

JOB SATISFACTION OF WOMEN LEADERS IN EDUCATION IN INDIA

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Abstract

In India, leadership in terms of gender has different impact on an educational organisation. Male leader dominates in education in India. In such a developing country, women are gaining good position in the education field; however, India has a strong social, caste and creed system. Thus, women from different strata may not be provided with equal opportunity at the managerial level in educational sector. Women are provided with good opportunity for leadership in metro cities; however, the picture of leadership in rural India is different. The social, caste and creed system has strong impact in rural India. The society is divided in caste categories like SC, ST, SEBC and Open/General hence it is very interesting to study leadership by women from both social and geographical context. Women leaders in Indian education are selected for the research since they are currently largely influencing the Indian educational sector. The researcher has attempted to evaluate job satisfaction of women leaders in the educational field in India. The researcher has also strived to study educational qualification, residential area, area of institute and category and their interactive effects on job satisfaction of women leaders in education. This research paper highlights some job satisfaction problems and presents a picture of it among women leaders in education. An online questionnaire on job satisfaction was developed for the study. Along with the digital questionnaire, a hard copy was also provided to some samples of the study. The questionnaire comprises of 13 different components: Work place/physical condition, Nature of work, Remuneration, Promotion, Authority/senior, Job security, Work interest, Social satisfaction, Colleague, Welfare facilities, Communication, Contingent rewards, Operating conditions. The questionnaire is based on a four-point scale. The impacts of various variables on job satisfaction of women leaders in education have been studied with the help of ANOVA. This research paper presents a comprehensive diagnosis of job satisfaction of women leaders in education, factors causing dissatisfaction and suggestions to improve them in order to achieve balancing family life and job of leader in education in Gujarat, India.

Keywords: Job Satisfaction, Educational Leadership, Category, SC, ST, SEBC, Open/General

01 Introduction

Why one works throughout his life spending precious years of one's life? The answer is, of course, that one wants to live happily. A person spends much of his time to earn bread and butter and for that he/she is engaged in one or another work. In other words, a person does a job to achieve his earning. When a person does a job, he/she needs some sense of satisfaction. We can define job satisfaction as how content an individual is with his or her job. It means that a state of mind while doing the job may involve many affecting factors. In the past a person was engaged in a job by the factor like heredity. A person's level of job satisfaction can be influenced by various factors in modern time. A variety of tasks involved in job, the management style, leadership, culture, fairness of the promotion system, employee involvement, the level of pay and benefits, empowerment, the clarity of the job description/requirements, autonomous workgroups, the quality of the working conditions, the interest, challenge and social relationship the job generates and the job itself can be counted as some of the influencing factors.

There are many types of leaders but the focus is on the leaders in education. Educational leadership in developing countries like India has a crucial role in shaping the nation. Leadership in education is further divided on the basis of gender: male leaders and female leaders. Leadership in education in India is influenced by males mainly in terms of quantity. India is highly affected and influenced by the caste system, gender differences, etc. even in education; hence, the role of women leaders in education in the context of job satisfaction catches our attention. India is a big nation in geographical terms, where area of residence and area of institutes of women leaders in education matter a lot. Educational leadership in India can be obtained by some professional qualification after doing either graduation or post graduation; hence, the impact of educational level, especially of women leaders in education, tempted the researcher to study this factor in the context of job satisfaction. Job satisfaction is a much wider term, but it has been studied from 13 various components: Work place/physical condition, Nature of work, Remuneration, Promotion, Authority/senior, Job security, Work interest, Social satisfaction, Colleague, Welfare facilities, Communication, Contingent rewards, Operating conditions. The researcher tried to concentrate on the relative importance of job satisfaction factors and their impacts on the overall job satisfaction of women leaders in education in the state of Gujarat, India. It has been attempted to present a comprehensive diagnosis of job satisfaction for women leaders in education in Gujarat, India, the factors responsible for the dissatisfaction and suggestions to improve them in order to achieve a balancing peaceful family life and job of leader in education in Gujarat, India. The study of the job satisfaction was made possible by administrating a digital and hard copy questionnaire developed by the researcher focusing on the factors like educational qualification, residential area, institute area and category.

02 Statement of the problem

The statement of the present study is as follows:

“ Job Satisfaction of Women Leaders in Education in India”

03 Objectives of the study

The following objectives were kept in mind in order to carry out the study.

- ✓ To develop a questionnaire in order to study the job satisfaction of women leaders in the field of education
- ✓ To study the job satisfaction level of women leaders in the field of education in the context of the educational qualification.
- ✓ To study the job satisfaction level of women leaders in the field of education in the context of the residential area.
- ✓ To study the job satisfaction level of women leaders in the field of education in the context of the institute area.
- ✓ To study the job satisfaction level of women leaders in the field of education in the context of the category.
- ✓ To study the job satisfaction level of women leaders in the field of education in the context of the different interactive variables.

04 HYPOTHESES

The first objective of this present study was to develop a questionnaire on the job satisfaction, so formulation of Ho was not possible for this objective.

Ho1 There would be no significant effect of the educational qualification of women leaders in the field of education on the job satisfaction.

Ho2 There would be no significant effect of the residential area of women leaders in the field of education on the job satisfaction.

Ho3 There would be no significant effect of the institute area of women leaders in the field of education on the job satisfaction.

Ho4 There would be no significant effect of the category of women leaders in the field of education on the job satisfaction.

Ho5 There would be no significant effect of the various interactive variables of women leaders in the field of education on the job satisfaction.

05 VARIABLES OF THE STUDY

In the present study “Job Satisfaction level of women leaders in the field of education” was the dependent variable:

The level of the independent variables is presented in the following table.

Table-1 Variables with Level

Sr	Variable	No of Level	Name of Level
1	Educational Qualification	2	1.Graduate 2.Post Graduate
2	Residential Area	2	1.Rural 2.Urban
3	Residential Area	2	1.Rural 2.Urban
4	Category	4	1.SC 2.ST 3.SEBC 4.Open/General

In the present study the following mentioned ones were the controlled variables: (1) Medium of instruction at Institute, (2) Age and (3) Type of Institute.

06 LIMITATIONS AND DELIMITATIONS OF THE STUDY

The limitations and delimitations of the present study were the following.

- The study may be subjected to the bias and prejudices of the respondents; hence, it can be said that it acts as a direction for further research.
- The research was carried out in a short span of time, wherein the researcher could not widen the study.
- The study could not be generalized due to the fact that the researcher adapted on-line and off-line questionnaire.
- The questionnaire was developed by the researcher in order to study the job satisfaction of women leaders in the field of education in Gujarat, India, so the limitation of the mentioned questionnaire would be the limitation of the present study.
- The present study was delimited only to Gujarat, India.
- The present study was delimited only to educational women leaders.

07 OPERATIONAL DEFINITIONS

07.1 Job Satisfaction

The term job satisfaction has been defined in many different ways. It can be defined as how content an individual is with his or her job. It is the level of contentment an employee feels regarding his or her work. Job satisfaction can be influenced by a person's ability to complete required tasks, level of communication in an organization, and the way management treats employees, etc.[1] Contentment or lack of contentment resulting out of the interplay of employee's positive and negative feelings toward his or her work [2] is included in job satisfaction.

07.2 Educational Leader

Educational leadership is the process of enlisting and guiding the talents and energies of employees engaged in teaching activities, students, and parents toward achieving common educational goals. It can be said that educational leadership involves working with and guiding employees in education towards improving educational processes in any educational institute [3]. Educational leaders are trained to make the educational systems more advanced and to improve, create, and enact policies. In the present study, head of department, principal of school/colleges/universities, supervisors and dean at educational institute level are considered as the educational leaders.

07.3 Category

Category in India is defined as the process of setting aside a certain percentage of seats (vacancies) in government and some semi-government institutions for members of backward and under-represented communities (defined primarily by caste and tribe). In India category is governed by constitutional laws, statutory laws, and local rules and regulations. Scheduled Castes (SC), Scheduled Tribes (ST), and Socially and Economically Backward Classes (SEBC) [4] are the primary beneficiaries of the reservation policies under the Indian Constitution. Those who are not under the umbrella of SC, ST and SEBC are known as Open/General Category people. In this present study, the category is defined as per the category mentioned by the law/constitution/government of India.

08 RESEARCH INSTRUMENT

The non-standardised, four-point-scale Questionnaire on Job Satisfaction (QJS) was developed and used in both on-line and off-line form.

09 CONSTRUCTION OF A NON-STANDARDISED QUESTIONNAIRE

The researcher has tried to study all the relevant information in the construction of the tool and also attempted to conduct personal interview with experts in order to develop the insight for the construction of the tool. The suggestions provided by the experts on the questionnaire were considered in the construction of the questionnaire.

The on-line copy of the questionnaire was developed by Assist. Prof. Dhaval Joshi (Grow More Institute of M.Sc. (CS & IT) as per the direction by the researcher.

The details of components and items are explained in the following table.

Table-2 Components of Job Satisfaction

Sr	Component	Items from...to..	Total Items
01	Work place/physical condition	01 to 07	07
02	Nature of work	08 to 12	05
03	Remuneration	13 to 22	10
04	Promotion	23 to 31	09
05	Authority/senior	32 to 41	10
06	Job security	42 to 48	07
07	Work interest	49 to 58	10
08	Social satisfaction	59 to 64	06
09	Colleague	65 to 75	11
10	Welfare facilities	76 to 78	03
11	Communication	79 to 82	04
12	Contingent rewards	83 to 86	04
13	Operating conditions	87 to 89	03
Total			89

Each of the items had four-point scales: Totally Agree, Totally Disagree, Partially Agree and Not Applicable, which were given digital value of 4, 3, 2 and 1 respectively.

10 DATA COLLECTION PROCEDURE

The women leaders in the field of education from the Gujarat state were randomly selected by the researcher. The samples were provided with the questionnaire via e-mail, Whats App and post.

11 POPULATION AND SAMPLE

The women leaders working in the educational field in Gujarat, India were the population. The final sample consisted of 51 female leaders in the field of education.

The educational qualification wise sample for the study in the table below displays that there were 20 (39 %) graduate and 31 (61%) post graduate women.

The residential area wise sample for the study in the table below displays that there were 27 (53 %) rural resident and 24 (47%) urban resident women.

The institute area wise sample for the study in the table below displays that there were 27 (53 %) rural institute and 24 (47%) urban institute of women.

The category wise sample for the study in the table below displays that there were 04 (08 %) SC, 08 (16%) ST, 10 (20%) SEBC, and 29 (57%) open/general category women.

Table-3 N and % of Variables

Educational Qualification			Residential Area			Area of Institute			Category		
Variable	N	%	Variable	N	%	Variable	N	%	Variable	N	%
Graduate	20	39	Resi. Rural	27	53	Institute Rural	30	59	SC	4	8
Post Graduate	31	61	Resi. Urban	24	47	Institute Urban	21	41	ST	8	16
Total	51	100	Total	51	100	Total	51	100	SEBC	10	20
									Open/General	29	57
									Total	51	100

12 STATISTICAL TREATMENTS

The researcher tried to investigate job satisfaction by means of a descriptive and analytical methodology. Quantitative research design was applied. The responses were generated in the MS Excel csv format. The value of each item was calculated in MS Excel. The value of the items was clustered into the respective components. For example, the calculation for the first component of job satisfaction would be = 51 samples * 7 items * respective value. In the same manner all the 13 components were calculated. The data was calculated in ANOVA with the help of SPSS version 21. The effect of variables was analysed at 0.05 level and the HOs were tested. The data is presented in % calculation in tabular form wherever necessary.

13 DATA ANALYSES

13.1 ANOVA for Educational Qualification

Table- 4 ANOVA for Educational Qualification.

Components	F	Sig.
1. Work Place/ Physical Condition	3.424	0.070
2. Nature of Work	1.031	0.315
3. Remuneration	1.627	0.208
4. Promotion	5.619	0.022 *
5. Authority/ Senior	0.430	0.515
6. Job Security	2.832	0.099
7. Work Interest	0.487	0.489
8. Social Satisfaction	1.724	0.195
9. Colleague	0.113	0.738
10. Welfare Facilities	1.504	0.226
11. Communication	0.004	0.949
12. Contingent Rewards	0.158	0.693
13. Operating Conditions	1.093	0.301

*Significant at 05 level

It is observed from the table above that the calculated value of F of graduate and post graduate female leaders is 0.022 at 05 level. It is concluded that the educational qualification of female

leaders in the field of education affects the Job Satisfaction for the component: promotion in job.

13.2 ANOVA for Residential Area

Table- 5 ANOVA for Residential Area

Sig.	F	Components
0.511	0.438	1. Work Place/Physical Condition
0.759	0.095	2. Nature of Work
0.981	0.001	3. Remuneration
0.968	0.002	4. Promotion
0.522	0.415	5. Authority/ Senior
0.812	0.057	6. Job Security
0.205	1.647	7. Work Interest
0.848	0.037	8. Social Satisfaction
0.518	0.424	9. Colleague
0.762	0.092	10. Welfare Facilities
0.505	0.452	11. Communication
0.729	0.121	12. Contingent Rewards
0.475	0.518	13. Operating Conditions

*Significant at 05 level

The table above demonstrates that all the calculated value of F of rural resident and urban resident female leaders is greater than the table value at 05 level for all the components. It is concluded that the residential area of female leaders in the field of education does not affect job satisfaction for any of the components.

13.3 ANOVA for Area of Institute

Table- 6 ANOVA for Area of Institute

Sig.	F	Components
0.028*	5.141	1. Work Place/Physical Condition
0.028*	5.150	2. Nature of Work
0.912	0.012	3. Remuneration
0.623	0.244	4. Promotion
0.736	0.115	5. Authority/ Senior
0.923	0.009	6. Job Security
0.859	0.032	7. Work Interest
0.901	0.016	8. Social Satisfaction
0.641	0.220	9. Colleague
0.765	0.091	10. Welfare Facilities
0.977	0.001	11. Communication
0.460	0.554	12. Contingent Rewards
0.395	0.736	13. Operating Conditions

*Significant at 05 level

The table above illustrates that the calculated values of F of rural institute area and urban institute area female leaders are 0.028 and 0.028 respectively at 05 level. It is concluded that the area of institute of female leaders in the field of education affects job satisfaction for the components: work place/ physical condition and nature of work.

13.4 ANOVA for Category

Table- 7 ANOVA for Category

Sig.	F	Components
0.598	0.633	1. Work Place/ Physical Condition
0.376	1.059	2. Nature of Work
0.545	0.721	3. Remuneration
0.365	1.084	4. Promotion
0.618	0.600	5. Authority/ Senior
0.878	0.226	6. Job Security
0.465	0.867	7. Work Interest
0.909	0.181	8. Social Satisfaction
0.980	0.061	9. Colleague
0.139	1.924	10. Welfare Facilities
0.399	1.006	11. Communication
0.361	1.094	12. Contingent Rewards
0.407	0.987	13. Operating Conditions

*Significant at 05 level

The above table clarifies that all the calculated value of F of SC, ST, SEBC and Open/General category female leaders is greater than the table value at 05 level for all the components. It is concluded that the category of female leaders in the field of education does not affect job satisfaction for any of the components.

13. 5. Educational Qualification*Residential Area

Table- 8 ANOVA for Educational Qualification * Residential Area

Source	Educational Qualifications * Residential Area												
Components													
1. Work Place/Physical Condition	0.782	0.078											
2. Nature of Work	.005*	9.201											
3. Remuneration	0.518	0.428											
4. Promotion	0.185	1.852											
5. Authority/Senior	0.734	0.118											
6. Job Security	0.441	0.611											
7. Work Interest	0.774	0.084											
8. Social Satisfaction	0.421	0.669											
9. Colleague	0.358	0.873											
10. Welfare Facilities	0.725	0.126											
11. Communication	0.997	0.000											
12. Contingent Rewards	0.774	0.084											
13. Operating Conditions	0.177	1.918											

*Significant at 05 level

The table above illuminates that the calculated value of F of the interaction of educational qualification*residential area of female leaders is 0.005 at 05 level. It is concluded that the interaction of educational qualification*residential area of female leaders in the field of education affects job satisfaction for the component: nature of work.

13.6 Educational Qualification*Institute Area

Table- 9 ANOVA for Educational Qualification*Institute Area

Source	Educational Qualifications * Area of Institute												
Components	1. Work Place/Physical Condition	2. Nature of Work	3. Remuneration	4. Promotion	5. Authority/Senior	6. Job Security	7. Work Interest	8. Social Satisfaction	9. Colleague	10. Welfare Facilities	11. Communication	12. Contingent Rewards	13. Operating Conditions
F	0.212	0.003	0.133	0.003	0.083	0.590	0.674	0.068	0.022	0.000	0.001	0.012	0.876
Sig.	0.649	0.957	0.718	0.956	0.775	0.449	0.419	0.797	0.883	0.987	0.982	0.913	0.358

*Significant at 05 level

The table above illustrates that all the calculated value of the interaction of educational qualification* institute area of female leaders is greater than the table value at 05 level for all the components. It is concluded that the interaction of educational qualification* institute area of female leaders in the field of education does not affect job satisfaction for any of the components.

13.7 Educational Qualification*Category

Table- 10 ANOVA for Educational Qualification*Category

Source	Educational Qualifications * Category												
Components	1. Work Place/Physical Condition	2. Nature of Work	3. Remuneration	4. Promotion	5. Authority/Senior	6. Job Security	7. Work Interest	8. Social Satisfaction	9. Colleague	10. Welfare Facilities	11. Communication	12. Contingent Rewards	13. Operating Conditions
F	1.494	1.226	3.724	4.920	4.122	4.448	3.375	1.859	2.866	2.318	3.519	1.763	4.579
Sig.	0.239	0.320	.023*	.007*	.016*	.012*	.033*	0.160	0.055	0.098	.028*	0.178	.010*

*Significant at 05 level

The table above shows that the calculated values of f of the interaction of educational qualification*category of female leaders are 0.023, 0.007, 0.016, 0.012, 0.033 and 0.010 at 05 level respectively. It is concluded that the interaction of educational qualification*category of female leaders in the field of education affects the job satisfaction for the components: Remuneration, Promotion, Authority/senior, Job security, Work interest and operating conditions.

13.8 Residential Area*Institute Area

Table- 11 ANOVA for Residential Area * Institute Area

Source	Residential Area * Area of Institute												
Components	1. Work Place/Physical Condition	2. Nature of Work	3. Remuneration	4. Promotion	5. Authority/Senior	6. Job Security	7. Work Interest	8. Social Satisfaction	9. Colleague	10. Welfare Facilities	11. Communication	12. Contingent Rewards	13. Operating Conditions
F	2.722	0.135	2.800	13.219	6.134	2.174	0.983	1.756	5.222	0.277	0.066	0.162	0.580
Sig.	0.111	0.716	0.106	.001*	.020*	0.152	0.330	0.196	.030*	0.603	0.799	0.690	0.453

*Significant at 05 level

The table above clarifies that the calculated values of f of the interaction of residential area * institute area of female leaders are 0.001, 0.020 and 0.030 at 05 level. It is concluded that the interaction of residential area*institute area of female leaders in the field of education affects the job satisfaction for the components: Promotion, Authority/senior and Colleague.

13.9 Residential Area*Category

Table- 12 ANOVA for Residential Area * Category

Source	Residential Area * Category												
Components	1. Work Place/Physical Condition	2. Nature of Work	3. Remuneration	4. Promotion	5. Authority/Senior	6. Job Security	7. Work Interest	8. Social Satisfaction	9. Colleague	10. Welfare Facilities	11. Communication	12. Contingent Rewards	13. Operating Conditions
F	1.105	5.440	0.467	0.029	0.522	0.124	0.451	0.117	0.009	0.184	0.431	0.765	0.430
Sig.	0.346	.010*	0.632	0.972	0.599	0.883	0.642	0.890	0.991	0.833	0.654	0.475	0.655

*Significant at 05 level

The table above illuminates that the calculated value of f of the interaction of residential area*category of female leaders is 0.010 at 05 level. It is concluded that the interaction of residential area*category of female leaders in the field of education affects the job satisfaction for the component: Nature of work.

13.10 Institute Area*Category

Table- 13 ANOVA for Institute Area * Category

Source	Area of Institute * Category												
Components	1. Work Place/Physical Condition	2. Nature of Work	3. Remuneration	4. Promotion	5. Authority/Senior	6. Job Security	7. Work Interest	8. Social Satisfaction	9. Colleague	10. Welfare Facilities	11. Communication	12. Contingent Rewards	13. Operating Conditions
F	1.047	1.284	1.399	2.270	0.108	0.190	1.684	0.735	0.104	1.094	0.451	0.572	0.458
Sig.	0.365	0.293	0.264	0.123	0.898	0.828	0.204	0.489	0.901	0.349	0.641	0.571	0.637

*Significant at 05 level

The table above explains that all the calculated value of the interaction of institute area*category of female leaders is greater than the table value at 05 levels for all the components. It is concluded that the interaction of institute area*category of female leaders in the field of education does not affect the Job Satisfaction for any of the components.

13.11 Educational Qualifications*Residential Area*Institute Area*Category

Table-14 ANOVA for Educational Qualification* Residential Area* Institute Area*Category

Source	Educational Qualifications * Residential Area * Area of Institute * Category												
Components	1. work place/physical condition	2. Nature of work	3. Remuneration	4. Promotion	5. Authority/senior	6. Job security	7. Work interest	8. Social satisfaction	9. Colleague	10. Welfare facilities	11. Communication	12. Contingent Rewards	13. Operating conditions
F	0.165	0.834	2.971	8.840	9.537	1.680	3.775	2.090	2.051	5.466	1.199	1.646	4.356
Sig.	0.688	0.369	0.096	0.006	.005*	0.206	0.063	0.160	0.164	.027*	0.283	0.210	.046*

*Significant at 05 level

The table above clarifies that the calculated s of f of the interaction of educational qualification*residential area*institute area*category of female leaders are 0.005, 0.027 and 0.046 at 05 level. It is concluded that the interaction of educational qualification* residential area* institute area*category of female leaders in the field of education affects job satisfaction for the components: Authority/senior, welfare facilities and Operating conditions.

14. GENERAL DISCUSSION

The job satisfaction of women leaders has been significantly affected by the institute area and educational qualification in ascending order, but it was not affected by the residential area and category of women leaders in the field of education.

The job satisfaction of women leaders has been significantly affected by the interactive variables of educational qualification* category six times. It has been significantly affected by the interactive variables of residential area* institute area three times. The job satisfaction of women leaders has been significantly affected by the interactive variables of educational qualification* residential area and residential area*category once.

The interactive variables of educational qualification* institute area and institute area * category have not affected it.

The job satisfaction of women leaders has been significantly affected by the interaction of all variables three times.

The component of Place/Physical Condition of the job satisfaction of women leaders has been significantly affected by the institute area.

The component of Nature of Work of the job satisfaction of women leaders has been significantly affected by the institute area and by the interactive variables of educational qualification* residential area and residential area*category.

The component of Remuneration of the job satisfaction of women leaders has been significantly affected by the interactive variables of educational qualification* category only.

The component of Promotion of the job satisfaction of women leaders has been significantly affected by educational qualification and by the interactive variables of educational qualification*category and residential area* institute area.

The component of Authority/Senior of the job satisfaction of women leaders has been significantly affected by the interactive variables of educational qualification*category and residential area* institute area. It is also affected by the interaction of all variables.

The components of Job Security and Work Interest of the job satisfaction of women leaders have been significantly affected by the interactive variables of educational qualification*category.

The components of Social Satisfaction, Communication and Contingent Rewards of the job satisfaction of women leaders have not been affected by any of the variables.

The component of Colleague of the job satisfaction of women leaders has been significantly affected by the interactive variables of residential area* institute area.

The component of Welfare Facilities of the job satisfaction of women leaders has been significantly affected by the interaction of all variables.

The components of Communication, Contingent Rewards and Operating Conditions of the job satisfaction of women leaders have been significantly affected by the interactive variables of educational qualification*category and also by the interaction of all variables.

If we arrange the components as per the effect of variables then the picture will be from the highest to the lowest as is demonstrated below:

- ✓ Four three affected components are: nature of work, promotion and authority/senior.
- ✓ Twice affected component is: operating conditions.
- ✓ Once affected components are: work place/physical condition, remuneration, job security, works interest, colleague and welfare facilities.
- ✓ Non affected components are: social satisfaction, communication and contingent rewards.

15 SUGGESTIONS FOR FURTHER RESEARCH

As a result of the present study, some new problems for further studies occurred to the researcher that he would like to suggest. A comparative study of job satisfaction in the context of emotional development, SES, aptitude, personality, religious beliefs, class, caste and creed, types of organization, medium of employees, achievement level of employee, level of education, attitude, achievement motivation, self-concept, level of adjustment, level of mental health, traits of leadership.

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