

A Study of Factors Influencing Public Sector Secondary School Teachers' Job Satisfaction

Ghulam Mohuyuddin Solangi

PhD Scholar, Iqra University, Karachi
Email Address: ghulammuhuyuddin@yahoo.com

Dr. Nasim Qaisrani

Professor, Iqra University, Karachi

Dr. Shahid Mughal

(Corresponding Author)

Assistant Professor, Department of Education, Iqra University, Karachi
Email Address: smughal38@yahoo.com

DOI: 10.6007/IJARBSS/v5-i5/1635 URL: <http://dx.doi.org/10.6007/IJARBSS/v5-i5/1635>

ABSTRACT

This paper attempted to analyze government secondary school teachers' level of job satisfaction and to identify factors that lead towards dissatisfaction among teachers. The study was descriptive in nature. Survey method was used to collect data from teachers. The population of the study comprised of government secondary school teachers. By using convenient sampling technique, 343 secondary school teachers were selected keeping in view male, female, rural urban locations of schools. 'Teachers Job Satisfaction Survey (JSS)' was used to collect data. The reliability of JSS of the total scale was found 0.87 on Cronbach's Alpha Coefficient. Data were analysed in SPSS version 16. The findings of the study suggested that: teachers were satisfied with their monthly salary, fringe benefits and administrative support provided to them. Regarding school policy, the overall mean score suggested that teachers were moderately satisfied with school policies and goals. The data further revealed that teachers were not satisfied with opportunities for promotion and professional development. In order to boost the level of motivation and satisfaction of teachers the study has made several recommendations for teachers and other stakeholders.

Key Words: Public Sector, Secondary School Teachers, Job Satisfaction, Factors

1. Introduction

The role of teachers is very important in the entire education system. This role is envisioned clearly in National Education Policies of Pakistan. Despite of teachers due role in the education system, the situation in practice is quite different. Unfortunately, the social acceptability and position of teachers in Pakistan is deteriorating day by day. Khan (2005) states that the professional standing of teachers in Pakistan is going down day by day. Due to appointments and transfers of teachers on political basis, the status of teachers started declining rapidly. Teachers in Pakistan hardly enjoy academic freedom, autonomy and authority than any other professions. On the other hand, the civil society and media is continuously lamenting the performance of teachers. These situations are creating disappointments and fatigue among teaching force in the province of Sindh. With regard to status of teachers and their continuously decreasing level of motivation and satisfaction from teaching profession calls for immediate attention for researchers to investigate. The area of job satisfaction (JS) has become the topic of immense investigation since the emergence of organizational studies. JS is an attempt to investigate links to worker's efficiency and organizational effectiveness. In education, teachers' job satisfaction is said to be a multifaceted concept that is important for teacher enthusiasm, commitment. JS raises retention level of school employees and therefore a potential contributor to school effectiveness and improvement (Shann, 1998).

There is no doubt that teachers are the change agents. Their main responsibility is to prepare younger generation. These youngsters are future harbingers of our country. Teachers prepare them for advanced education. If teachers are not properly given incentives and rewards for their work, their satisfaction level decrease and they will not be in a position to perform their duties diligently. Bavendam (2000, Cited in Ali, Zaman, Tabassam, Iqbal, 2011) says that teachers' job satisfaction is very significant because teachers attitude towards job have an effect on the teaching- learning process and ultimately on students' achievement. Only properly satisfied teachers can do teaching well in the classrooms and their quality of teaching get better as their satisfaction level improve. They become more hard-working and show greater commitment to their profession i.e. teaching learning process. In Pakistan, the job satisfaction at secondary school level was organized by Mahmood (2004, Cited in Ali, Zaman, Tabassam, Iqbal, 2011) and results indicate that secondary school teachers were not satisfied and happy with monthly salary and. Compensation. Teachers were also not happy with existing policies of promotion. Satisfaction, dissatisfaction in the job causes success or failure of any system or organization. So, it is important to be aware of the job satisfaction level of secondary school teachers. The quality of teaching and instruction received by students may be influenced by the level of job satisfaction a teacher experiences (Perie & Baker, 1997).

2. Statement of the Problem

Teachers' lack of motivation and low level of satisfaction towards teaching profession influences not only teachers' performance but also impact students' academic performance in the classroom. In this study, efforts are made to analyze: the levels of job satisfaction of

teachers, find out factors hindering job satisfaction among teachers at secondary level in District Naushehro Feroz, Sindh.

3. Research Questions

The following research questions guided this study:

1. What is the level of Secondary school teachers' job satisfaction?
2. What factors influence job satisfaction among secondary school teachers?

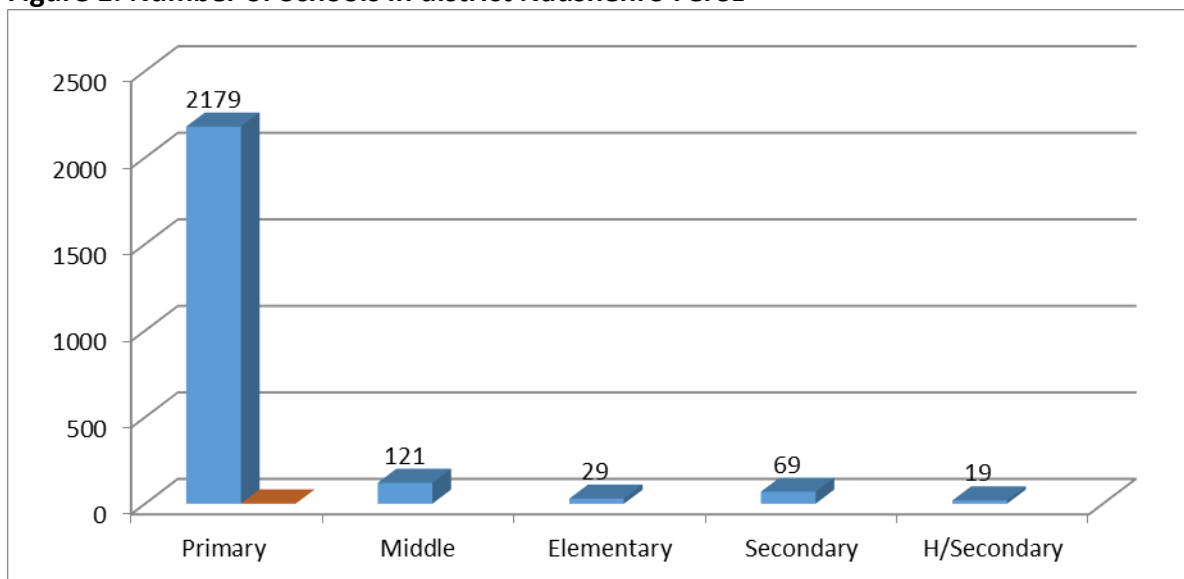
4. Delimitation of the Study

The study was limited to government secondary and higher secondary schools of District Naushehro Feroz, no private institution was included in the study. In this study, data were collected from teachers who had experience of teaching to secondary classes.

5. Context of the Study

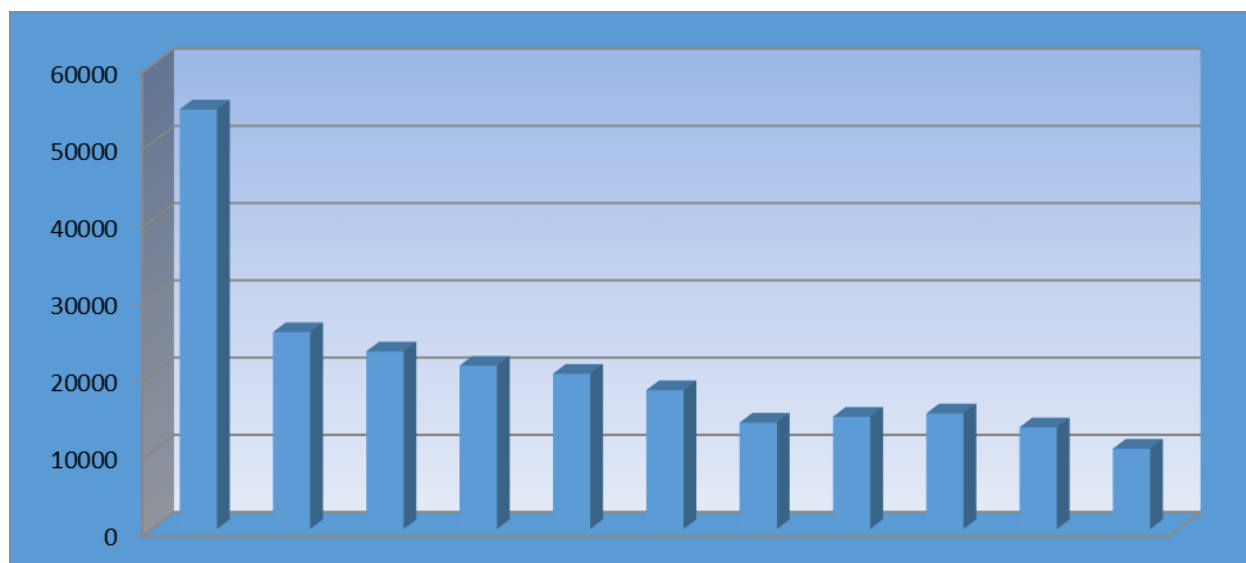
The study was conducted in District Naushehro Feroz. There are five stratas (tehsil) in District Naushehro Feroz. The tehsils are Bhirya, Kandiaro, Moro, Naushehro Feroze, and Mehrabpur. The district Naushehro Feroz is situated in the northern Sindh Pakistan. The district is spread over 295 Square kilometer with the population of 1087571. The literacy rate of the district is 39%. The brief educational profile of the district can be seen in the following graph:

Figure 1: Number of Schools in district Naushehro Feroz



According to SEMIS 2012-13, the total number of primary schools in district Naushehro Feroz are 2179, middle schools 121, elementary 29, secondary 69 and higher secondary 19.

Figure 2: Grade wise Enrolment in District Naushehro Feroz



(Source: SEMIS 2012-13)

As students move to higher grade their enrolment has been declining according to the above graph. This indicates a declining trend in students' enrolment. The highest enrolment is at Kachi (ECE) level that is 54320 and 10402 at grade ten.

6. Literature Review

There is no generally agreed upon definition of what constitutes teacher job satisfaction. However, the definition given by Locke (1976) has been considered significant. Locke (1976) defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (p. 1304), which has been the most commonly-used definition. According to, Zembylas and Papanastasiou (2004) defined teacher job satisfaction (JS) as a teachers' professional relations to their teaching role. This purpose of this relationship is to get involved in the process of teaching and get maximum from teaching. Job satisfaction is the level to which people like and satisfied from their jobs. If someone has no grievances about the job or is comfortable whatever one is receiving from job, one can say he/she is satisfied with his/her job. Ladebo (2005) mentions that job satisfaction pertains to the affirmative affect an employee has towards certain constructs of the job. In the same way Worrell (2004) gives remarks on that the job satisfaction includes the positive reactions of employees towards their jobs. It is also the attitudes and feelings which are developed during employment and these emotions, feelings and attitudes show the contentment level of employees which consequently influence the working environment of an organization.

In Pakistan, some studies have been done in the area of job satisfaction on employees, but there is scarcity of research on teachers' job satisfaction. The available studies also did not yield any consistent findings. For instance, Siddique, Malik and Abbass (2002) investigated 300 college male and female teachers' job satisfaction in Faisalabad. In this study, salary, other benefits and teachers' social status were used as dimension of job satisfaction. Majority of respondents (70%) reported that their existing salary was not enough to meet their financial needs, and 63% said that they were not satisfied with their opportunities of promotion.

Another study was conducted by Chughtai and Zafar (2006) on university teachers in three cities namely, Lahore, Islamabad/Rawalpindi and Peshawar. Of 125 respondents, only 20% belonged to private universities. The study was to examine relationship of personal characteristics, facets of job satisfaction and dimensions of organizational commitment of university teachers. In the job satisfaction facet: – job security, pay, promotion, co-workers, supervision, training opportunities, actual work undertaken and working condition were included. Chughtai and Zafar (*ibid*) found out that job satisfaction was most closely related to commitment. Qureshi (2001) studied job satisfaction of working women of different professions (teaching, health, others) in Faisalabad. The findings show that 62% respondents said that their salaries met their needs to some. Gujjar, Quraishi, & Noreen (2007) conducted a study on selected variables. This study was conducted for secondary school teachers. For collection of data, two questionnaires were used. In this study, a relationship was attempted to find out between aspects of teachers' job satisfaction and organizational climate and teachers' job satisfaction. The findings indicated no significant relationship among organizational climate subscales.

7. Methodology

The present study attempted to analyze government secondary school teachers' level of job satisfaction and to identify factors that contribute to teachers' job satisfaction and dissatisfaction.

7.1 The Research Design

The study was descriptive in nature. A survey method was used to collect data from teachers. This methods helped to collect data from a population which was scattered in nature. In Naushehro Feroz districts secondary schools are located in five subdivisions.

7.2 Population of the Study

The population of the study includes all Government secondary schools teachers working in District Naushehro Feroz.

7.3 Selection of Sample its and Characteristics

The characteristics of teachers who were selected for study has mentioned as under:

- According to SEMIS Report (2012-13) there are 88 government secondary and higher secondary schools in District Naushehro Feroz. For the present study, 25 schools (based on male, female) were selected for data collection. By using convenient sampling technique, 343 secondary school teachers were selected keeping in view male, female, rural urban locations of schools.
- The categories of teachers include high school teachers (BS-16), subject Specialists (BS-17), assistant professors (BS-18), and vice principals.
- 13-14 teachers were selected conveniently from each school. Teachers were selected from junior and senior cadre in order to give equal participation.

7.4 Data Collection Instrument

For data collection, Job satisfaction Survey (JSS) was employed. This survey was developed in the light of facets of job satisfaction as given by Spector (1985).

Description of Data Collection Instrument

The teachers' questionnaire contains biographic information and aspects of job satisfaction. In order to gauge teachers' job satisfaction level, Likert scale having a five levels has been developed. The levels are:

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
-------------------	----------	------------	-------	----------------

The items of questionnaire were based on the following aspects of job satisfaction:

- Income or Salary/ fringe benefits
- Working Conditions
- Policy and management
- Intrinsic rewards
- Relations with people
- Professional development

Keeping in view six aspects of job satisfaction a questionnaire having 42 items were developed.

7.5 Pilot testing of Job satisfaction Survey (JSS)

After the completion of JSS, it was sent to two experts for further improving its content and language. The feedback of experts was incorporated and it was sent to school for pilot testing. Four secondary schools (2 male and two female) were selected from Moro and Mahrab pur subdivisions for pilot testing of the instrument, The JSS were given to 20 male and 20 female secondary school teachers. Before the piloting, the JSS consisted of 50 items. After piloting it reduced to 42 items.

7.6 Reliability of JSS

The job satisfaction questionnaire was subject to reliability test using the Cronbach alpha. The instrument had a Cronbach alpha of 0.87.

7.7 Analysis of Data

Teachers' questionnaire was analyzed by using descriptive statistics such as mean and standard deviations.

8. Interpretation of Data

Analyses of Teachers' Biographic Information

The biographic information of secondary school teachers and their responses obtained from survey questionnaire have been mentioned as under:

8.1 Gender of Secondary School Teachers

The sample of the study comprised of both male and female teachers. The male teachers comprised of 53 % (n=181) and female teachers comprised of 47% (n=162).

8.2 Experience of Secondary School Teachers

The experience of teachers was categorized into five groups i.e. Group 1: 1-5 years, Group 2: 6-10 years, Group 3 : 11-15 years, Group 4: 16-20 years and Group 5: More than 20 years.

It was inferred from data that most of teachers possessed 11- 15 years of teaching experience i.e. 47%.

8.3 Qualification of Secondary School Teachers

Academic Qualification

Majority of government secondary school teachers (52%) hold MA degree in Arts and Social Sciences. Only 16% teachers were Science graduates.

Professional Qualification

The reader may know that the qualification for the appointment of secondary school teachers as stipulated by Education & Literacy Department, Govt. of Sindh is BA/B.Sc and B.Ed in at least second division. It can be inferred from teachers' data that sample mainly comprises of teachers holding M.Ed. degree (53%) followed by 44% of teachers having B.Ed. Degree.

8.4 Work load of Secondary School teachers

The maximum workload policy for teachers is not clearly defined in public schools in the province of Sindh. However, on average, teachers supposed to take at least 3 periods per day. The duration of one period is 45 minutes. Maximum 18 periods can be allotted to one teacher per week. Due to dearth of Science and Maths teachers in girls' schools, they sometimes take extra periods that exceeds more than 18 periods. If teachers are given more than 18 periods they consider it overload.

8.5 Results of Job Satisfaction Survey

The item-wise analyses of teachers job satisfaction questionnaire is presented in the following pages:

Table 1: Summary of Descriptive Statistics of Teachers Job Satisfaction Survey

Statement	N	Mean	Std. Deviation
1. I draw reasonable salary for the work I do in school.	343	4.56	.758
2. My job is safe and secure.	343	4.54	.812
3. My workload is appropriate.	343	4.53	.833
4. The school administration provides me full support in implementing teaching activities.	343	3.90	1.292
5. I have good working relations with my head teacher/principals.	343	4.29	1.075
6. I have good working relations with students in school.	343	4.51	.848
7. I enjoy exemplary relations with my fellow teachers.	343	4.33	1.124
8. I always enjoy parents support in school.	343	4.50	.820
9. School policies are teacher friendly.	343	4.27	1.186
10. My head teacher's/Principals' management styles is democratic.	343	4.58	.749
11. Key decisions in school are made in consultation with teachers and staff.	343	4.32	1.106
12. Communication system in school is well-organized.	343	4.58	.749
13. Teaching provides me opportunity to use my academic and professional skills effectively.	343	4.58	.749
14. I have freedom to take initiatives about students' leaning at classroom level.	343	4.58	.749
15. My head teachers'/principal's feedback is helpful for improving my teaching practice.	343	4.37	1.026
16. I am pleased with my achievements in schools.	343	4.33	1.115
17. School policies encourage shared decision making.	343	3.74	1.525
18. The fringe benefits I get in school are according to my qualification and experience.	343	4.34	1.078
19. There is shortage of teaching material in school.	343	4.58	.749
20. The support of administration is according to my expectations.	343	4.58	.749

21. I do not have friendly relations with my head teacher/principals.	343	1.72	.766
22. I am not happy with my interactions with students.	343	1.21	.415
23. Long vacations refresh me and incline me towards better teaching.	343	4.61	.489
24. I always discuss academic issues with my colleagues.	343	2.40	1.071
25. Parents show keen interest in the education of their children.	343	2.41	1.072
26. School administration resolve academic issues collaboratively and professionally.	343	2.64	1.367
27. The focus of school management is to promote students learning.	343	4.39	.700
28. Teachers are properly informed about key decisions.	343	4.40	.588
29. Teaching provides me inner satisfaction and sense of ownership.	343	3.64	1.268
30. There is flexibility in school environment to take my own steps for teaching- learning improvement.	343	4.79	.521
31. Head teachers'/principal's feedback on my teaching work as stimulus for me.	343	2.80	1.193
32. My achievements in schools give me sense of pride.	343	4.78	.416
33. My head teacher /principal recognition of my work gives me sense of pleasure.	343	4.71	.544
34. I have sufficient opportunities for promotion in my teaching job.	343	1.48	.939
35. There are ample opportunities for me to attend professional development programs in my area of expertise.	343	1.49	.945
36. The working environment in school is conducive for my own learning.	343	2.00	1.225
37. I believe my work is rewarded the way it should be.	343	4.07	1.249
38. Only selected teachers get opportunities for professional development.	343	4.88	.510
39. The policy for promotion and career progression of teachers in department of education is clear.	343	3.26	1.304
40. If I get an opportunity to choose other career, I will say good-by to teaching.	343	2.03	.944
41. My school goals are clear to me.	343	4.71	.455

42. The school management committee (SMC) in my school is working for the betterment of quality of education.	343	2.12	.544
Valid N (list wise)	343		

Interpretation of Table 1 with regard to Facets of Job Satisfaction

According to mean score of different job satisfaction facets as mentioned in table 1, the interpretation of results is provided as under:

Salary and Fringe Benefits

Government secondary school teachers' over all mean score in this construct revealed that they are satisfied with their monthly salary, fringe benefits(house rent, Conveyance, medical, dearness allowances) and summer and winter vacations.

Supervision

Government secondary school teachers' over all mean score in this construct indicated that they are satisfied with administrative support provided them in implementing teaching activities and their head teachers' feedback in improving teaching practice. In this construct, teachers have shown their satisfaction to the role of head teacher as a supervisor and monitoring officer.

Policy/Vision

In this construct, the overall mean score suggested that Government secondary school teachers are moderately satisfied with school policies, school goals and the performance of school management committee (SMCs). The school policies include admission policy, allocation of periods to teachers, time table, and disciplinary rules.

Working Conditions/environment

Regarding the construct of working environment, Government secondary school teachers' views can be classified into two categories. Teachers are satisfied and believe that their job is safe, workload is appropriate, communication system is well-organized, and teaching provides them opportunity for effective use of professional skills. While teachers seem less satisfied with the availability of teaching material and believe that there is absence of collaborative culture in school.

Interrelationship

In this construct, the overall mean score indicates that Government secondary school teachers are satisfied with their working relations with head teacher/principals, fellow teachers and students. Teachers also confirm their that children parents are cooperative and they support school in the education of their children.

Autonomy

Regarding this construct, Government secondary school teachers appears to be satisfied with head teacher's/Principals' management styles. Teachers believe that school management takes them into confidence while taking decisions in school, they have freedom to take initiatives, and academic issues are resolved collaboratively and professionally. Teachers are moderately satisfied that school environment is conducive for teaching- learning improvement.

Appreciation/Recognition

Government secondary school teachers' satisfaction level with their own achievements in teaching seems to be very high. Teaching provides them sense of ownership and pride. The head teacher recognition of their work give them sense of pleasure.

Professional Development/Promotion

Government secondary school teachers' over all mean score in this construct reveal that they are not very much satisfied with opportunities for promotion and professional development. The opportunities of professional growth are limited and there is absence of clear policy on teachers' promotion.

9. Discussion of Findings

The present study attempted to analyze government secondary school teachers' level of job satisfaction and to identify factors that contribute to teachers' job satisfaction and dissatisfaction.

The present study was unique because very few studies were available in the context of rural Sindh. As Collin (1999) mentioned that the study of job satisfaction has been extensively researched in business and industry limited studies have conducted to examine the level of job satisfaction of rural school teachers. In terms of academic qualifications, majority of teachers in government schools had master degrees in different subjects. Almost all of the respondents from the government schools had some kind of teacher education certificates or degree such as B.Ed and M.Ed. A similar example was also found in Khan's (2005) study on Pakistan. Khan (2005) found that 97% government teachers held teaching related certificate or degrees.

The findings of the study suggest that teachers are satisfied from their current salary. Under the system of "Basic Pay Scale" in public sector, teachers are appointed in Grade 16 and in Grade 17. This carries a handsome amount every month in salaries and allowances. The government, every year, increase salaries from 10-15%, with these benefits their satisfaction level increase.

Teachers believe that their jobs are safe and secure. In Pakistan, government jobs are considered safe and secure. Employers cannot fire any employee straight away. For this purpose, employers have to follow certain rules and procedures. This process starts from explanation call, show cause notice, suspension and at the end termination. During suspension period employees receive full pay till allegations prove against employee. This process takes time and benefit always goes to employee. The people from outside believe that teaching is a lucrative profession. Moreover we have services tribunal who exclusively deal with government employees' cases.

The findings from teachers' questionnaire indicate that teachers enjoy exemplary relation with their head teacher, colleagues and parents. This is cultural norm in the province that people always enjoy good personal relations with their officers. Hardly any difference of opinion occurs in institutions. In majority of cases the focus of head teacher and teacher is not students learning. Cramming is order of the day due to existing examination system.

Teachers also enjoy good personal relations with each other. Majority of teachers are the members of different teachers unions. They feel pride to associate themselves with teachers

union. This association with unions makes them united and cooperative with each other. However, sometimes relationships between teachers are polarized on political grounds.

Teachers in interior of Sindh are highly regarded and esteemed. Parents think that they are the harbinger of future of their children so they try to please them and maintain cordial relations with them.

The finding of the study suggests that teachers are in agreement with school policies. School policies comprised of academic decisions and other disciplinary rules. Head teachers share school policies with teaching staff. School policies do not permit head teachers to interfere in salary and promotion, due to this reason, therefore teachers feel safe and secure.

In public sector schools in the province of Sindh, teachers enjoy long summer and winter vacations. The summer vacations remain during June-July (60 days) and there are two weeks winter vacations. During vacations, teachers receive full pay and majority of them are not bound to come schools except those who are engaged in any professional development activity in addition.

As compared to elementary school teachers, secondary school teachers have very limited opportunities for professional development. Due to paucity of funds and lack of facilities (Computer and Science laboratories) in teacher training institutes, secondary school teachers hardly get chance to attend CPD. Regarding promotion, both male and female teachers showed low level of satisfaction. It means teachers of government schools were not satisfied with their opportunities of promotion as Quddus (1990) contends that in government schools, promotions are mainly on seniority bases and not on performance or any promotion tests. In such situations, teachers have to wait for their predecessor to be promoted so that they could get a chance to move ahead. Sometimes, this waiting period expands over many years and even over decades which frustrates and demotivates these teachers. Regarding supervision, both male and female teachers have reported satisfaction with their head teachers and principals this finding is in consonance with DeNobile and McCormick's (2006) study on teachers who showed their high satisfaction level with their head teachers' supervisory styles and found its positive effect on satisfaction level of teachers .

The findings of the study revealed that teachers had little bit control and autonomy over school decisions. This resulted in their low motivation. The study conducted by Perie and Baker (1997) found that teachers with greater autonomy show higher levels of satisfaction than teachers who feel they have less autonomy. Administrative support, student behavior, and feelings of control were consistently shown to be associated with teacher job satisfaction.

10. Recommendations

The following recommendations are made for teachers, head teachers and district and provincial department of education:

- In order to raise the motivational level of teachers, the Education and Literacy Department, Government of Sindh, should announce best teacher awards in each school at district level. The award include cash prize, certificates, free study visits to other well-known institutions.

- Teachers whose students show excellent performance in board's examination will also be awarded scholarships or financial incentives for higher education.
- The Director School Education along with District education department should visit high schools to assess the level of physical facilities in computer labs, science labs and ensure internet facilities, subject and supplementary material and books in library.
- There should be no political interference in the appointment, transfer and promotion of teachers, it should be purely on merit basis.
- Government should attach monetary benefit to additional qualification for teachers.
- Performance based salary should be introduced in schools. Advance increments on higher qualification for teachers should be restored.
- Teachers should be given opportunities for professional development. The professional development courses should be designed according to teachers' subject-based needs.
- In order to improve relations with parents and civil society, school management committee should be empowered.
- Education & Literacy, Govt. of Sindh should start social support program for teachers and head teachers. This step will raise the morale of teachers.

REFERENCES

- Ali, A., A., Zaman, T, Dr., Tabassam, F., Iqbal, Z., Dr (2011). A Study of Job Satisfaction of Secondary School Teachers. *Journal of Education and Practice* www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222- 288X (Online) Vol 2, No 1, pp.32-37.
- Chughtai, A., & Zafar, S. (2006). Antecedents and consequences of organizational commitment among Pakistani university teachers. *Applied H. R. M. Research*, 11(1), 39 – 64.
- Collins, G. M., (1998) The Job Satisfaction of Agricultural Education Teachers in Georgia's Public Secondary Schools , Dissertation Abstract , Occupational Studies, The College of Education, UGA.
- De Nobile JJ, McCormick J. (2005). Job Satisfaction and Occupational Stress in Catholic Primary Schools. Paper presented at the Annual Conference of the Australian Association for Research in Education, Sydney, Australia.
- Gujjar, A., Quraishi, U. & Noreen, B.(2007). Relationship among Job Satisfaction and Selected Variables of Secondary School Teachers. *Journal of Educational Research*. (Vol.10 No.1), Dept. Of Education IUB.
- Khan, T. (2005). *Teacher job satisfaction and incentive: a case study of Pakistan. Country case studies from Africa and South Asia*. Retrieved February 25, 2008 from http://www.research4development.info/PDF/outputs/policystrategy/3888teacher_motivation_pakistan.pdf.
- Ladebo, O. J. (2005). Effects of work-related attitudes on the intention to leave the profession: an examination of school teachers in Nigeria. *Educational Management Administration & Leadership*, 33(3), 355 – 369.
- Locke, E.A. 1976. *The Nature and Cause of Job Satisfaction*. Handbook of Industrial and Organizational Psychology.

- Muhammad Asghar Ali, M., A., Tanveer-uz- Zaman, Akhtar, N.and Tabassum, F. (2012). Job Satisfaction of Head Teachers at Elementary Level. *Elixir Leadership Mgmt.* 49 (2012) 10067-10070. Available online at www.elixirpublishers.com Elixir International Journal.
- Perie, M. and Baker, D.P. (1997). Statistical Analysis Report 1997 on Job Satisfaction among America's Teachers: Effects of Workplace Conditions, Background Characteristics, and Teacher Compensation. National Center for Education Statistics Office of Educational Research and Improvement U.S. Department of Education, NW, Washington, DC.
- Practice, 17:2, 145-177.To link to this article:
<http://dx.doi.org/10.1080/09243450600565746>.
- Quddus, N, J. (1990). *Problems of education in Pakistan*. Karachi: Royal Book Company.
- Qureshi, R. (2001). Job satisfaction among working women in Faisalabad. *International Journal of Agriculture & Biology*, 3(1), 93 – 94.
- Shann, M.H. (1998) Professional commitment and satisfaction among teachers in urban middle schools. *The Journal of Educational Research*,92(2), 67-73.
- Siddique, A., Malik, N. H., & Abbass, N. (2002). Determining teacher's level of job satisfaction in Faisalabad city. *International Journal of Agriculture & Biology*, 4(3), 372 – 374.
- Sindh Education Management Information System's Report (SEMIS,2012-13). Karachi: Reform Support Unit
- Spector, P. E. (1985). Measurement of human service staff satisfaction: development of the job satisfaction scale. *American Journal of Community Psychology*, 13(6), 693 – 713. Retrieved November 10, 2007 from <http://www.chuma.cas.usf.edu/>.
- Weiss, D. J., Dawis, R. V., England, G. W., & Lofquist, L. H. (1967). Manual for the Minnesota satisfaction questionnaire. Minnesota: University of Minnesota.
- Worrell, T.G. (2004). School psychologists' job satisfaction: Ten years later. Unpublished PhD thesis Virginia tech and state University.
- Zembylas, M., & Papanastasiou, E. (2004). Job satisfaction among school teachers in Cyprus. *Journal of Educational Administration*, 42(3), 357 – 374.