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FACTORS CONTRIBUTING TO TEACHERS' JOB SATISFACTION: ANALYSIS THROUGH PRINCIPAL COMPONENT ANALYSIS

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Abstract:

The aim of this research paper was to identify the key contributing factors of teachers' job satisfaction , which has an overall impact on their job performance. In order to obtain the relevant factors , the study used principal component analysis with varimax rotation. For exploring the factors, a self-structured questionnaire was developed and circulated among a sample of 342 teachers working in various public and private schools of state Odisha. The data was collected during the year 2019.The factors were extracted following Kaiser's criterion which reveals that there are five major factors having a significant contribution towards teachers' job satisfaction: 1. Teacher's Efficacy for Students' Management , 2. Administrative Support,3.Co-operative Workplace Environment,4.Autonomy in Class Management ,5.Pay and Benefits. There is strong association seen between self- efficacy of teachers and students' behavior. The study furnishes practical applications to education entrepreneurs, researchers and policy makers in decision-making process. Further, it gives meaningful suggestions to enhance teachers' job satisfaction and improve their overall performance.

Keywords:

Teachers' job satisfaction, factor analysis, Kaiser criterion, teacher's efficacy, student management

1. Introduction:

Job satisfaction has always been a major concern for every organization as it influences to a remarkable extent employee performance and in turn the productivity of an organization. It is defined as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences"(Locke,1976). Income and job security, better future prospects and fulfillment of social and psychological needs motivates an individual to join an organization. Sets of needs differ from an individual to individual at different point of times. Job satisfaction speaks about an individual's feeling of contentment on the job, which in turn motivates to perform well on the job. It refers to the workplace satisfaction and not the individual satisfaction or pleasure (Suri & Chhabra,2009).There are several indicators to measure job satisfaction. Herzberg(1966) reported his analysis of 200 engineers and accountants working in more than 9 companies in the USA. The professionals rated their feelings on the basis of their good and bad experiences regarding work. As a result, he came out with two sets of factors affecting job satisfaction i-e intrinsic factors or motivators which include achievement, recognition, responsibility and advancement and extrinsic or hygiene factors which relates to inter-personal relations, salary, supervision and company policy.

Teachers are believed to be the largest and most valuable asset of an education system and specifically concerning the school education (Sharma and Jyoti,2006). They play a fundamental role in moulding the future generations of the country and help in nation-building. Therefore, it becomes vital that teachers should be motivated to give their best. To this end , it is crucial that teachers feel relaxed at workplace and have contentment at their work as teachers' job satisfaction has significant impact not only on teaching and process of learning but also on the leadership and management of schools(Evans,1998). Zigarreli(1996)pointed out that job satisfaction of teacher is a single, yet general measure in predicting the effectual performance of schools.Kyara(2013) studied the result of primary school teachers' job satisfaction on their performance which revealed quite low level of satisfaction associated with various indicators such as school supervision, feedback in communication, availability of teaching-learning materials, relationship between school and parents, on-the- job training opportunities, facilities such as promotion, salary, and the accessibility of transportation facilities. Further, the study revealed that low level of job satisfaction of teachers negatively influenced their performance, student learning achievement, absenteeism and retention. In this fast changing scenario,

attracting and retaining competent teachers is also quite challenging. There is huge teacher turnover seen, reason being dissatisfaction with job, posing a major concern to the system of education (Ingersoll,2001).With increase of level of teachers' job satisfaction, it is likely to retain teachers and motivate the best of them to enter the teaching profession(Knox & Anfara Jr.,2013).This speaks about the high relevance of job satisfaction in the education sector. This can be made possible with the cooperation and awareness of all the stakeholders i-e government, school management committees and society as a whole (Iwu et al.,2018). It is in this context, the present study is undertaken with the following objectives:

1. To examine the large set of variables thought to be associated with teacher satisfaction.

2. To explore the number of principal components extracted from the large set of teacher's job satisfaction data.

3. To identify the most significant factors that determines the dimensions of teachers' job satisfaction.

4. To draw the multidimensional factor structure with its underlying variables.

2. Review of literature:

2.1 Factors governing Job Satisfaction:

(Rabbanee, Yasmin & Sarwar,2012) in their study examined the determinants of job satisfaction taking into consideration six factors i-e Job, Pay, Promotion, Supervision, Colleagues and Environment out of which the first four factors are revealed to have significant influence on job satisfaction of Bangladeshi employees.

(Viñas-Bardolet ,Velazco & Torrent-Sellens, 2015) did a study on knowledge-based employees in Spain to find the dimensions of job satisfaction. With a sample size of 8061 workers, the micro data from the 2010 Survey of Quality of Life at Work was used for research. As the theoretical framework depends on happiness economics, job satisfaction depends on attributes of worker, monetary and non-monetary job characteristics. An ordered probit model was used for performing econometric analysis which revealed that knowledge-based employees recognized notably higher job satisfaction compared to other employees.

(Davidescu, Eid & Sacala, 2016) investigated the factors of job satisfaction in Jordanian hospitals among a sample of 325 employees by using the Warr-

Cook-Wall scale, based on four dimensions namely extrinsic job satisfaction, intrinsic job satisfaction, working conditions satisfaction and employee relations satisfaction. The researchers applied multivariate regression analysis to evaluate the job satisfaction predictors and found that the intrinsic job satisfaction and employee relations satisfactions have greater impact on job satisfaction where as wage have a relatively limited impact. Although monetary incentives are important, they are not necessary while the non-monetary incentives help in increasing motivation among health workers.

2.2 Factors governing Job Satisfaction of Teachers:

(Alam & Farid,2011) did a study to determine the factors affecting motivation of teachers at the secondary school level in Rawalpindi, Pakistan. The study revealed that the teachers were dissatisfied with their socio-economic profile, selection of profession, behavior of students and pressure of examinations. Adequate teacher training, respect and salary as per qualifications were some of the suggestions given to positively motivate teachers.

(Appiah-Agyekum, Suapim & Peprah, 2013) studied by analyzing data obtained from 270 teachers from five public senior high schools in the district of Asuogyaman, Ghana selected randomly. The research revealed that teacher satisfaction in Ghana was influenced by school factors, community factors and teacher attributes. It also established a significant relation between job satisfaction among teachers and their retention with also acceptance of postings and continuance of teaching in under-resourced districts.

(Sultana, Sarker & Prodhan, 2017) investigated the workplace satisfaction measures among public and private primary school teachers of Bangladesh. A structured questionnaire was administered among 40 primary teachers randomly selected and used Brayfield and Rothe(1951) method to determine the job satisfaction among teachers. No significant difference in the level of satisfaction with job was noticed between the public and private primary school teachers. It further showed that female teachers are more contented than male teachers with the recommendations that policy on successful compensation package and opportunities of promotion could enhance teachers' job satisfaction regardless of sector (public or private).

(Wolomasi, Asaloei & Werang, 2019) described job satisfaction of school teachers of Boven Digoel district at elementary level and its impact on job performance. For this, self-administered questionnaire was administered to the teachers and simple linear regression method was deployed. Findings revealed that job satisfaction do positively impact the job performance of school

teachers. It further suggested that sincere efforts to be put by school authorities to enhance teachers' job satisfaction ultimately leading to better job performance.

3. Methodology:

3.1 Survey Instrument:

A survey was undertaken between January, 2019 and August, 2019.The data was collected with the help of a self-administered questionnaire related to teachers' job satisfaction, demographic variables and teaching experience. The teacher satisfaction questionnaire consisted of two parts, first part contained questions relating to demographic profile of respondents such as gender, educational qualification, teaching experience, training, most favorite teaching subject, allowances and other benefits. The next part of the questionnaire contained 35 items grouped into seven main constructs namely: Pay, Benefits, Efficacy, Autonomy, Workplace Atmosphere and Administrative support. The teacher respondents were asked toselect their satisfaction level based on a Likert scale(5-point) varying from 1 ("Very Dissatisfied") to 5 ("Very Satisfied"). The constructs of the survey (e.g. teacher satisfaction) was based on past literature reviews which are proven to be measures of teachers' job satisfaction. The respondents were asked to rate their feeling of job satisfaction.

3.2 Construct Description:

The following seven constructs along with sub-constructs is taken into consideration in this study:

1. **Pay:** Pay is found to have a major impact on job satisfaction (Oshagbemi & Hickson,2003); (Tessema,Ready & Embaye,2013).
   It consists of following sub-construct:

→ The pay you receive in terms of salary, allowances and other monetary benefits.**(Pay)**

2. **Benefits:** Research studies reveal that both monetary and non-monetary incentives have a positive influence on job satisfaction (Decenzo & Robbins,2010).
   It consists of following sub-construct:

→ The social benefits that you receive like EPF, leave, vacation etc.**(Benefits)**

3. **Efficacy:** Various studies point out that efficacy of teachers do have a positive relation with job satisfaction (Carpara et al.,2003); (Bandura,2006); (Patrick,2007); (Archambault & Dupéré ,2017).
   The following sub-constructs are:

→ The given training in relation to the subject area(s) content you are required to teach?**(Eff1)**

→ Your capacity to respond to students' questions in relation to the teaching content?**(Eff2)**
→ Your ability to influence achievement of students?**(Eff3)**
→ Your capacity to complete the given instructional duties?**(Eff4)**
→ Your understanding of the syllabus for which you are responsible?**(Eff5)**

4. **Autonomy:** Teachers' professional autonomy inside the classroom leads to positive side of job satisfaction (Barnabe & Burns,1994); (Robinson,2006); (Wermke,Olason Rick & Salokangas,2019).
   The following sub-constructs are:

→ Are you flexible enough to be innovative in your teaching method?**(Auto1)**
→ Whether you have total control over learning activities of students in your classroom?**(Auto2)**
→ Are you allowed as decision making authority in your work as a teacher?**(Auto3)**
→ Are you provided the flexibility in finding solution(s) to resolve key problems in your classroom as well as the school?**(Auto4)**
→ Are you flexible to determine the content and subject what you teach in the class?**(Auto5)**
→ Are you flexible in establishing the standard of students' behavior inside the classroom?**(Auto6)**
→ Are you flexible in framing your individual guidelines and procedure for teaching?**(Auto7)**
→ Are you flexible to choose resources to use while teaching in your class?**(Auto8)**

5. **Workplace Atmosphere:** A good workplace atmosphere brings in positive vibes for doing work and in turn contribute to more productivity (Brun & Dugas,2008); (Ariani,2015); (Gilavand,Espidkar & Gilavand,2016); (Harahap et al.,2018).
   The following sub-constructs are:

→ The acknowledgement you received for your inputs from teaching and non-teaching staff in your school?**(Atmo1)**
→ The assistance you obtained from administrators as well as teachers in your school?**(Atmo2)**
→ Your inter-personal relationships with other teachers of your school?**(Atmo3)**
→ The professional relationship shown among other teachers in your school?**(Atmo4)**
→ Your level of communication with your administrators?**(Atmo5)**

→ The neatness and maintenance of overall school building?**(Atmo6)**
→ The utilisation of free space in your school building?**(Atmo7)**
→ The intensity of stress experienced by you with respect to expectations from you in school?**(Atmo8)**
→ Your relationship with principal and vice- principal(s)?**(Atmo9)**

6. **Student Behavior:** Positive students' behavior inside classroom fosters better learning outcome and has an impact on teachers' job satisfaction (Hargreaves,2000); (Parsonson,2012); (Songsirisak & Jitpranee,2019).

   It consists of following sub-constructs:

→ How best your students respond to you as a teacher?**(StuBeh1)**
→ How best your students are concerned for performing well on assignments?**(StuBeh2)**
→ How best your students are readily occupied in the given instructional activities of your classroom?**(StuBeh3)**
→ How best your students show respect to you as a teacher?**(StuBeh4)**
→ How best is your relationships with students inside the class room?**(StuBeh5)**
→ How best your students follow good work habits?**(StuBeh6)**

7. **Administrative Support:** Proactive administrative support from administrators helps teachers to deliver efficiently and contribute positively towards job satisfaction (Pearson & Moomaw,2005); (Bayler,Ozcan & Yildiz,2017).

   The following sub-constructs are:

→ What about the type of involvement of administrators in day- to -day instructional activities in your school?**(AdmnSup1)**
→ What about the time spent by administrators in class room observation and participation in instructional activities?**(AdmnSup2)**
→ What about the level of respect and professionalism accorded to teachers by school administration?**(AdmnSup3)**
→ What is about the degree of respect/ value accorded by school administration on your inputs to learning environment in your school?**(AdmnSup4)**
→ What is about the type of involvement of teachers' in day- to -day decision making in your school?**(AdmnSup5)**

3.3 Sample Description:

The respondents who were to serve as the source of primary data collection for this study were mainly comprising teachers of elementary schools functioning in Odisha. However, the respondent categories as mentioned are

not homogeneous in nature. They mainly differ in terms of stages of education 5th and 8th standard teachers; type of school by virtue of management as government schools and private schools; by medium of instruction as English medium and Odia medium schools and by school locations as urban location schools and rural location schools. All these categories of schools and students are selected by following Multi Stage Sampling techniques with Stratified Random Sampling at each of the possible stage. Primary data were collected from a cross- section of teachers spread across rural and urban areas of three districts Ganjam, Kandhamal and Jajpur districts in Odisha. These three districts were chosen purposefully by the researcher because Ganjam and Jajpur are two educationally better off districts as against Kandhamal district due to preponderance of SC and ST population is an educationally backward district. The teachers selected for the study constituted only those teachers who taught the subjects English, Maths and Social studies to the students of 5th grade and 8th grade only. If the sample out schools is exclusively a primary school having education facility upto 5th standard only, one set of teachers from each of the three mentioned subject areas were chosen. On the other hand, if the school is having primary as well as upper primary standard, 2 sets of teachers from the stated subject areas were chosen. If the school is having only upper primary standard, then also, 1 set of teachers from each of the stated subject areas were chosen. Overall, the study selected a sample of 342 teachers from all types of school scenarios. With prior consent of the principals of the schools, face-to-face interaction was made to maximize the response rates. The consensus for sample size is verified based on scale items or variables (Hair et al.,2010).

3.4 Tools and Techniques:

To carry out data analysis, the statistical tool SPSS 21 was used . Statistical techniques like Principal Component Analysis (PCA) were used to extract and identify important factors describing teachers' job satisfaction. The model reliability was checked with the help of Cronbach's alpha.

4. Data Analysis:

4.1 Demographic Profile of Teachers:

The following table depicts the demographic profile of the teachers(respondents):

Table 1: Sample Coverage of Teachers

Sl.	Districts and Location	Number of teachers sampled out		Grand Total
		English Medium	Odia Medium	

		Govt.	Private	Total	Govt.	Private	Total	
1	Ganjam		**57**	**57**	**69**	**21**	**90**	**147**
	Urban		45	45	57	6	63	108
	Rural		12	12	12	15	27	39
2	Jajpur	**6**	**21**	**27**	**45**	**27**	**72**	**99**
	Urban		15	15	21	9	30	45
	Rural	6	6	12	24	18	42	54
3	Kandhamal		**12**	**12**	**60**	**24**	**84**	**96**
	Urban		12	12	39	18	57	69
	Rural				21	6	27	27
	Overall	**6**	**90**	**96**	**174**	**72**	**246**	**342**

From the above table, it is found that the number of sample teachers from district Ganjam is highest i-e 43% of the total sample followed by Jajpur which formed 29% and Kandhamal contributing to 28% of the total sample.

4.2 Factor Analysis:

Factor Analysis with Principal Component Analysis as the factor extraction method and the way of rotation as Varimax was used, output was generated on the Teachers' Job Satisfaction data with the help of SPSS version 21.Results thus obtained was used to do the following:

- → **Examine the Communalities output**
- → **Identify the Factors Extracted from Total Variance Explained output after running Principal Component Analysis(PCA)**
- → **Determine the significant factors from Rotated Component Matrix output**

Before performing data analysis, KMO and Bartlett's Test of Sphericity was checked to find its appropriateness for factor analysis(Hair et al.,2010).

Table 2: KMO & Bartlett's Test of Sphericity		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.728
Bartlett's Test of Sphericity	Approx. Chi-Square	5276.256
	df	595
	Sig.	.000

The above table depicts KMO value to be 0.728 which falls in the range of good as per (Kaiser,1974). Bartlett's test of sphericity provides statistical analysis to prove that the matrix has significant correlations among the variables (Field, 2013). Bartlett's Test of Sphericity indicated that it is highly

significant, p-value is 0.000. Accordingly, the data used for the study is fit for conducting exploratory factor analysis.

Reliability analysis was undertaken to measure the consistency of the questionnaire deployed in this study. The most commonly used measure of scale reliability is Cronbach's alpha and so it was employed. Cronbach's alpha coefficient indicates that the values around 0.8 are good(Cronbach,1951) and here it was found to be 0.861 which lies in the acceptable range and presented in the table below.

Table 3: Cronbach's alpha table for Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.861	.877	35

The Kaiser Criterion is said to be reliable when:

a) the averaged extracted communalities is at least more than .70 and when there are less than 30 variables, or

b) the averaged extracted communalities is equal or more than .60 and the sample size is greater than 250 (Field, 2013).

An observation of the communalities table referred below in context to the current study, reveals that all the communalities values are greater than 0.5 .This indicates that there exists a substantial number of large correlations among the variables and items considered in the study. This also confirms that factor analysis was an appropriate statistical methodology that was used on the data.

Table 4: Communalities

Variables	Initial	Extraction
Pay	1.000	.799
Benefits	1.000	.729
Eff1	1.000	.714
Eff2	1.000	.744
Eff3	1.000	.702
Eff4	1.000	.723
Eff5	1.000	.681
Auto1	1.000	.755
Auto2	1.000	.764
Auto3	1.000	.680

Auto4	1.000	.703
Auto5	1.000	.806
Auto6	1.000	.641
Auto7	1.000	.740

Factor Extraction:

Principal Components Analysis (PCA) is the most popular as it "combines our input variables in a specific way, then we can drop the "least important" variables while still retaining the most valuable parts of all of the variables"(Conway & Huffcutt,2003). SPSS uses Kaiser's criterion of factor retention with eigen values greater than 1. Examination of the result as shown in table 5 revealed that 11 principal components were extracted from the original set of 35 variables described in the teacher's satisfaction scale. All these 11 major components together explained 68.760% of the variance in the data .Thus we see that the 68.760% total variance explained exceed the 60 % threshold variance generally used in social sciences (Hair et al.,2010).

Table 5: Extraction of Principal components on the basis of Eigen values

Components	**Initial Eigen values**		
	Total	**Percentage Of Variance**	**Cumulative Percentage of Variance**
1	7.603	21.723	21.723
2	2.599	7.425	29.148
3	2.259	6.455	35.603
4	1.965	5.615	41.217
5	1.798	5.137	46.354
6	1.614	4.611	50.965
7	1.403	4.008	54.973
8	1.334	3.812	58.784
9	1.247	3.563	62.347
10	1.184	3.383	65.730
11	1.061	3.030	68.760

PCA Rotation Process & Result:

On carrying out PCA rotation with varimax rotation, the first process of rotation indicated an eleven-factor solution without a clear and understandable pattern. We repeated the analysis through iterative stages following certain criteria of retention and exclusion by:

(a) Retaining factors with high loadings: All items which had a factor loading greater than 0.4 were either retained or taken for further analysis. "Factors can be identified by the largest loadings, but it is also important to examine the zero and low loadings in order to confirm the identification of the factors" (Gorsuch, 1988).
(b) Excluding items with low factor loadings: In agreement with (Henson and Roberts,2006), all the variables that loaded below 0.4 were excluded from further study.
(c) Excluding single-item factor: Items which had single loading and poor loading was deleted from the study or any further analysis. This followed the criteria – "For something to be labeled as a factor it should have at least 3 variables, although this depends on the design of the study" (Tabachnick, Fidell & Ullman,2007). As a general rule, factors obtained after rotation and having 2 or fewer variables should be interpreted with concern. A two variable factor is only considered reliable when the variables are very much correlated with each another ($r > .70$) but moderately uncorrelated with other variables.

Thus, variables and items were either retained or excluded until a distinct pattern of factors which can be interpreted without any low-loading items arised. We ultimately reached at a five-factor solution consisting 19 items: KMO = 0.759, Bartlett's Test of Sphericity was found to be significant with Cronbach's alpha as 0.823.

As a set of several items that loaded well on each of the five factors had a distinct common theme. We named the five factors influencing teacher's satisfaction as shown in the figure given ahead.

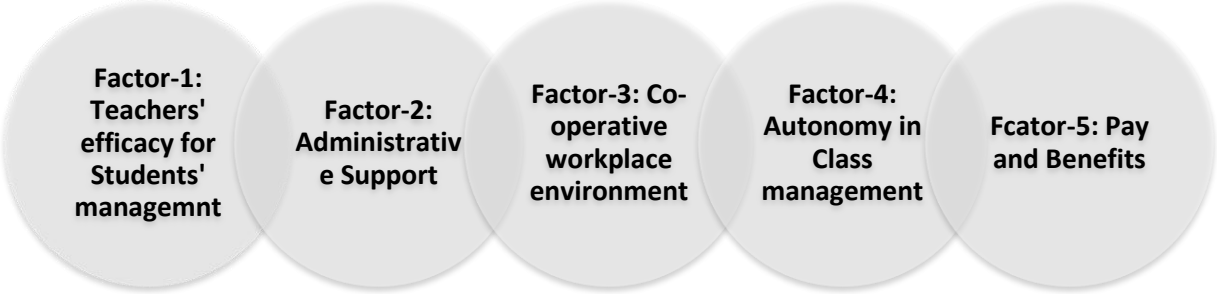

Figure-1: Factors influencing teachers' job satisfaction

Finally, to summarize the outputs from PCA, the study yielded a five-factor solution explaining teacher satisfaction at the workplace which is generalizable and interpretable to a great extent thus contributing to over 62% of the variance. The major determining factors are found to be self-efficacy of teacher in classroom and response of students towards teachers in classroom. The support from administration and workplace environment also found to impact teacher job satisfaction in a great manner followed by variables of autonomy and benefits. The finalized PCA output matrix is presented in table 6 below.

Table 6: Finalized PCA output matrix

Sl.	Factors/ Variables	Factor Loadings	Eigen Values	% of Variance Explained	% of cumulative variance	Cronbach's α
1	**Teacher's Efficacy for Student Management**					
1.1	How best your students are readily occupied in the given instructional activities of your classroom? (StuBeh3)	0.760				0.807
1.2	How best your students are concerned for performing well on assignments? (StuBeh2)	0.752				0.810
1.3	How best your students	0.738	5.087	18.077	18.077	0.802

	respond to you as a teacher?(StuBeh1)					
1.4	Your capacity to influence student achievement? (Eff3)	0.698				0.809
1.5	Your capacity to complete the given instructional duties?(Eff4)	0.697				0.811
1.6	Your capacity to respond to students' questions in relation to the teaching content? (Eff2)	0.631				0.810
2	**Administrative Support**					
2.1	What about the degree of respect/value accorded by school administration on your inputs to learning environment in your school? (AdmnSup4)	0.761				0.815
2.2	What about the type of involvement of teachers' in day-to-day decision making in your school? (AdmnSup5)	0.723				0.814
2.3	What about the time spent by administrators in class room observation and participation in instructional activities? (AdmnSup2)	0.642				0.818
2.4	What about the type of involvement of administrators in day- to - day instructional activities in your school? (AdmnSup1)	0.633	2.174	12.963	31.040	0.816
2.5	What about the level of respect and	0.436				0.813

	professionalism accorded to teachers by school administration? (AdmnSup3)					
3	**Co-operative Work place Environment**					
3.1	Communication from your administrators? (Atmo5)	0.770				0.813
3.2	The assistance you obtained from administrators as well as teachers in your school? (Atmo2)	0.767	1.961	11.672	42.711	0.813
3.3	Your relationship with principal and vice-principal(s)? (Atmo9)	0.693				0.814
4	**Autonomy in class management**					
4.1	Do you have full control over student learning activities in your classroom? (Auto2)	0.709				0.809
4.2	Are you flexible to choose resources to use while teaching in your class? (Auto8)	0.693	1.344	10.082	52.793	0.815
4.3	Are you allowed as decision making authority in your job as a teacher? (Auto3)					0.821
5	**Pay and Benefits**					
	The social benefits that you receive like EPF, leave, vacation etc.(Benefits)	0.875	1.233	9.307	62.100	0.828
	The pay you receive in	0.853				0.837

	terms of salary, allowances and other monetary benefits.(Pay)					

5. Discussion:

From the research findings it is clear that teachers' satisfaction at the workplace is mainly contributed by the major determining factors such as - self-efficacy of teacher and response of students towards teachers in a classroom. We found that the challenging behavior exhibited by the students and discipline problems caused in a classroom pose a great impact on teachers' job satisfaction which is consistent with the study of (Landers, Alter & Servilio,2008). In agreement with the research of (Ferguson, Frost & Hall,2012), our study pointed out student behavior to be a major predictor of depression and anxiety level of teachers which had a notable negative impact on their job satisfaction. (Klassen & Anderson,2009) investigated the sources of satisfaction and dissatisfaction of job of secondary school teachers where they found students' behavior to be a major source of job dissatisfaction of teachers irrespective of their gender and number of years of experience in teaching which is in alignment with our findings too. Studies revealed that self-efficacy of teachers towards student engagement and personally controllable characteristics forms a major source of predictor of teachers' job satisfaction(Wang, Hall & Rahimi,2015). In tandem with our result findings, the previous studies disclose administrative support to be a vital factor of teachers' job satisfaction and it also has remarkable importance in predicting teacher's intention to continue the job(Tickle, Chang & Kim,2011). (Marlow,1996) identifies professional respect as one of the key reasons of the teachers quitting their job.

In consistent with (Ma & MacMillan,1999), our study revealed that environment and conditions prevailing in the workplace do significantly contribute to teachers' job satisfaction. The findings of (Pearson & Moomaw,2005) indicate enhanced job satisfaction of teachers with greater autonomy and empowerment. Our findings support the past studies which shows that both monetary and non- monetary rewards affect job satisfaction of employees to a remarkable extent (Decenzo & Robbins,2010);(Muguongo,Muguna & Muriithi,2015).

6. Conclusion and Suggestions:

Recent years have witnessed issues in quality education existing in the school level across the state Odisha and the country as a whole. The Annual State Education Report(ASER) or the National Acievement Survey of NCERT have shown levels lower levels of learning, even in basic competencies of reading and analytical abilities. Teachers are the central character to tackle this quality issue as they form the most valuable asset of the education system. They can be role models for their students to motivate and inspire them towards driving excellence in learning. This can be possible only if the teachers are contented with their job so that they give their finest performance and retention of qualified teachers is also met. So, efforts must be put to enhance teachers' job satisfaction(TJS) and promote their actual involvement in nation-wide learning. The policy makers at the government level can formulate policies for the professional development of teachers. The researchers and education entrepreneurs can come up with effective strategies to reduce teacher burnout and enhance motivation & job satisfaction of teachers to continue teaching. With the passage of the National Education Policy 2020, it is an auspicious moment for the framers to re-think where we stand now on our real vision of education and work in tandem with the educational institutions to buttress that vision.

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