

## The Role of Motivation on Job Satisfaction at Primary Level

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### Abstract

*In present era, motivation is a driving force to energize and activate the primary school teachers in achieving excellence in their job. Motivation and job satisfaction are important for the long-term growth of educational institutions around the world. The key objectives of the study were; 1) to find out available facilities for primary school teachers 2) to analyze the role of motivation on job satisfaction at primary level. Descriptive research was devised for the study. All the primary school teachers of Punjab province were the population of the study. Sample of one hundred and fifty primary school teachers were chosen through simple random sampling technique. Data was collect through questionnaire from the said sample. The study concluded that leave facilities are provided across gender disparity. It is also concluded that majority of the female respondents reported that teacher cooperate with colleagues. The recommendations of the study informed that teachers may enhance their pedagogical skills and increase their knowledge through discussion and different knowledge sharing activities. Master trainers may practice the exercises that are helpful in developing primary teachers' confidence.*

**Key Words:** Motivation, Primary School Teachers and Job Satisfaction

### Introduction

Motivation is a driving force to energize and activate teachers in achieving set objectives. It plays vital role for smooth functioning of an institution. In the field of education, motivation is considered a strong determinant for success of any educational activity while highly motivated staff can produce excellent performance. Motivation and teachers' job satisfaction both has a key role in long run growth of educational institutions.

Motivation is the process that stimulates teachers to achieve set goals by the stakeholders. It is a process that accounts for a person's direction, concentration and perseverance of effort in the accomplishment of goal (Robbins, 2001). Various psychologists make researches on human nature and devised motivational theories about what stimulates people. Motivational

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theories of Maslow, Herzberg, Aldersfer, and McClelland are categorized as need based theories. Motivational theories emphasize on extrinsic reasons and their role in understanding teachers' behavior, as are described in Skinner's theory. However, various factors concentrate on intrinsic thinking procedures and perceptions regarding motivation as mentioned in Adam's equity theory, Locke's theory and Vroom's expectancy motivation theory (Buchbinder & Nancy, 2007).

A study mentions that a driving force stimulates a person toward his/her goals; literally it is called the motivation (Olajide, 2000). It may come from an interior or exterior source. If heads of educational institutions know what drives may enhance teachers' working for them. So, they can tailor their responsibilities accordingly. Motivation encourages teachers to perform their responsibilities and duties actively. Carlyle's Great Man Theory pinpoints that organizations' successes are its employee's attainments (Carlyle, 1988). The above-mentioned theory indicates teachers' importance for institutions and teachers' importance in educational sector if they are motivated, gratified, productive and satisfied.

Important determinants that effect teachers' performance and excellence are two: Motivation and job satisfaction. Role of Motivation on primary teachers' job satisfaction have a great impact on their performance as well as affect their institution. Today's world is focusing on quality education. For quality education, highly motivated staff required who are satisfied with their job. High quality teaching force is the chief responsibility of educational administration at all levels. It is found that there are different factors that directly and indirectly affect teachers' efficiency, but the important factor associated with teachers' performance is job satisfaction (Crites, 1985). Job satisfaction is such a variable that frequently studied in research circles at primary level and secondary level in education sector. Though, observed evidences about job satisfaction among teachers at higher education level is very rare in international literature (Oshagbemi, 2003).

### **Research Objectives**

1. To find out available facilities for primary school teachers.
2. To analyze the role of motivation on job satisfaction at primary level.
3. To compare the role of male and female's motivation on their job satisfaction at primary level.

### **Research Questions**

1. What are available facilities for primary school teachers?

2. What is the role of motivation on primary school teachers' job satisfaction?
3. What is the difference between male and female's role of motivation on their job satisfaction?

### **Review of Literature**

Teachers' motivation and job satisfaction diversely affect one another in primary schools. Teachers are rewarded and encouraged due to their professional skills and excellence in school department. In fact, there are ways of increase attachments, work motivation and satisfaction other than monetary tools (Moncrief, 2010). Teachers' satisfaction matter for teachers' commitment toward their profession. The study narrates that job satisfaction is a set of satisfactory or un-satisfactory feelings and thoughts of teachers in their working (Davis, 2002). It is an affective attitude and a feeling of relative like or dislike towards job.

It is concluded that teachers who incline to be positive and cheerful most of the time, they tend to express higher job satisfaction than those who tend to be depressed and low-spirited (Judge & Ilies, 2003). In fact, job satisfaction directly depends on the outcomes of teacher value in their jobs and their insights about the availability those outcomes especially for those aspects of the job that are appreciated. Motivation basically has two dimensions: Intrinsic motivation and extrinsic motivation. Extrinsic motivation makes teachers to work better, efficient and effective for gaining appreciation from head teachers. On the other hand, teachers do their jobs in a good way with enjoyment and desire. The enjoyment and desire come on the part of intrinsic motivation. Teachers perceived that economic tools are significantly and positively linked to increase in motivational level (Oraman, 2011). The study also elaborates that regression model plays an important role in determining the level of job satisfaction except economic and psychosocial tools and further there is a positive effect on increasing teachers' motivation with implementations carried out to increase teachers' satisfaction at work. One of the factors that enhance the level of job satisfaction is the motivation among teachers. Intrinsic and extrinsic motivation stirs up teachers to make favorable environment for their working.

The study explored the fact about job satisfaction that most people spend about half of their waking hours at work (Moghimi, 2006). Another study strengthens the above-mentioned idea that job satisfaction is one of the important variables playing a role in job success and results to greater efficiency, effectiveness and productivity as well as the satisfaction of personal feelings (Mosaddegh, 2004). Job satisfaction is necessary for the performance and efficiency of work at the work station. Manpower is the

valuable resources for the development of an institution, professional accomplishment, institutional efficiency, productivity and assuring teachers' job satisfaction (Khosravi, 2004). Motivation generates the feelings of loyalty among teachers and the passion of loyalty enhances the level of job satisfaction in workers. When motivation provide job satisfaction among teachers then it would be beneficial for the improvement in the institutions.

Job satisfaction is a personal attitude toward the job and it indicates workers' expectations with the increments and rewards that institution provides for them (Ranayi-ashkiki, 2003). Reward is such a kind of motivation that plays an effective role in staff's retaining in the organization or institution. It influences the performance, achievement and productivity of people and improves the quality of services they provide. It is such a tool in the hands of head of institutions to maintain and preserve the teachers in the institutions. Certainly, job satisfaction possesses dominant status and due to consequences as absence, leave, resignation or promotion of the personnel and society's health as well as achievement of institutional goals and its elevation. Then, head teachers should focus on the role of motivation to increase the level of job satisfaction among teachers.

Various factors that affect teachers' job satisfaction are intrinsic and extrinsic motivation, social relations among working group, the quality of supervision and teachers' success or failure. The researchers supporter that instructors put more focus on intrinsic satisfiers, but other studies recommend a blend of mix findings of intrinsic and extrinsic satisfier are the best forecasters of teachers' job satisfaction (Wu and Short, 1996; Dvorak and Philips, 2001). Teachers' intrinsic motivation sprouts out the job satisfaction through instructional and pedagogical actions whereas extrinsic motivation connected with perceived support from heads and colleagues, academic staff's satisfaction and salary.

In present era, job satisfaction is one of the basic problems for organizations and management authorities (Locke & Latham, 2000). In the past, several studies indicate the nature of research on different dimensions of job satisfaction as it has been associated with administrative phenomena such as morale, leadership, motivation and performance. There is a set of predicators for job satisfaction that include work environment, salary, promotion, supervision and colleagues' attitude and another study reveals the aspects which contribute to the job satisfaction of employee are salary, work environment, co-workers (Sokoya, 2000; Decenzo & Robbins, 1998). Further, it was revealed that required resources, satisfactory equipment, reasonable workload and training opportunities affect teachers' job satisfaction (Ellickson & Logsdon, 2001).

A researcher used seven factors for measuring job satisfaction among instructors in Turkey (Kushu, 2003). There are seven factors: general satisfaction, satisfaction in other group, management satisfaction, job satisfaction, colleagues, work environment and salary satisfaction. In different studies, different authors mention the number of factors or determinants of job satisfaction. Another study described six satisfaction determinants: respect, management system, and organizational vision, feedback through motivation, salary and work environment for teachers in private university in China (Chen, Yang, Shiao & Wang, 2006). In another study, nine elements for job satisfaction are measured as teaching, salary, research, promotion, governance, supervision, co-workers' behavior, work environment and job in general and another study informed us regarding the other same factors that play a significant role in job satisfaction are listed as; work environment, promotion, pay, supervision and peer behavior (Sseganga & Garrett, 2005; Luthans, 2005). Different researches reported various factors of job satisfaction. Here below are some of the factors for job satisfaction that have directly relation with the motivation. In present study, the researchers are analyzing the role of motivation on primary school teachers' satisfaction in job.

Pay package is an essential factor that enhances the level of job satisfaction among employees in public, private, small, medium and large institutions. The study provides that there is a lack of empirical evidence in literature to indicate that pay package alone enhances teachers' satisfaction or decrease level of job satisfaction (Bassett, 1994). But it's a general perception among people that teachers' pay package enhance their level of job satisfaction. The study explores a statistically significant relationship between pay, rank of teachers and their level of job satisfaction and further, it is acknowledged that salary and professional development improves teachers' job satisfaction (Oshagbemi, 2000; Grace & Khalsa, 2003).

The researchers informed us that there is a significant positive relationship exists between job satisfaction and supervision (Peterson, Puia & Suess, 2003). In an educational institution, supervision improves the working conditions. Supervision excels the job satisfaction among teachers. It is the professional responsibility of the supervisor to provide emotional support and technical guidance with job related tasks (Robbins, Odendaal & Roodt, 2003). Supervision promotes teachers' abilities and potential in a right direction. It is found in a study that supervisors contribute to high or low morale of teachers in school environment and it is also a proven fact that relationship behavior of supervisors strongly impacts on job satisfaction of employees (Ramsey, 1997; Graham & Messner, 1998).

Various researches advocated that job satisfaction is strongly related to opportunities for promotion (Peterson, Puia and Suess, 2003). Institutions that provide departmental promotions to their employees have maximum productivity rate and satisfactory working conditions. Whereas the study supported the idea of satisfaction with promotional opportunities was found to be significantly associated with teachers' job satisfaction (Ellickson & Logsdon, 2001). Cooperation of workers at work place enhances the satisfaction level among employees. Workers' friendly and responsive behavior contributes to increased job satisfaction (Kreitner & Kinicki, 2001). Friendly atmosphere motivates workers in fulfilling their professional and social needs. It indicates employees who lacked support from fellow workers were more likely to suffer from job dissatisfaction and another survey found that positive relationships with fellow workers enhance job satisfaction and further it is revealed that employees of public sector institutions are more satisfied with job security as compared to their counterpart (Madison, 2000; Berta, 2005; Khalid & Irshad, 2010). It is reported that job security resulted in greater institutional commitment and it is revealed that job insecurity had adverse effect on institutional commitment and teachers' performance (Morris, Lydka & O'creevy, 1993; Rosenblatt & Ruvio, 1996).

### **Research Methodology**

The study was descriptive in nature. The research study was conducted in March 2017 in the three districts namely as; Pakpattan, Sahiwal, Okara.

### **Population and Sample**

All the primary school teachers in three districts were the population of the study. The researchers selected 50 primary school teachers from each district through simple random sampling technique. The sample of the primary school teachers relatively small (N = 150, 75 females and 75 male).

### **Research Tool**

Questionnaire was used as a research tool for the study. To analyze the role of motivation on primary school teachers' job satisfaction, the researchers formulated a questionnaire and finalized with 15 items. The questionnaire items were design on the basis of the following research questions;

1. What are the available facilities for primary school teachers
2. To analyze the role of motivation in job satisfaction at primary level.

The questionnaire was administered to 150 primary school teachers.

### Data collection and Analysis

The questionnaire was administered to the 150 respondents and luckily data was collected from all the 150 respondents. The collected data was analyzed through SPSS 21 Version. Statistical techniques of chi-square and frequency score used for analysis.

### Data Analysis

The data was analyzed, tabulated and interpreted in the following form;

**Table 1: Chi Square Analysis of Primary School Teachers' Responses**

| Sr. No. | Statement  | <sup>2</sup> | Sig. | Decision |
|---------|--|--------------|------|----------|
| 1       | Teacher avail leaves facilities                                | 1.9999       | .573 | Accepted |
| 2       | Guide books are helpful for teaching                           | 1.060        | .391 | Accepted |
| 3       | Head teacher cooperative behavior makes teachers' job easy     | .044         | .978 | Accepted |
| 4       | Teacher cooperate with colleagues                              | 18.520       | .001 | Rejected |
| 5       | Appreciation motivates teachers to work hard                   | 3.570        | .312 | Accepted |
| 6       | Incentives encourage teachers                                  | .242         | .886 | Accepted |
| 7       | Higher education allowance promotes teachers' job satisfaction | 7.751        | .021 | Rejected |
| 8       | Job security enhances teachers' efficiency                     | .336         | .845 | Accepted |
| 9       | Motivation influence teachers' mental health                   | .835         | .841 | Accepted |
| 10      | Organizational health motivates teachers for teaching          | 5.736        | .125 | Accepted |
| 11      | Teachers' confidence improves teachers' motivation             | 9.083        | .028 | Rejected |
| 12      | Head teachers' trust motivates the teachers                    | 3.073        | .215 | Accepted |
| 13      | Salary is helpful for job satisfaction                         | 4.754        | .063 | Accepted |
| 14      | Students' progress plays vital role in teachers' motivation    | .094         | .954 | Accepted |
| 15      | Creativity increase teachers' motivation                       | 14.612       | .002 | Rejected |

Table 1 indicates that first statement "Teacher avail leaves facilities" has accepted with probability value of <sup>2</sup> .573 which is higher than 5% level of significance. It means that leave facilities are provided across gender of teachers. The second statement, "guide books are helpful for teaching" has

accepted due to insignificant value of  $\chi^2$ . Provision of guide books is helpful to enhance the teaching abilities of teachers. The probability value of  $\chi^2$  (.978) of third statement shows acceptance of the statement, “Head teacher cooperative behavior makes teachers’ job easy”. In this sample, primary teachers are not cooperative with their colleagues, it is observable from the probability value of  $\chi^2$  (.001) of the statement, “Teacher cooperate with colleagues”. The statement, “Appreciation motivates teachers to work hard” is accepted with insignificant probability value of  $\chi^2$  (.312). The  $\chi^2$  statistics suggest that different incentives to encourage teachers are significant because probability value is (.886). In table 1, the 7<sup>th</sup> statement about the higher education allowance and teachers job satisfaction is evaluated through  $\chi^2$  which shows rejection of the statement, “Higher education allowance promotes teachers’ job satisfaction”. The 8<sup>th</sup> statement “Job security enhances teachers’ efficiency” has accepted with probability value of  $\chi^2$  (.845) which is higher than 5% level of significance. It means that job security effects teachers’ efficiency. The 9<sup>th</sup> statement, “Motivation influence teachers’ mental health” has accepted due to insignificant value of  $\chi^2$  (.841) at 5% value of significance. Provision of motivation to the teachers by the authorities makes the teachers’ mentally healthful. The probability value of  $\chi^2$  (.125) of 10<sup>th</sup> statement shows acceptance of the statement, “Organizational health motivates teachers for teaching”. In this sample, primary teachers’ confidence does not improve their motivation, it is observable from the probability value of  $\chi^2$  (.028) of the statement, “Teachers’ confidence improves teachers’ motivation”. The statement, “Head teachers’ trust motivates the teachers” is accepted with insignificant probability value of  $\chi^2$  (.215). The  $\chi^2$  statistics suggest that the salary is helpful for job satisfaction is significant because probability value is (.063). In table 1, the 14<sup>th</sup> statement about students’ progress play a vital role in teachers’ motivation is evaluated through  $\chi^2$  which shows acceptance of the statement, “students’ progress play a vital role in teachers’ motivation”. The 15<sup>th</sup> statement, “Creativity increase teachers’ motivation” has rejected due to significant value of  $\chi^2$  (.002) at 5% value of significance.

**Table 2: Responses of primary school teachers**

|       |        | SDA | DA | UD | A   | SA | Total |
|-------|--------|-----|----|----|-----|----|-------|
| 1     | Male   | --  | 7  | 7  | 60  | 1  | 75    |
|       | Female | --  | 12 | 9  | 53  | 1  | 75    |
| Total |        | --  | 19 | 16 | 113 | 2  | 150   |
| 2     | Male   | --  | 29 | -- | 46  | -- | 75    |
|       | Female | --  | 23 | -- | 52  | -- | 75    |
| Total |        | --  | 52 | -- | 98  | -- | 150   |
| 3     | Male   | --  | 14 | -- | 54  | 7  | 75    |
|       | female | --  | 15 | -- | 53  | 7  | 75    |
| Total |        | --  | 29 | -- | 107 | 14 | 150   |

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|       |        |    |    |    |     |    |     |
|-------|--------|----|----|----|-----|----|-----|
| 4     | Male   | 9  | 11 | 14 | 40  | 1  | 75  |
|       | female | 2  | 0  | 18 | 52  | 3  | 75  |
| Total |        | 11 | 11 | 32 | 92  | 4  | 150 |
| 5     | Male   | -- | 8  | 5  | 44  | 18 | 75  |
|       | female | -- | 8  | 1  | 42  | 24 | 75  |
| Total |        | -- | 16 | 6  | 86  | 42 | 150 |
| 6     | Male   | -- | 9  | -- | 50  | 16 | 75  |
|       | female | -- | 11 | -- | 49  | 15 | 75  |
| Total |        | -- | 20 | -- | 99  | 31 | 150 |
| 7     | Male   | -- | 3  | -- | 59  | 13 | 75  |
|       | female | -- | 13 | -- | 47  | 15 | 75  |
| Total |        | -- | 16 | -- | 106 | 28 | 150 |
| 8     | Male   | -- | 6  | -- | 56  | 13 | 75  |
|       | female | -- | 5  | -- | 59  | 11 | 75  |
| Total |        | -- | 11 | -- | 115 | 24 | 150 |
| 9     | Male   | -- | 6  | 2  | 55  | 12 | 75  |
|       | female | -- | 5  | 4  | 53  | 13 | 75  |
| Total |        | -- | 11 | 6  | 108 | 25 | 150 |
| 10    | Male   | -- | 4  | 10 | 43  | 18 | 75  |
|       | female | -- | 2  | 6  | 36  | 31 | 75  |
| Total |        | -- | 6  | 16 | 79  | 49 | 150 |
| 11    | Male   | -- | 7  | 10 | 48  | 10 | 75  |
|       | female | -- | 5  | 1  | 60  | 9  | 75  |
| Total |        | -- | 12 | 11 | 108 | 19 | 150 |
| 12    | Male   | -- | -- | 10 | 63  | 2  | 75  |
|       | female | -- | -- | 8  | 60  | 7  | 75  |
| Total |        | -- | -- | 18 | 123 | 9  | 150 |
| 13    | Male   | -- | -- | 68 | 7   | -- | 75  |
|       | female | -- | -- | -- | 74  | 1  | 75  |
| Total |        | -- | -- | -- | 142 | 8  | 150 |
| 14    | Male   | -- | 19 | -- | 49  | 7  | 75  |
|       | female | -- | 18 | -- | 49  | 8  | 75  |
| Total |        | -- | 37 | -- | 98  | 15 | 150 |
| 15    | Male   | -- | 2  | 10 | 51  | 12 | 75  |
|       | female | -- | 6  | 1  | 43  | 25 | 75  |
| Total |        | -- | 8  | 11 | 94  | 37 | 150 |

Table 2 shows that male respondents (60+1= 61) and female respondents (53+1= 54) agreed to the statement that teachers avail the leave facilities in their schools. The very next statement in the questionnaire, "Guide books are helpful for teaching" shows male respondents (46) and female respondents (52) agreed to the statement that guide books are helpful for teaching. The statement, "Head teacher cooperative behavior makes

teachers' job easy" shows male respondents (54) and female respondents (53) agreed to the statement. The statement, "Teacher cooperate with colleagues" calculated that male respondents (40+1 = 41) whereas female respondents (52+3 = 55) show agreement to the statement. The statement, "Higher education allowance promotes teachers' job satisfaction" shows male respondents (59+13 = 72) and female respondents (47+15 = 62) are agreed that higher education allowance promotes the idea of job satisfaction among primary teachers. Male respondents (56+13 = 69) and female respondents (59+11 = 70) show agreement to the statement that Job security enhances teachers' efficiency. Teachers' confidence improves teachers' motivation shows that male respondents (48+10 = 58) and female respondents (60+9 = 69) are agreed to the statement. The statement, "Salary is helpful for job satisfaction" found that male respondents (7) and female respondents (74+1= 75) show agreement to the statement. Male respondents (51+12 = 63) while female respondents (43+25 = 68) are agreed that creativity increase teachers' motivation.

### Conclusion and Discussion

The conclusion of the study drawn on the basis of the result interpreted in the above mentioned tables.

1. The results of the study concluded that leave facilities are provided across gender disparity.
2. It is also concluded that provision of guide books is a factor of motivation for teachers that enhance the professional commitment and job satisfaction among primary school teachers.
3. It is concluded that head teachers are not cooperative with their teachers, in this sense of working; the primary teachers feel unease and dissatisfaction during performing their duties.
4. It is also concluded that majority of the female respondents reported that teacher cooperate with their colleagues.
5. The study concluded that appreciation and different incentives motivate primary school teachers towards their job satisfaction. It is also concluded that organizational health improves teachers' mental health, in this way; they feel satisfaction in doing their job.
6. Male primary teachers support the idea that higher education allowance promotes job satisfaction among primary school teachers whereas majority of the female teachers support the above-mentioned conclusion that salary is helpful for job satisfaction.
7. Majority of the female respondents (18+52 = 70) agree that teachers cooperate with their colleagues whereas majority of the male respondents (14+40 = 54) show agreement with the statement.
8. It is also concluded that head teachers trust motivates teachers toward their job satisfaction.

9. The study concluded that female primary school teachers' creativity is a source of increasing their job satisfaction.

The study of Umur (2011) supported the above-mentioned idea that motivational aspects as an increase in annual leaves, increase in salary and flexibility in working hours become a source in teachers' job satisfaction. The research results concluded that<sup>41</sup> there are some positive relationships between job satisfaction and other factors including wage increase, psychological needs, physical equipment, entertainment equipment and work team (Iravani, 2012). On the other hand, Amiri, Khosravi, Mokhtari (2010) reported that hospitable and friendly environment, cooperative management and improving work environment conditions have increased the overall job satisfaction among primary school teachers.

### **Recommendations**

The recommendations of the study are as under;

1. Primary school teachers may cooperate with each other; in this way, they may enhance their pedagogical skills and increase their knowledge through discussion and different knowledge sharing activities.
2. The study may also recommend that department may conduct trainings for enhancing teachers' creativity that will promote teachers' job satisfaction.
3. Head teachers may try to enhance the dormant faculties of primary school teachers, so that they may become creative. Their creativity would become a source of motivation and job satisfaction at primary school level.

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