development and training programs and cooperation with colleagues.
- ii. **Institutional Factors:** These are the equipment and appropriate environmental conditions, rewards and incentives, security, job stability, clear institutional objectives and policies and participation in decision-making.

Through the above discussion on the affecting factors of Job Satisfaction, it is clear that there are number of factors or determinants responsible in making Job Satisfaction or dissatisfaction among an employee. Many scholars on the basis of their own perceptions have mentioned a lot of factors or determinants which can influence the level of Job Satisfaction or dissatisfaction of an employee. Few of them reported that intrinsic and extrinsic factors are the responsible factors in case of determining the Job Satisfaction or dissatisfaction among an employee. Few of them stated that Job Satisfaction or dissatisfaction of an employee largely depends on the individual or personal factors, Nature of Job related factors, Institutional factors and work situational factors.

### **3. Need and Significance of the Study:**

Recently many changes have been occurred in the field of school education. As a consequence, teacher training programme is considered as a compulsory degree for every teacher at every stage of education. Due to this reason, many teacher training colleges are established and are being established year by year in order to fulfil the requirements of trainee teachers in the state of West Bengal. In this case, one thing is very interesting that most of the colleges are self financed or private. Most of the time it is observing that many B.Ed. colleges are not conducting their courses as per the NCTE norms and regulations. They have lot of deficiencies in terms of infrastructural facilities, library facilities, laboratory facilities, and other problems related to college authority and management. Hence, it is felt by the present investigators that the Teacher Educators working in different Govt.-Aided or Private B.Ed. colleges in West Bengal are satisfied or not. What are the factors responsible in determining the level of job satisfaction or dissatisfaction of them? This is very essential question to know. Through the present study it has been tried to explore the different factors which are responsible in determining the level of job satisfaction or dissatisfaction of B.Ed. college Teacher Educators in the state of West Bengal. That's why the present study is very important and significant in the field of education as well as in teacher education.

### **4. Objective of the Study:**

The purpose of the present study is to identify the factors which affect the level of job satisfaction among Teacher Educators working in different types of B.Ed. colleges in West Bengal. Following is the objective of the present study:

- i. To identify the factors responsible for job satisfaction or dissatisfaction of Teacher Educators working in different types of B.Ed. colleges in West Bengal.

### 5. Research Questions:

The present study has been conducted on the basis of following research question:

- i. What are the different factors responsible for job satisfaction or dissatisfaction of Teacher Educators working in different types of B.Ed. colleges in West Bengal.

### 6. Methodology of the Study:

#### Method of the Study:

The present study is Descriptive type in nature. Considering the nature of the present problem, the investigator has selected Descriptive type survey method as the most suitable method for conducting the present study. Therefore, naturally the researcher has used the different tools, techniques, strategies and methods of Descriptive survey type research to collect, analyze and interpret the data in the present study.

#### Population of the Study:

There are 404 B.Ed. colleges/institutions (Except Government Colleges and University B.Ed. Departments) among which 32 Government Aided colleges and rest 372 Private colleges are engaged to offer/provide B.Ed. degrees to the trainee teachers or student teachers in the state of West Bengal. Near about 5,500 Teacher Educators are engaged to teach the trainee teachers in those teacher training institutions throughout the state. So, all the Teacher Educators working in those Government Aided and Private B.Ed. colleges/institutions situated in the state of West Bengal have been treated as population for the present study in case of measuring Job Satisfaction.

#### Sample of the Study:

The researcher has selected only 150 Teacher Educators out of which 40 Teacher Educators have been taken from 10 Government Aided B.Ed. colleges and rest 110 Teacher Educators have been taken from 20 Private B.Ed. colleges as a sample for the present study.

#### Sampling Technique:

The simple Random sampling technique has been used in the selection of the sample for the present study.

#### Tool of the Study:

The investigators have used a self made Rating Scale on Job Satisfaction of Teacher Educators as a tool for collecting the data in the present study. The Scale consists of 28 Factors which are related to job satisfaction or dissatisfaction of Teacher Educators. The Scale has been constructed followed by Likert's five point scale i.e. *More Responsible (M.R)*, *Responsible (R)*, *Indifferent (I)*, *Less Responsible (L.R)* and *Not Responsible (N.R)*.

#### Techniques of Data Analysis:

The present investigators have used Mean and Graph for analyzing the data.

#### Techniques of Extraction of Factors of Job Satisfaction/Dissatisfaction of Teacher Educators

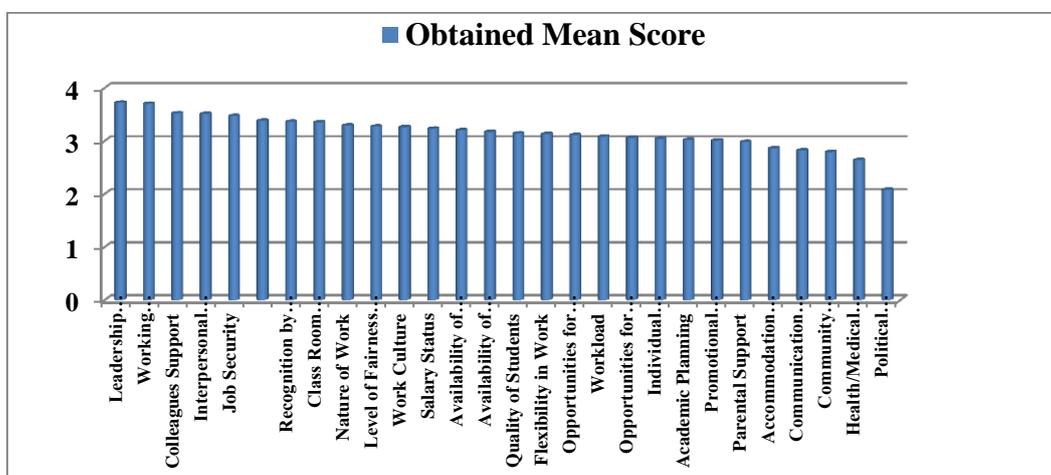
Factors of Job Satisfaction/Dissatisfaction	Criteria/Mean Scores for Considering the Importance of Different Factors of Job Satisfaction/Dissatisfaction		
	Neutral Points	Most Important Factors	Less Important Factors
28 Factors	3	> 3	< 3

**7. Results and Discussion**

**Table No-: Shows the Different Factors of Job Satisfaction/Dissatisfaction and their respective Obtained Mean Scores and Ranking measured through the opinions given by the Teacher Educators**

No. of Factors	Name of the Factors of Job Satisfaction/Dissatisfaction	Obtained Mean Score	Ranking of the Factors
1	Leadership Qualities of Head of the Institution	3.72	1
2	Working Environment of the Institution	3.70	2
3	Colleagues Support	3.52	3
4	Interpersonal Relationship	3.51	4
5	Job Security	3.47	5
6	Policies of College Authority and Management	3.38	6
7	Recognition by Others i.e. Colleagues, Authorities and Students	3.36	7
8	Class Room Environment	3.35	8
9	Nature of Work	3.29	9
10	Level of Fairness in every aspects of Job	3.27	10
11	Work Culture	3.26	11
12	Salary Status	3.23	12
13	Availability of Power and Status	3.20	13
14	Availability of Infrastructural Facilities	3.17	14
15	Quality of Students	3.14	15
16	Flexibility in Work	3.13	16
17	Opportunities for Personal Career Development	3.11	17
18	Workload	3.08	18
19	Opportunities for Professional Development	3.06	19
20	Individual Autonomy	3.04	20
21	Academic Planning	3.02	21
22	Promotional Opportunities	3.01	22
23	Parental Support	2.98	23
24	Accommodation Facilities	2.86	24
25	Communication Facilities	2.82	25
26	Community Support	2.79	26
27	Health/Medical Facilities	2.64	27
28	Political Interference	2.08	28

**Figure No-: Shows the Graphical Representation of the Different Factors of Job Satisfaction/Dissatisfaction and their respective Obtained Mean Scores**

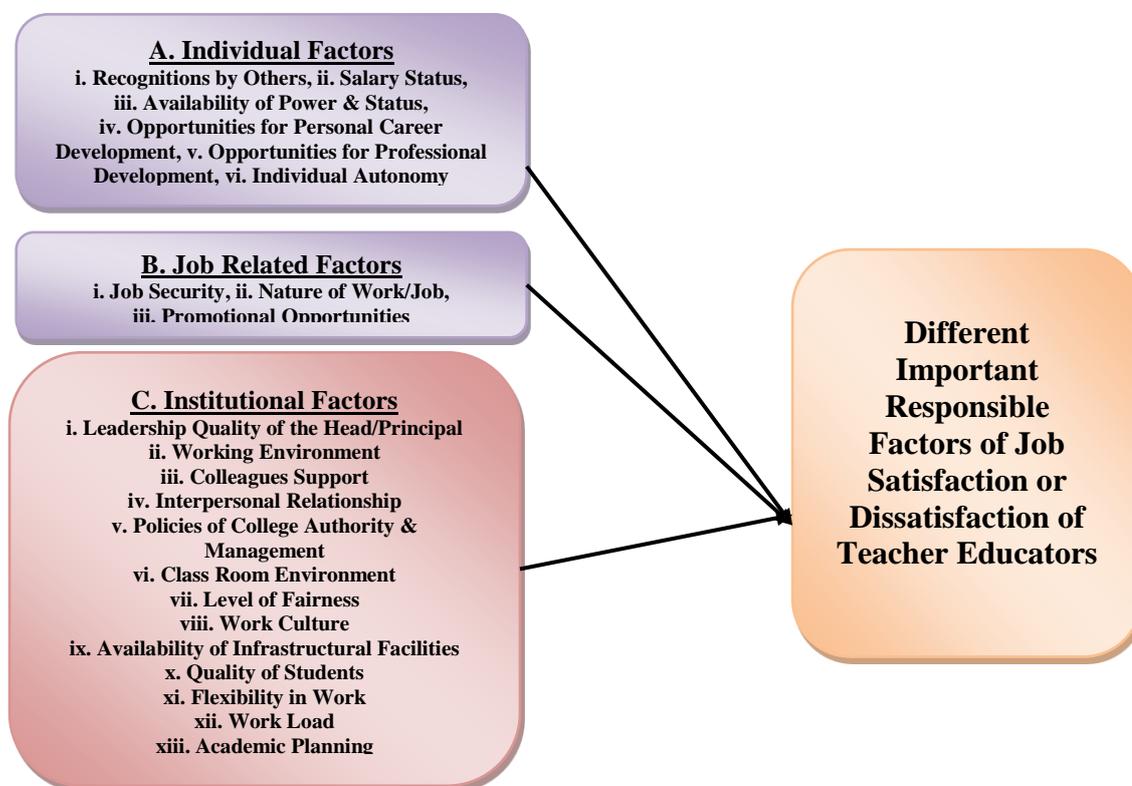


## 8. Discussion:

From the above table and figure, it is seen that the obtained Mean Scores in case of 22 (Twenty) factors are more than 3 (Three). It means that these 22 (Twenty) factors are very important responsible factors in case of determining the level of job satisfaction or dissatisfaction of B.Ed. college Teacher Educators as per the opinions given by them (Teacher Educators). These 22 (Twenty) factors are *Leadership Qualities of Head of the Institution; Working Environment of the Institution; Colleagues Support; Interpersonal Relationship; Job Security; Policies of Authority and Management; Recognition by Others i.e. Colleagues, Authorities and Students; Class Room Environment; Nature of Work; Level of Fairness in every aspects of Job; Work Culture; Salary Status; Availability of Power and Status; Availability of Infrastructural Facilities; Quality of Students; Flexibility in Work; Opportunities for Personal Career Development; Workload; Opportunities for Professional Development; and Individual Autonomy; Academic Planning; and Promotional Opportunities.*

On the other hand, the obtained Mean Scores in case of rest 6 (Six) factors are less than 3 (Three). It means that these 6 (Six) factors are not important in case of determining the level of job satisfaction or dissatisfaction of B.Ed. college Teacher Educators as per the opinions given by them (Teacher Educators). These 6 (Six) factors are *Parental Support; Accommodation Facilities; Communication Facilities; Community Support; Health/Medical Facilities; and Political Interference.*

The above extracted 22 important responsible factors of job satisfaction or dissatisfaction of B.Ed. college Teacher Educators, we can divide into two broad categories i.e (i) Individual or Personal Factors, (ii) Job related Factors, and (iii) Institutional Factors. These three broad categories and their respective sub factors have been shown in the diagram no-1.



**Diagram No-1: Showing the Different Influencing Factors of Job Satisfaction or Dissatisfaction of B.Ed. college Teacher Educators**

### 9. Major Findings of the Study:

It is revealed through the present study that out of selected 28 factors, 22 factors are very important and responsible in case of determining the level of job satisfaction or dissatisfaction of B.Ed. college Teacher Educators. These 22 (Twenty) factors are *Leadership Qualities of Head of the Institution; Working Environment of the Institution; Colleagues Support; Interpersonal Relationship; Job Security; Policies of Authority and Management; Recognition by Others i.e. Colleagues, Authorities and Students; Class Room Environment; Nature of Work; Level of Fairness in every aspects of Job; Work Culture; Salary Status; Availability of Power and Status; Availability of Infrastructural Facilities; Quality of Students; Flexibility in Work; Opportunities for Personal Career Development; Workload; Opportunities for Professional Development; and Individual Autonomy; Academic Planning; and Promotional Opportunities.*

### 10. Conclusion:

It is a well established truth that Job Satisfaction positively influences the teachers' performance, students' achievement, organizational commitment and as well as work motivation. Job Satisfaction is a source of motivation that sustains effort in performing tasks required of good teachers (Watson *et al.* 1991). That's why Shanthapparaj & Solucis *et al.* (2005) stated that Job Satisfaction is good not only for employees but employers too. It increases productivity and decreases staff turnover within an organization or institution. Therefore, if we want to ensure the job satisfaction of Teacher Educators working in different types of Govt.-Aided and Private B.Ed. colleges in West Bengal, it should be given more emphasis on 22 factors which have been extracted as most important and responsible factors through the present study. Thus, the Teacher Educators can get a positive and supportive environment in case of personal, job as well as institutional domains which may lead the job satisfaction of Teacher Educators working in B.Ed. colleges in West Bengal.

### REFERENCES

- [1] Abdul Khaliq, N. (1986). Job Satisfaction and Its Impact on Work Productivity. *Arabian Journal for Management*, 6 (1), 1-10.
- [2] Abu Sheikha, N. (1998). Job Satisfaction of Policemen in the Arab Police Authorities, *Studies and Research Center*, Naif Arab Academy.
- [3] Bretz, R. D., and Thomas, S. L. (1992). Perceived Equity, Motivation, and Final Offer Arbitration in Major League Baseball. *Journal of Applied Psychology*, 77, 280-287.
- [4] Bullock, R. P. (1952). *Social Factors Related to Job Satisfaction*. Research Monograph, No. 70, Ohio State University, Bureau of Business Research, Columbus.
- [5] Bustos-Orosa, M. A. (2008). Inquiring into Filipino Teachers' Conceptions of Good Teaching: A Qualitative Research Study. *The Asia-Pacific Education Researcher*, 17 (2), 157-171. <http://dx.doi.org/10.3860/taper.v17i2.729>.
- [6] Dave, N., & Raval, D. (2014). A Research on the Factors Influencing Job Satisfaction of MBA Faculty in Gujarat State. *International Journal of Advance Research in Computer Science and Management Studies*, 2 (2), 218-223.
- [7] Dinham, S., & Scott, C. (1998). A Three Domain Model of Teacher and School Executive Career Satisfaction. *Journal of Educational Administration*, 36 (4), 362-378.
- [8] Eryaman, Mustafa Yunus & Sonmezer, Mehmet Gursel (2008). A Comparative Analysis of Job Satisfaction Levels of Public and Private School Teachers. *Journal of Theory and Practice in Education Articles/Makaleler*, 4 (2), 189-212. [http://eku.comu.edu.tr/index/4/2/mgsonmezer\\_myeryaman.pdf](http://eku.comu.edu.tr/index/4/2/mgsonmezer_myeryaman.pdf)
- [9] Harrel, T. W. (1968). A Study of Job Satisfaction and Dissatisfaction among Faculty members in Teacher Training Institutes in Thailand. *Dissertation Abstracts International*, 42, 468-A.

*Affecting Factors of Job Satisfaction of B.Ed. College Teacher Educators in West Bengal, India*

- [9] Herzberg, F. (1968). One More Time: How Do You Motivate Employees? *Harvard Business Review*, 46 (1), 53–62.
- [10] Herzberg, F., Mausner, B., & Snyderman, B. B. (1959, 1987). *The Motivation to Work*. New York: John Wiley & Sons. As quoted in Malik, N. A Study on Job Satisfaction factors of faculty members at the University of Balochistan. *Journal of Research in Education*, 21 (2), 50.
- [11] Hodson (1991). *Advanced Education Psychology*. Prentice Hall of India (Private) Ltd. New Delhi.
- [12] Hugh, J. Arnold (1983). *Managing Individual and Group Behaviour in Organizations*. Sydney: McGraw-Hill.
- [13] Ingersoll, R. (2001). Teacher Turnover and Teacher Shortages: An Organizational Analysis. *American Educational Research Journal*, 38 (3), 499-534.
- [14] Khan, Afsar (1995). Job Satisfaction-Definitions and Theories. *Journal of Indian Education*, 21 (1), 23-28.
- [15] Kim, I., & Loadman, W. (1994). *Predicting Teacher Job Satisfaction*. Columbus, Ohio State University, Peter Lang :New York.
- [16] Locke, E. A. (1976). The Nature and Causes of Job Satisfaction in Dunette, M. D. (Ed), *Handbook Of Industrial and Organisation Psychology*, 1297-1349, Chicago: Rand-Mc Nally.
- [17] Macmillian English Dictionary. *Educational Psychology*. Agra: Vinod Pustak Mandir.
- [18] Motowidlo, S. J. (1983). Predating Sales Turnover from Pay Satisfaction and Expectation. *Journal of Applied Psychology*, 68, 484-489.
- [19] Newstrom, J. W. (1986). *Human Behavior at Work*. New York. McGraw-Hill.
- [20] Ohri, Neetu (2013). A Study of Teacher Effectiveness and Job Satisfaction of Secondary School Teachers. *Indian Streams Research Journal*, 3 (10), 1-4.
- [21] Prasad, L. M. (2004). (1st ed.). *Management Process and Organizational Behaviour*. Sultan Chand and Sons, New Delhi.
- [22] Ramayah, T., Jantan, M., & Tadisina, S. K. (2001). Job Satisfaction: Empirical Evidence for Alternatives to JDI. *In 32nd Annual Meeting of Decision Sciences Institute Conference*, San Francisco: USA.
- [23] Sargent, T., & Hannum, E. (2005). Keeping Teachers Happy: Job Satisfaction among Primary School Teachers in Rural Northwest China. *Comparative Education Review*, 49 (2), 173-204.
- [24] Sharma, M. and Ghosh, A. (2006). Perception of Organizational Climate and Job Satisfaction in Nursing Staff Personnel. *Indian Journal of Social Work*, 67 (3), 263-274.
- [25] Shanthapparaj, A., and Solucis, *et al.*, ( 2005): Job Satisfaction Among Academic Staff in Private Universities in Malaysia. *Journal of Social Sciences*, 1 (2), 40-48.
- [26] Singh, N. (2010). *Industrial Psychology*, Tata Mc-Graw Hill Publishing Company Ltd., New Delhi.
- [27] Society for Human Resource Management (2007). *Job Satisfaction: A Survey Report by the Society for Human Resource Management*. Alexandria, VA: Society for Human Resource Management.
- [28] Spector, P. E. (1997). *Job Satisfaction: Application, Assessment, Cause, and Consequences*. Thousand Oaks, CA: Sage Publications, Inc.
- [29] Watson, A., Hatton, N., Squires, D., & Soliman, I. (1991). School Staffing and the Quality of Education: Teaching Adjustment and Satisfaction. *Teaching and Teaching Education*, 7, 63-77.
- [30] Weiner, B. (1980). *Human Motivation*. New York: Holt, Rinehart and Winston.
- [31] Woods, A. M., & Weasmer, J. (2002). Maintaining Job Satisfaction: Engaging Professionals as Active Participants. *The Clearing House*, 75 (4), 186-189.
- [32] Zembylas, M., & Papanastasiou, E. (2006). Sources of Job Satisfaction and Dissatisfaction in Cyprus. *British Association for International and Comparative Education*, 36 (2), 229-247.