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Teacher's Job Satisfaction in Inclusive Schools in West Bengal

Abstract:

This study was conducted to investigate the teacher's job satisfaction in inclusive schools in West Bengal followed by some objectives based on some demographic variables namely gender, age, years of experience, academic qualification, habitat etc. For this study, descriptive survey method was used. Teachers from the inclusive schools were the samples for the present study. 138 teachers were selected from Inclusive schools by using purposive sampling technique, where at least one child with special needs was enrolled and getting his or her formal education under the school education department of Government of West Bengal. Teacher's job satisfaction scale by Munir and Khatoon (2015) consists of 20 bi-dimensional statements (12 items are worded positively and 8 items worded negatively) was used as tool for the present study. To analyse the data, independent t-test and one way analysis of variance (ANOVA) were calculated using IBM Statistical Package for the Social Sciences (SPSS) Version 20. The results revealed that there exists significant difference on job satisfaction of the teachers in inclusive schools on the basis of their gender, workplace and financial satisfaction.

Key word: teacher's job satisfaction, inclusive schools, West Bengal.

Introduction:

India is signatory member in Salamanca Statement Framework (1994), United Nations Convention on the Rights of Persons with Disabilities and Biwako Millenium Framework. The guiding principle of Salamanca Statement Framework (1994) informs that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups. Education is offered to individuals through different programmes (special & mainstream) at different levels (Primary, Upper primary, secondary, higher secondary, graduation and above). The nicely segmented and well organized education system in India has been working wonderfully and producing well educated people in India, for the past several years.

In India the available education system for the children with hearing impairment is segregated, integrated and inclusive education. The current trend is more on the success of inclusive education. In a comprehensive 'Action Plan for the Inclusive Education of Children and Youth with Disabilities' formulated by the cabinet minister of Human Resource Development, Government of India Shri Arjun Singh has committed that the government will provide education through mainstream schools for children with disabilities, in accordance with the provisions of the Persons with Disabilities Act, 1995. Singh revealed this ambitious plan on 21st March in 2005 on the floor of the Rajya Sabha.

In India the National policy of education for Persons with Disabilities (2006) has stressed on both inclusive and special education for the children with disabilities. Ministry of Human Resource Development, Government of India has been given the responsibility to open new

special school whenever required. Home based education will be provided to children with disabilities who are not capable to attend the regular of special school due to the nature and the type of the disability. Children with disabilities upto the age of 6 years will be identified and intervened and will be prepared for the inclusive education. The Ministry of Human Resource Development will be the nodal Ministry to coordinate all matters relating to the education of persons with disabilities. In addition with all above, the latest steps of implementing of Rights of Persons with Disabilities Act (2016) replacing the earlier Persons with Disabilities Act (1995) by the Government of India has been taken a milestone step for the inclusive education. Now, it is the core responsibility of the teachers as stakeholder to achieve the success in this regard.

Many studies have established a mixed result about the teachers' job satisfaction. There are so many demographic factors which influence their job satisfaction. Herzberg (1959) noted that individuals including teachers must be recognized during his or her all levels for their achievements on the job. Recognition is important and frequently mentioned event. It motivates positive effort from workers (Locke, 1973). It might be seen when an individual is given responsibilities within the job (Ololube, 2006). It is within the functions of the manager. He or she motivate employees successfully and influence their behavior to achieve greater organization efficiency (Oosthuizen, 2001).

Lack of knowledge about special education needs may likely influence their acceptance of children with disabilities (Subban & Sharma, 2006). Teacher's self-efficacy is identified as a stable and vital indicator of their motivation in his/her work. It is also a predictor of teacher receptivity for using innovative strategies, and both the concepts related to student's motivation and their success (Hsiao, Chang, Tu, & Chen, 2011)

Heavy work load and deadlines which are impossible to reach by the teachers can be very stressful because it makes a conflicting situation between the teachers and supervisors. Sometimes this becomes the cause of job dissatisfaction and to erode even the most dedicated employee (Okumbe, 1998). Akala (2002) found in the research that understaffing of teachers in public primary schools has a positive relationship with the poor morale and despair among teachers, which leads to lower the quality and relevance of education. Akala (2002) also found and commented that many teachers in public primary schools in Kayole Division have low job satisfaction due to higher teacher-students ratio (1:90) in a classroom to be attended by one teacher who also teaches as many as 38 lessons per week. This workload for such a teacher becomes unbearable and tiresome. So, it gives low job satisfaction. Research also found that acute shortage of institutional materials and teaching aids hampers teachers' efforts to achieve the educational goals for an institution.

Recognition works as reinforcement. It informs employees of how well they have done their job. If the work of the workers is not recognized then they may feel invisible, undervalued, unmotivated and disrespected. Promotions give the chances for personal growth, increased levels of responsibility and an increase on social standing (Robbins & Judge, 2008). Appropriate training gives a teacher to perform his duty effectively. It implies preparation for an occupation or for more specific skills. Teachers in general education as well as special education both require appropriate training. This enables them to attend the needs of all children irrespective of disability or special needs.

Job satisfaction has been a significant issue in empirical educational research (DeNobile & McCormick, 2008; Dinham & Scott, 2000; Singh & Billingsley, 1996; Spector, 1997). Many researchers argued that schools must pay more attention to improve teacher's job satisfaction. It

has been an issue of concern for many researchers in the past, mainly because of its connection with important organizational phenomena, such as turnover, absenteeism and organizational effectiveness. Lawler (1973) refers to overall job satisfaction as a term encompassing all those things a person expects to get from his/her job and all those things he/she actually receives (Evans, 1998). In fact, job satisfaction is believed to be an inside reaction against the concept of working conditions. It has also been claimed that job satisfaction is the overall evaluation somebody receives from his/her working environment.

Shann, (2001) found that the relationship between employees' working conditions, social conditions and productivity. He mentioned that the performance of workers is influenced by the surrounding and by the coworkers. Additionally, physical surroundings like safe, comfortable, close home, cleanliness, adequate tools and equipments and buildings that are in good conditions are always valued by the teachers (Otube, 2004). Pleasant working conditions are always preferred by the employees including teacher. It provides them physical comfort and the also desirable for facilitating work goals attainment. Hence, the present researcher decided to conduct this study entitled "Teacher's Job Satisfaction in Inclusive schools in West Bengal" with the following aim, objectives and hypotheses

Aim: the main aim of the study was to investigate the teacher's Job Satisfaction in inclusive schools in West Bengal

Objectives: the following objectives were taken for the study.

- i. To investigate the teacher's job satisfaction in inclusive school on the basis of their gender
- ii. To investigate the teacher's job satisfaction in inclusive school on the basis of their age

- iii. To investigate the teacher's job satisfaction in inclusive school on the basis of their social class
- iv. To investigate the teacher's job satisfaction in inclusive school on the basis of their years of teaching experience
- v. To investigate the teacher's job satisfaction in inclusive school on the basis of their academic qualifications
- vi. To investigate the teacher's job satisfaction in inclusive school on the basis of their habitat
- vii. To investigate the teacher's job satisfaction in inclusive school on the basis of their work place
- viii. To investigate the teacher's job satisfaction in inclusive school on the basis of their subject taught
- ix. To investigate the teacher's job satisfaction in inclusive school on the basis of their marital status
- x. To investigate the teacher's job satisfaction in inclusive school on the basis of their family structure
- xi. To investigate the teacher's job satisfaction in inclusive school on the basis of their financial satisfaction

Hypotheses: the following hypotheses were framed for the study.

H₀1: There will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their gender.

H₀2: There will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their age.

H₀3: There will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their social class.

H₀4: There will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their years of experience.

H₀5: There will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their academic qualification.

H₀6: There will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their subject taught.

H₀7: There will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their habitat.

H₀8: There will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their workplace.

H₀9: There will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their marital status.

H₀10: There will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their family structure.

H₀11: There will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their financial satisfaction.

Methodology

Descriptive survey method was followed for this study. Samples were collected using purposive sampling technique. Teachers from the inclusive schools were the samples for the present study. 138 teachers were selected from Inclusive schools where at least one child with special needs was enrolled and availing his or her formal education under the school education department of Government of West Bengal. The Teacher's job satisfaction scale by Munir and Khatoon (2015) consisting of 20 statements which is bi-dimensional instrument in which 12 items are worded positively and 8 items worded negatively were used along with a structured demographic data sheet developed by the present researcher for collecting the data. It was a 5-point Likert type instrument that assesses positive and negative dimensions of job satisfaction. Job satisfaction scale had split-half reliability of 0.84 and Cronbach's alpha 0.86. The content validity of the job satisfaction Scale was established along with the construct validity. For collection of relevant data, the investigator supplied the tool personally to all the respondents. The filled up questionnaires including the demographic data sheet were collected, critically examined, cleaned and quantified as far as possible and tabulated using Microsoft excel 2007 systematically for further analysis. And the analysis was done using Statistical Package for the Social Sciences (SPSS) version 20.

Dependent variables: Teacher's job satisfaction

Independent variables: A detailed of the independent variables of 138 respondents from inclusive schools was shown in the following table:

Serial Number	Independent variable	Category	N=138	Percentage (%)
1.	Gender	Female	n=71	51.45
		Male	n=67	48.55

2.	Age	30 to 40 years	n=67	48.55
		41 to 50 years	n=36	26.09
		51 to 60 years	n=35	25.36
3.	Social class	General	n=88	63.77
		Backward class	n=50	36.23
4.	Academic qualification	Upto graduation	n=32	23.19
		Post graduation and above	n=106	76.81
5.	Year of experience	Less than 10 years	n=45	32.61
		10 to 20 years	n=60	43.48
		Above 20 years	n=35	25.36
6.	Habitat	Rural	n=34	24.64
		Urban	n=84	60.87
		Semiurban	n=20	14.49
7.	Workplace	Rural	n=31	22.46
		Urban	n=89	64.49
		Semiurban	n=18	13.04
8.	Marital status	Married	n=120	86.96
		Unmarried	n=18	13.04
9.	Family structure	Nuclear	n=68	49.28
		Joint	n=70	50.72
10.	Financial satisfaction	Average	n=75	54.35
		Dissatisfied	n=28	20.29
		Satisfied	n=35	25.36
11.	Subject taught	Language and literature	n=46	33.33
		Mathematics and Sciences	n=46	33.33
		Social Sciences	n=46	33.34

Findings:

H₀1: There will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their gender.

Table showing Mean, standard deviation, and independent t-test score on teacher's job satisfaction in inclusive schools on the basis of their gender

Gender	N	Mean	SD	df	t	Sig. (2-tailed)	Hypothesis
Female	71	75.79	8.495				Rejected
Male	67	70.43	8.882	136	3.621	.000	

Table-1

From the above table it was observed that female teachers possess more satisfaction in their job than their male counterpart and the result was statistically significant at 0.05 levels. Hence, the null hypothesis *there will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their gender* was rejected.

H₀2: There will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their age.

Table showing one way ANOVA score on teacher's job satisfaction in inclusive schools on the basis of their age

	Sum of Squares	df	Mean Square	F	Sig.	Hypothesis
Between Groups	230.777	2	115.389	1.414	.247	Accepted
Within Groups	11016.324	135	81.602			
Total	11247.101	137				

Table-2

It was observed from the above table, the results of one way analysis of variance (ANOVA) shows that there was no significant difference on the teacher's job satisfaction in inclusive schools on the basis of their (F=1.414, $p>0.05$). Hence, the null hypothesis *there will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their age* was accepted.

H₀₃: There will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their social class.

Table showing Mean, standard deviation, and independent t test score teacher's job satisfaction in inclusive schools on the basis of their social class

Social class	N	Mean	SD	df	t	Sig. (2-tailed)	Hypothesis
General	88	73.60	9.545				Accepted
Backward Classes	50	72.46	8.180	136	.711	.479	

Table-3

From the above table it was found that teachers from general category possess more job satisfaction than the teachers from backward classes though the result was not statistically significant at 0.05 levels. Hence, the null hypothesis *there will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their social class* was accepted.

H₀₄: There will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their years of experience.

Table showing One way ANOVA score on teacher's job satisfaction in inclusive schools on the basis their years of experience.

	Sum of Squares	df	Mean Square	F	Sig.	Hypothesis
Between Groups	371.391	2	185.695	2.305	.104	Accepted
Within Groups	10875.711	135	80.561			
Total	11247.101	137				

Table-4

From the above table, it was found based on the results of one way analysis of variance (ANOVA) that there was no statistically significant difference on the job satisfaction of the teachers in inclusive schools on the basis of their years of experience ($F=2.305$, $p>0.05$). Hence, the null hypothesis *there will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their years of experience* was accepted.

H₀5: There will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their academic qualification.

Table showing Mean, standard deviation, and independent t-test score on teacher's job satisfaction in inclusive schools on the basis of academic qualification

Academic qualification	N	Mean	SD	df	t	Sig. (2-tailed)	Hypothesis
Upto Graduation	32	74.69	7.293				Accepted
Post Graduation and above	106	72.74	9.514	136	1.068	.287	

Table-5

It was found from the above table that teachers whose qualification was upto graduate level had more job satisfaction than the teachers who are post graduate and above qualified, though the result was not statistically significant at 0.05 levels. Hence, the null hypothesis *there will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their academic qualification* was accepted.

H₀6: There will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their subject taught.

Table showing one way ANOVA score on teacher's job satisfaction in inclusive schools on the basis of their subject taught.

	Sum of Squares	df	Mean Square	F	Sig.	Hypothesis
Between Groups	108.928	2	54.464	0.660	0.518	Accepted
Within Groups	11138.174	135	82.505			
Total	11247.101	137				

Table-6

It was noticed from the above table, on the basis of one way analysis of variance (ANOVA) that there was no significant difference on the teacher's job satisfaction on the basis of their subject taught in inclusive schools ($F=0.660$, $p<0.05$). Hence, the null hypothesis *there will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their subject taught* was accepted.

H₀7: There will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their habitat.

Table showing one way ANOVA score on teacher's job satisfaction in inclusive schools on the basis of their habitat.

	Sum of Squares	df	Mean Square	F	Sig.	Hypothesis
Between Groups	75.281	2	37.641	.455	.636	Accepted
Within Groups	11171.820	135	82.754			
Total	11247.101	137				

Table-7

Above table shows that, the results of one way analysis of variance (ANOVA) was not statistically significant difference on teacher's job satisfaction on the basis of their habitat in inclusive schools ($F=0.455$, $p>0.05$). Hence, the null hypothesis there will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their habitat was accepted.

H₀₈: There will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their workplace.

Table showing one way ANOVA score on teacher's job satisfaction in inclusive schools on the basis of their workplace

	Sum of Squares	df	Mean Square	F	Sig.	Hypothesis
Between Groups	497.518	2	248.759	3.124	.047	Rejected
Within Groups	10749.583	135	79.627			
Total	11247.101	137				

Table-8

It was noticed from the above table, based on the results of one way analysis of variance (ANOVA) that there was significant difference on the job satisfaction of the teachers in inclusive schools on the basis of their workplace ($F=3.124$, $p<0.05$). Hence the null hypothesis *there will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their workplace was rejected*. And further independent t test was done.

Table showing Mean, standard deviation, and independent t test score on teacher's job satisfaction in inclusive schools on the basis workplace (rural and semi urban)

Workplace	N	Mean	SD	df	t	Sig. (2-tailed)
Rural	31	75.00	7.576			
Semi Urban	18	76.78	9.137	47	-.734	.467

Table-8.1

It was found from the above table that the teachers from semi urban area possess more job satisfaction than their rural counterpart, though the result was not statistically significant at 0.05 level.

Table showing Mean, standard deviation, and independent t test score on teacher's job satisfaction in inclusive schools on the basis their workplace (rural and urban)

Workplace	N	Mean	SD	df	t	Sig. (2-tailed)
Rural	31	75.00	7.576			
Urban	89	71.83	9.298	118	1.709	.090

Table-8.2

From the above table it was found that teachers from rural area had more job satisfaction than their urban counterpart, though the result was not statistically significant at 0.05 level.

Table showing Mean, standard deviation, and independent t-test of teachers on job satisfaction in inclusive schools on the basis of their workplace (semi urban and urban)

Workplace	N	Mean	SD	df	t	Sig. (2-tailed)
Semi Urban	18	76.78	9.137			
Urban	89	71.83	9.298	105	2.064	.041

Table-8.3

From the above table it was found that the teachers from semi urban area had more job satisfaction than their urban counterpart and the result was statistically significant at 0.05 level.

H₀9: There will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their marital status.

Table showing Mean standard deviation and independent t test score on teacher's job satisfaction in inclusive schools on the basis of marital status

Marital status	N	Mean	SD	df	t	Sig. (2-tailed)	Hypothesis
Married	120	73.11	9.265				Accepted
Unmarried	18	73.72	7.767	136	-.267	.790	

Table-9

From the above table no it was found that the unmarried teachers were more satisfied than the married teachers in their teaching job but the result was not statistically significant at 0.05 level. So, the null hypothesis *there will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their marital status* was accepted.

H₀10: There will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their family structure.

Table showing Mean standard deviation and independent t test score on teacher's job satisfaction in inclusive schools on the basis of family structure.

Family structure	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Hypothesis
Nuclear	68	72.31	8.973				Accepted
Joint	70	74.04	9.128	-1.125	136	.263	

Table-10

From the above table it was observed that the teachers from joint family were more satisfied in their job than the teachers from nuclear family though the result was not statistically significant at 0.05 level. Hence, the null hypothesis *there will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their family structure* was accepted.

H₀11: There will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their financial satisfaction.

Table showing one way ANOVA score on teacher's job satisfaction in inclusive schools on the basis of their financial satisfaction

	Sum of Squares	df	Mean Square	F	Sig.	Hypothesis
Between Groups	2151.755	2	1075.877	15.969	.000	Rejected
Within Groups	9095.347	135	67.373			
Total	11247.101	137				

Table-11

It was revealed from the above table, on the basis of one way analysis of variance (ANOVA) that there was significant difference on the job satisfaction on the basis of financial satisfaction of the teachers of the inclusive schools ($F=15.969$, $p<0.05$). So, further independent t test was conducted. Hence, the null hypothesis there will be no significant difference in job satisfaction among the teachers of inclusive schools on the criterion of their financial satisfaction was rejected.

Table showing Mean standard deviation and independent t test score on teacher's job satisfaction in inclusive schools on the basis of their financial satisfaction (average and dissatisfied).

Financial satisfaction	N	Mean	SD	df	t	Sig. (2-tailed)
Average	75	74.31	8.408			
Dissatisfied	28	65.64	8.075	101	4.702	.000

Table-11.1

From the above table it was observed that the averagely satisfied group of teachers was more satisfied than the teachers who were grouped as dissatisfied and the result was statistically significant at 0.05 level.

Table showing Mean standard deviation and independent t test score on teacher's job satisfaction in inclusive schools on the basis of their financial satisfaction (average and satisfied).

Financial satisfaction	N	Mean	SD	df	t	Sig. (2-tailed)
Average	75	74.31	8.408			
Satisfied	35	76.83	7.865	108	-1.495	.138

Table-11.2

From the above table it was found that the satisfied group of teachers was more satisfied than the teachers who were grouped as averagely satisfied in their job but the result was not statistically significant at 0.05 level.

Table showing Mean standard deviation and independent t test score on teacher's job satisfaction in inclusive schools on the basis of their financial satisfaction (dissatisfied and satisfied)

Financial satisfaction	N	Mean	SD	df	t	Sig. (2-tailed)
Dissatisfied	28	65.64	8.075			
Satisfied	35	76.83	7.865	61	-5.544	.000

Table-11.3

From the above table it was observed that the satisfied group of teachers had more satisfaction in their job than the teachers who were grouped as satisfied and the result was statistically significant at 0.05 level.

Discussion:

The main aim of the study was to conduct an empirical investigation about the teacher's job satisfaction in inclusive schools in West Bengal. In relation to this, it was found in the present study that the female teachers were significantly more satisfied in their job than the male teachers. It was supported by the findings of Njiru (2014), Fitzmaurice (2012), Ngimbudzi (2009), Demato (2001), Newby (1999), Raisani (1988), Smith and Plant (1982), Reddy and Ramakrishnaiah (1981), Reddy and Babjan (1980), Reddy and Reddy (1978), Lavingia (1977).

Further, teachers with upto graduate qualification were more satisfied in their teaching job than the teachers who were post graduate and above qualified but the result was not statistically significant. The similar result was found in the study of Gupta and Gehlawat (2013). But totally a contrast result was found in the study of Gupta, Pasrija and Bansal (2012) where they revealed that the teachers having post-graduate qualifications had significantly higher job satisfaction than their graduate qualified counterparts.

In case of age of the teachers, it was found that higher aged teachers were more satisfied with their job than the low or middle aged teachers. Though the result was not statistically significant. These findings were consistent with the findings of Griffin and Bateman (1986); Mannheim, Baruch and Tal (1997) where they reported a positive relationship between age and job satisfaction about the teachers. Bateman and Strasser (1984) also mentioned that older

employees tend to be more satisfied in their job. Abushaira (2012) and (Kyongo, 2006) found personal factors like as age has a strong influence on job satisfaction. Though, in the study of Ondieki (2005) found that there was no significant relationship between age and job satisfaction of the teachers.

In relation to the of teachers' years of experience, it was noticed in the present study that the teachers who have more than 20 years of teaching experience they were more satisfied than the teachers who had less than 10 years and 10 to 20 years of teaching experience. But, the result was not statistically significant.

A contrast result was found in the study of Yamada (2011) that the teachers with less than five years of teaching experience tend to be more satisfied. De Beer, Mentz and VanderWalt (2007); and George, Louw and Badenhorst (2008) and Billingsley (2004) found no significant difference among the school teachers job satisfaction on the basis of their years of experience. But, Choudhury (2003) mentioned that the teachers' experience has an influence on their job satisfaction. Khan and Khan (2011) also mentioned that experience drastically influence employees' job satisfaction.

Further a significant difference was found in the present study based on the urban, semiurban and rural area of the teachers' workplace. In support of this, Choudhury (2003) mentioned that work location has an influence on their job satisfaction. In the study of Ololube (2006) it was noticed that workers satisfaction depends on their work place. Its adequate tools, materials and a favorable environment provide satisfaction to accomplish their task. Also it was found in the study of Kyongo (2006) that an unconducive working condition, the hardworking employees always finds jobs elsewhere and the mediocre employees would stay. In the study of Saiti and Papadopoulos (2015) in Athens, Greece, it was found that the personal characteristics

such as gender, age, years of experience, and level of education of the school teachers have an impact on job satisfaction.

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