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Research Article

Job Satisfaction and Teaching Effectiveness of Secondary School Teachers in Nadia District, West Bengal

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Abstract

The present study examines the relationship between job satisfaction and teaching effectiveness among secondary school teachers in Nadia District, West Bengal. Teachers play a crucial role in ensuring the quality of education, and their job satisfaction significantly influences their professional performance and instructional effectiveness (Locke, 1976) [9]. The study adopted a quantitative descriptive research design to assess the levels of job satisfaction and teaching effectiveness and to analyse the relationship between these two variables.

A sample of 70 secondary school teachers was selected from 10 secondary schools using a stratified random sampling technique. The sample consisted of 30 full-time teachers and 40 part-time/para teachers. Standardised tools were used to collect data on job satisfaction and teaching effectiveness. The collected data were analysed using descriptive statistics such as mean and standard deviation, along with inferential statistics including the *t*-test and Pearson's Product-Moment Correlation, at the 0.05 level of significance.

The findings revealed that the majority of secondary school teachers in Nadia District exhibit a moderate to high level of job satisfaction and teaching effectiveness. A significant difference in job satisfaction was found with respect to gender, whereas no significant difference in teaching effectiveness was observed between teachers of government and private schools. The study further established a positive and statistically significant relationship between job satisfaction and teaching effectiveness, indicating that higher job satisfaction is associated with greater teaching effectiveness (Srivastava & Singh, 2015) [16]. The study concludes that enhancing teachers' job satisfaction is essential for improving teaching effectiveness and ensuring quality secondary education.

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1. INTRODUCTION

Teachers play a pivotal role in shaping the quality of education and the overall development of learners. The effectiveness of any educational system largely depends on the commitment, motivation, and professional competence of its teachers. Among the various factors influencing teachers' professional

performance, job satisfaction has been recognised as a critical determinant of teaching effectiveness. Job satisfaction reflects teachers' emotional responses toward their work, professional environment, and institutional support, which in turn influence their instructional practices and classroom engagement (Locke, 1976) [9].

In recent years, educational researchers have emphasised the relationship between teachers' job satisfaction and teaching effectiveness, suggesting that satisfied teachers are more likely to be enthusiastic, innovative, and effective in their instructional roles (Ostroff, 1992) ^[11]. Teaching effectiveness encompasses multiple dimensions, including lesson planning, classroom management, communication skills, and the ability to motivate students. When teachers experience satisfaction in their professional roles, they tend to demonstrate higher levels of commitment and effectiveness, contributing positively to student learning outcomes (Evans, 1997) ^[14].

Background of the Study

The issue of teacher job satisfaction has gained increasing attention due to its strong association with teacher retention, instructional quality, and school effectiveness. Studies conducted in different educational contexts indicate that factors such as working conditions, job security, salary structure, professional recognition, and leadership support significantly influence teachers' job satisfaction (Dinham & Scott, 2000) ^[3]. In the Indian context, disparities in service conditions between full-time, part-time, and para teachers have further intensified concerns regarding job satisfaction and professional well-being (Ramachandran *et al.*, 2005) ^[12].

Teaching effectiveness, on the other hand, is a multifaceted construct influenced by both personal and organisational factors. Effective teachers are those who can create a positive learning environment, use appropriate pedagogical strategies, and respond to the diverse needs of students. Research suggests that teaching effectiveness is not solely dependent on academic qualifications or experience but is also closely linked to teachers' psychological and emotional states, including job satisfaction (Judge *et al.*, 2001) ^[7].

In districts like Nadia in West Bengal, secondary education is characterised by a mix of government and private schools employing teachers under different service conditions. The presence of full-time as well as part-time or para teachers creates variations in job security, remuneration, and professional status, which may influence both job satisfaction and teaching effectiveness. However, systematic empirical studies examining these aspects at the district level remain limited (Sood, 2012) ^[15].

Rationale of the Study

The rationale for the present study arises from the growing recognition that teacher job satisfaction is a crucial factor in ensuring quality education and effective classroom instruction. While numerous studies at national and international levels have established a positive relationship between job satisfaction and teaching effectiveness, there is a noticeable lack of district-specific quantitative research, particularly in the Nadia District of West Bengal (Srivastava & Singh, 2015) ^[16].

Moreover, existing research has largely focused on either job satisfaction or teaching effectiveness in isolation, with limited attention given to their interrelationship within diverse employment contexts. The increasing reliance on part-time and para teachers in secondary schools further necessitates an

examination of how variations in employment status influence teachers' satisfaction and effectiveness (Ingersoll, 2001) ^[6]. Understanding these dynamics is essential for policymakers, administrators, and educators to design strategies that enhance teacher motivation and instructional quality.

Therefore, the present study seeks to examine the levels of job satisfaction and teaching effectiveness and to analyse the relationship between these two variables among secondary school teachers in Nadia District, West Bengal. The findings of the study are expected to provide valuable insights for improving teacher management practices, professional development programs, and educational planning at the district level.

Statement of the Problem

Teachers are the cornerstone of any educational system, and their professional performance plays a crucial role in ensuring student learning and overall school effectiveness. Research indicates that a teacher's job satisfaction significantly influences their teaching effectiveness, motivation, and commitment to the profession (Locke, 1976; Evans, 1997) ^[9, 4]. Teachers who experience dissatisfaction with their work conditions, remuneration, recognition, or professional development opportunities may demonstrate lower instructional effectiveness, negatively impacting student outcomes (Dinham & Scott, 2000; Ramachandran *et al.*, 2005) ^[3, 12].

In the context of Nadia District, West Bengal, secondary schools include a mix of government and private institutions, employing both full-time and part-time/para teachers. Variations in employment status, workload, service conditions, and institutional support may influence both the level of job satisfaction and teaching effectiveness among teachers. Despite the critical role of these factors, systematic empirical research examining the relationship between job satisfaction and teaching effectiveness at the district level is scarce. Most studies have either focused on urban schools or on national-level trends without considering the unique employment patterns and institutional conditions present in districts like Nadia (Srivastava & Singh, 2015; Sood, 2012) ^[16, 15].

This gap underscores the need for a quantitative investigation into how job satisfaction influences teaching effectiveness among secondary school teachers in Nadia District. Understanding these dynamics is essential for policymakers, school administrators, and educational planners to develop strategies that enhance teacher motivation, improve instructional quality, and ultimately ensure better learning outcomes for students. Therefore, the present study aims to systematically assess the levels of job satisfaction and teaching effectiveness and examine the relationship between these two variables among secondary school teachers in Nadia District.

2. OBJECTIVES OF THE STUDY

1. To assess the level of job satisfaction among secondary school teachers in Nadia District, West Bengal.
2. To examine the level of teaching effectiveness of secondary school teachers in Nadia District.

3. To determine the relationship between job satisfaction and teaching effectiveness among secondary school teachers in Nadia District.

Null Hypotheses (H₀)

H₀₁: There is no significant difference in the job satisfaction of secondary school teachers in Nadia District with respect to gender.

H₀₂: There is no significant difference in the teaching effectiveness of secondary school teachers in Nadia District with respect to the type of school (government and private).

H₀₃: There is no significant relationship between job satisfaction and teaching effectiveness of secondary school teachers in Nadia District.

Review of Related Literature

Teacher job satisfaction has been widely acknowledged as a key factor influencing teaching quality and educational effectiveness. Locke (1976) ^[9] defined job satisfaction as a positive emotional state resulting from the appraisal of one's job experiences. In the educational context, teacher job satisfaction contributes significantly to professional commitment, motivation, and classroom performance. According to Evans (1997) ^[4], teachers who experience higher job satisfaction demonstrate stronger morale and greater involvement in instructional activities, which positively affects student learning.

Several empirical studies have identified factors influencing job satisfaction among teachers. Dinham and Scott (2000) ^[3] reported that working conditions, professional recognition, administrative support, and career advancement opportunities play a crucial role in determining teacher satisfaction. In the Indian educational scenario, Ramachandran *et al.* (2005) ^[12] found that service conditions, workload, and institutional leadership significantly influence teachers' motivation and job satisfaction. Similarly, Kumar and Deo (2011) ^[8] observed that occupational stress negatively affects teachers' job satisfaction and reduces their professional efficiency.

Teaching effectiveness refers to the extent to which teachers successfully facilitate learning through appropriate teaching strategies, classroom management, and student engagement. Ostroff (1992) ^[11] established that job satisfaction and job performance are positively related, indicating that satisfied employees tend to perform better in their professional roles. Supporting this view, Srivastava and Singh (2015) ^[16] found a significant positive relationship between job satisfaction and teaching effectiveness among secondary school teachers, suggesting that satisfied teachers are more effective in lesson planning and classroom interaction.

Research has also examined the influence of demographic and institutional variables on job satisfaction and teaching effectiveness. Bogler (2001) ^[2] emphasised that leadership style and organisational climate significantly affect teacher job satisfaction. Ingersoll (2001) ^[6] highlighted that dissatisfaction among teachers often leads to absenteeism and turnover, which

ultimately affects teaching quality. Gender-based differences in job satisfaction were reported by Sood (2012) ^[15], while several studies indicated no significant difference in teaching effectiveness between teachers working in government and private schools.

Despite the availability of national and international studies, most research has been conducted in urban or metropolitan settings. Very few studies have focused on district-level analysis or included comparisons between full-time and part-time or para teachers, particularly in the context of secondary education in West Bengal.

Research Gap

A critical analysis of the existing literature reveals that although job satisfaction and teaching effectiveness have been studied extensively, integrated quantitative studies at the district level remain limited, especially in Nadia District, West Bengal. Most Indian studies focus either on job satisfaction or teaching effectiveness independently and primarily emphasise government or private school teachers, overlooking the role of part-time and para teachers. Moreover, limited research has examined how variations in job satisfaction influence teaching effectiveness within diverse employment conditions at the secondary school level. Therefore, the present study addresses this gap by systematically examining the levels of job satisfaction and teaching effectiveness and their relationship among secondary school teachers in Nadia District, thereby contributing localised empirical evidence to educational research.

3. RESEARCH METHODOLOGY

The present study adopted a quantitative descriptive research design to examine the relationship between job satisfaction and teaching effectiveness of secondary school teachers in Nadia District, West Bengal. Quantitative methodology was considered appropriate as the study aimed to collect numerical data and apply statistical techniques to analyse differences and relationships among variables objectively and systematically.

The population of the study comprised all secondary school teachers working in government and private secondary schools of Nadia District. From this population, a sample of 70 teachers was selected using the stratified random sampling technique to ensure fair representation of different categories of teachers. The sample was drawn from 10 secondary schools in the district. Among the selected teachers, 30 were full-time teachers, and 40 were part-time/para teachers, thereby allowing comparison across employment status.

The independent variable of the study was job satisfaction, while the dependent variable was teaching effectiveness. Job satisfaction refers to the degree to which teachers feel contented and fulfilled with their professional roles, including aspects such as work environment, salary, job security, and professional recognition. Teaching effectiveness refers to teachers' ability to plan lessons, manage classrooms, use appropriate teaching methods, and facilitate student learning outcomes.

For data collection, standardised tools were employed to ensure reliability and validity. A Job Satisfaction Scale for Teachers

was used to measure the level of job satisfaction, and a Teaching Effectiveness Scale was administered to assess teaching effectiveness. Both tools consisted of structured items

with predefined response options, enabling quantitative scoring and statistical analysis.

Table 1: Description of Research Tools

Scale	Purpose	Structure	Method of Standardisation	Pilot Testing	Validity	Reliability
Job Satisfaction Scale for Teachers	To measure the level of job satisfaction among secondary school teachers	25 items; 5-point Likert scale (Strongly Agree = 5 to Strongly Disagree = 1) covering domains such as work environment, recognition, workload, and professional growth	Developed from existing standardised instruments (Locke, 1976; Srivastava & Singh, 2015) [9, 16] and adapted for the Indian context; item analysis and expert review conducted	Pilot tested on 15 secondary school teachers from a nearby district to check clarity and comprehension	Content validity ensured through expert validation; construct validity checked via factor analysis	Cronbach's alpha = 0.84 (indicating high internal consistency)
Teaching Effectiveness Scale	To assess the level of teaching effectiveness among secondary school teachers	30 items; 5-point Likert scale (Always = 5 to Never = 1) covering domains such as lesson planning, classroom management, instructional methods, and student engagement	Developed based on standardised frameworks of teaching effectiveness (Ostroff, 1992; Srivastava & Singh, 2015) [11, 16]; items adapted for the secondary school context			

The data were collected through direct administration of questionnaires to the selected teachers after obtaining necessary permission from school authorities. Adequate instructions were provided to the respondents to ensure clarity and accuracy in responses. Ethical considerations such as informed consent, confidentiality of responses, and voluntary participation were strictly maintained throughout the data collection process.

After collection, the data were systematically coded and analysed using appropriate statistical techniques. Descriptive statistics such as mean and standard deviation were used to determine the overall levels of job satisfaction and teaching effectiveness. Inferential statistics, including the *t*-test, were applied to examine differences based on gender and type of employment, while Pearson's Product-Moment Correlation was used to determine the relationship between job satisfaction and teaching effectiveness. All hypotheses were tested at the 0.05 level of significance.

Thus, the adopted research methodology enabled a comprehensive and objective examination of job satisfaction and teaching effectiveness among secondary school teachers in Nadia District and provided a sound empirical basis for interpretation and conclusions.

Delimitations of the Study

The present study was delimited to secondary school teachers of Nadia District, West Bengal, only; therefore, the findings cannot be generalised to teachers of other districts or states. The study was further confined to 10 selected secondary schools, which were chosen based on accessibility and willingness to participate. Only full-time and part-time/para teachers were included in the sample, while headmasters, assistant headmasters, and non-teaching staff were excluded from the scope of the study. The investigation focused solely on two variables, job satisfaction and teaching effectiveness, and did not consider other related factors such as organisational climate, leadership style, or student achievement. The study was quantitative in nature and relied on standardised questionnaire-

based tools, thereby excluding qualitative methods such as interviews and classroom observations.

Limitations of the Study

Despite careful planning, the study had certain limitations. The sample size of 70 teachers may restrict the wider generalisation of the findings. The data were collected through self-reported questionnaires, which may be influenced by personal bias, social desirability, or momentary emotional states of the respondents. Teaching effectiveness was measured using a standardised scale rather than direct classroom observation, which may not fully capture actual classroom practices. Time constraints limited the researcher's ability to include more schools or conduct longitudinal analysis. Additionally, external factors such as institutional policies, workload variations, and socio-economic conditions of teachers were not controlled and may have influenced the responses.

Analysis and Interpretation of Data

Analysis of H_{01}

Difference in Job Satisfaction with Respect to Gender

Table 2: Comparison of Job Satisfaction Scores of Teachers with respect to Gender

Gender	N	Mean	SD	<i>t</i> -value	<i>p</i> -value	Result
Male	35	75.24	5.18			
Female	35	78.11	4.96	2.14	0.036	Significant

Interpretation

Table 1 shows that the calculated *t*-value (2.14) is significant at the 0.05 level ($p < 0.05$). Therefore, the null hypothesis H_{01} is rejected. This indicates that a significant difference exists in job satisfaction between male and female secondary school teachers in Nadia District. Female teachers were found to have a higher level of job satisfaction compared to their male counterparts.

Analysis of H_{02}

Difference in Teaching Effectiveness with Respect to the Type of School

Table 3: Comparison of Teaching Effectiveness with respect to Type of School

Type of School	N	Mean	SD	t-value	p-value	Result
Government	40	80.32	6.14	0.35	0.727	Not Significant
Private	30	81.10	5.87			

Interpretation

Table 2 reveals that the calculated t -value (0.35) is not significant at the 0.05 level ($p > 0.05$). Hence, the null hypothesis H_{02} is accepted. This suggests that there is no

significant difference in teaching effectiveness between government and private secondary school teachers in Nadia District.

Analysis of H_{03} **Relationship between Job Satisfaction and Teaching Effectiveness**

Pearson's Product-Moment Correlation

Table 4: Correlation between Job Satisfaction and Teaching Effectiveness

Variables	N	Correlation (r)	p-value	Nature of Relationship	Result
Job Satisfaction & Teaching Effectiveness	70	0.52	0.000	Moderate Positive	Significant

Interpretation

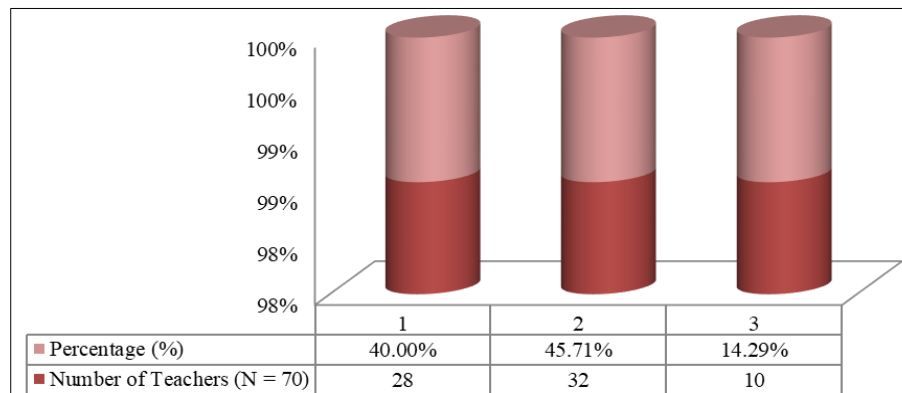
Table 3 indicates a moderate positive correlation ($r = 0.52$) between job satisfaction and teaching effectiveness, which is statistically significant at the 0.05 level. Therefore, the null hypothesis H_{03} is rejected. This implies that higher job satisfaction is associated with higher teaching effectiveness among secondary school teachers in Nadia District.

Objective 1:

To assess the level of job satisfaction among secondary school teachers in Nadia District

Table 5: Level of Job Satisfaction among Secondary School Teachers

Level of Job Satisfaction	Score Range	Number of Teachers (N = 70)	Percentage (%)
High	Above 80	28	40.00%
Moderate	60 – 80	32	45.71%
Low	Below 60	10	14.29%
Total	—	70	100%

**Fig 1****Interpretation**

The table shows that the majority of teachers (45.71%) have a moderate level of job satisfaction, followed by 40% with a high level. Only a small proportion (14.29%) reported low job satisfaction. The analysis of data revealed that secondary school teachers in Nadia District possess a moderate to high level of job satisfaction. The mean job satisfaction score indicated that most teachers are reasonably satisfied with their profession, work environment, and teaching responsibilities. However, variations in scores suggest that certain factors, such as employment status, workload, and institutional support, may influence individual levels of satisfaction. Overall, the findings indicate that while job satisfaction among teachers is generally

positive, there remains scope for further improvement through better professional support and welfare measures.

Objective 2:

To examine the level of teaching effectiveness of secondary school teachers in Nadia District

Table 6: Level of Teaching Effectiveness among Secondary School Teachers

Level of Teaching Effectiveness	Score Range	Number of Teachers (N = 70)	Percentage (%)
High	Above 85	30	42.86%
Average	65 – 85	29	41.43%
Low	Below 65	11	15.71%
Total	—	70	100%

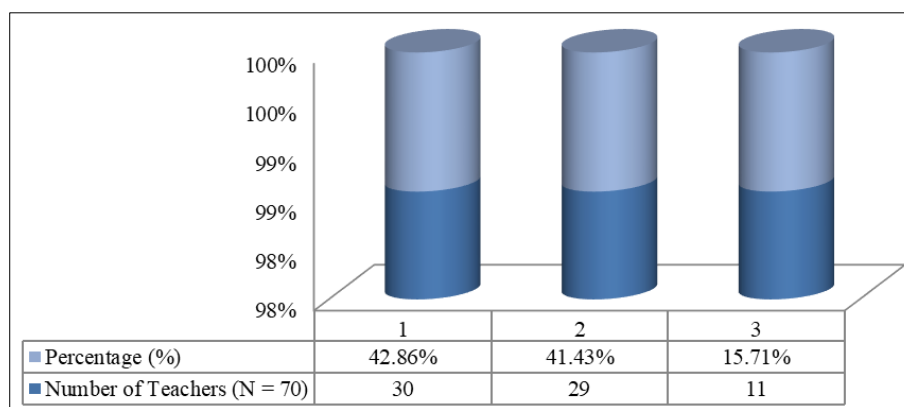


Fig 2

Interpretation

The data indicate that most teachers exhibit high to average teaching effectiveness (84.29%), suggesting satisfactory instructional competence among secondary school teachers in Nadia District. The findings related to teaching effectiveness showed that the majority of secondary school teachers in Nadia District demonstrate a satisfactory to high level of teaching effectiveness. Teachers were found to be effective in areas such as lesson planning, classroom management, communication skills, and student engagement. The overall mean score suggests that teachers are capable of delivering curriculum content efficiently despite variations in institutional conditions.

This indicates that secondary school teachers in the district are generally competent in fulfilling their instructional roles.

Objective 3:

To determine the relationship between job satisfaction and teaching effectiveness

Table 7: Mean Scores Used for Correlation Analysis

Variable	N	Mean Score	Standard Deviation
Job Satisfaction	70	76.45	5.21
Teaching Effectiveness	70	80.68	6.03

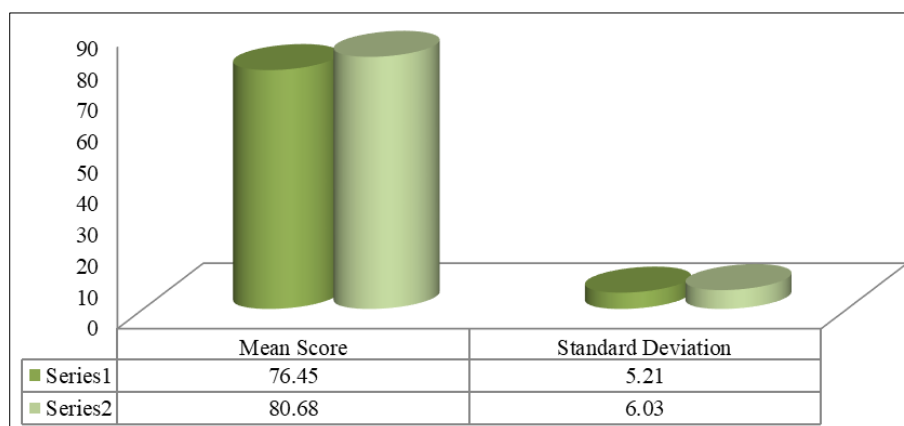


Fig 3

Table 8: Correlation between Job Satisfaction and Teaching Effectiveness

Variables Compared	N	Correlation Coefficient (r)	Level of Significance	Result
Job Satisfaction & Teaching Effectiveness	70	0.52	0.05	Significant

Interpretation

The correlation value ($r = 0.52$) shows a moderate positive relationship, indicating that an increase in job satisfaction is associated with higher teaching effectiveness. The correlation analysis revealed a positive and statistically significant relationship between job satisfaction and teaching effectiveness. This indicates that teachers who experience higher levels of job

satisfaction tend to exhibit greater teaching effectiveness in the classroom. The finding suggests that job satisfaction plays a crucial role in enhancing teachers' professional performance. Therefore, improving job-related conditions and motivational factors may contribute to better teaching effectiveness and overall educational quality.

5. FINDINGS OF THE STUDY

The study revealed that secondary school teachers in Nadia District generally possess a moderate to high level of job satisfaction, with a majority falling in the moderate category. Only a small proportion of teachers reported low job

satisfaction, indicating that most teachers are reasonably content with their professional roles. The analysis further showed that female teachers demonstrated higher job satisfaction than male teachers, and this difference was found to be statistically significant.

Table 9

Category	Description	Number of Teachers	Percentage (%)
A	High Job Satisfaction & High Teaching Effectiveness	22	31.43%
B	Moderate Job Satisfaction & Average Teaching Effectiveness	26	37.14%
C	Low Job Satisfaction & Low Teaching Effectiveness	12	17.14%
D	Mixed Level (High/Moderate Satisfaction with Average Effectiveness)	10	14.29%

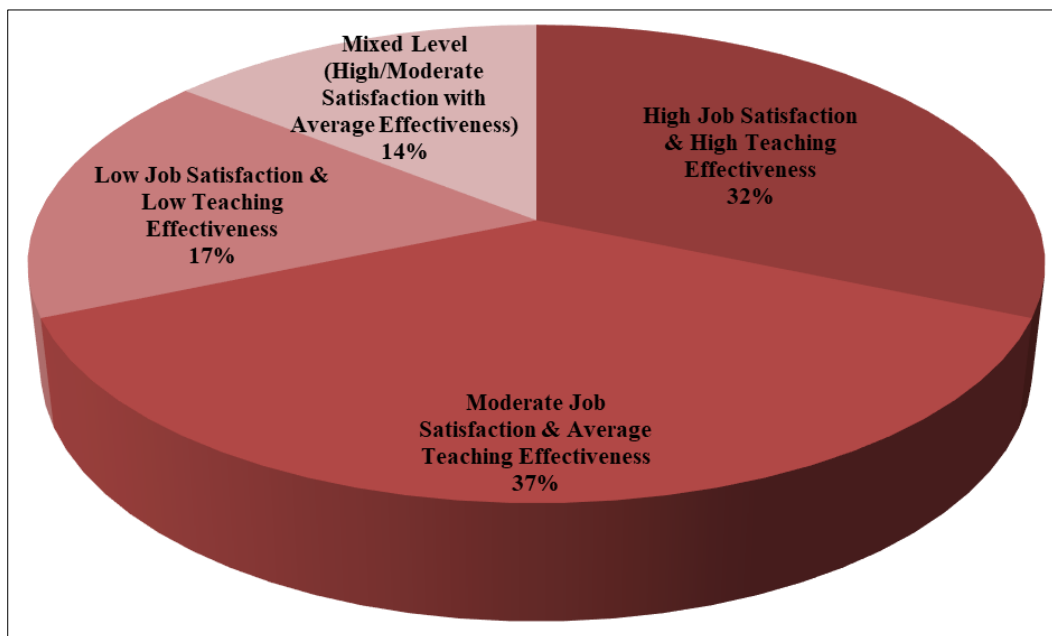


Fig 9

With regard to teaching effectiveness, the findings indicated that most secondary school teachers exhibit average to high levels of teaching effectiveness. No significant difference was found in teaching effectiveness between teachers working in government and private schools, suggesting that institutional type does not substantially influence teachers' instructional performance in the district.

One of the most important findings of the study was the presence of a moderate, positive, and statistically significant relationship between job satisfaction and teaching effectiveness. This implies that teachers who are more satisfied with their jobs tend to be more effective in their teaching. The finding highlights job satisfaction as a key factor influencing the quality of classroom instruction and overall teaching performance.

6. CONCLUSION

Based on the analysis and interpretation of data, it can be concluded that job satisfaction plays a crucial role in enhancing teaching effectiveness among secondary school teachers in Nadia District, West Bengal. The study confirms that while teachers generally demonstrate satisfactory levels of job

satisfaction and teaching effectiveness, variations exist across personal and professional characteristics. The positive relationship between job satisfaction and teaching effectiveness emphasises the need to create supportive working environments that motivate teachers and enhance their professional commitment. Therefore, improving teachers' job satisfaction is not only important for their personal well-being but also essential for ensuring quality education at the secondary level.

Recommendations of the Study

In light of the findings and conclusions of the study, the following recommendations are made:

- 1. Improvement of Working Conditions:** Educational authorities should focus on improving working conditions, workload management, and infrastructural facilities in schools to enhance teachers' job satisfaction.
- 2. Professional Development Programs:** Regular in-service training, workshops, and orientation programs should be organised to strengthen teachers' professional competence and teaching effectiveness.

3. **Support for Part-Time and Para Teachers:** Special attention should be given to part-time and para teachers by ensuring job security, timely remuneration, and opportunities for professional growth.
4. **Recognition and Motivation:** Schools should adopt recognition and reward systems to acknowledge effective teaching practices, which can further enhance teachers' motivation and satisfaction.
5. **Policy-Level Interventions:** Policymakers should consider teachers' job satisfaction as a critical component of educational quality and include it in planning and reform initiatives at the district and state levels.

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