

**Job Satisfaction of University Teachers across
the Demographics**
(A Case of Pakistani Universities)

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Abstract

The purpose of this study is to analyse the levels of job satisfaction based in cadre, nature of job, and work experience of university teachers. Questionnaire is used to get the responses of university teachers in order to accomplish the desired objectives. Descriptive statistics, inferential statistics, frequency tables, ANOVA analysis, T-test, Pearson correlation analysis are used to analyse the data. The inferential statistics concludes the significant difference among various categories of experiences showing decreasing trend with experience ranging from 03 to 21 years. The results lead to the rejection of H_{o1} at 95% confidence level. The ANOVA computation rejects null hypothesis; H_{o2} , and confirms significant difference among different types of teachers. This decreasing trend of job satisfaction also reflects in cadre. Furthermore, ANOVA tests determine the rejection of H_{o3} and reveals that there is significant difference among visiting, contract and permanent faculty members of the universities.

Key Words: Job satisfaction, job nature, cadre, and work experience.

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Introduction

Educational institutes are bearing the highest cost in case of managing the human capital of faculty. Therefore, bringing high quality in program delivery necessitates the research on contributing factors of satisfaction and loyalty. The level of satisfaction, which guarantees a successful educational institute, backed by the number factors like strong interactive process, inherent attraction for quality brains, likeliness to stay on job and feelings of empowerment. Satisfaction also develops high level of institutional commitment and desire to show substantial performance. The high performance do not only based on job satisfaction, but also requires satisfaction with career in education, which positively influences teaching effectiveness and resultantly, students learning.

According to Truell et al. (1998), the faculty satisfaction always attracts the attention of academic scholars and frequently touched by social scientists and educational thinkers. Faculty satisfaction and factors contributing to drive it are significantly important to the academicians through the teaching contact hours. It is beyond any doubt that a lot of educationists' thinkers and social scientists have suggested that job satisfaction is an important area of concern. It is estimated that a teacher spends over one hundred thousand (100000) hours on the job. It is necessary that he/she should be satisfied with their job and factors contributing to the job satisfaction. Historically speaking this area has always remained an important concern for the academicians' teachers and researches. Different research studies have emphasized that the dream of quality of teaching at University level cannot materialize without a satisfied and highly motivated teacher. That is why efforts are being made all over the globe to provide a conducive, peaceful and healthy work environment along with other economic benefits to the university teachers to increase their level of job satisfaction.

The job satisfaction refers to the extent of need fulfillment of employees, which provide basis for organizational assessment and evaluation. Therefore, effectiveness is highly recommended in all stages of employees' compensation and successions planning. The decreased satisfaction and lack of commitment brings inefficiency and looseness in teachers and students (Wu, et al., 1996). According to Hayyat (1998), satisfaction comes through the fulfillment of various needs such as food, health, safety and others social needs as result of performed task. The measures help in satisfaction assessment include pay, career stability, sense of pride with institute and its belongingness to local customs and traditions. Others factors, which can be taken as satisfaction measures include; works' lifestyle, pay, works'

environment, and supervision. The satisfied workers have a very constructive attitude about work, and adversely, dissatisfied staff workers has destructive and negative attitudes towards work. The attitude shift corresponds to a complex placement of behavioral cognitions, emotions, behavioral tendencies and overall working style (Harmer & Smith, 1978).

Statement of Problem

The impact of job satisfaction is examined in various business and social sectors across the world. This relationship in the university settings of Pakistan is missing in the literature. The study is designed to investigate levels of job satisfaction in cadre, nature of job and work experience of university teachers.

Purposes of the Study

The purposes of the study are:

- To analyse the levels of job satisfaction in cadre of university teachers;
- To examine the job satisfaction level among university teachers based on their nature of job; and
- To inspect the levels of job satisfaction on work experience of university teachers.

Significance of the Study

Teachers in education sector play vital role in the human development. They can only work with dedication when they will satisfy from their job. In this study, a step was undertaken in order to explore the level of job satisfaction among university teachers based on cadre, nature of job and work experience of university teachers. This step will provide initiative step for future research.

Organization of the Study

In this study, section 1 contains the introduction; section 2 entails the review of literature; Section 3 encompasses the hypothesis of the study; section 4 encloses the research methodology; section 5 includes the analyses & interpretations; section 6 comprises of conclusions; section 7 consists of limitations and delimitations of the study, and section 8 covers the recommendations.

Literature Review

Satisfaction can be described as a sense of pleasure felt by a man during interaction with some work, people, thought and a process. The degree of pleasure is based on many intervening variables such as situation, type of interaction, time, place and a specific incident, which ultimately determine the extent of satisfaction. Satisfaction may vary according to type of interaction, mode of a person and frequency of attachment with the subject. The situation contributing in satisfaction might play adverse role in different time or place with same interaction process. Therefore, various demographical variables are extensively studied in literature and found related and unrelated according to different points of region, variables type and level of significance. Dissatisfaction is significantly related with certain demographical aspects while job satisfaction shows no relationship with age, type of degree, education and gender (Iiacqua & Schumacher, 1995).

Number of other academicians in this discipline tried to explore the contributing factors of job satisfaction in university settings such as; job accountability, perceived identification, professional progression, work pleasure and enjoying the sense of empowerment (Hansen et al., 1987; Kalleberg, 1977; Mortimer, 1979; and Seybolt, 1976). Terpstra and Honoree (2004) has attempted to explore “job satisfaction and pay satisfaction level of university faculty”, and surveyed almost 500 respondents in various disciplines of colleges and universities in the U.S.A and found the job satisfaction as essential variable. The main intention of the study was to present some empirical findings on general job satisfaction and pay satisfaction levels of university faculty regarding academic discipline and geographic region. The study reported significant variation in the pay satisfaction across the different domains of knowledge and geographically distributed regions. The significant relationship are found between pay and job satisfaction and between pay rank and geographical area.

NCES (1997) reported that Individual's reaction to work situation also signals his satisfaction for work, which could be stated as people's perception towards their own role in job or career, which leads to better productivity. This best implied in the faculty settings as highly satisfied university teachers have better control over contents and consequently, make strong impact on students' achievement and learning. More satisfied faculty carries less tendency for job shift, better input to teaching profession, reduce managerial cost and constructive contribution to overall institutional environment.

Majority of the teachers are found less satisfied with their job, while the reasons of satisfaction can be traced in the study of Rocca and Kostanski (2001), as stated that “employment status does not impact too greatly on the issues of job satisfaction and burnout. However, certain facets of job satisfaction (i.e. operating conditions, nature of work and rewards) across all employment status groups influence components and levels of burnout within secondary teaching”. Herzberg's two-factor theory is also proved in other studies as “job satisfaction is caused by intrinsic factors while job dissatisfaction is related to extrinsic factors” (Iiacqua & Schumacher, 1995). Teacher satisfaction comes from better students’ learning, which is backed by culture of empowerment, creativity and environment of professional competence (Wu, et al 1996).

Faculty of universities is treated with number of identities and associations, which predict various labels of quality, experiences, qualification, seniority and overall contribution towards academic discipline. Cadres in jobs such as professors, assistant professors, lecturers and junior research officers vary across the pay levels, job roles, institutional responsibility and expected outcome. The impact of cadres on job satisfaction of teachers is therefore a worthwhile area to be taken in job satisfaction search. In the context of UK higher education institutions, Oshagbemi (2003) conducted a study at university level and tried to find out the relationship in job satisfaction among different job cadres i.e. Lecturer, senior lecturer, reader and professor. The study concluded that job satisfaction has a direct positive relationship with cadre like rank and occupational level.

Oshagbemi (2003) have called intrinsic satisfaction as major contributor in job satisfaction over the worker job period and paid attention to length of service of university teacher. He raised the question of relationship between job satisfaction and length of services and found significant relationship; positively in the first half of job period and negatively in the second half, which constitutes a U shape. He also described job satisfaction in relation to age variation and written following four explanations: 1) Young workers are more enthusiastic and expect high returns from in their job. They are more inclined towards intrinsic rewards like interesting and challenging job; whereas older employees are more concerned with extrinsic rewards such as pay and fringe benefits; 2) The experienced workers possess more tendencies to change their jobs, in case of more satisfying and rewarding jobs; 3) Experienced employees become more realistic and satisfied with the passage of time as compared to their younger colleagues; and 4) After staying in the job for some time, the workers inclined to adjust themselves according to work standard and working condition of job, which adds to their job satisfaction.

Hypotheses of the Study

- H_{o1} There is no significant difference among job satisfaction of university teachers having different years of experiences.
- H_{o1.1} There is no significant difference between job satisfaction of university teachers having 0-3 and 4-12 years of experiences.
- H_{o1.2} There is no significant difference between job satisfaction of university teachers having 0-3 and 13-20 years of experiences.
- H_{o1.3} There is no significant difference between job satisfaction of 0-3 and 21 and above.
- H_{o1.4} There is no significant difference between job satisfaction of 4-12 and 13-20 years of experiences.
- H_{o1.5} There is no significant difference between job satisfaction of 4-12 and 21 and above years of experiences.
- H_{o1.6} There is no significant difference between job satisfaction of 13-20 and 21 and above years of experiences.
- H_{o2} There is no significant difference between job satisfactions of various categories of university teachers.
- H_{o2.1} There is no significant difference between job satisfaction of lecturers and assistant professors.
- H_{o2.2} There is no significant difference between job satisfaction of lecturers and associate professors.
- H_{o2.3} There is no significant difference between job satisfaction of lecturers and professors.
- H_{o2.4} There is no significant difference between job satisfaction of assistant professors and associate professors.
- H_{o2.5} There is no significant difference between job satisfaction of assistant professors and professors.
- H_{o2.6} There is no significant difference between job satisfaction of associate professors and professors.
- H_{o3} There is no significant difference among job satisfaction of university teachers having different nature of jobs.

- H_{03.1} There is no significant difference between job satisfaction of permanent and contractual university teachers.
- H_{03.2} There is no significant difference between job satisfaction of permanent and visiting university teachers.
- H_{03.3} There is no significant difference between job satisfaction of contractual and visiting university teachers.

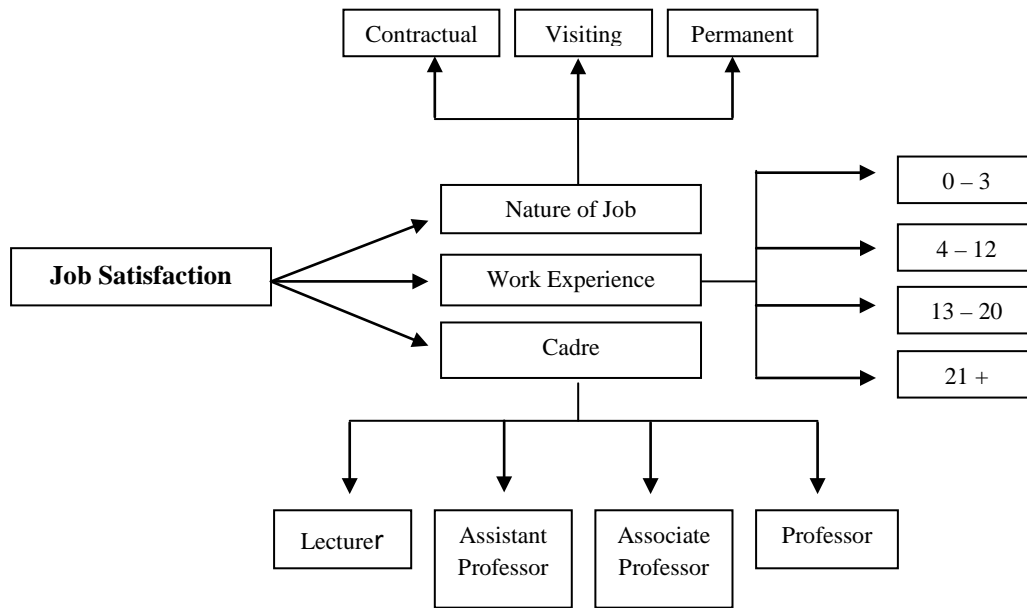


Figure: Hypotheses Modeling

Research Methodology

This study aimed to explore the job satisfaction level among university teachers based on age, gender and sector of university. For this purpose, the views of faculty of universities in three big cities of Punjab: Lahore, Multan and Bahawalpur are collected. An instrument was developed regarding job satisfaction and demographic variables were also included in instrument. The satisfaction scale is composed of 4 variables and 22 items, measuring the satisfaction of faculty members of universities. The Croan-bac Alpha score for the scale of job satisfaction is 0.84, which is quite satisfactory in survey related research and sufficient for the reliability and validity of research instrument by using Statistical Package for Social Sciences (SPSS).

Five hundred targeted respondents were considered quite reasonable and highly representative of the university settings. From the 500-targeted sample, 310 responses of both universities private (78) and public (232) were achieved. In further securitizing process, five questionnaire were rejected due to carelessly filled up and finally 305 taken in data analysis, which constitute 60% of response rate. The 305 number of participants in an opinion generating and perception related research is considered highly satisfactory and adequate. Lastly, Descriptive statistics, inferential statistics, frequency tables, ANOVA analysis, T-test, Pearson correlation analysis are used to analyse the data.

Results

Demographic Characteristics of Respondents

Table 1 below shows the demographic information of university teachers.

Table 1: Frequency and Percentage of Respondents' Across the Selected Demographic Variables

Characteristic	N	%
Cadre of job		
Lecturer	163	53.4
Assistant Professor	81	26.6
Associate Professor	33	10.8
Professor	28	9.2
Experience		
0-3	106	34.8
4-12	118	38.7
13-20	44	14.4
21 & Above	37	12.1
Nature of job		
Permanent	220	72
Contract	75	25
Visiting Faculty	10	3

Descriptive and Inferential Statistical Analysis of Job Satisfaction Levels across the Selected Demographical Variables:

To compute levels of satisfaction across the different categories of experience table 2 is developed. Up to 03 years experienced people expressed a low level of satisfaction 4%, moderate level of satisfaction 31% and 65% reported a high level of satisfaction. Among 4-12 years experienced respondents, 21% reported a low level of satisfaction, 38% reported a moderate level of satisfaction and 41% indicated a high level of satisfaction. Regarding experience of 13-20 years, the 34% respondents rated a low

level of satisfaction, 29% a moderate level of satisfaction and 36% rated a high level of satisfaction. Regarding above 20 years of experience, 30% reported low level of satisfaction, 48% showed a moderate level of satisfaction and 22% said that they are highly satisfied. The table shows decreasing trend with the increasing experience in job satisfaction of university faculty.

Table 2: Frequency and Percentage Responses of Levels of Job Satisfaction across the Experiences

years of experience	low level of satisfaction		moderate level of satisfaction		high level of satisfaction		Total	
0-3	4	3.8%	33	31.1%	69	65.1%	106	34.80%
4-12	25	21.2%	45	38.1%	48	40.7%	118	38.70%
13-20	15	34%	13	29%	16	36%	44	14.40%
21 & Above	11	29.7%	18	48.6%	8	21.6%	37	12.10%
Total	55	18.00%	109	35.70%	141	46.20%	305	100.00%

The One-way analysis of variance is applied to test the statistical difference among the various age groups regarding their satisfaction (Table 3). The results indicate rejection of H_0 ($P < 0.05$) and concludes significant difference among different age groups towards satisfaction. Post-hoc test indicates that people of 0-3 years experiences significantly ($P < 0.05$) different with 4-12, 13-20 and above 20 years. 04-12 years experienced people are also found significantly different ($P < 0.05$) with above 20 years of experienced people (Table 3-A).

Table 3: Analysis of Variance of Responses Regarding Teachers Experiences in Job Satisfaction (ANOVA)

		Sum of Squares	Df	Mean Square	F	Sig.
J_SATIS	Between Groups	4050.8	3	1350.2	16.2	0
	Within Groups	24980.9	301	82.9		
	Total	29031.7	304			

Table 3.A: Analysis of Variance of Responses Regarding Teachers Experiences in Job Satisfaction (Post Hoc)

LSD	0-3 Sig.	04-12 Sig.	13-20 Sig.
04-12	0*		
13-20	0*	0.185	
21 & Above	0*	0.007**	0.22

*The mean difference is significant at the .05 level.

**The mean difference is significant at the .1 level.

Table 4 presents statistics related to different faculty cadre with respect to three levels of satisfaction. In the category of lecturers, 14% reported a low level of satisfaction, 31% a moderate level of satisfaction and 55 % show a high level of satisfaction. In case of assistant professor, 21% report a low level of satisfaction, 37% a moderate level of satisfaction and 42% report a high level of satisfaction. In terms of associate professor, a low level of satisfaction is rated by 27%, a moderate level of satisfaction by 42% and a high level of satisfaction by 30% of the respondents. Professor expressed a low level of satisfaction by 21%, moderate level of satisfaction by 53% and high level of satisfaction of 25% of people. This description shows that job satisfaction is decreasing as the increase in cadre.

Table 4: Frequency and Percentage Responses of Levels of Job Satisfaction Across the Job Cadre of Faculty

job Cadre of faculty	Low level of satisfaction		Moderate level of satisfaction		High level of satisfaction		Total	
Lecturer	23	14.1%	50	30.7%	90	55.2%	163	53.40%
Assistant Professor	17	21.0%	30	37.0%	34	42.0%	81	26.60%
Associate Professor	9	27.3%	14	42.4%	10	30.3%	33	10.80%
Professor	6	21.4%	15	53.6%	7	25.0%	28	9.20%
Total	55	18.00%	109	35.70%	141	46.20%	305	100.00%

The One way analysis of variance is applied to test the statistical difference among different cadre of faculty jobs which indicates the rejection of null hypothesis (Table 5). The results conclude statically significant ($P < 0.05$) difference among different type of faculty like lecturer, assistant professor, associate professor and professors. The application of Post-hoc concludes that lecturers are significantly differ with associate professors ($P < 0.05$) and professors ($P < 0.1$) at 95% and 90% of confidence level (Table 5-A).

Table 5: Analysis of Variance of Responses Regarding Teacher's Cadre in Job Satisfaction (ANOVA)

		Sum of Squares	df	Mean Square	F	Sig.
J_SATIS	Between Groups	1867.5	3	622.5	6.8	0
	Within Groups	27164.23	301	90.2		
	Total	29031.79	304			

**The mean difference is significant at the 95% confidence level

Table 5-A: Analysis of Variance of Responses Regarding Teachers Cadre in Job Satisfaction (*Post Hoc*)

	Lecturer	Assistant Professor	Associate Professor	Professor
LSD	Sig.	Sig.	Sig.	Sig.
Assistant Professor	0.12			
Associate Professor	0.04*	0.39		
Professor	0.08**	0.50	0.90	

*The mean difference is significant at the 95% confidence level.

**The mean difference is significant at the 90% confidence level

Data was analysed to compare three level of satisfaction across the nature of job like visiting, contract and permanent faculty of universities (Table 6). The low level of satisfaction is rated by 10%, a moderate level of satisfaction by 30% and a high level of satisfaction by 60% of visiting faculty members. Among the contract faculty, 9% report a low level of satisfaction, 37% show moderate level of satisfaction and 53% report a high level of satisfaction. The permanent faculties rate a low level of satisfaction, a moderate level of satisfaction and a high level of satisfaction as 21%, 36% and 21% respectively. Surprisingly the permanent faculty members are less satisfied as compared to contract and visiting.

Table 6: Frequency and Percentage Responses of Levels of Job Satisfaction across the Nature of Job

Nature of job	Low level of satisfaction		Moderate level of satisfaction		High level of satisfaction		Total	
Permanent	47	21.4%	78	35.5%	95	21.4%	220	72.10%
Contract	7	9.3%	28	37.3%	40	53.3%	75	24.60%
Visiting Faculty	1	10.0%	3	30.0%	6	60.0%	10	3.30%
Total	55	18.00%	109	35.70%	141	46.20%	305	100.00%

The One way analysis of variance is applied which leads to the rejection of null hypothesis that is a significant difference among visiting, contract and permanent faculty members of the universities (Table 7). The results show significant difference ($P < 0.05$) among the three types of jobs. The Post-hoc test is applied to test statistical difference between any pair of variables (Table 7-A). The results report the significant ($P < 0.05$) difference between contract jobs and permanent jobs, at 95% confidence level.

Table 7: Analysis of Variance of Responses in Job Satisfaction Regarding Teacher's Nature of Job (ANOVA)

		Sum of Squares	df	Mean Square	F	Sig.
J_SATIS	Between Groups	794.716	2	397.358	4.25	0.01*
	Within Groups	28237.07	302	93.5		
	Total	29031.79	304			

Table 7-A: Analysis of variance of Responses in Job Satisfaction Regarding Teacher's Nature of Job (Post Hoc)

	Visiting Faculty	Contract	Permanent
LSD	Sig.	Sig.	Sig.
Contract	0.66		
Permanent	0.12	0.01*	

*The mean difference is significant at the 95% confidence level.

Conclusions

The following are the findings of the analysis of descriptive and inferential statistics:

The Table 2 outlines the levels of satisfaction across the different periods of experiences ranging from 3 to 21 years of faculty in the universities. Among the category of Up to 03 years experienced faculty, 4% expressed low level of satisfaction, 31% moderate level of satisfaction and 65% reported high level of satisfaction. Regarding 4-12 years of experiences, 21% showed low level of satisfaction, 38% moderate level of satisfaction and 41% indicated high level of satisfaction. The faculty having experiences from 13-20 years, said low level of satisfaction 34%, moderate level of satisfaction 29% and 36% rated high level of satisfaction. Regarding above 20 years of experience, 30% reported low level of satisfaction, 48% moderate level of satisfaction and 22% said that they are highly satisfied. The inferential statistics (Table 3) conclude the significant difference among various categories of experiences ranging from 03 to 21 years. The results lead to the rejection of H_{01} at 95% confidence level. The Post-hoc statistics (3-A) outlines the differences of paired variables related of experience in terms of faculty satisfaction. The results conclude the significant difference in satisfaction between 0-3 and 13-20 years, 0-3 and above 20 years, 04-12 and above 20 years, which led to the rejection of $H_{01.1}$, $H_{01.2}$, $H_{01.3}$ and $H_{01.5}$ at 95% confidence level. The insignificant difference is observed in the categories of 4-12 and 13-20 years and 13-20 and 21 and above years of experiences, which support acceptance of $H_{01.4}$ and $H_{01.6}$ at 95% confidence level. The descriptive statistics reflects the decreasing trend in job satisfaction with the increase of experience.

The descriptive statistics (Table 4) present the satisfaction levels of faculty members across the cadres such as lecturers, associate professors and professors. This table also shows the decreasing trend with cadre. The same trend is reflected across the experience. Results show that 14% low level of satisfaction, 31% moderate level of satisfaction and 55 % report high level of satisfaction in the category of lecturer. While category of assistant professor shows that 21% are less satisfied, 37% moderately satisfied and 42% are highly satisfied. The faculty at the rank of associate professor is less satisfied 27%, moderately satisfied 42% and highly satisfied are 30%. Professor reported their satisfaction in order of 53% in moderate 25% in high and 21% is in low level of satisfaction. The inferential analysis (Table 5) tests the significance of difference in Job Satisfaction among various cadre of teachers such as lecturer, assistant professor, associate professor and professors. The ANOVA computation rejects null hypothesis; H_{02} , and confirms significant difference among different types of teachers. The application of Post-hoc (Table 5-A) concludes that lecturers are significantly different with associate professors and professors, which led to rejection of $H_{02.2}$ and $H_{02.3}$ at 95% and 90% of confidence level respectively. The insignificant difference in job satisfaction is found among the categories of associate professors and professors, assistant professors and professors, assistant and associate professors, and lecturers and assistant professors, which led to the rejection of $H_{02.2}$ and $H_{02.3}$.

Surprisingly permanent teachers are less satisfied as compared to contract and visiting faculty. The description of Table 6 shows that low level of satisfaction is rated by 10%, moderate level of satisfaction by 30% and high level of satisfaction by 60% of visiting faculty members. Among the contract faculty, 9% report low level of satisfaction, 37% moderate level of satisfaction and 53% report high level of satisfaction. The permanent faculty rate low level of satisfaction, moderate level of satisfaction and high level of satisfaction as 21%, 36% and 21% respectively. The ANOVA tests of table 7 conclude the rejection of H_{03} and reveals that there is significant difference among visiting, contract and permanent faculty members of the universities. The Post-hoc test of table 7-A reports the significant difference between contract jobs and permanent jobs, which leads to the rejection of $H_{03.1}$ at 95% confidence level. Insignificant difference is found between permanent and visiting teachers and contractual and visiting teachers regarding their satisfaction, which led to the rejection of $H_{03.2}$ and $H_{03.3}$ at 95% of confidence level respectively.

Limitations and Delimitations of the Study

The study is limited to the sampled universities of Punjab province, which excludes institutions of higher education of other provinces of Pakistan and areas like federal territory, Azad Jammu & Kashmir, Quetta and Sindh. The representative sample also delimits the researcher for wide coverage of views and to the faculty members of universities only. The time and budget were among the other constraints, which limited the scope and subject coverage of the research. The universe of the research is still less documented, which may deviate to some extent from the characteristics of sampled respondents. The secondary data in the context of Pakistan, related to subject is not available, which undermines literature contribution of this perspective.

Recommendations

The policy makers of universities should ensure the participation of university teachers in policy making process; take decisions in line with the input given by faculty of university; allocate abundant funding for research; offer market competitive salaries packages; and make strategies to cope with stress and dissatisfaction of faculty.

The deans of universities should provide abundant research funds; facilitate supportive and collaborative culture; launch training for job satisfaction and time management; launch specific training to manage the behaviors of disruptive people; provide leisure facilities to the faculty; and encourage involvement of faculty in decision-making.

The faculty members of universities should adopt smooth communication channels; share professional experiences with colleagues; build a strong network of social support; aware of job descriptions and job satisfaction levels; and identify their own distress factors.

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