

A study on teachers' job satisfaction and professional well-being

¹Susmita Basu, ²Prof. Debasri Banerjee,

¹Assistant Professor, ²Professor,

¹Department of Education, Haldia Government College, Vidyasagar University,

²Department of Education, University of Calcutta,

Email - ¹susmitabasu493@gmail.com, ²debasriban@gmail.com

Abstract: Teachers are the pillars of any nation. Quality teachers are the indispensable part of an effective education system. The quality of teaching depends a lot on the comfortableness of a teacher with this profession. The degree of teachers' satisfaction reflects in their willingness to achieve excellence in teaching work. The word job satisfaction has an association with employees attitude and behaviour towards profession. The present study aims at investigating the differences in job satisfaction levels between school and college teachers. 606 respondents from various government, government aided and private institutions were participated for the purpose of this study. Collected data were analyzed with descriptive statistics using SPSS 20.0 package. On comparing the job satisfaction level between school and college teachers, it was found that, there is no significant difference in their level of satisfaction irrespective of their levels of teaching. However, most of teachers have significantly low level of job satisfaction. It was also found that female teachers possess more favourable attitude towards teaching than male teachers.

Key Words: Job Satisfaction, School teachers, College teachers.

1. INTRODUCTION:

Teaching is a noble profession. It demands integrity of the person within. Teachers are considered as the builders of a nation. A teacher needs to use a lots of energy coupled with various professional commitments. It has often attributed as a physically and psychologically stressful profession. Presently, globalization has changed the teaching culture and added diverse responsibilities for teachers. Involvement and commitment of teachers is mostly depends upon teachers' morale and job satisfaction. Job dissatisfaction leads to reduced level of performance. So, job satisfaction is an important phenomenon.

1.1. CONCEPT OF JOB SATISFACTION:

Job satisfaction is a term of wide interest in social science studies. It is the most frequently studied variable in organizational behaviour studies. It can be considered as an attitudinal variable. According to Hoppock (1935), "job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job". (Hoppock,1935 as cited in Aziri,2011,p.77).⁽¹⁾ According to Blum and Naylor (1968), "Job satisfaction is the results of various attitudes possessed by an employee. In a narrow sense, their attitudes are related to the job and are concerned with such specific factors as wages, supervision, steadiness of employment, conditions of work, opportunities of advancement, recognition of ability, fair evaluation of work, social relations on the job, prompt settlement of grievances, fair treatment by employer and other similar items." (as cited in Ramatulasamma & Rao,2003,p.10-11).⁽²⁾

So, it is a very complex and comprehensive phenomena which is closely related with life satisfaction. Dissatisfaction leads to professional stagnation. A dissatisfied teacher spells disaster. Therefore the job satisfaction of teachers in any institution is needed so that they can perform their duties with commitment and dedication.

1.2. DIMENSIONS OF JOB SATISFACTION:

In this present study the dimensions of job satisfaction are as follows:

- **Professional:** Job satisfaction is not only related with individual but it is also relevant for organizational well being. To attract and retain the quality teachers in teaching professional job satisfaction needs to be maintained properly. Teachers would perform to their optimum level of capacity, only when they are satisfied with their profession. So, it is necessary to identify the factors responsible for teachers' professional job satisfaction. The factors of the professional job satisfaction have a different nature in different educational setup. However, there are some common factors like: working conditions, policies and practices, hygiene issues, kind of supervisions, job security etc. The present study measured the dimension under two sub dimensions namely: involvement in teaching and professional growth.

- **Psychological:** Satisfaction is a psychological concept. Job satisfaction refers to the overall feelings one's has about his job. It is a kind of positive emotional state which leads to better performance. Job satisfaction is related with various facets of the job like: remuneration, growth and development, recognition, task identity etc. It differs from one to another due to differences in temperament and personalities. In the present study, this dimension is measures under two related sub dimensions namely: job acceptance and professional commitment and attitude towards profession or working conditions.
- **Social:** Group satisfaction is an important part of job satisfaction. It can be analysed by the relationship with the people sharing the same work environment. Social job satisfaction is a direct measure of an employee's social well being. It has several behavioural consequences, like: colleagues satisfaction, satisfaction in superior subordinate relationship, group dynamics etc. In the present study this dimension is measured under one sub dimension namely, social behaviour and group relationship.
- **Moral:** It is related with ethical practices. It enables a person to comply with laws and regulations. Moral job satisfaction motivates the employees' to work hard and achieve the organizational goals. There is a reciprocal relationship between ethical behaviour and job satisfaction. In teaching process, teachers' influence students' moral development not simply by doing role model but also ethical attachment towards this profession. In the present study this dimension is measured under one sub dimension namely, value of teaching.

1.3. REVIEW OF RELATED LITERATURE:

1.3.1. INTERNATIONAL STUDIES:

Patrick (2007). conducted a study to examine the relationship between " teacher workplace satisfaction and students achievement". For the purpose of study a non experimental research design was used. A total of 1532 teachers within a large metropolitan school district in Georgia were selected for the study. The results of the study revealed a positive correlation between teachers' workplace satisfaction and students' achievement.⁽³⁾

Ngimbudzi (2009) Conducted a study to find out the level of Job satisfaction among secondary school teachers in Tanzania. The purpose of this study was to find out the factors that are related with teachers' job satisfaction. Results of the study revealed that gender, age, school location and school type are the significant factors for job satisfaction, but there are no significant differences in relation to marital status, teaching experience, teacher type and promotional position in all the five core job dimensions. Results of the study also revealed that there is a significant relationship between job satisfaction and the five job dimensions: job characteristics, social benefits, meaningfulness of the job, support from administration and intention to remain in the job.⁽⁴⁾

Demirtas (2010) conducted a study to identify the job satisfaction levels of the primary school teachers. The study also aimed to find out whether job satisfaction levels show any difference gender, age, stream and professional seniority. The study was based on survey model. Teaching satisfaction survey developed by Ho and Au (2002) was used for data collection. A total of 289 school teachers from 10 primary school were chosen. T test and one way ANOVA was used for data analysis. Results of the study revealed the following outcomes:

- The job satisfaction level of the teachers are high enough.
- Job satisfaction is related with quality teaching.⁽⁵⁾

Token (2011) conducted a study to examine the levels of job satisfaction among academicians in the universities of Turkey. The study also aimed to examine the effects of demographics on levels of satisfaction among them. 648 academicians from various universities of Turkey were selected for the purpose. The results of the study revealed that job satisfaction levels of the university academicians were found to be moderately high.⁽⁶⁾

1.3.2. INDIAN STUDIES:

Sharma & Jyoti (2006) in their study " job satisfaction among school teachers", suggested that every aspect of job played a vital role in employees' job satisfaction. These aspects are: principal' behaviour, career planning and development programme, superiors' and colleagues' behaviour, students and physical atmosphere of the institution etc.

⁽⁷⁾ Katoch(2012) conducted a study to identify the factors responsible for the job satisfaction of college teachers in Jammu & Kashmir. A total of 98 college teachers from five colleges were selected by using convenient sampling method. A well designed questionnaire was used for data collection. Data analysis was performed by using Percentile analysis and chi-square analysis. Result of the study revealed the following outcomes:

- Female teachers are more satisfied than their male teachers.
- Income per annum is an important factor for job satisfaction. ⁽⁸⁾

Lal & Sherjill (2012) conducted a comparative study on " job satisfaction and attitude towards education among male and female teachers of degree college". The sample of the study restricted to the teachers of the degree colleges of Punjab and Harayana state. It was found that there is no significant difference between male and female teachers male and female teachers in terms of their job satisfaction. The study also revealed that both the male and female teachers have unfavourable attitude towards education. ⁽⁹⁾

Nagar (2012) conducted a study on " Organizational Commitment and Job Satisfaction among Teachers during Times of Burnout." The purpose of the study was to explore the factors of burnout. For the purpose of the study 153 university teachers were selected from university of Jammu. The results of the study revealed that greater job satisfaction have a significant impact of organizational commitment. It was also revealed that In terms of job satisfaction, male shows lower levels of job satisfaction as compared to female, perhaps due to low expectations about job status among female teachers. ⁽¹⁰⁾

From the above mentioned studies we can say that, many variables are associated with teaching effectiveness such as, personality traits, attitude towards teaching, involvement in teaching work, professional commitment, job satisfaction, institutional climate etc. This research work is interested to know the role of job satisfaction on teaching in terms of level of teaching and gender.

1.4. SIGNIFICANCE OF THE STUDY:

In the present era, both job satisfaction and job performance are considered as the major factors in the success of every organization. Satisfied work forces is the key element of productivity. The sense of job satisfaction leads to more productivity, less absenteeism and turnover rate. Teaching profession is not exception of it. A satisfied teacher is the cornerstone of a successful educational system. Teachers are considered as the largest human capital resources of a country. Attracting and retaining the effective teachers in this profession is thus a primary necessity. The first step in developing an effective educational system is to understand the factors associated with this system. One of the important factors of an effective educational system is the teachers. Satisfaction with teaching profession should be viewed as a passion, not merely as a job. However, in any profession intrinsic forces may motivate a person to be a part of this profession, but extrinsic forces can determine their willingness to remain a part of this profession. In light of this background, the present study is an evaluative and diagnostic attempt to find out the levels of job satisfaction among teachers.

1.5. OBJECTIVES OF THE STUDY:

The major objectives of this study are summarized below:

- To find out the factors of job satisfaction.
- To find out the section of highly satisfied teachers in terms of their gender.
- To find out the differences in teachers' job satisfaction between school teachers and college teachers.
- To find out the dimensional differences in job satisfaction between school and college teachers.
- To find out the number of teachers above and below from the mean as well as their percentage in terms of various dimensions of job satisfaction.

1.6. HYPOTHESIS OF THE STUDY:

H₀1: There is no significant difference in job satisfaction between school teachers and college teachers.

H₀2: There is no significant difference in professional job satisfaction between school and college teachers.

H₀3: There is no significant difference in psychological job satisfaction between school and college teachers.

H₀4: There is no significant difference in social job satisfaction between school and college teachers.

H₀5: There is no significant difference in moral job satisfaction between school and college teachers.

2. MATERIALS:

In the present study, the tool was constructed by the researcher and rated by 3 experts. It included:

- **INFORMATION SCHEDULE:** It was developed by the researcher to seek information regarding the background of the teachers. It includes variables like: age, gender, category, present service position, medium of instruction, tenure of service, distance from workplace etc.
- **TEACHER'S JOB SATISFACTION SCALE:** An inventory consisting of 40 statements to identify the teachers' attitude towards professional, psychological, social and moral job satisfaction.

3. METHODS:

The explanatory sequential mixed methods design was applied for this study. The independent variables are: Gender and Levels of teaching and the dependent variable is job satisfaction.

3.1. SAMPLE:

Data collection is an essential part of the research process. In order to collect the requisite data the researcher has to defined the sample size, since it is not possible to encompass the entire population within a time frame. The representative proportion of the population is termed as a sample. In this present study, the data was collected through stratified random sampling from various secondary, higher secondary schools and general degree colleges. The

participants(N=606) were from various academic institutions of rural, semi urban and urban areas. From the 742 data collected, 606 completed opinionnaires were selected. The remaining was excluded because they were incomplete.

3.2. LIMITATIONS:

The following limitations were there in this study:

- It is limited to school(secondary and higher secondary) and college levels.
- It is mainly limited within Bengali medium institutions.

4. RESULTS AND FINDINGS:

The Mann-Whitney U test was done to determine whether there was a significant difference in the groups due to their levels of teaching.

4.1. QUANTITATIVE ANALYSIS:

TABLE:1

Table showing the mean difference between school and college levels teachers' job satisfaction

Level of Education	N	Mean Rank	Sum of Ranks
1	266	312.78	83200.50
2	340	296.24	100720.50
Total	606		

H₀₁: There is no significant difference in teachers' job satisfaction between school level and higher education level. From the above table it can be said that, H₀₁ is accepted i.e. there is no significant difference in teachers' job satisfaction between school level and college level. Both the school and college teachers almost have an identical perception about job satisfaction.

TABLE:2

Table showing the mean difference between school and college levels professional job satisfaction

Level of Education	N	Mean Rank	Sum of Ranks
1	266	312.52	83131.00
2	340	296.44	100790.00
Total	606		

H₀₂: There is no significant difference in professional job satisfaction between school teachers and college teachers. From the above table it can be said that, H₀₂ is accepted i.e. there is no significant difference in teachers' professional job satisfaction between school level and college level. Both the school and college teachers almost have an identical perception about professional job satisfaction.

TABLE:3

Table showing the mean difference between school and college levels psychological job satisfaction

Level of Education	N	Mean Rank	Sum of Ranks
1	266	312.29	83069.00
2	340	296.62	100852.00
Total	606		

H₀₃: There is no significant difference in psychological job satisfaction between school teachers and college teachers. From the above table it can be said that, H₀₃ is accepted i.e. there is no significant difference in teachers' psychological job satisfaction between school level and college level. Both the school and college teachers almost have an identical perception about psychological job satisfaction.

TABLE:4

Table showing the mean difference between school and college levels social job satisfaction

Level of Education	N	Mean Rank	Sum of Ranks
1	266	322.70	85839.00
2	340	288.48	98082.00
Total	606		

H₀₄: There is no significant difference in social job satisfaction between school teachers and college teachers.

From the above table it can be said that, H_04 is rejected i.e. there is a significant difference in teachers' social job satisfaction between school level and college level. This indicates that, school teachers differ significantly from college teachers in terms of their social job satisfaction. College teachers' are satisfied with their job in comparison to school teachers. So, the above findings clearly justify the fact that social freezing leads to social job dissatisfaction.

TABLE:5

Table showing the mean difference between school and college levels moral job satisfaction

Gender	N	Mean Rank	Sum of Ranks
1	214	297.25	79069.00
2	392	308.39	104852.00
Total	606		

H_05 : There is no significant difference in moral job satisfaction between school teachers and college teachers. From the above table it can be said that, H_05 is accepted i.e. there is no significant difference in teachers' moral job satisfaction between school level and college level. Both the school and college teachers almost have an identical perception about moral job satisfaction.

TABLE: 6

Table showing the number of teachers' above and below 1 standard deviation from the mean as well as their percentage.

Level of Education	N	Mean Rank	Sum of Ranks
1	266	297.25	79069.00
2	340	308.39	104852.00
Total	606		

	No. of teachers' < mean-1sd	Percentage of teachers' < mean-1sd	No. of teachers' > mean+1sd	Percentage of teachers' > mean+1sd
TJPR	112	18.48%	113	18.65%
TJPS	97	16%	121	19.97%
TJSO	139	22.94%	135	22.28%
TJMO	127	20.96%	146	24.09%

*Note: TJPR= Teachers' job satisfaction in professional dimension, TJPS= Teachers' job satisfaction in psychological dimension, TJSO= Teachers' job satisfaction in social dimension, TJMO= Teachers' job satisfaction in moral dimension. From the above table we find that, Job satisfaction in professional dimension is high in 18.65%. In the psychological dimension it is also high in 19.97%. Job satisfaction in social dimension is low in 22.94%. Job satisfaction in moral dimension is high in 24.09%.

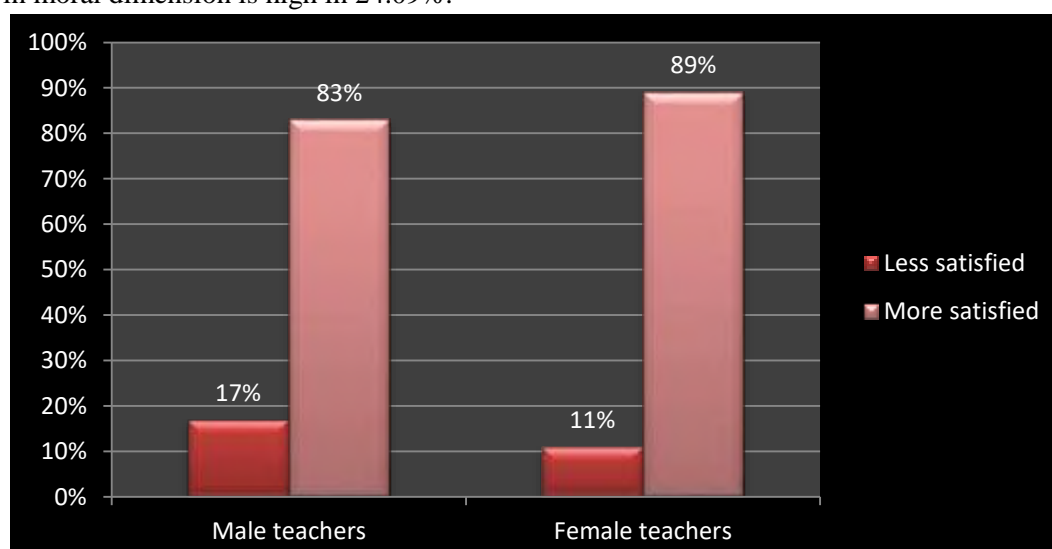


Figure:1 Percentage representation related to proportional distribution of job satisfaction between male and female teachers

The results which are shown in the above bar graph stated that, female teachers possess more favourable attitude towards teaching than male teachers. 6% female teachers possess more favourable attitude than male teachers.

4.2. QUALITATIVE ANALYSIS:

The present study is based on the content analysis method. It is a research technique used to make reliable and valid inferences in qualitative research. It involves the systematic description and evaluation of the content. In the present study, qualitative data were collected through interview. A total of 16 teachers were selected for this purpose. After the critical analysis of the collected responses it has been found that, the following factors are responsible for teachers' job dissatisfaction.

- Lack of financial incentives.
- Autocratic administration system.
- Selection of profession is based on compulsion.
- Toxic colleagues relationship.
- Lack of professional freedom.
- Non teaching workload.
- Political pressure.

5. KEY FINDINGS OF THE STUDY:

- Both the school and college teachers almost have an identical perception about job satisfaction.
- Both the school and college teachers almost have an identical perception about professional job satisfaction.
- Both the school and college teachers almost have an identical perception about psychological job satisfaction.
- There is a significant difference in teachers' social job satisfaction between school and college level.
- Both the school and college teachers almost have an identical perception about moral job satisfaction.
- In case of dimensional distribution, Job satisfaction in professional dimension is high in 18.65%. In the psychological dimension it is also high in 19.97%. Job satisfaction in social dimension is low in 22.94%. Job satisfaction in moral dimension is high in 24.09%.
- Results of the study show that, out of 606 teachers only 165 teachers have an average level of job satisfaction, 34 teachers have above average level of job satisfaction and 572 teachers have below average level of job satisfaction. So, this finding clearly indicates that most of the teachers are not satisfied with their profession.
- Female teachers possess more favourable attitude towards teaching profession than male teachers.

5.1. DISCUSSION:

This study shows that there are so many aspects that need to be addressed properly. The findings of the study show that there is no significant difference in job satisfaction between school and college teachers. Both sections have an identical perception regarding job satisfaction. The results are consistent with the studies of Singh, 2012 and Akhtar et al 2010.^(11,12) The study also revealed that, the essential factors related with job satisfaction are as follows: Job itself, pay and rewards, recognition, functional autonomy, growth opportunities, relationship with others, students behaviour and physical environment of the institution. This findings also verify the study conducted by Katoch, 2012.⁽⁸⁾ According to the school teachers, pay and rewards in the teaching profession is very low. This findings is supported by Ogedengbe., Adekun., Eyengho & Bankole, 2018.⁽¹³⁾ The findings of the study have clearly indicated that the school and college teachers didn't differ significantly with respect to various dimensions of job satisfaction except social. This findings verify the results of Sharma & Joyti, 2006.⁽⁷⁾ The study further concluded that, both the male and female teachers almost have an identical perception about job satisfaction. This findings is consistent with the results of Krishna, 2015⁽¹⁴⁾. This findings is also consistent with Mabekoje, 2009.⁽¹⁵⁾

5.2. RECOMMENDATIONS:

The effectiveness of teaching profession depends largely on the teachers' personal values. The overall findings of the study have clearly indicated that, there is a close relationship between job involvement and job satisfaction. The present study has the following significant implications:

- The study supported that, OCTAPACE culture should be introduced as a stress management technique in teaching profession. OCTAPACE stands for O- Openness, T-Trust, A-Autonomy, P-Pro action, C-Confrontation, A-Authenticity, E-Efficiency. (as cited in Kumar, 2012, p.76).⁽¹⁶⁾
- It is high time to take a closer look at the system of higher education. The quality of higher education system should be maintained properly. In this context, the training of teachers for imparting higher education should be based on quality, excellence and relevance.
- A dynamic approach should be maintained in the teaching profession. This approach will help to maintain a balance with the rapid obsolescence of knowledge and knowledge explosion.

- To make the teacher capable of creating and transferring a flexible learning environment a radical change in existing administrative system is required.
- Opportunities for ability utilization, creativity, recognition, active participation in policy formation and better working conditions should be provided in order to improve the level of job satisfaction among teachers.

6. CONCLUSION:

Radhakrishnan believed that “teachers should be the best minds in the country”(<https://twitter.com/guideforall/status/1037200932356931585>). Teaching is a noble profession. Presently, globalization has brought tremendous changes in the array of teaching culture. In this present globalized era, the role of teachers assumes greater significance to improve the quantity, quality and equality in education system. This involves not only imparting knowledge but also the overall development of the students. Therefore, it is necessary to equip the teachers with confidence, courage and commitment towards their profession.

REFERENCES:

Journal Papers:

1. Aziri,B.(2011). Job Satisfaction: a Literature Review. *Management Research and Practice*,3(4),77-86. Retrieved on 30.12.2019 From: <http://mrp.ase.ro/no34/f7.pdf>

Chapters in Books:

2. Ramatulasamma,K., & Rao,B. (2003). Job Satisfaction of Teacher Educators, The Problem and its Significance. In D.B. Rao (Eds.). *Job Satisfaction of Teacher Educators*. (pp.1-29). New Delhi, India: Discovery Publishing House.

Journal Papers:

3. Patrick,A.S.(2007). Examination of Teachers Workplace Satisfaction and Student Achievement. *Digital Commons@Georgia Southern*.1-170. Retrieved on 27.12.2019 From: <https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1272&context=etd>
4. Ngimbudzi,F.W.(2009). Job Satisfaction Among Secondary School Teachers in Tanzania. *Master's thesis in Education, Department of Educational Sciences, University of Jyväskylä*.2-101. Retrieved on 27.12.2019 From: <https://jyx.jyu.fi/bitstream/handle/123456789/25482/URN%253ANBN%253Afi%253Aaju-201010152985.pdf?sequence=1>
5. Demirtas,Z.(2010). Teachers' Job Satisfaction Levels. *Procedia-Social and Behavioural Sciences*,9,1069-1073. DOI: 10.1016/j.sbspro.2010.12.287. Retrieved on 30.12.2019 From: <https://www.sciencedirect.com/science/article/pii/S187704281002392X>
6. Toker,B.(2011). Job Satisfaction of Academic Staff: an Empirical Study of Turkey. *Quality Assurance in Education*,19(2),156-169. DOI: 10.1108/09681881111125050. Retrieved on 21.10.2019 From: https://www.academia.edu/9517308/Job_satisfaction_of_academic_staff_an_empirical_study_on_Turkey
7. Sharma, R.D., & Jyoti,J. (2006). Job Satisfaction Among School Teachers. *IIMB Management Review*,18(4),349-363. Retrieved on 29.12.2019 From: https://www.researchgate.net/publication/289442567_Job_Satisfaction_among_School_Teachers
8. Katoch,O.R.(2012). Job Satisfaction Among College Teachers: A Study on Government Colleges in Jammu (J &K). *Asian Journal of Research in Social Science & Humanities*,2(4),164-180. Retrieved on 29.12.2019 From: <https://www.aijsh.com/shop/articlepdf/org/socialscience/paper154.pdf>
9. Lal,R., & Shergill,S.S.(2012). A Comparative Study of Job Satisfaction and Attitude Towards Education Among Male and Female Teachers of Degree Colleges. *International Journal of Marketing, Financial Services & Management Research*, 1(1), 57-65. Retrieved on 28.12.2019 From: <https://pdfs.semanticscholar.org/0e93/34018adb22fc99d5b8c647921e8f120724d6.pdf>
10. Nagar,K.(2012). Organizational Commitment and Job Satisfaction among Teachers during Times of Burnout. *Vikalpa: The Journal for Decision Makers*,37(2),43-60. Retrieved on 27.12.2019 From: https://www.researchgate.net/publication/318927678_Organizational_Commitment_and_Job_Satisfaction_among_Teachers_during_Times_of_Burnout
11. Singh,Y.G.(2012). Job Satisfaction of Teacher-Educator Working in Self-Finance Teacher Educational Institution. *International Indexed & Referred Research Journal*,3(30),54-55.
12. Akhtar,S.N., Hashmi,M.A., & Naqvi,S.I.H.(2010). A Comparative Study of Job Satisfaction in Public and Private School Teachers. *Procedia Social and Behavioural Sciences*,2.4222-4228. Retrieved From: https://www.researchgate.net/publication/238384695_A_comparative_study_of_job_satisfaction_in_public_and_private_school_teachers_at_secondary_level
13. Ogedengbe,E.O., Adekun,T.O., Eyengho,T.T., Ogunleye,S.M., & Bankole,K.M.(2018). The Influence of Gender on Job Satisfaction of Teachers in ILE-IFE OSUN STATE ,NIGERIA. *Bulgarian Journal of Science and Education Policy*, 12(1),48-62. Retrieved on 27.12.2019 From: <http://bjsep.org/getfile.php?id=258>

14. Krishna,S.G.(2015). Gender Difference and Job Satisfaction: A Study among faculties of Private Colleges in India. *PEOPLE: International Journal for Social Sciences*,1(1), 227-237. DOI: <https://dx.doi.org/10.20319/pijss.2015.s11.227237>. Retrieved on 28.12.2019 From: <https://grdspublishing.org/index.php/people/article/view/348/2417>
15. Mabekoje,S.O.(2009). Gender Differences in Job Satisfaction among Secondary School Teachers. *African Journal of Research in Personnel and Counselling Psychology*,1(1),99-108. Retrieved on 28.12.2019 From: https://www.academia.edu/1857728/Gender_Differences_in_Job_Satisfaction_among_Secondary_School_Teachers
16. Kumar,A.S.(2012). A Critical Analysis of Stress Faced by Teaching Professionals at Management Institutes in Pune with Special reference to role stressors and Job Satisfaction. Retrieved From: <https://shodhganga.inflibnet.ac.in/handle/10603/4401?mode=simple>

Web references:

- Quotes of Radhakrishnan on Teachers. Retrieved on 29.12.2019 from: <https://twitter.com/guideforall/status/1037200932356931585>