

Exploring the job satisfaction of newly inducted MPhil primary school teachers

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Abstract

The aim of this descriptive study was to examine the level of job satisfaction among newly recruited teachers whose qualification level is MPhil. The researcher employed survey method to carry out this study because this method was most suitable considering the purpose of the research. The sample of the study included male and female teachers from both urban and rural localities of district Okara. These participants were primary school teachers in public sector schools. The researcher used random selection technique to collect data from 120 teachers. A structured questionnaire was developed to carry out the survey. IBM SPSS was used to evaluate and analyze data. Independent sample t-test was applied. The main findings of the study revealed that the job satisfaction level of newly inducted MPhil primary school teachers is negatively. Moreover, the researcher determined the job satisfaction level of newly inducted MPhil primary school teachers is not fulfil their basic satisfaction level by following factors (Pay, Work, Promotion, Work group, Work condition, and Supervision). The job satisfaction level of male and female, newly inducted MPhil primary school teachers is not significant.

Keywords: Job Satisfaction, New induction

Introduction

The education system has also become more like a business. According to (M. Asghar Ali, 2011), in the educational field, researchers are putting a lot of time and effort into studying how happy teachers are with their jobs. People have different ideas about how important job satisfaction is to them, and this has to do with the nature of the jobs that different people do. So, teacher job satisfaction is how a teacher feels about his or her job. In real sense the teachers see that the relationship between, what they wants to get and what they actual receive from their jobs, stated by (Zemblyas&Papanastasiou, 2004).

Researchers are paying a lot of attention to how happy teachers are with their jobs in order to make the field most dynamic and skilled. Teacher job satisfaction is how a teacher feels about his or her job. It is based on how a teacher sees the relationship between what he or she wants from teaching and what it gives the teacher. Primary education is the first step in getting a higher education, and job satisfaction of primary teacher is more important than that of any type of teacher. This is because primary education is the first step in the education pyramid around the world.

Job satisfaction and dissatisfaction

The effective response of an employee to their situation at work is commonly referred to as job satisfaction, stated by (E.C. Papanastasiou& M. Zemblyas, 2005). Job satisfaction in one's work is an attitude that can be said to have been achieved when a number of specific likes and dislikes associated with one's work were abstracted and brought into balance. The evaluation of the job and the organization that is doing the hiring is one's evidence of this approach.

According to (Mahmood, Nudrat, &Asdaque, 2011), this evaluation might be based primarily on the individual's success or failure in reaching their personal goals, as well as their perceptions of the contributions made by their job and the organization they work for toward achieving those goals.

When it comes to definitions, most people don't agree on how to describe job satisfaction of teachers or what makes a teacher happy. But there may be some trends at the international level, like the idea that teachers are most happy with the things that are part of their job, like helping students learn, having good interactions with students and others, growing as per person, and so on.

Another international trend is the belief that teachers are most content when it comes to their professional development (Dinham& Scott, 2002). According to Newsroom's definition from 1986, job satisfaction is "a collection of favorable or unfavorable feelings with which employees view their work."

According to Hugh (1983), "the amount of overall positive affect (of feeling) that individuals have towards their jobs". "How people feel about their jobs and different aspects of their jobs," is how job satisfaction was originally defined by Spector (1956). Because of their shared goals, such as increased productivity and satisfaction in their work, employees and employers alike are looking for ways to make the working environment more positive.

The goal of employers is to achieve higher levels of productivity, while employees perceive that their working environment is more positive when they are contributing to the organization in a way that makes them feel valued as individuals. They regularly desire work that is not only difficult but also intrinsically satisfying. They desire to have responsibility and the opportunity to achieve their goals, as well as to be heard, respected, and valued as unique individuals. According to the (Davis, 1985), they want the organizations to demonstrate that they are genuinely, concerned with their needs and problems.

It could be trying to say that teachers are the most important professionals' group for future of every country. Because of this, the discovery that a great number of today's teachers are uncomfortable in their positions is reason for concern. According to the research results of Beer and Beer's (1992) study, which used a depression scale to investigate the presence of depression among Los Angeles teachers, the sample group of 75 teachers had a mean depression score of 15.6, for the CED-D score to be considered significant, it must be 16 or higher. It's stated by (Schonfeld, 1989) that a depression score of this level means that you are more likely to get depressed.

Both levels of satisfaction, as well as levels of dissatisfaction, are found to have a strong correlation with the performance of teachers. According to (Mbah, 2012), it is common knowledge that contented teachers exhibit higher levels performance at work in the teaching field. While dissatisfaction made it harder to meet student's needs, high rates of psychosomatic

disorders led to increase the number of students who missed school, and a lot of stress-related disability claims were filled said by (Troman, 2000). (Woods et al., 1997) found that a teacher's dissatisfaction with their job is a major reason why they decide to leave their current position.

Definition of job satisfaction

According to (Akhtar, 2000) satisfaction of job is described as "**a pleasant and positive emotional state as a result of this evaluation of professional experiences**". Cranny, Smith, and Stone, 1992 also define job satisfaction as "a combination of cognitive and emotional reactions to differences in employee perceptions of what they want and what they really have." According to (Zembylas&Papanastasiou, 2004) teachers job satisfaction refers to, "teacher's cognitive relation to his or her teaching role and they perceived the relationship between what one's want from teaching and what one's perceive it by offering a teacher"

Factors of job satisfaction

Spear, Gould, & Lee, 2000; Thompson, McNamara, & Hoyle, 1997 stated by, these researchers have examined what work make satisfactory and what make it unsatisfactory. It stated by (Papanastasiou&Zembylas, 2005) these two factors influence teacher satisfaction with their employment in all administrative posts. Bogler, 2001; Dinham& Scott, 2000 stated that, internal factors relate to the work itself, whereas external factors connect with work place. According to Garcia-Bernal, Gargallo-Castel, Marzo-Navarro, and Rivera -Torres, 2005, job satisfaction was based on the economy, working conditions and relationships, as well as the satisfaction of each individual. It is stated by (Reiner and Zhao, 1999) examined that job satisfaction in terms of personal traits and job placement. According to (Perie, et al., 1997) people become teachers for things that matter to them, and they remain on the ground for things that matter to others. These are some of the most important things the literature shows us. According to Scot & Dinham, 2003; Spector, 1997, three major types of factors affect job satisfaction: the environment, psychology and demography. Over the years, they have been the focus of numerous studies from United Kingdom.

Interpersonal factors

Relationships with other people are the most important part of the job satisfaction survey because they provide employees with a social and supportive network. They understand working with employers and getting along with people you collaborate with. Because social support among coworkers has become so important, it has been researched for many years. According to the (Green, 2000) study has found that people are happier at work when they have friends and belong to a social group. According to (Maynard, 1986) employees, who are less happy do not have as many friends and must cope with more stress.

Intrinsic factors

According to the (Bruce & Blackburn, 1992) our one of third part of life spends in job. It is the way of who we are and purpose of our existence. Even if the job pays well, is safe, and has other perks, the things that are important to the job itself are still important. According to the (Martinez-Ponz, 1990) intrinsic rewards are more precious than monetary inducements. (Stewart (2000) stated that self-employment feels more satisfied and perform well According to the (Shann, 1998) intrinsic satisfaction results from, personal relationships with students, classroom activities, intellectual, autonomy, challenges in teaching and independence. According to the (Dinham&Scott, 1998, 2000) external rewards such as compensation, few people go into the field because of the pay and status.

In America study was conducted on job satisfaction exposed that administrative support, the school environment and the freedom of the teachers had a lot to do with how the teachers were satisfied.(Whitener, et al., 1997) are stated that, the problem of teachers leaving was more linked to management of school, students' motivation, and discipline issues.

Extrinsic factors

According to the (Thompson, et al., 1997) extrinsic factors related to salary, administrator support, workload, extra-curricular tasks, and society's perception of teachers. (Jennings, 2000) are stated that today's workers consider factors such as better wages, a better lifestyle and job security when deciding where to work. Houston, Meyer, and Paewai (2006) conducted a research as a result is, the university students weren't happy with the rewards that came from outside of themselves, but they were happier with rewards that came from within. Blandford & Grundy; 2000, said that poor conditions of working, bad associations between staff, management, and status, bad relationships between teachers, parents and students, social criticism were all things that made people feel stressed and unhappy at work.

Significance of study

Previous research has shown that the level of job satisfaction of an employee has a big effect on how well they do their job. When employees are unhappy, they are more likely to act aggressively and in a way that makes them unable to work. This not only hurts the organization's performance, but also makes employees unhappy and hurts their health. On the other hand, employees who are more satisfied with their jobs perform better. The stress that arises as a result of this dissatisfaction actually raises an individual's risk of developing mental illnesses, which can lead to heart attacks. People who are psychologically healthy and have positive attitudes toward life in general are more likely to be satisfied with their lives and the society in which they live.

For good education, it is very important that primary teachers are happy with all aspects of their jobs. The health of primary schools depends on how happy primary teachers are with their jobs, and this has been a major concern of researchers and educationists in recent years. Primary education is the first step, and it is the foundation for higher education. In the

educational field, elementary school is the stage that serves as a foundation for higher education. Also, primary education is the stage that builds a foundation for higher education.

Objectives of the study

1. With respect to different demographic variables explore the job satisfaction overall.
2. On basis of factors (Pay, Work, Promotion, Work group, Work condition, Supervision), explore job satisfaction

Research Design

The current study was descriptive in nature and the survey method was used for data collection. The main goal of this study was to find out how happy newly inducted MPhil primary school teachers are with their jobs. According to Fraenkel and wallen (2003), Gay (1996), survey research helps to obtain the data from sample for highlighting the existing population status by considering one or more than one variables. Survey is used in several fields i.e. sociology, political science, economics and education about a particular topic. Exploratory and descriptive research design was used for this study. Questionnaires were used for data collection from the teachers who's working in public schools as a primary school teachers. Quantitative approach was utilized in this research for data collection and statistical analysis of numerical data was done for reaching a valid and meaningful conclusion.

The researcher got firsthand information to find out how happy new MPhil primary school teachers are with their jobs. In the present research, structured questionnaires were used for collecting data from teachers with 1-to-1 approach, since personal contacts were suitable for getting problem insights.

Population of the Study

A population is an arbitrarily defined group that is the "target" of a research study while the population is the population from where the researcher indeed wants to generalize the results of the study. The population of the study consisted of gender wise teachers from both the rural and urban locale of district Okara of the Punjab, Pakistan. The main purpose of selecting to exploring the job satisfaction of newly inducted MPhil primary school teachers.

Sample of the Study

Sampling is the process of selecting a small portion of the population and considering it to be representative which it may or may not be. Due to time and budget limitation, the researcher was unable to reach out to the entire population. Consequently, the researcher selects 120 teachers through convenient sampling. Simple random sampling technique is the type of sampling in which each individual of the population has an equal chance of being selected. It is the simplest, fastest and cheapest method of selecting the sample.

Demographic variables

Variables	<i>F</i>	%
Gender		
Male	68	57.0
Female	52	43.0
Locale		
Urban	51	42.0
Rural	69	58.0
Age		
25-40	89	74.0
40 to above	31	26.0
Experience		
1-8	55	45.0
9 to above	65	55.0

Results

Job Satisfaction on Gender Respondents

Job satisfaction of Male and Female Respondents

Job Satisfaction	N	Mean	SD	T	Df	<i>P</i>
Male	68	3.50	.261	.209	117	0.83
Female	52	3.49	.19			

Analysis in the above table reveals that no significant on job satisfaction between Male and Female respondents ($p=.83>.05$).

Job satisfaction on gender respondents on basis of Pay

Pay	N	Mean	SD	t	Df	P
Male	68	3.96	.383	.115	117	0.90
Female	52	3.95	.290			

Analysis in the above table reveals that no significant on job satisfaction on basis of pay among Male and Female MPhil Primary School Teachers respondents ($p=.90>.05$).

Job satisfaction on gender respondents on basis of work

Work	N	Mean	SD	t	Df	P
Male	68	3.82	.313	-.776	105	0.60
Female	52	3.86	.336			

Analysis in the above table reveals that no significant on job satisfaction on basis of work among Male and Female MPhil Primary School Teachers respondents ($p=.60>.05$).

Job satisfaction on gender respondents on basis of promotion

Promotion	N	Mean	SD	t	Df	P
Male	68	3.43	.450	-.643	116	0.52
Female	52	3.48	.388			

Analysis in the above table reveals that no significant on job satisfaction on basis of promotion among Male and female MPhil Primary School Teachers respondents ($p=.52>.05$).

Job satisfaction on gender respondents on basis of work group

Work Group	N	Mean	SD	t	Df	P
Male	68	2.86	.483	-.259	109	0.79
Female	52	2.88	.490			

Analysis in the above table reveals that no significant on job satisfaction on basis of work group among Male and Female MPhil Primary School Teachers respondents ($p=.79>.05$).

Job satisfaction on gender respondents on basis of work condition

Work Condition	N	Mean	SD	t	Df	P
Male	68	3.59	.423	1.10	115	0.28
Female	52	3.51	.376			

Analysis in the above table reveals that no significant on job satisfaction on basis of work condition among Male and Female MPhil Primary School Teachers respondents ($p=.28>.05$).

Job satisfaction on gender respondents on basis of supervision

Supervision	N	Mean	SD	t	Df	P
Male	68	3.33	.422	1.25	117	0.21
Female	52	3.25	.307			

Analysis in the above table reveals that no significant on satisfaction of job on basis on supervision genders MPhil Primary School Teacher respondents ($p=.21>.05$).

Job satisfaction on gender respondents on local base

Job satisfaction on gender respondents on local base

Local	N	Mean	SD	t	Df	P
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Urban	51	3.49	.267	-.069	90	0.94
Rural	69	3.49	.307			

Analysis in the above table reveals that no significant on job satisfaction on locale base of Male and Female MPhil Primary School Teachers respondents ($p=.94>.05$).

Job satisfaction on gender respondents of local base to pay

Pay	N	Mean	SD	t	Df	P
Urban	51	3.96	.371	.131	99	0.89
Rural	69	3.95	.327			

Analysis in the above table reveals that no significant on job satisfaction on locale base to basis of pay of Male and Female MPhil Primary School Teachers respondents ($p=.89>.05$).

Job satisfaction on gender respondents of local base to work

Work	N	Mean	SD	t	Df	P
Urban	51	3.28	.344	3.28	118	0.01
Rural	69	3.18	.282			

Analysis in the above table reveals that significant on job satisfaction on locale base to basis of work of Male and Female MPhil Primary School Teachers respondents ($p=.01<.05$).

Job satisfaction on gender respondents of local base to promotion

Promotion	N	Mean	SD	t	Df	P
Urban	51	3.40	.486	-1.11	89	0.26
Rural	69	3.49	.368			

Analysis in the above table reveals that no significant on job satisfaction on locale base to basis of promotion of Male and Female MPhil Primary School Teachers respondents ($p=.26>.05$).

Job satisfaction on gender respondents of local base to work group

Work group	N	Mean	SD	t	Df	P
Urban	51	3.40	.486	-1.11	89	0.26
Rural	69	3.49	.368			

Analysis in the above table reveals that no significant on job satisfaction on locale base to basis of work group of Male and Female MPhil Primary School Teachers respondents ($p=.26>.05$).

Job satisfaction on gender respondents of local base to work condition

Work condition	N	Mean	SD	t	Df	P
Urban	51	3.43	.419	-2.92	99	0.04
Rural	69	3.65	.368			

Analysis in the above table reveals that significant on job satisfaction on locale base to basis of work condition of Male and Female MPhil Primary School Teachers respondents ($p=.04<.05$).

Job satisfaction on gender respondents of local base to supervision

Supervision	N	Mean	SD	t	Df	P
Urban	51	3.27	.408	-.696	98	0.48

Rural	69	3.32	.355
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Analysis in the above table reveals that no significant on job satisfaction on locale base to basis of supervision of Male and Female MPhil Primary School Teachers respondents ($p=.48>.05$).

Job satisfaction on gender respondents on age base

Job satisfaction on gender respondents on age base

Age	N	Mean	SD	t	Df	P
25-40	89	3.47	.238	-1.73	60	0.88
40 to above	31	3.55	.205			

Analysis in the above table reveals that no significant on job satisfaction on age base of Male and Female MPhil Primary School Teachers respondents ($p=.88>.05$).

Job satisfaction on gender respondents on age base to pay

Pay	N	Mean	SD	t	Df	P
25-40	89	3.94	.341	-.689	50	0.49
40 to above	31	3.99	.357			

Analysis in the above table reveals that no significant on job satisfaction on age base to pay of Male and Female MPhil Primary School Teachers respondents ($p=.49>.05$).

Job satisfaction on gender respondents on age base to pay

Work	N	Mean	SD	t	Df	P
25-40	89	3.84	.328	.391	55	0.69
40 to above	31	3.82	.309			

Analysis in the above table reveals that no significant on job satisfaction on age base to work of Male and Female MPhil Primary School Teachers respondents ($p=.69>.05$).

Job satisfaction on gender respondents on age base to promotion

Promotion	N	Mean	SD	t	Df	P
25-40	89	3.42	.457	-1.78	82	0.07
40 to above	31	3.55	.292			

Analysis in the above table reveals that no significant on job satisfaction on age base to promotion of Male and Female MPhil Primary School Teachers respondents ($p=.07>.05$).

Job satisfaction on gender respondents on age base to work group

Work group	N	Mean	SD	t	Df	P
25-40	89	2.86	.467	-.337	46	0.73
40 to above	31	2.89	.539			

Analysis in the above table reveals that no significant on job satisfaction on age base to work group of Male and Female MPhil Primary School Teachers respondents ($p=.73>.05$).

Job satisfaction on gender respondents on age base to work condition

Work condition	N	Mean	SD	t	Df	P
25-40	89	3.51	.402	-2.34	55	0.02
40 to above	31	3.70	.379			

Analysis in the above table reveals that no significant on job satisfaction on age base to work condition of Male and Female MPhil Primary School Teachers respondents ($p=.02<.05$).

Job satisfaction on gender respondents on age base to supervision

Supervision	N	Mean	SD	t	Df	P
25-40	89	3.27	.390	-1.20	60	0.23

40 to above	31	3.36	.335
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Analysis in the above table reveals that no significant on job satisfaction on age base to supervision of Male and Female MPhil Primary School Teachers respondents ($p=.23<.05$).

Job satisfaction on gender respondents on work experience base

Job satisfaction on gender respondents on work experience base

Job satisfaction	N	Mean	SD	t	Df	P
1 to 8	55	3.43	.251	-2.68	103	0.00
9 to above	65	3.55	.202			

Analysis in the above table reveals that significant on job satisfaction on work experience base of Male and Female MPhil Primary School Teachers respondents ($p=.00<.05$).

Job satisfaction on gender respondents on work experience base to pay

Pay	N	Mean	SD	t	Df	P
1 to 8	55	3.90	.362	-1.43	109	0.15
9 to above	65	4.00	.326			

Analysis in the above table reveals that no significant on job satisfaction on work experience base to pay of Male and Female MPhil Primary School Teachers respondents ($p=.15>.05$).

Job satisfaction on gender respondents on work experience base to work

Work	N	Mean	SD	t	Df	P
1 to 8	55	3.87	.374	1.00	96	0.31
9 to above	65	3.81	.271			

Analysis in the above table reveals that significant on job satisfaction on work experience base to work of Male and Female MPhil Primary School Teachers respondents ($p=.31>.05$).

Job satisfaction on gender respondents on work experience base to promotion

Promotion	N	Mean	SD	t	Df	P
1 to 8	55	3.36	.445	-2.33	108	0.02
9 to above	65	3.54	.388			

Analysis in the above table reveals that significant on job satisfaction on work experience base to promotion of Male and Female MPhil Primary School Teachers respondents ($p=.02<.05$).

Job satisfaction on gender respondents on work experience base to work group

Work group	N	Mean	SD	t	Df	P
1 to 8	55	2.86	.519	-.133	108	0.89
9 to above	65	2.87	.457			

Analysis in the above table reveals that no significant on job satisfaction on work experience base to work group of Male and Female MPhil Primary School Teachers respondents ($p=.89>.05$).

Job satisfaction on gender respondents on work experience base to work condition

Work condition	N	Mean	SD	t	Df	P
1 to 8	55	3.39	.436	-4.53	118	0.00
9 to above	65	3.70	.312			

Analysis in the above table reveals that significant on job satisfaction on work experience base to work condition of Male and Female MPhil Primary School Teachers respondents ($p=0.00<.05$).

Job satisfaction on gender respondents on work experience base to supervision

Supervision	N	Mean	SD	T	Df	P
1 to 8	55	3.22	.381	-2.13	112	0.03

9 to above	65	3.36	.336
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Analysis in the above table reveals that significant on job satisfaction on work experience base to supervision of Male and Female MPhil Primary School Teachers respondents ($p=0.03<.05$).

Conclusion

The study findings led to the following conclusions;

1. Results of the study revealed that job satisfaction level negatively on the status of newly inducted MPhil primary school teacher.
2. In hand research the job satisfaction level of male teachers is better than female teachers.
3. The other hand of research the job satisfaction level on pay of male teachers is better than female teachers.
4. This research also reveals that the job satisfaction level on work of female teachers is better than male teachers.
5. In hand research the job satisfaction level on promotion of female teachers is better than male teachers.
6. Results of the research revealed that the job satisfaction level on work group of female teachers is better than male teachers.
7. This research found that the job satisfaction level on work condition of male teachers is better than female teachers.
8. In hand research the job satisfaction level on supervision of male teachers is better than female teachers.

Recommendations for more research

To make the study as broad as possible, the following ideas are suggested.

1. When analyzing, demographic factors and personal traits can be taken into account.
2. This study can only be done in primary schools. It could be done in elementary schools, colleges or universities.
3. In private institutions such kind of studies may be conducted.
4. A study could be done to compare how much satisfied public and private school teachers are with their jobs.
5. Teachers should be provided some incentive or rewards to make them more satisfied at work, such as (Thanks notes, tax breaks, cash prizes, the Presidents and Prime Minister Awards).
6. For deep study the researcher may conduct qualitative research.
7. The researcher focus on other factors like; social economics, family education, and family status.

8. The research study could be made better by looking into how teachers job satisfaction affects, how well their students do in school.
9. The results were limited for the data collection by using questionnaire method.
10. This study doesn't include data from interviews, group, or panel discussions, which can be used to back up the findings and make them more reliable.

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