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Measuring The Impact Of Intrinsic And Extrinsic Factors On Job Satisfaction Of Teachers During Covid-19

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Abstract: Objective: The main objective of the research is to determine the influence of intrinsic and extrinsic factors on job satisfaction of teachers during COVID-19.
Method: It is descriptive research for which data was collected between August 2020 and October 2020 through Minnesota Satisfaction Questionnaire. Due to preventive measures of Corona, data was collected through mail. Questionnaire was mailed to 160 teachers working in 7 different colleges of Northwestern region of India. The response rate was 63%. The data was analyzed by descriptive statistics (mean, standard deviation), T-test and One-way ANOVA.
Result: The outcome of the research work shows no significant relation exist between demographic variables (gender, marital status, number of children, educational qualification and working duration) and job satisfaction of teachers.
Conclusion: Result of the study indicate that whether one is male or female, married or unmarried, with children or without children, with different education qualification and working duration, the intrinsic and extrinsic factors influence their job satisfaction.

Keywords- Job satisfaction, Intrinsic factors, Extrinsic factors, COVID-19.

INTRODUCTION

The year 2020 has shaken the whole economy badly and became the most unforgettable year in the history of the world. Its slowdowns the functioning of the entire economy because spread of corona virus makes the government of various countries to adopt protectionist approach by imposing travelling restriction, rigid immigration which led to reduction in trade. The fear of recession (2008) came alive in the mind of the people due to the widespread of unique disease coronavirus, popularly known as COVID-19. Its first case is registered in Hubei province of Wuhan, district of China in December' 2019. It has infected number of people at an extremely high speed, claimed millions of lives, destroys number of families and the number of cases is increasing continuously. Basically, it is Severe Acute Respiratory Syndrome (SARS) which is characterized by range of symptoms like mild fever, dry cough, inflammatory illness in children, difficulty in breathing. The greatest drawback of virus is it is easily transferred from one person to another and maximum number of people who were having it were unaware of it. Seeing its widespread the WHO on 11th March'2020 declared it as a pandemic. To control its widespread the government of various countries issued preventive measures like social distancing, no hand shaking, no mass gathering, use of mask, sanitizer, more focus on personal hygiene. When situation is not under control even after issuing preventive measures, then government of numerous countries all around the world required to lockdown their economic and social activity just to flatten the curve of Coronavirus disease. It impacted trade, economy, and social life very badly. To cope up with the situation everyone is trying to adapt new ways of living life. Rather, the entire world is changing the way of doing things which they were doing for past few decades. Companies were required to shut down offices, people were required to stay at home and adopt remote working by using technology to keep the economy moving and growing. Only companies engaged in essential products were allowed to operate after following rules and regulations issued by the government. Organization across the industry have dual responsibility on their shoulders one to keep business operation going and other to keep employees engaged and positive towards their job and life in general. However, months of social isolation, no meetings of friends and family, no outing, no shopping, excessive workload makes people life stressful and psychologically distress.

It impacts every sector of the economy. Like according to (Keelery, 2020) Indian rupee may reach 8.8tn. It has cause immense loss to the economy and impacted education sector badly. To enforce social distancing government of many countries, adopt lockdown which led to closure of schools, colleges, universities. According to (UNESCO, 2020) reports, 63 million teachers of 165 countries got affected by this. A total of 1.3 billion students all around the world were not able to attend the school and universities. In India alone, approximately 32,07,13,810 students were affected.

This pandemic situation landed the education system in jeopardy. Respecting the decision of government many schools, universities/ institute have started using technology in taking online classes during COVID-19. It has changed the traditional system of education from (black and board) to the educational technological system (EdTech's) model, where delivering lectures and students assessment is done online. This system of education brought number of challenges for both teachers as well as for students. This research paper tries to measure the impact of intrinsic and extrinsic factors on teacher's satisfaction during COVID-19.

Job Satisfaction

The term job satisfaction means different things to different people. According to literature, it is pleasant and positive emotional state of people resulting from their own achievement at work (Winefield & Jarrett, 2001; & Shen et al., 2014) whereas it is a sign of how the employees perceive their work, assess it effectively, able to use their abilities and resources, and feeling of fulfillment from the job (Christen et al., 2006 & Hirschifield, 2000). According to Locke's theory (1976) it is positive reaction towards job which comes when individual go through positive job experiences, achievement at workplace is recognized and performance is appraised. As per the theory, it also depends upon how much value one gives to various perspective and how happy and satisfied one becomes when the expectations are met and not met. According to Weiss (2002) it is an attitude which is formed because of feeling, belief, and behavior of people towards their job. According to Hoppock (1935), it is a combination of psychological, physiological, and environmental situations that causes a person to say that I am satisfied with my job. Thus, according to Begley and Czajkar (1993) it reflects emotional and psychological health whereas according to Robbins (2001) and Mullins (2005) it is attitude of people towards their job. Miner (1992) it is difference between what one expects and what one gets. Riggo (2000) it is feeling and attitude of people towards their job. He also mentioned that various aspects of job create positive feeling (satisfaction) or negative feeling (dissatisfaction) among individuals. Seeing the wide scope of the term, researchers have started classifying it into two categories, internal and external factors because it not something which is purely affected by one kind of factor. According to Rose (2001) , intrinsic factors are those factors which depends upon personal characteristics of individuals and organization has no control on it like relationship with colleagues, supervisor, opportunity to use skills, job enrichment and nature of work performed by employees directly influence job satisfaction. External factors consist of salary, promotion, job security and many more on which organization has control. Thus, it can be concluded that job satisfaction is influenced by both type of factors, internal as well as external but internal factors occupy major place as it is attitude of people towards their job and how employee feels internally for their job.

Moreover, attitude of people towards their job depends upon their level of satisfaction. When people are satisfied with their job, they show positive attitude towards their organization and vice-versa. Besides, it is a good indicator of organizational performance. Its evaluation reveals which unit of organization requires changes so that performance can be boost by incorporating changes in factors affecting employee's satisfaction level (Robbins, 2003).

Monitoring of teacher's level of satisfaction is very essential for the continuous growth of the education system all around the world. Success and failure of any educational unit depends upon how much satisfied teachers are with their job because it effects their job performance. Therefore, organizations should focus on achieving employee job satisfaction so that they feel institutional belonging and become loyal and committed towards their organization.

According to (Du et al., 2010) job satisfaction bring psychological stability among employees which is reflected positively in completing their work with full efficiency and able to maintain balance between professional, psychological and social life while performing different roles in academic institutions.

Thus, job satisfaction of employees is the important factor behind the growth and success of any kind of organizational unit. One can understand the importance of job satisfaction only when one is aware of its negative consequences like it led to high absenteeism, low productivity, lack of loyalty and commitment, increased number of accidents. (Shen et al., 2014 & Ge et al., 2011). High job satisfaction may be a sign of good emotional and mental state of employees (Christen et al., 2006., Hirschfield et al., 2006., & Bozeman & Gangham, 2011)

LITERATURE REVIEW

Job satisfaction is the most researched topic in the field of management. Various research have been conducted to analyze the factors affecting job satisfaction of people. The most important and popular study or theory in this field is Maslow's need theory (1954) which is based on hierarchy of needs. According to this theory, needs have hierarchy and this hierarchy helps in identifying factors affecting job satisfaction. This hierarchy started from physiological need, safety need, need of belongingness, esteem need, and need of self- actualization. According to this theory, once basic need satisfied than need to satisfy second level of need arises. Second popular study related to it is study by Herzberg in 1959. According to it, there are two sets of factors which affect job satisfaction of people and they are motivators and hygiene factors. Motivator factors are also known as job

satisfiers because they satisfy the need for job achievement, advancement, recognition, growth. Hygiene factors are known as dissatisfiers and consist of factors like company policies, administration, supervision, working condition. The work of (Pritchard et al., 1972 & Heneman et al., 1988) show that monetary payment and job performance play a crucial role in influencing job satisfaction. Similarly, Kennerly (1989) measured job satisfaction of nursing faculty and found intrinsic factors like relationship with supervisor, mutual trust, respect play an important role in influencing job satisfaction. Bolton (1991) work found that infrastructure and physical environment like light, furniture and noise play a major role in influencing job satisfaction of organization employees. Billingsley & Cross (1992) work on special and general educators of Virginia revealed that leadership support, role clarity and involvement in work play a crucial role in influencing job satisfaction of both type of educators. Ambrose et al. (2005) work on private university teachers found out that compensation, promotion, and support from departmental heads play a crucial role in influencing job satisfaction. Lease (1998) concluded that employees who are usually satisfied with their job are usually more regular, more committed, productive and their retention rate is also high. Other Research work shows that salary play a very crucial role in influencing job satisfaction. Changes in the current salary influences job satisfaction whereas current level of salary does not influence job satisfaction.

The work of Dara et al. (2020) during COVID-19 on 417 millennial lecturers of 34 province of Indonesia shows the strong and positive relationship between work engagement and job satisfaction. Female teachers were found more satisfied as compared to male teachers as it enables them to use their energy, gives them the opportunity for identification, and choose to survive from their company. Alves et al. (2020) work on 1479 North Portugal teachers shows that teachers were more satisfied before the pandemic situation with the education system. This situation has changed their perception of well-being related to the profession and creating concern among them about their profession. Gouda (2020) work on 384 Egyptian faculty members shows that teachers were satisfied with their job because they believe that their organizations are ready for any crisis including COVID-19. If they do not feel job security, they will not like the working environment which led to the development of negative attitude towards it. Rajsinghani (2020) work on government and private school teachers of Ahmedabad shows that Government teachers were not satisfied due to new method of teaching and lack of proper facilities to take online classes whereas major reason of private school teachers job dissatisfaction was workload, job security, lack of management support and attitude.

The pandemic situation opens more avenues for research in every field because it impacts the whole economy. Though lots of research work has been done how it impacted various sectors but not much work has been done on how its influences job satisfaction of employees working in various sectors. To fill this gap this research paper tries to find out the impact intrinsic and extrinsic factors on job satisfaction of teachers during COVID-19.

OBJECTIVE OF THE STUDY

1. To determine the influence of demographic factors (marital status, gender, number of kids, working duration and educational qualification) on job satisfaction of teachers during COVID-19.
2. To determine the influence of intrinsic factors on job satisfaction of teachers during COVID-19.
3. To determine the influence of extrinsic factors on job satisfaction of teachers during COVID-19.

HYPOTHESIS

$H_0$1: There is no significant effect of demographic variables (marital status, gender, number of children, working duration and qualification) on job satisfaction of teachers during COVID-19.

$H_0$1(a): There is no significant difference among the male and female teachers with respect to their perception about different dimensions of job satisfaction.

$H_0$1(b): There is no significant difference among married and unmarried teachers with respect to their perception about different dimensions of job satisfaction.

$H_0$1(c): There is no significant difference among the teacher's perception having different number of kids on the dimension of job satisfaction.

$H_0$1 (d): There is no significant difference among the teacher's perception having different working duration on the dimension of job satisfaction.

$H_0$1 (e): There is no significance difference among the teacher's perception having different educational qualification on the dimension of job satisfaction.

$H_0$2: There is no significant effect of intrinsic factors on job satisfaction of teachers during COVID-19.

$H_0$3: There is no significant effect of extrinsic factors on job satisfaction of teachers during COVID-19.

METHODOLOGY

Procedure employed in the study:

The research is descriptive in nature. It attempts to find out the impact of intrinsic and extrinsic factors on job satisfaction of teachers during COVID-19. It is based on secondary and primary data which is collected from faculty members of Northwestern colleges/institutes of India. The medium for collecting the data was

standardized Minnesota Satisfaction Questionnaire, it was mailed to 160 faculty members irrespective of their designation. The response rate was 110 and out of which 10 questionnaires were incomplete. Therefore,100 questionnaires were considered for the present study. The data was collected during August- October'2020. The online measure is adopted because it is not possible to meet academicians in personal because of restriction imposed by colleges/institutes due to Corona virus.

Instrument used in the study

Weiss, Dawis, England and Lofquist (1967) developed short form of Minnesota Satisfaction Questionnaire, popularly known as MSQ to measure job satisfaction. It is one of the most widely used instrument for measuring job satisfaction (Scarpello and Campbell, 1983) and its reliability and validity has been proven over 50 years. Moreover, it is easy to use and evaluate and consist of all facets which are required to measure job satisfaction.

It is designed on Herzberg two-factor theory (Weiss et al., 1967) consist of 20 job facets, which measures intrinsic, extrinsic and overall job satisfaction. Twelve facets out of twenty measure intrinsic job satisfaction (ability utilization, achievement, moral values, activity, social status, security, social service, variety, creativity, independence and responsibility), six of them measures extrinsic factors (compensation, recognition, advancement, company policies, supervision technical and human relation) and aggregate of intrinsic and extrinsic factors plus two factors working condition and co-workers measures overall job satisfaction. According to (Hancer and George, 2003) it can be used to measure overall job satisfaction and can be divided into subscales to measure intrinsic and extrinsic job satisfaction.

Table 1: List of Intrinsic and Extrinsic factors.

Job satisfaction	Variables	Int/Ext	Factor
JS-1	Being able to keep busy all the time	Intrinsic	Activity
JS-2	The chances to work alone on the job.	Intrinsic	Independence
JS-3	The chances to do different things from time to time.	Intrinsic	Variety
JS-4	The chances to be somebody in the community.	Intrinsic	Social Status
JS-5	The way my boss handles his/her work.	Extrinsic	Supervision-Co-workers
JS-6	The competence of my supervisor in making decision.	Extrinsic	Supervision-technical
JS-7	Being able to do things that don't go against my conscience.	Intrinsic	Moral Values
JS-8	The way my provides for steady employment.	Intrinsic	Security
JS-9	The chances to do things for other people.	Intrinsic	Social service.
JS-10	The chances to tell people what to do.	Intrinsic	Authority
JS-11	The chances to do something that makes use of my abilities.	Intrinsic	Ability utilization
JS-12	The way company policies are put into practices.	Extrinsic	Company policies & practices
JS-13	My pay and amount of work I do.	Extrinsic	Compensation
JS-14	The chances for advancement on this job.	Extrinsic	Advancement
JS-15	The freedom to use my own judgement.	Intrinsic	Responsibility
JS-16	The chances to try my own methods of doing the job.	Intrinsic	Creativity
JS-17	The working conditions.	General	Working condition
JS-18	The way my co-workers get along with each other.	General	Co-workers
JS-19	The praise I get for doing a good job.	Extrinsic	Recognition
JS-20	The feeling of accomplishment I get from the job.	Intrinsic	Achievement

For the following research respondents were asked to express the extent of satisfaction with each factor on five-point Likert scale ranging from 1- not dissatisfied, 2- somewhat dissatisfied, 3- satisfied, 4- very satisfied, 5- extremely satisfied. The score ranges from 20-100. The overall satisfaction is indicated by the sum score of all the 20 items which ranges from 20-100. A score of 60 represent neutral attitude, a score ranging from 61-79 represent moderately satisfied. The score from 80-100 represent highly satisfied. Higher scores represent the higher level of satisfaction. The questionnaire is accompanied with personal information form to determine the demographic variables of the academicians, participated in the study.

Justification for using MSQ

The Minnesota Satisfaction Questionnaire was adopted because it has been used by various researchers and practitioners in their study and have been validated by them. The same scale has been validated in a study of

Saner & Eyupoglu (2009) to measure the relationship between teacher's job satisfaction and rank and the result does not show positive relationship between rank and job satisfaction. Similarly, Toker (2011) used MSQ short form to measure the job satisfaction of 648 academicians of Turkey University. The result of the study found professors were found more satisfied as compared to research assistant and instructor. Pan et al. (2015) used Chinese version of MSQ to measure the job satisfaction of 1210 university teachers of Northeastern region of China and the result of the study shows moderate level of teacher's job satisfaction. Karsli & Iskender (2009) used short term MSQ to measure job satisfaction and organizational commitment against motivation provided by administration of 300 teachers working in public schools in Sakarya Province. The result of the study shows higher level motivation causes higher level of job satisfaction and higher level of job satisfaction causes higher level of organizational commitment. Nazim & Mahmood (2018) also used Short and Long MSQ to measure the influence of leadership on job satisfaction of 2150 teachers of 43 colleges teachers of Punjab. The result shows the significant relationship between leadership style and job satisfaction. No difference is found in male and female leadership style, but male teachers were found less satisfied as compared to female teachers. Saner & Eyupoglu, (2012) used short form of MSQ to measure the relationship between age and job satisfaction of 412 teachers of 5 Northeastern Cyprus Universities. The result of the study shows older age teachers were more satisfied than younger age group teachers. Moreover, overall job satisfaction and extrinsic satisfaction level vary with age group. Zenabadi (2010) used short form of MSQ to measure the relationship between job satisfaction, organizational commitment and organizational citizenship behavior of teachers working in primary school of Tehran. The result of the study shows Job satisfaction is antecedent of organizational commitment and organizational citizenship behavior.

Therefore, it can be concluded that Minnesota satisfaction Questionnaire short form is used extensively in highly popular research work to measures teachers job satisfaction.

Reliability test of the instrument

To check the reliability of the instrument, Cronbach alpha test was conducted. As per Sekaran (2006), accepted value of Cronbach alpha is the 0.7. It is evident from the table, that Cronbach alpha's value is 0.925 which is above the specified and acceptable range. Therefore, it is a reliable instrument to measure the job satisfaction of teachers.

Table 2: Reliability statistics

Construct	No. of items	Cronbach's Alpha
Overall job satisfaction	20	0.925

Respondent Demographics

Table shows that more than half of the respondents in this study are married (75%) and remaining (25%) are unmarried. (59%) teachers are females and (41%) males. Approx., (28%) teachers are Doctorate, (70%) are Postgraduates and (2%) are holding bachelor's degree. (42%) teachers have been working for a duration ranging between 1-3 years, (15 %) have been working for a duration ranging between 3-5 years, (38%) have been working for more than 5 years and (5%) have been working for less than 1 year. (4 %) teachers have 3 children, (35%) teachers have 2 children, (31%) teachers have 1 child and (30%) teachers have no child.

Table 3: Demographics of Respondents

Variable	Frequency	Percentage
Marital Status		
Married	75	75.0
Unmarried	25	25.0
Gender		
Male	41	41.0
Female	59	59.0
Kids		
0	30	30.0
1	31	31.0
2	35	35.0
3	4	4.0
Qualifications		
Bachelors	2	2.0
Masters	70	70.0

Doctorate	28	28.0
Duration		
Less than 1 year	5	5.0
1-3 years	42	42.0
3-5 years	15	15.0
More than 5 years	38	38.0

Ho1: There is no significant effect of demographic variables (gender, marital status, number of children, educational qualification and working duration) on job satisfaction of teachers during COVID-19.
$H_0$1(a): There is no significant difference among the male and female teachers with respect to their perception about different dimensions of job satisfaction during COVID-19.

Table 4(a): T-Test results comparing the difference in perception about different dimensions of job satisfaction on the basis of gender. (T-Test; P<0.05)

Measures	Gender	Mean (S.D)	T statistics	P value
JS-1	Male	4.02 (0.57)	2.141	0.015
	Female	3.75 (0.69)	2.213	
JS-2	Male	3.44 (0.95)	1.67	0.008
	Female	3.15 (0.76)	1.606	
JS-3	Male	3.32 (1.25)	-0.654	0.046
	Female	3.46 (0.90)	-0.617	
JS-4	Male	3.20 (1.03)	-0.928	0.84
	Female	3.39 (1.03)	-0.928	
JS-5	Male	3.34 (1.33)	-0.78	0.064
	Female	3.53 (1.02)	-0.744	
JS-6	Male	3.32 (1.33)	-0.472	0.01
	Female	3.42 (0.93)	-0.443	
JS-7	Male	2.93 (1.31)	-1.56	0.265
	Female	3.31 (1.10)	-1.512	
JS-8	Male	3.24 (1.48)	0.154	0.005
	Female	3.20 (1.14)	0.147	
JS-9	Male	3.68 (1.44)	0.404	0.207
	Female	3.58 (1.19)	0.39	
JS-10	Male	3.59 (1.14)	-0.194	0.194
	Female	3.63 (1.00)	-0.189	
JS-11	Male	**4.32** (0.76)	2.086	0.858
	Female	3.95 (0.94)	2.168	
JS-12	Male	3.17 (1.07)	1.308	0.642
	Female	2.88 (1.1)	1.315	
JS-13	Male	3.17 (1.14)	2.399	0.227
	Female	2.66 (0.98)	2.333	
JS-14	Male	3.10 (1.2)	0.962	0.158
	Female	2.88 (1.04)	0.937	
JS-15	Male	3.05 (1.18)	-0.455	0.95
	Female	3.15 (1.08)	-0.447	
JS-16	Male	3.05 (1.12)	-1.629	0.848
	Female	3.39 (0.97)	-1.586	
JS-17	Male	3.88 (1.08)	2.244	0.126
	Female	3.37 (1.13)	2.263	
JS-18	Male	3.37 (1.27)	-2.371	0.002
	Female	**3.93** (1.02)	-2.248	
JS-19	Male	3.49 (1.36)	-1.112	0.171
	Female	3.76 (1.10)	-1.071	
JS-20	Male	3.46 (1.36)	0.362	0.012
	Female	3.37 (1.13)	0.35	

In case of the measures JS-4; JS-5; JS-7; JS-9; JS-10; JS-11; JS-12; JS-13; JS-14; JS-15; JS-16; JS-17; JS-19; the P value of T statistics is more than 5 percent level of significance. Hence with 95 percent confidence level, the null hypothesis cannot be rejected. Hence, it can be concluded that there is no difference in the perception of different gender groups.

In case of the measures JS-1; JS-2; JS-3; JS-6; JS-8; JS-18; JS-20; the P value of T statistics is less than 5 percent level of significance. Hence with 95 percent confidence level, the null hypothesis cannot be accepted Hence, it can be concluded that the perception of teachers belonging to different gender groups is different.

The most influencing factor is "JS-11 i.e., chances to do something that makes use of my abilities" in case of males and "JS-18 the way co-workers get along with each other" in case of females since they possess the highest mean score.

Hence, the hypothesis is accepted on all the dimensions except the dimension being able to keep busy all the time, chances to work alone on the job, chances to do different things from time to time, competence of supervisor in making decision, way job provides for steady employment, co-workers get along with each other and feeling of accomplishment from the job.

Ho1(b): There is no significant difference among married and unmarried teachers with respect to their perception about different dimensions of job satisfaction.

Table 4(b)- T-Test results comparing the difference in perception about different dimensions of Job satisfaction on the basis of Marital status. (T-Test; P<.05)

Measures	Marital Status	Mean (S.D)	T statistic	P value
JS-1	Married	3.87 (0.6)	0.176	0.056
	Unmarried	3.84 (0.8)	0.153	
JS-2	Married	3.31 (0.79)	0.745	0.625
	Unmarried	3.16 (1.03)	0.652	
JS-3	Married	3.33 (1.08)	-1.097	0.561
	Unmarried	3.60 (0.96)	-1.166	
JS-4	Married	3.35 (0.94)	0.614	0.083
	Unmarried	3.20 (1.29)	0.524	
JS-5	Married	3.37 (1.14)	-1.149	0.355
	Unmarried	3.68 (1.22)	-1.11	
JS-6	Married	3.32 (1.08)	-0.937	0.376
	Unmarried	3.56 (1.93)	-0.891	
JS-7	Married	3.13 (1.13)	-0.239	0.136
	Unmarried	3.20 (1.41)	-0.214	
JS-8	Married	3.03 (1.25)	-2.689	0.965
	Unmarried	3.80 (1.23)	-2.719	
JS-9	Married	3.63 (1.24)	0.089	0.257
	Unmarried	3.60 (1.47)	0.081	
JS-10	Married	3.60 (1.01)	-0.164	0.188
	Unmarried	3.64 (1.19)	-0.151	
JS-11	Married	**4.12**(0.81)	0.391	0.058
	Unmarried	4.04 (1.10)	0.335	
JS-12	Married	2.97 (1.04)	-0.421	0.208
	Unmarried	3.08 (1.26)	-0.383	
JS-13	Married	2.77 (1.06)	-1.577	0.859
	Unmarried	3.16 (1.09)	-1.571	
JS-14	Married	2.85 (1.09)	-1.851	0.891
	Unmarried	3.32 (1.11)	-1.833	
JS-15	Married	3.01 (1.08)	-1.507	0.303
	Unmarried	3.40 (1.19)	-1.438	
JS-16	Married	3.11 (1.01)	-2.45	0.436
	Unmarried	3.68 (1.03)	-2.424	
JS-17	Married	3.49 (1.16)	-1.334	0.115
	Unmarried	3.84 (1.03)	-1.415	
JS-18	Married	3.61 (1.20)	-1.253	0.672
	Unmarried	**3.96**(1.21)	-1.247	
JS-19	Married	3.57 (1.23)	-1.092	0.595

	Unmarried	3.88 (1.17)	-1.122	
JS-20	Married	3.24 (1.22)	-2.468	0.14
	Unmarried	3.92 (1.12)	-2.579	

In case of the measures from JS-1 to JS-20; the P value of T statistics is more than 5 percent level of significance. Hence with 95 percent confidence level, the null hypothesis cannot be rejected. Hence, it can be concluded that the there is no difference in the perception of married and unmarried teachers on different dimensions of job satisfaction during COVID-19.

The most influencing factor is "JS-11 i.e., chances to do something that makes use of my abilities" in case of married and "JS-18 the way co-workers get along with each other" in case of unmarried since they possess the highest mean score.

Hence, the hypothesis is accepted that there is no significant difference among married and unmarried teachers with respect to their perception about different dimensions of job satisfaction.

Ho1(c): There is no significant difference among the teacher's perception having different number of children on the dimension of job satisfaction.

Table 4(c): One Way Analysis of Variance of teachers based on number of children.

Measures	Groups	Mean (S. D)	F Statistic	P value
JS-1	0	3.80 (0.76)	1.540	0.209
	1	3.90 (0.40)		
	2	3.80 (0.68)		
	3	4.50 (1.00)		
	Total	3.86 (0.65)		
JS-2	0	3.67 (0.84)	4.368	0.006
	1	3.10 (0.70)		
	2	3.03 (0.89)		
	3	3.75 (0.50)		
	Total	3.27 (0.85)		
JS-3	0	3.60 (0.68)	1.449	0.233
	1	3.48 (1.00)		
	2	3.11 (1.32)		
	3	3.75 (0.96)		
	Total	3.40 (1.05)		
JS-4	0	3.13 (0.86)	4.714	0.004
	1	3.77 (0.88)		
	2	2.97 (1.12)		
	3	4.00 (1.16)		
	Total	3.31 (1.03)		
JS-5	0	3.60 (0.89)	0.249	0.862
	1	3.39 (1.05)		
	2	3.37 (1.40)		
	3	3.50 (1.73)		
	Total	3.45 (1.16)		
JS-6	0	3.67 (1.80)	1.889	0.137
	1	3.03 (0.86)		
	2	3.40 (1.42)		
	3	3.75 (1.26)		
	Total	3.38 (1.11)		
JS-7	0	3.57 (0.97)	1.761	0.160
	1	2.97 (0.91)		
	2	2.97 (1.52)		
	3	3.00 (1.16)		
	Total	3.15 (1.20)		
JS-8	0	3.43 (1.07)	3.707	0.014
	1	2.77 (1.12)		
	2	3.26 (1.48)		
	3	**4.75 (0.50)**		
	Total	3.22 (1.28)		
JS-9	0	3.73 (1.23)	0.646	0.587

	1	3.65 (0.99)		
	2	3.43 (1.60)		
	3	4.25 (0.96)		
	Total	3.62 (1.29)		
JS-10	0	3.70 (1.19)	0.188	0.904
	1	3.61 (0.67)		
	2	3.51 (1.25)		
	3	3.75 (1.50)		
	Total	3.61 (1.05)		
JS-11	0	3.97 (1.00)	1.263	0.292
	1	3.97 (0.61)		
	2	4.29 (0.96)		
	3	4.50 (1.00)		
	Total	4.10 (0.88)		
JS-12	0	3.00 (1.17)	1.666	0.180
	1	2.77 (0.99)		
	2	3.09 (1.07)		
	3	4.00 (1.16)		
	Total	3.00 (1.09)		
JS-13	0	2.63 (0.96)	1.159	0.329
	1	2.81 (0.95)		
	2	3.11 (1.18)		
	3	3.00 (1.63)		
	Total	2.87 (1.07)		
JS-14	0	3.00 (1.08)	3.371	0.022
	1	2.71 (0.86)		
	2	3.00 (1.23)		
	3	4.50 (0.58)		
	Total	2.97 (1.11)		
JS-15	0	3.27 (1.14)	2.059	0.111
	1	3.19 (0.95)		
	2	2.80 (1.83)		
	3	4.00 (1.16)		
	Total	3.11 (1.12)		
JS-16	0	3.47 (0.94)	2.373	0.075
	1	3.16 (0.82)		
	2	3.03 (1.22)		
	3	4.25 (0.96)		
	Total	3.25 (1.04)		
JS-17	0	3.67 (1.09)	3.837	0.012
	1	3.06 (1.15)		
	2	3.89 (1.022)		
	3	4.25 (0.96)		
	Total	3.58 (1.13)		
JS-18	0	3.87 (1.0)	1.576	0.200
	1	3.77 (0.96)		
	2	3.40 (1.48)		
	3	4.50 (0.58)		
	Total	3.70 (1.20)		
JS-19	0	3.93 (1.05)	1.037	0.380
	1	3.39 (0.99)		
	2	3.63 (1.50)		
	3	3.75 (1.26)		
	Total	3.65 (1.22)		
JS-20	0	3.43 (1.10)	2.362	0.076
	1	3.00 (1.16)		
	2	3.66 (1.33)		
	3	4.25 (0.96)		

	Total	3.41 (1.22)		

In case of the measures JS-1; JS-3; JS-5; JS-6; JS-7; JS-9; JS-10; JS-11; JS-12; JS-13; JS-15; JS-16; JS-18; JS-19; JS-20; the P value of F statistics is more than 5 percent level of significance. Hence with 95 percent confidence level, the null hypothesis cannot be rejected. Hence, it can be concluded that the perception of teachers having different number of children, is same on different dimensions of job satisfaction.

In case of the measures JS-2, JS-4, JS-8; JS-14; JS-17; the P value of F statistics is less than 5 percent level of significance. Hence with 95 percent confidence level, the null hypothesis cannot be accepted. Hence, it can be concluded that the perception of teachers having different number of children is different**.**

The most influencing factors is "JS-8 the way job provides for steady employment" since it possesses the highest mean.

Thus, the hypothesis is accepted on all the dimensions except on the dimension of chances to work alone on the job, chances to be somebody in the community, the way job provides for steady employment, chances for advancement on job and working condition.

Ho1 (d): There is no significant difference among the teacher's perception having different working duration on the dimension of job satisfaction during COVID-19.

Table 4(d): One Way Analysis of Variance of teachers based on working duration.

Measures	Group	Mean (S.D)	F	P value
JS-1	Less than a year	4.00 (0.71)	1.535	0.120
	1-3 Years	3.90 (0.58)		
	3-5 Years	3.53 (0.74)		
	More than 5 years	3.92 (0.67)		
	Total	3.86 (0.65)		
JS-2	Less than a year	4.20 (0.45)	2.298	0.082
	1-3 Years	3.26 (0.70)		
	3-5 Years	3.27 (0.96)		
	More than 5 years	3.16 (0.95)		
	Total	3.27 (0.85)		
JS-3	Less than a year	4.20 (0.45)	2.160	0.098
	1-3 Years	3.31 (0.60)		
	3-5 Years	3.80 (0.68)		
	More than 5 years	3.24 (1.48)		
	Total	3.40 (1.05)		
JS-4	Less than a year	3.20 (0.45)	0.935	0.427
	1-3 Years	3.43 (1.12)		
	3-5 Years	3.53 (0.74)		
	More than 5 years	3.11 (1.09)		
	Total	3.31 (1.03)		
JS-5	Less than a year	4.00 (0.71)	1.134	0.339
	1-3 Years	3.62 (0.94)		
	3-5 Years	3.27 (0.96)		
	More than 5 years	3.26 (1.45)		
	Total	3.45(1.16)		
JS-6	Less than a year	4.20 (0.45)	1.947	1.127
	1-3 Years	3.48 (0.83)		
	3-5 Years	3.53 (1.13)		
	More than 5 years	3.11 (1.35)		
	Total	3.38 (1.11)		
JS-7	Less than a year	3.80 (0.45)	0.769	0.514
	1-3 Years	3.00 (0.94)		
	3-5 Years	3.13 (1.46)		
	More than 5 years	3.24 (1.40)		
	Total	3.15 (1.20)		
JS-8	Less than a year	4.40 (0.55)	2.205	0.093
	1-3 Years	3.00 (1.27)		
	3-5 Years	3.53 (0.92)		
	More than 5 years	3.18 (1.41)		
	Total	3.22 (1.28)		

JS-9	Less than a year	4.60 (0.55)	6.668	0.000
	1-3 Years	4.05 (0.85)		
	3-5 Years	3.73 (1.16)		
	More than 5 years	2.97 (1.53)		
	Total	3.62 (1.29)		
JS-10	Less than a year	4.60 (0.89)	4.528	0.005
	1-3 Years	3.88 (0.83)		
	3-5 Years	3.13 (1.13)		
	More than 5 years	3.37 (1.13)		
	Total	3.61 (1.05)		
JS-11	Less than a year	**4.80** (0.45)	1.365	0.258
	1-3 Years	4.14 (0.68)		
	3-5 Years	4.07 (0.96)		
	More than 5 years	3.97 (1.05)		
	Total	4.10 (0.88)		
JS-12	Less than a year	4.20 (0.45)	2.929	0.038
	1-3 Years	2.81 (1.07)		
	3-5 Years	3.27 (1.10)		
	More than 5 years	2.95 (1.09)		
	Total	3.00 (1.09)		
JS-13	Less than a year	2.80 (1.30)	3.432	0.020
	1-3 Years	2.60(0.94)		
	3-5 Years	2.60 (0.91)		
	More than 5 years	3.29 (1.14)		
	Total	2.87(1.07)		
JS-14	Less than a year	4.40 (0.55)	3.976	0.010
	1-3 Years	2.79 (1.07)		
	3-5 Years	3.27 (1.03)		
	More than 5 years	2.87 (1.09)		
	Total	2.97 (1.12)		
JS-15	Less than a year	4.40 (0.55)	3.471	0.019
	1-3 Years	3.17 (0.73)		
	3-5 Years	3.27 (1.16)		
	More than 5 years	2.82 (1.37)		
	Total	3.11 (1.12)		
JS-16	Less than a year	4.00 (0.00)	1.423	0.241
	1-3 Years	3.31 (0.75)		
	3-5 Years	3.33 (1.11)		
	More than 5 years	3.05 (1.29)		
	Total	3.25 (1.04)		
JS-17	Less than a year	**4.80** (0.45)	5.911	0.001
	1-3 Years	3.12 (1.27)		
	3-5 Years	3.80 (0.94)		
	More than 5 years	3.84 (0.86)		
	Total	3.58 (1.13)		
JS-18	Less than a year	4.40 (1.34)	8.662	0.000
	1-3 Years	4.12 (0.71)		
	3-5 Years	4.07 (0.88)		
	More than 5 years	3.00 (1.41)		
	Total	3.70 (1.20)		
JS-19	Less than a year	**4.80** (0.45)	2.182	0.095
	1-3 Years	3.71 (0.94)		
	3-5 Years	3.73 (1.28)		
	More than 5 years	3.39 (1.44)		
	Total	3.65 (1.22)		
JS-20	Less than a year	4.20 (0.48)	2.741	0.047
	1-3 Years	3.05 (1.21)		
	3-5 Years	3.80 (1.15)		

	More than 5 years	3.55 (1.25)		
	Total	3.41 (1.22)		

In case of the measures JS-1; JS-2; JS-3; JS-4; JS-5; JS-6; JS-7; JS-8; JS-11; JS16; JS-19; the P value of F statistics is more than 5 percent level of significance. Hence with 95 percent confidence level, the null hypothesis cannot be rejected. Hence, it can be concluded that the perception of teachers having different working duration is same on all the dimensions of job satisfaction during COVID-19.

In case of the measures JS-9; JS-10; JS-12, JS-13; JS-14; JS-15; JS-17; JS-18; JS-20; the P value of F statistics is less than 5 percent level of significance. Hence with 95 percent confidence level, the null hypothesis cannot be accepted. Hence, it can be concluded that the perception of teachers having different working duration is different on all the dimensions of job satisfaction during COVID-19.

The most influencing factors are "JS-11 the chances to do something that make use of his/her abilities", "JS-17 the working condition" and "JS-19 praise one gets while doing a good job" since they possess the highest mean score.

Thus, the hypothesis is accepted on all the dimensions except on the dimension of chances to do things for other people, chances to tell people what to do, the way company policies are put into practice, pay and amount of work they do, the chances for advancement on this job, freedom to use judgement, the working condition, co-workers get along with each other and feeling of accomplishment.

Ho1 (e): There is no significance difference among the teacher's perception having different educational qualification on the dimension of job satisfaction during COVID-19.

Table 4(e): One Way Analysis of Variance of teachers based on education qualification.

Measures	Groups	Mean (S.D)	F statistic	P value
JS-1	Bachelor	4.00 (1.41)	0.104	0.901
	Masters	3.87 (0.66)		
	Doctorate	3.82 (0.61)		
	Total	3.86(0.65)		
JS-2	Bachelor	3.50(0.71)	0.274	0.761
	Masters	3.30(0.75)		
	Doctorate	3.18 (1.90)		
	Total	3.27(0.85)		
JS-3	Bachelor	4.00(1.41)	2.598	0.080
	Masters	3.53(0.66)		
	Doctorate	3.04(1.62)		
	Total	3.40(1.05)		
JS-4	Bachelor	4.00(1.41)	0.706	0.496
	Masters	3.34 (1.01)		
	Doctorate	3.18 (1.09)		
	Total	3.31 (1.03)		
JS-5	Bachelor	**4.50 (0.71)**	2.802	0.066
	Masters	3.57 (0.96)		
	Doctorate	3.07 (1.51)		
	Total	3.45 (1.16)		
JS-6	Bachelor	4.00 (0.00)	1.743	0.180
	Masters	3.49 (0.86)		
	Doctorate	3.07 (1.56)		
	Total	3.38 (1.11)		
JS-7	Bachelor	4.00 (0.00)	1.301	0.277
	Masters	3.23 (1.07)		
	Doctorate	2.89 (1.50)		
	Total	3.15 (1.20)		
JS-8	Bachelor	4.00 (1.41)	1.287	0.281
	Masters	3.31 (1.16)		
	Doctorate	2.93 (1.54)		
	Total	3.22 (1.28)		
JS-9	Bachelor	4.00 (1.41)	5.460	0.006
	Masters	3.87 (1.03)		
	Doctorate	2.96 (1.64)		
	Total	3.62 (1.29)		

JS-10	Bachelor	**4.50**(0.71)	2.455	0.091
	Masters	3.71 (1.02)		
	Doctorate	3.29 (1.08)		
	Total	3.61 (1.05)		
JS-11	Bachelor	**4.50**(0.71)	0.583	0.560
	Masters	4.04 (0.84)		
	Doctorate	4.21 (1.00)		
	Total	4.10 (0.88)		
JS-12	Bachelor	4.00 (1.41)	0.897	0.411
	Masters	3.00 (1.01)		
	Doctorate	2.93 (1.27)		
	Total	3.00 (1.09)		
JS-13	Bachelor	4.00 (1.41)	4.172	0.018
	Masters	2.69 (0.97)		
	Doctorate	3.25 (1.18)		
	Total	2.87 (1.07)		
JS-14	Bachelor	3.50 (2.12)	0.301	0.741
	Masters	2.99 (1.01)		
	Doctorate	2.89 (1.29)		
	Total	2.97 (1.12)		
JS-15	Bachelor	**4.50**(0.71)	4.962	0.009
	Masters	3.26 (0.93)		
	Doctorate	2.64 (1.39)		
	Total	3.11 (1.12)		
JS-16	Bachelor	**4.50**(0.71)	4.769	0.011
	Masters	3.39 (0.84)		
	Doctorate	2.82 (1.34)		
	Total	3.25 (1.04)		
JS-17	Bachelor	4.00 (0.00)	2.148	0.122
	Masters	3.43 (1.23)		
	Doctorate	3.93 (0.77)		
	Total	3.58 (1.13)		
JS-18	Bachelor	4.00 (0.00)	10.448	0.001
	Masters	4.01 (0.88)		
	Doctorate	2.89 (1.55)		
	Total	3.70 (1.20)		
JS-19	Bachelor	4.00 (0.00)	3.057	0.052
	Masters	3.83 (0.99)		
	Doctorate	3.18 (1.61)		
	Total	3.65 (1.22)		
JS-20	Bachelor	4.00 (0.00)	0.397	0.673
	Masters	3.44 (1.21)		
	Doctorate	3.29 (1.30)		
	Total	3.41 (1.22)		

In case of the measures JS-1; JS-2; JS-3; JS-4; JS-5; JS-6; JS-7; JS-8; JS-10; JS-11; JS-12; JS-14; JS-17; JS-19; JS-20; the P value of F statistics is more than 5 percent level of significance. Hence with 95 percent confidence level, the null hypothesis cannot be rejected. Hence, it can be concluded that the perception of teachers having different educational qualification is same on all the dimensions of job satisfaction during COVID-19.

In case of measures JS-9; JS-13; JS-15; JS-16; JS-18; the P value of F statistics is less than 5 percent level of significance. Hence with 95 percent confidence level, the null hypothesis cannot be accepted. Hence, it can be concluded that the perception of teachers having different educational qualification is different**.**

The most influencing factors are "JS-5 the way boss handles his/her work", "JS-10 chances to tell people what to do", "JS-11 the chances to do something that make use of his/her abilities", "JS-15 freedom to use judgement", "JS-16 chances to try own methods of doing job".

Thus the hypothesis is accepted on all the dimensions except on the dimension of chances to do things for other people, pay and amount of work they do, freedom to use judgement, chances to try own methods of doing job and way co-workers get along with each other

Thus, the hypothesis is accepted on all the dimensions except the dimensions of chances to do things for other people, pay and amount of work they do, freedom to use judgement, chances to try own methods of doing job and way co-workers get along with each other.

DISCUSSIONS

It was found that there is no significant effect of gender differences on job satisfaction of teachers during COVID-19. It means satisfaction level remains the same whether one is male or female. The results are consistent with the findings of Franek & Veera (2008) who conducted study on various skilled workers of Czech Republic to examine the impact of several selected factors on job satisfaction level of male and female employees. The study found no difference in the satisfaction level of male and female employees. Similarly, the work done by Klecker (1997) on elementary teachers to measure the impact of gender and experience on seven dimensions of job satisfaction, found no difference in male and female satisfaction level on all the seven dimensions. Similarly, Pestore (1994) study on job satisfaction of male and female coaches of women's team revealed that both the gender has same perception towards their job. Hence, gender does not play any significant role in influencing job satisfaction. The work of Mabekoje (2009) on secondary school teachers reveals the same that job satisfaction is not gender specific as both the genders satisfaction level was found same on all the taken factors as well as no difference is found on overall satisfaction. Similar work of Metle & Atali (2018) on male and female teachers of the public authority on Applied Education and Training reveal no difference in male and female faculty overall job satisfaction as well as on different facets of job. The result of the study is consistent with the other studies done by (Tait et al., 1989; Bilgic,1998; Ward & Sloane, 2000; Linz, 2003; Oshagbemi, 2003; Eskildsen et al., 2004; Al-Ajmi, 2006; koyuncu et al., 2006; Fyre & Mount, 2007. On the other hand, these results are inconsistent with other studies because according to these studies gender differences exist (Dalton & Marcis, 1987; Clark, 1997; Chiu, 1998; Roxburgh, 1999; Souza-Poza & Sousa-Poza, 2003; Bender et al., 2005; Ishitani, 2010; Aydin et al., 2012).

The result of the study highlights that marital status did not have any effect on the overall job satisfaction as well as on any job facet. The findings of the study are consistent with the findings of (Saiyadian,1985; Bilgic, 1998; Oshagbemi, 2003; Bilge, 2006; Demiril & Erdamar, 2009; Paul & Puha, 2011; Anyango, Ojera & Ochieng, 2013; Azim, Haque & Chowdhury, 2013). On the other hand, work of some researchers shows existence of relationship between job satisfaction and marital status which is contrary to our results. According to their research, married employees are more satisfied as compared to unmarried employees (Federico et al., 1976; Garrison & Muchinsky, 1977; Watson, 1981; Austrom et al., 1988; Hagedorn, 2000; Cetin, 2006; Saner & Eyupoglu, 2012)

The result of the study found no significant relationship between number of children teachers have and their satisfaction level. The results of research work is consistent with the work done by Mohammed et al. (2017) on academics of Sunyani Technical University and found no relationship between job satisfaction and number of children teachers have. However, results are inconsistent with the work of Demiril & Erdamar (2009) according to them more number of children individual have, more difficulty they face in economic terms and in family ties. Work of Amarasen et al. (2015) on faculty members of Sri Lanka University found that one child or more than three children positively influence job satisfaction of teachers. Similarly, work of Georgellis & Tabvuma (2012) found that people are less happy and satisfied at their job after the birth of their first child and it is stronger for women.

The result of the study highlight that working duration does not influence the job satisfaction of teachers and these findings are consistent with previous studies of (Demiril & Erdamar, 2009; Paul & Puha, 2011; Khanna, 2016) whose study also found no significant relationship between job satisfaction and working duration.

The result of the study did not find any influence of education qualification on job satisfaction of teachers. The result of the study is consistent with the work of (Herzberg et al., 1957; Griffin, 1984; Cano & Miller, 1992a; Cano & Miller, 1992b; Bowen et al., 1994; Castillo & Cano, 1999; Castillo et al., 1999; Scott et al., 2005, Malik, 2011; Paul & Puha, 2011, Amarasena, 2015).However, the work of (Gurbuz, 2007; Andrews, 1990; & Berns, 1989) found the positive relationship between the two and according to them increment in education level led to increment in job satisfaction.

CONCLUSION

The main purpose of this study is to examine the effect of demographic variables on job satisfaction of teachers during COVID-19. The results shows that there is no significant effect of demographic variables (gender, marital status, number of children, educational qualification and working duration) on the job satisfaction of teachers during COVID-19.

Moreover, it also highlights that intrinsic factors like chances to do something that make use of one ability, the way job provides for steady employment, the chances to tell people what to do, freedom to use own judgement, chances to try own methods of doing job are the major influencing factors of job satisfaction. Similarly, the way boss handles his/her work, praise one gets in doing a good job are the factors influencing extrinsic job

satisfaction of teachers. The working condition, co-workers get along with each other are the factors influencing general job satisfaction of teachers.

Management is required to take into cognizance the factors which adversely affects the perception of its employees towards job satisfaction and pay attention to the factors which enhance their level of job satisfaction.

FUTURE SCOPE

The current study addresses the difference in perception of teacher's job satisfaction during COVID-19 based on demographic variables. Studies can be carried out in future for measuring the mediation effect of gender, age or any other demographic variable on the relationship between Intrinsic factors and Job Satisfaction and/or Extrinsic factors and job satisfaction. The proposed hypothesized model developed in AMOS is given as Figure 1.

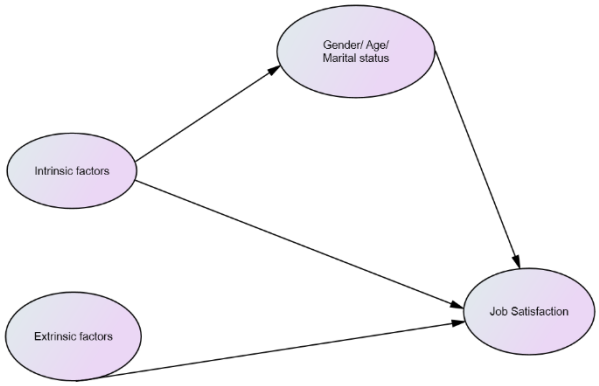

Fig.1: Proposed Hypothetical model

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