Check for updates **Cite Us**

Workplace Environment and Job Satisfaction of Academicians; A Cross-Sectional Analysis

Muhammad Hamad Sarwar [*]   Tariq Mahmood Khan [†]   Muhammad Naveed Jabbar [‡]

Contents:

Abstract: *The prime objective of this study was to determine the effect of the workplace environment on the job satisfaction of teaching faculty. This study was quantitative and based on a cross-sectional research design. In this study, the workplace environment was used as an independent variable, while the job satisfaction of the teachers was treated as the dependent variable. The population of the study was public secondary school teachers in Punjab. At the same time, 304 respondents were selected as a sample through a simple random sampling technique. The data was collected by research tool through a survey method. The findings of the study show that there was a positive and significant correlation between workplace Environment with job satisfaction. Moreover, there was a positive and moderate effect of workplace environment on job satisfaction of secondary school teachers. The study is beneficial to uplift secondary education through innovative strategies.*

Key Words: Workplace Environment, Job Satisfaction, Academicians

Introduction

Teachers' job satisfaction refers to teachers' touching awareness of their job and working conditions (Ganai & Ali, 2013; Jain, 2020). This awareness and familiarity are predictable to education and teaching and affect teachers' confidence and the superiority of education and teaching. It also influences the psychological healthiness of teaching staff. For this reason, psychologists put together the significance of teacher job satisfaction (Naz & Sharma, 2017).

Teaching is solitary of the supreme jobs and one to be still developing in excess of the instance years, the teaching jobs have less than gone lots of transform (Carver & Feiman-Nemser, 2008; Bentley et al., 2013). Investigated that teachers with a superior intensity of job satisfaction contain acute commitment towards a job are less likely to disappear from the ground of teaching to practice extra vocation alternative (Larkin et al., 2016). There are a lot of changeable that may be characteristic of a teacher's level of job satisfaction together with place of work conditions, pay,

[*] M.Phil Scholar, Department of Education, Leadership & Management Superior University Lahore, Punjab, Pakistan. Email: hamadsarwar1996@gmail.com *(Corresponding Author)*

[†] Professor, Institute of Education and Research, University of the Punjab Lahore, Punjab, Pakistan.

[‡] Head of the Department of Education, National College of Business Administration & Economics, Lahore, Punjab, Pakistan.

relations with staff, teachers' performance, close relative contribution, and a sympathetic administration (Abu-Taleb, 2013; Farooq et al., 2022).

Job satisfaction is attitudinal behaviour representing the individual assessment of a job (Abraiz et al., 2012); it is the grade to which staff similar to find objectionable their profession and their mood towards many characteristics of their jobs. It is the sentiment of internal satisfaction and enjoyment achieved when performing a specific task (Swaminathan & Jawahar, 2013; Jabbar et al., 2020). Job satisfaction is the main factor controlling employee behaviour in its organisation. It is typically observed in both humanistic and economic relationships. Furthermore, it has been maintained that satisfied employees commonly do quality work and are inclined to be extra devoted to the organisation, related to dissatisfied employees (Saif & Saleh, 2013). The chief administrative officers or supervisor that absorbs the top situation in the secretarial organisation of the school can also be considered as the line officers conscientious for manufacturing the main conclusion and behaviour necessary for the achievement of the school objectives (Saner & Eyupoglu, 2015). The teacher requires to apply the teaching plan at the same time as the definite origination of policy which is completed through the teaching component (Karabina, 2016). The constraining program organisations realise and appraise the plans, which observe improvement.

On the other hand, it is the articulated observation of teachers that in preparing a course of action, the teacher is not incorporated captivating organisational development (Swanepoel, 2009). An administrator provides deficient cognisance to the requirement that teaches appearance. The predictable consequence is an enormous separation between plan formulation and strategy achievement (Cardno (2012). Mohlala (2010) declare that teacher contributes and are concerned with discipline modification, the other encouragement they would experience in relation to the change, and the extra prepared to contribute in opportunity circumstances concerning school alteration (Heyliger, 2014; Nyamubi, 2017).

Literature Review

Various studies have concluded which issues donate specify and classify the most important collection; governmental strategy and measures, such as reward, administration, management and perform the precise job characteristic; multiplicity, independent substantial work situation; persons individuality, worth on the whole being satisfaction (Akhtar et al., 2010; Mustapha & Zakaria, 2013). The other issue unspecified, including contact on job satisfaction, is successful administration. There is a justification that the administrator evaluates the secondary reasonably and enforces individual partiality in rewards (Sergiovanni & Starratt, 2007). The skills of the leader have a positive result on top of the operational situation of the discipline (Ali, et al., 2016; Omeka & Onah, 2012). It is compulsory to obtain specialised and skilled personnel in the condition of insecurity toward collection awake the right applier with the obligation be rewarded at management result (Olowoselu et al., 2016). In the additional handover, in various jobs, the result of management is not just a measure to recompense before disciplining the workers (Koustelios, 2001; Amin et al., 2014). The big five personality theory explained that the obsessed persons' skills further harmful existence actions than other persons do; extraverts influence positive feelings, have more associates, and connect in further satisfying public connections; and thorough persons are independent and resourceful (Heller et al., 2002; Grierson et al., 2013).

The previous studies also revealed to present an optimistic association among the traits of the personality and occupation approval more detailed than the behaviours of the senior colleague's direct impact on the work performance towards successful completion of specific tasks (Ngidi & Sibaya, 2002; McKenzie-Mohr et al., 2014). Additionally, excessively immediate and tend to act in response is an unreasonable and inflexible way. Constant (satisfying and unbiased) teachers have a tendency to act in response to peaceful behaviours that resolute act in response to exacting circumstances (Mertler, 2002). A few researchers observed and gave little sociability in concert relationship that

elevated and exposed every time correlated with others, aggression, volatility public relationship because persons might be a function of the domination replicate on conceding the condition which contradict standing in cordiality might manipulate relationship (McBride, 2014). For additional association, the organisation focused on the goodwill of the subordinates. The rewards are the best tool to motivate the workers to perform specific tasks in order to complete common objectives. Satisfaction has the monetary advantage to a member of staff with no some well-known demonstrate also misplace its significance (Silberstein et al., 2017).

When a worker obtains a monetary reward for outstanding enjoyment and enthusiasm, that sympathy turns into extra wonderful on behalf of the receiver. Kinds with the scenery of loot have a straight family member by the workers' acknowledgement be able to convey a specific modification in employee motivation with satisfaction (Ali & Ahmed, 2009; Hafiza et al., 2011). The main object of headship is to confirm the administration's goals which are accomplished by the satisfaction of the employees (Aydin et al., 2013). These rewards can be in the appearance of financial rewards that induce the attendants into a negligible agreement or special performance (Mustapha, 2013). The leadership do in instruction to be satisfied highlights what is anticipated and confirms that the public is accepted for their activities (Mustafa et al., 2013). Its dependent reward utilises conditional reward. The person in charge will provide many awards to develop the encouragement of the employee's thorough utilisation of extrinsic for success (Ali et al., 2009; Hafiza et al., 2011). Among all the factors of satisfaction, pay has the superior step. The persons are looking for recompense that is enthusiasm middle for individual salary and communal arrangement. These factors mostly relate to it like individual behaviour, motivation and feelings (Mitra et al., 2011).

Herzbergs' theory also emphasises the intrinsic and extrinsic elements that are, develop the satisfaction of the workers in the workplace (Shah et al., 2012). Further, there are a number of researches

which signify the importance of salary in fulfilling the social needs. According to the social theories, the man works hard for compensation that can meet the social needs that develop the confidence level of the workers, which is the best sign for the institution's growth (Abd-El-Fattah, 2010; Monyatsi, 2012). The definite cooperative training of the brain is the culture that differentiates associate of the person being collected through an additional (Sharif & Nazir, 2016). Culture is therefore viewed as an occurrence at the collection, institutional, or public stage, although it has tough significance for envisaging personal behaviour. A school's culture comprises its background, practice, observation, reward and appreciation of formal procedure, as well as its corrective regulations of performance that are usually precipitous. The cultural do of particularly the prosperous protected by institution dish up. Still, the invoice of privileges of the establishment forbids exclusionary performance pedestal on competition, civilisation, belief or faith (Güntert, 2015).

The commonness of such a relationship requires being carefully moved towards the most important environment and complete helpful education knowledge. In contrast, the school environment atmosphere provides communal awareness of governmental guiding principles, observation and events together. Moreover, describe discipline atmospheres such as feelings, principles, morals and mean that motivate the instructional performance and the process of school (Gim et al., 2015). Most important, successfully describing the job in an appropriate plan to encourage a supportive environment, improvement of confidence (Schulze & Steyn, 2003; Edo & Nwosu, 2018), and both release and congested imperatives (Milner et al., 2008; Toropova et al., 2021) correspond point of view include the environment as bottom admiration, faith, truthfulness, organisation panel that connect kindly, beneficially with others. Moreover, through distinction, repressive up-down management is likely to reduce self-confidence (Chughati et al., 2013). While disciplines participated, administrative demonstrated less employee dissonance, beginner misbehaviour, and teacher proceeds. Teachers'

experiences are appreciated and appreciated when administrators check with them and believe their observations (Anastasiou et al., 2014). One of the discouraging confronts opposite organisations evident is numerous cultures, maltreatment, disobedience to teaching, against the law behaviour, intimidation, terrorisation and hostility, treatment compulsion and exacting hostility, aggression, source destruction, insecurity have harmfully influence in producing the apprehension enlightening culture. An important achievement that the leadership wants most important to efficiently obtain indicts conditions, the most important requirement to acquire plentiful moving astuteness, which comprises understanding, and feeling (Jabbar et al., 2020, Inayat et al., 2021).

Methodology

This study is quantitative and based on a cross-sectional research design. The workplace environment was administered as an independent variable, whereas the job satisfaction of academicians was treated as the dependent variable.

The population of this research was public secondary school teachers in Lahore, while 304 respondents were selected as a sample through a simple random sampling technique by applying Kreije and Morgan's (1970) model. The self-administered questionnaire was used to collect the primary data through the survey method by adopting five points 1. SDA to 5. SA Likert scale. The dimensions included in the workplace environment questionnaire were planning and decision-making, teamwork and support, conflict management, relationships and commitment & morale, whereas the factors used in the job satisfaction questionnaire were supervision, growth, work itself, recognition, salary, promotion, contingent rewards and fringe benefits. SPSS was computed to evaluate the research questions proposed in this study. Some experts administered the validity of the tool, and reliability was also assessed by applying Cronbach's Alpha which was greater than 0.7 (Nunnly, 1978). Moreover, descriptive and inferential statistics were used to analyse the collected primary data.

Findings

Table 1. Descriptive Statistics

Statements	M	SD
Planning and Decision-Making	3.39	.98
Teamwork and Support	3.12	1.06
Conflict Management	3.47	.96
Relationships	3.49	.99
Commitment and Morale	3.73	.96
Workplace Environment	3.44	.99
Supervision	3.67	.97
Growth	3.12	1.01
Work Itself	3.05	1.00
Recognition	3.30	1.01
Salary	3.57	1.02
Promotion	3.45	1.00
Contingent Rewards	3.35	1.03
Fringe Benefits	3.41	1.01
Job Satisfaction	3.37	1.00

Descriptive statistics for the variables of the study

To determine the existing level about workplace environment and job satisfaction of teachers, descriptive analysis was administered. It found that the mean of the statements about workplace environment was from 3.12 to 3.73 and Overall M= 3.44, SD= .99. Whereas from 3.05 to

3.67 and overall M= 3.37, SD= 1.00 about job satisfaction. It found that the respondents agreed about the variables of the study, such as; working environment, job satisfaction and teachers' performance of the teachers.

Table 2. Correlate Matrix

Variable	1	2	3	4	5	6
Planning and Decision–Making	1					
Teamwork and Support	.359(**)	1				
Conflict Management	.471(**)	.397(**)	1			
Relationships	.449(**)	.371(**)	.370(**)	1		
Commitment and Morale	.389(**)	.420(**)	.289(**)	3.98(**)	1	
Job Satisfaction	.430(**)	.392(**)	.269(**)	.387(**)	.349(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

In order to analyse the relationship between the dimensions of the workplace environment and the job satisfaction of teachers, it was administered Pearson Correlation. It found that there was a moderate and positive correlation between planning and decision-making and job satisfaction with r= .430, while between teamwork and support and job satisfaction was also a positive and moderate correlation with r= .392. Moreover, there was also a positive and weak relationship between conflict management and job satisfaction with r= .269. Furthermore, there was a positive and moderate relationship between relationships and job satisfaction with r= .387, and there was also a positive and moderate relationship between commitment and morale and job satisfaction with r= .349. It found that all the dimensions of workplace environment were positively associated with job satisfaction of secondary school teachers.

Table 3. Correlation of Workplace Environment and Job Satisfaction

Variables	Workplace Environment	Job Satisfaction
Workplace Environment	1	
Job Satisfaction	.365(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

In order to analyse the relationship between workplace environment and job satisfaction of teachers, it was administered Pearson Correlation. It found that there was a moderate and positive correlation between workplace environment and job satisfaction with r= .365. It found that workplace environment and job satisfaction were positively associated with each other.

Table 4. To Find Out the Effect of the Dimensions of the Workplace Environment and Job Satisfaction

DV	Constructs	Std. Error	Beta	t	Sig
Job Satisfaction	(Constant)				
	Planning and Decision-Making	.070	.519	7.40	.00*
	Teamwork and Support	.061	.358	5.81	.00*
	Conflict Management	.051	.247	4.83	.02*
	Relationships	.064	.374	5.84	.00*
	Commitment and Morale	.056	.340	5.99	.00*

Dependent Variable: JS

In order to evaluate the effect of the dimensions of workplace environment on job satisfaction among secondary school teachers, the Multiple Regression Analysis was applied. It found that there

was a moderately significant effect of planning and decision-making on job satisfaction with a beta value of .519, there was a moderately significant effect of teamwork and support on job satisfaction with a beta value of .358, there was a weak effect of conflict management on job satisfaction with a beta value of .247. There was a moderate effect of relationships on job satisfaction with a beta value of .347, while there was also a moderate and positive effect of communication and morale on job satisfaction with a beta value of .340. It means that there was a positive and significant effect of all the dimensions of workplace environment on job satisfaction of secondary school teachers.

Table 5. To Find Out the Effect of the Workplace Environment on Job Satisfaction

DV	Constructs	Std. Error	Beta	t	Sig
Job Satisfaction	(Constant)				
	Workplace Environment	.060	.367	5.97	.00*

Dependent Variable: JS

In order to evaluate the effect of the dimensions of the workplace environment on job satisfaction, the Multiple Regression Analysis was conducted. It found that there was a moderate and significant effect of workplace environment on job satisfaction with a beta value of .367. It means that there was a positive and significant effect of workplace environment on job satisfaction of secondary school teachers.

Conclusion and Discussion

It concluded there was a positive correlation between workplace environment and job satisfaction of secondary school teachers. Moreover, there was a positive association between the workplace environment and teachers' performance. Furthermore, there was a positive significant effect of workplace environment on job satisfaction. Additionally, there was It concluded that there was a positive significant effect of workplace environment on teachers' performance.

Hypothetically, within stipulations of the technique second-hand within this learn, the implementation will be beneficiary to others who will be motivated to adapt it for their various studies in the future. Finding as of this investigation determination supply leadership to l designed for civilising perform with plan related to teacher's performance during the secondary school. Furthermore, the enlightening background manipulates schools' performance. This research plans in the main manipulation of teachers' motivation, satisfaction, strategy adaptable teacher reward, admittance, obedience, security and safety, promotions, school governance, appreciation and reward and teacher assessment. These strategies materialise to be the majority relevant in not only the week area but also all through all the dimensions. They are conferring and determined at a diversity of fore, bury alia, throughout workshops and seminar, combination and other teacher congregation, and required inquiry and discussion. A resume of these strategies is nowadays converse with unusual focal points.

References

Abd-El-Fattah, S. M. (2010). Longitudinal effects of pay increase on teachers' job satisfaction: A motivational perspective. *Journal of International Social Research, 3(10), 11-21.*

Abraiz, Tabassum, R., & Jawad. (2012). Empowerment Effects on Employees Job satisfaction. *Academic Research International 3* (3).

Abu Taleb, T. F. (2012). Job Satisfaction among Jordan's Kindergarten Teachers: Effects of Workplace Conditions and Demographic Characteristics. *Early Childhood Education Journal, 41*(2), 143–152. https://doi.org/10.1007/s10643-012-0526-9

Akhtar, S. N., Hashmi, M. A., & Naqvi, S. I. H. (2010). A comparative study of job satisfaction in public and private school teachers at secondary level. *Procedia - Social and Behavioral Sciences, 2*(2), 4222–4228. https://doi.org/10.1016/j.sbspro.2010.03.668

Ali, S., Farid, F., & Ibrarullah. (2016). *Effect of Transformational Leadership on Job Satisfaction and Organizational Commitment.* Humanistic Management Network, Research Paper Series No. 02/16. doi:org/10.2139/ssrn.2713386.

Amin, M., Khairuzzaman Wan Ismail, W., Zaleha Abdul Rasid, S., & Daverson Andrew Selemani, R. (2014). The impact of human resource management practices on performance: Evidence from a Public University. *The TQM Journal, 26*(2), 125–142 and Practice, 13(2), 806 – 811

Anastasiou, S., & Papakonstantinou, G. (2014). Factors affecting job satisfaction, stress and work performance of secondary education teachers in Epirus, NW Greece. *International Journal of Management in Education, 8*(1), 37. https://doi.org/10.1504/ijmie.2014.058750

Carver, C. L., & Feiman-Nemser, S. (2008). Using policy to improve teacher induction: Critical elements and missing pieces. *Educational Policy, 23*(2), 295 – 328. Doi: 10. 11 77/089590480731003

Chughati, F. D., & Perveen, U. (2013). A study of teachers' workload and job satisfaction in public and private schools at secondary level in Lahore city Pakistan. *Asian Journal of Social Sciences & Humanities, 2*(1), 202-214.

Farooq, M. H., Hashmi, M. A. & Jabbar, M. N. (2022). Heads' Leadership Style and Performance Appraisal Matter to Enhance the Job Satisfaction of Secondary School Teachers. *Journal of Education & Humanities Research (JEHR), 13*(1), 145-153.

Ganai, M. Y., & Ali, S. (2013). Job satisfaction of higher secondary school teachers in relation to their seniority and stream of education. *Merit Research Journal of Education and Review, 1*(1), 6-10. http://www.meritresearchjournals.org/er/content/2013/february/Ganai%20and% 20Ali.pdf

Gim, G. C. W., Desa, N. M., & Ramayah, T. (2015). Competitive Psychological Climate and Turnover Intention with the Mediating Role of Affective Commitment. *Procedia - Social and Behavioral Sciences, 172*(1), 658-665. doi: http://dx.doi.org/10.1016/j.sbspro.2015.01.416

Grierson, A. L., & Woloshyn, V. E. (2013). Walking the talk: supporting teachers' growth with differentiated professional learning. *Professional Development in Education, 39*(3), 401–419. https://doi.org/10.1080/19415257.2012.763143

Hafiza, N. S., Shah, S. S., Jamsheed, H., & Zaman, K. (2011). Relationship between rewards and employee's Motivation in the non-profit organisations of Pakistan. *Business Intelligence Journal, 4,* 2, 327-334.

Heller, D., Judge, T. A., & Watson, D. (2002). The confounding role of personality and trait affectivity in the relationship between job and life satisfaction. *Journal of Organizational Behavior, 23*(7), 815–835. https://doi.org/10.1002/job.168

Heyliger, W. (2014). Academic administrator leadership styles and the impact on faculty job

satisfaction. *Journal of leadership Education, 13*(13), 34-49.

Inayat, W., & Khan, M. J. (2021). Research Article: A Study of Job Satisfaction and Its Effect on the Performance of Employees Working in Private Sector Organizations, Peshawar. Hindawi Education Research International Volume 2021, Article ID 1751495, 9 pages. https://doi.org/10.1155/2021/1751495.

Jabbar, M. N., Mahmood, W., & Qambar, G. (2020). Mediating Role of Organizational Commitment and Work Environment on the Relationship between Transformational Leadership and Job Satisfaction. *Journal of Talent Development and Excellence, 12*(2s), 3974-3988.

Jain, S. (2020). A Comparative Study on Job Satisfaction of Teachers between GJU and PDM. *International Journal of Progressive Research in Science and Engineering, 1*(4), 105-108.

Karabina, M. (2016). The Impact of Leadership Style to the Teacher Job Satisfaction. European Journal of Education Studies, 2(3), 81-98.

Koustelios, A. D. (2001). Personal characteristics and job satisfaction of Greek teachers. *International Journal of Educational Management, 15*(7), 354–358. https://doi.org/10.1108/eum0000000005931

Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement, 30*(3), 607–610. https://doi.org/10.1177/001316447003000308

Larkin, I. M., Brantley-Dias, L., & Lokey-Vega, A. (2016). *Job satisfaction, organisational commitment, and turnover intention of online teachers* in the K-12 setting. Online Learning, 20(3), 26 – 51.

McBride, E.L. (2014). Employee Satisfaction: Code Red in the Work Place? Semin. *Nurse Manage, 10* (3), 157-63.

McKenzie-Mohr, D., & Schultz, P. W. (2014). Choosing effective behavior change tools. *Social Marketing Quarterly*, 20(1), 35–46. Doi: 10.1177/ 1524500413519257

Mertler, C.A. (2002). Job satisfaction and perception of motivation among middle and high school teachers, *American Secondary Education, 31*(1), 43-53.

Mitra, A., Gupta, N., & Shaw, J. D. (2011). A comparative examination of traditional and skill-based pay plans. *Journal of Managerial Psychology, 26*(4), 278–296. https://doi.org/10.1108/02683941111124827

Monyatsi, P. P. (2012). The level of the job satisfaction of teachers in Botswana. *European Journal of Educational Studies, 4*(2), 219-232.

Mustapha, N., & Zakaria, Z. C. (2013). The Effect of Promotion Opportunity in Influencing Job Satisfaction among Academics in Higher Public Institutions in Malaysia. *International Journal of Academic Research in Business and Social Sciences, 3*, 20-26.

Naz, S., & Sharma, H. (2017). Job satisfaction among different working organisations: A literature review. *Research Journal of Social Science and Management, 7*(6), 29-37.

Ngidi, D. P., & Sibaya, P.T. (2002). Black teachers' personality dimensions and work-related stress factors. *South African Journal of Psychology, 32*(3):7-15

Nyamubi, G. J. (2017). Determinants of secondary school teachers' job satisfaction in Tanzania, Education Research International, Article ID 7282614, 2017, 1–7. https://doi.org/10.1155/2017/ 7282614.

Olowoselu, A., Hussin, F., & Kasa, M. D. (2016). Challenges of Principal Leadership Styles and School Management: A Solution Oriented approach. *Asia Pacific Journal of Education, Arts and Sciences, 3*(4), 61-68.

Omeka, F. C., & Onah, K. A. (2012). The Influence of Principals' Leadership Styles on Secondary School Teachers' Job Satisfaction. *Journal of Educational and Social Research, 2.*

Saif, N. I., & Saleh A. S (3013). Psychological Empowerment and Job Satisfaction in Jordian Hospitals. *International Journal of Humanities and Social Science. 3*(16).

Saner, T., & Eyupoglu, S. Z. (2015). The Job Satisfaction of Bank Employees in North Cyprus. *Procedia Economics and Finance, 23*, 1457–1460. https://doi.org/10.1016/s2212-5671(15)00594-8

Schulze, S., & Steyn, G. M. (2003). Educators' motivation: differences related to gender, age and experience. *Acta Academica, 35*(3):138-160

Sergiovanni, T., & Starratt, R. (2007). *Supervision: A redefinition.* McGraw-Hill Humanities/Social Sciences/Languages.

Shah, J., Ali, A., & Khan, I. (2012). A critical appraisal of the social status of teachers in Peshawar, capital of Khyber Pakhtunkhwa, Pakistan. *International Journal of Academic Research in Business and Social Sciences, 2*(1), 176-186

Sharif, U. F., & Nazir, A. (2016). An Investigative Study on Job Satisfaction Level of Employees Working in Software Industry: A View Point of Employees in Pakistan, *PEOPLE: International Journal of Social Sciences, 2*(1), 415-432.

http://dx.doi.org/10.20319/pijss.2016.s21.415 432

Silberstein, Shula Asher. (2017). *The hierarchy of Needs for Employees.* Accessed 3.9.2017. http://smallbusiness.chron.com/hierarchy-needs-employees 20121.html.

Swaminathan, S., & Jawahar, P. D. (2013). Job Satisfaction as a Predictor of Organizational Citizenship Behavior: An Empirical Study. *Global Journal of Business Research. 7*(1).

Swanepoel, C. (2009). A comparison between the views of teachers in South Africa and six other countries on involvement in school change. *South African Journal of Education, 29*(4), 461–474. https://doi.org/10.15700/saje.v29n4a291

Toropova, A., Myrberg, E., & Johansson, S. (2020). Teacher job satisfaction: the importance of school working conditions and teacher characteristics. *Educational Review, 73*(1), 71–97. https://doi.org/10.1080/00131911.2019.1705 247