

## **Factors Affecting Job Satisfaction of Teacher Educators: Empirical Evidence from the Universities of Sindh Province of Pakistan**

*( Received February 17, 2017 - Approved April 13, 2017 )*

Zafarullah Sahito<sup>1\*</sup> and Pertti Vaisanen<sup>2</sup>

### **Abstract**

This study determines, explores and examines the factors affecting the job satisfaction of teacher educators of the universities of Sindh. A qualitative research design was employed to collect data from teacher educators (n = 40) through in-depth semi-structured interviews. For the validity and reliability of the tool, the interview protocol was checked, discussed, refined and finalized. It was then piloted after incorporating the main factors affecting an increasing job dissatisfaction were found to be an autocratic and vertical style of management; a poor administration system; mistrust; job insecurity; weak social interaction and lack of appreciation for work done. This can lead teacher educators to face psychosocial issues in their professional and personal life. The factors were inductively explored through thematic analysis, the qualitative technique of data analysis.

**Key Words:** Job satisfaction, teacher educators, professional life, autocratic and vertical style of management

### **Introduction**

Teachers are key facilitators of knowledge and play a vital role in building a nation's future. It is thus particularly important to find how comfortable teachers feel in workplaces. Satisfied employees can more effectively fulfill their duties to facilitate all stakeholders in achieving the development and success of the nation through knowledge, skills and their implications. Many studies have found that teachers are dissatisfied with teaching (Van den Berg, 2002; Scott, Stone & Dinham, 2001). Yet there is no permanent and accurate definition of job satisfaction. Instead, it varies from person to person and from organisation to organisation. Here, we discuss the views on job satisfaction that are held by various experts and researchers, however, as it is a process that implies enthusiasm, happiness and can lead employees to recognition, income, promotion, achievement and a sense of fulfillment of goals (Kaliski, 2007). A positive, favourable attitude and feelings relate to job satisfaction, while, negative,

---

<sup>1</sup> Ph.D student (Corresponding Author).

School of Applied Educational Science and Teacher Education, Philosophical Faculty, University of Eastern Finland, Joensuu. Cell: +358 465765768, Email: zafarullah.sahito@gmail.com  
Office No: 201 – A, Borealis building, 80101 Joensuu

\* Assistant Professor,

Sukkur IBA, Sindh, Pakistan, Airport Road, Sukkur, Sindh, Pakistan

<sup>2</sup> Professor,

School of Applied Educational Science and Teacher Education, Philosophical Faculty, University of Eastern Finland, Joensuu. Email: pertti.vaisanen@uef.fi

unfavourable attitudes and feelings relate to job dissatisfaction (Armstrong, 2006). George and Jones (2008), view job satisfaction as the collection of feelings, beliefs and attitudes about the job, especially about work and its kinds and about co-workers, supervisors, subordinates and pay. It is complex and multifaceted, and means different things to different people per Mullins and Lineham (2006), and it meets the person's material and psychological needs (Aziri, 2008). Job satisfaction, motivation and organisational performance are interdependent and interrelated. All three are a strongly associated and their association can be bring positive and successful results in any organisation. Yet, not all employees can be motivated through identical factors: some may be inspired by achieving higher level of authority and responsibility, some people may need flexibility and freedom in their work schedule and others may be motivated by a sense of accomplishment.

Job satisfaction or dissatisfaction is a result of employees' perceptions of how well their job provides those things that they are view as important and necessary (Luthans, 2005) to working well and to their enjoyment. When it comes to the definition of job satisfaction, Okoye (2011) sees it as meaning how much an individual is contented with his or her job. Robbins (2005) believes that it focuses on the feelings of a person about his or her job. Newstrom (2007) describes it as the particular views of employees, which are affected by the favourable and unfavourable feelings and attachments of one's work. It is also considered a final state of agreement of a psychological process to work, along with its terms and conditions, which are essential for a higher competitive level and organisational success (Garcia-Bernal, Gargallo-Castel, Marzo-Navarro & Rivera-Torres, 2005). In a study of 14 prospective indicators of JS, it was found that there is a 52% variance among employees for job satisfaction (Ellickson & Logson, 2002). Job satisfaction shows a positive and significant link between workplace environment, the mental and physical well-being of employees (Donald & Siu, 2001), including the indoor environment (Veitch, Charles, Farley & Newsham, 2007; Decroon, Sluiter, Kuijer & Frings-Dresen, 2005; Wells, 2000). Together, all factors of workplace environment influence on the job satisfaction level by 24% (Brill, Weidemann & Bosti, 2001).

Job dissatisfaction, in contrast, can be due to an absence of work-life balance, a lack of advancement and opportunities, a non-supportive working environment, lack of encouragement, lack of recognition and stress. These factors also increase the employee turnover rate (Ahmadi & Alireza, 2007). As a result, dissatisfied employees may reduce their levels of performance and efficiency and may sabotage the work or leave the job (Sonmezer & Eryaman, 2008). Dissatisfied employees leave the organisation and may deflate other employees' motivation before they do (Feinstein & Vondrasek, 2001).

The purpose of this study is to acquire a greater understanding of teacher educators' (TEs') perceptions, experiences, and attitudes to their jobs. It also aims to

observe, explore and examine the process of becoming job-satisfied or dissatisfied through discovering the major factors affecting TEs jobs, both positively and negatively, in the universities of Sindh, Pakistan. This will allow us to add to and fill the gaps in available literature at the national and international levels. Very few studies about job satisfaction and the factors affecting job satisfaction and dissatisfaction have been conducted in Pakistan overall, let alone in Pakistan's Sindh province. Internationally, a great deal of research has been conducted on teachers' professional development but some authentic and good studies are available on teacher motivation. In addition, even during the last decade, none of the top four journals in international comparative education has published a single article on teacher motivation in any developing country of Africa or Asia (Bennell & Akyeampong, 2007). While the research environment and activities among the universities of developing world have not yet achieved the top levels of global rankings, these universities are extraordinarily important in their countries and regions. Yet they are still steadily improving their reputations and competitiveness for a good image on the international stage (Altbach, 2013). Because the research universities around the world are the part of an active global community of institutions that share the 3Ms, namely morals, motivations, and mission; in this regard, at a national level, Pakistani government policies and plans always keep the focus on teachers' professional development and training, but no serious efforts have ever been made to pin-point the causes of low motivation or de-motivation (Nadim, Chaudhry, Kalyar & Riaz, 2012), or of job satisfaction of TEs. In addition, Parveen, Sahito, Gopang, & Khamboh, (2015) explored that the 55% high school teachers were highly satisfied with their job, which extended to the positive factors such as high job security, attractive market based salaries, professional growth, development and training, fringe and other benefits.

### ***Research Questions***

The following were the research questions:

- (a). How do TEs perceive and experience their job and job satisfaction at their departments and universities?
- (b). What are the factors affecting the job satisfaction and dissatisfaction of TEs?

### **Literature Review**

The concept of assessing job satisfaction was started in 1911 by Taylor, who stated that rewards such as earnings, incentives, promotions, appreciation and opportunities for progress could increase employee job satisfaction. As job satisfaction is an attitude towards work-related conditions, various aspects of a job such as higher levels of organisational commitment can lead to overall success and development (Feinstein, 2000). Job satisfaction is impacted by the intensified work that teachers are now expected to carry out, and mirrors the societal trends of overworking teachers (Naylor,

2001). This can be understood in terms of its relationship with other key factors, such as general wellbeing, quality of life, stress at work, stress at organisational matters, control of things, work and social life (Tomazevic, Seljak & Aristovnik, 2014). Male employees in Indian industries were found to be more satisfied in the commerce sector and females in the education sector (Kumari, Joshi & Pandey, 2014). This along with other findings indicates that employee wellbeing is an individual matter, which is very significant to research (Judge & Klinger, 2007). Job satisfaction has emotional, cognitive and behavioural components. It may consist of different levels of boredom, anxiety and excitement; beliefs and feelings; and demanding and challenging work-related actions, such as being tardy, staying late and avoiding work (Bernstein & Nash, 2008). There are two types of job satisfaction: global job satisfaction, which depends upon employees' overall feelings about their jobs; and job facet satisfaction, which depends upon employees' feelings about specific job aspects, such as salary, benefits, and quality of available resources (Muller & Kim, 2008). An organisation's health, progress and quality of work can be visible only through the canvas of job satisfaction, largely depending upon human resources according to Crossman and Abou Zaki (2003). It is important to study the facets of job satisfaction that have an effect on the level of teachers' satisfaction, influencing a sense of higher or lower satisfaction or total dissatisfaction (Smith, 2007). Decision making bodies should also create employee-friendly policies (Sohail & Delin, 2013)

Teachers' job satisfaction was found to be an integral indicator leading to effectiveness in schools, which is considered as the product and work quality was found to be an important indicator of effectiveness of a school (Hoy & Miskel, 2001). Job satisfaction and motivation of teachers are key interventions and guarantees to quality teaching and high standards of academic performance at all levels and stages of education (Pilot, 2007; Ingwu & Ekefre, 2006; Aldermon, 2004; Ngada, 2003). It is also said that employees become satisfied and develop their positive feelings when they reach the ideals in their profession (Sirin, 2009). The level of job satisfaction increases, performance and organisational commitment improve, absenteeism and turnover decrease, when employees are given proper participation in decision-making in any organisation (Luthans, 2005; Moorhead & Grifcin, 2004). In this way, employees can gain freedom regarding, how to go about their daily activities and they can also acquire empowerment (Hass, 2010; Carless, 2004). There is a positive and significant relationship between employees' job satisfaction and empowerment (Bordin, Bartram & Gian, 2007).

Studies carried out in Nigeria showed low job satisfaction (Businge, 2011) as well as low morale amongst Nigerian teachers (Kayode, 2012). The country's National Union of Teachers (NUT) therefore argued that the government should develop a good remuneration and reward system to promote teachers' job satisfaction (Komolafe, 2010). Nigerian teachers have both low job satisfaction and low salaries (Adelabu,

2005; Ayeni, 2005; Kazeem, 1999), as do Egyptian teachers' (Abd-El-Fattah, 2010). In Obineli's (2013) work, salary and promotion were found to be the main factors affecting job satisfaction of teachers. No significant difference was found in the perceptions of male and female teachers; experienced and less experienced teachers; or teachers working in public vs private institutions. Yet significant differences were found between married and unmarried teachers' perceptions about the working environment as a factor affecting job satisfaction. Money was found to be the main factor, one that does not just aim to meet the material needs of workers, but also gives them psychological satisfaction (Demaki, 2012), as teachers were found with salary (Agu, 2011). Money and promotions are the main attractive factors of job satisfaction and motivation of employees, according to Helms (2006). Salary, social status, advancement, ability utilization, good working conditions and relations, and creativity and security are the main factors of job satisfaction among education sector employees (Sonmezer & Eryaman, 2008). Pensions and profit-sharing plans are positively and directly associated with employees' job satisfaction (Bender & Heywood, 2006). An increase in income that can be greater than that predicted in the education sector also enhances job satisfaction of the stakeholders (Bender & Heywood, 2006). Salary, opportunities for advancement, degree of challenge of the job, autonomy, generally working conditions and interaction with colleagues and students were the main factors of teachers' job satisfaction per Klecker & Loadman (2011). On the other hand, poor salary and poor workplace environment conditions were the main factors contributing to low job satisfaction and low motivation of teachers (Okonkwo & Obineli, 2011).

Reward, recognition and workplace environment have been found to be the strongest factors influencing job satisfaction. Yet, on the other hand, the participation in the decision-making process was found to have an insignificant relationship to job satisfaction (Waqas, Bashir, Sattar, Abdullah, Hussain, Anjum, Ali & Arshad, 2014). Rewards and recognition are found to be the key factors that influence the job satisfaction of employees (Jun, Cai & Shin, 2006). Opportunity, good leadership, increase in relative strength, work standards, fair reward and adequate authority are the six main factors to promote and increase employee job satisfaction (Bevendum, 2000). Job performance and students' performance are also key factors of teacher's job satisfaction and have a significant relationship to each other (Muindi, 2011; Noordin, 2009). Performance standards, responsibility, unity, reward, success and leadership were the six aspects of the organisational climate affecting job satisfaction of teachers (Treputtharat & Tayiam, 2014). Promotion also helps to boost teachers' morale and motivates them to work properly and more effectively. This increases the productivity and efficiency and enhances job satisfaction.

True autonomy should be a privilege of university teachers and the system. It should be enabled and operated with full vigour to fulfil educational goals and objectives (Muindi, 2011; Noordin, 2009). Academicians' freedom and flexibility can bring

a significant increase in job satisfaction (Bender & Heywood, 2006). Professional recognition, good salary, interpersonal relations, job security, professional advancement, favourable working conditions, supervision, achievement in work and promotion in due time are likewise the factors of job satisfaction (Osakwe, 2003). A positive and safe environment, supportive administration, career progression, attractive salary, supportive work team and attraction towards the job are the main factors of job satisfaction, through which the attitude of academics can be changed as positive indicator (Muindi, 2011; Noordin, 2009). Teacher-principal relationship, provision of instructional materials, attitude towards the teaching profession and belief in the social contribution of teaching were the factors as Korb and Akintunde (2013) found that have a significant positive relationship with the job satisfaction of teachers. Principals' transformational leadership skills impact teachers' job satisfaction in Nigeria (Ejimofo, 2007) positively. It may be negative in some of the institutions in the shape of autocratic and vertical style of management. Where autocratic management means the instructions come from boss side and are implemented without any delay on every cost in order to follow the proverb that boss is always right. Vertical style of management means move any application, work, problem and suggestions through proper channel from first boss to level boss, which takes a huge amount of time, energy and efforts to reach the top-level management and manager. The quality and quantity of trainings and career opportunities provided to teachers were the main factors of their job satisfaction and they have direct links to each other (Ewen, 2008). Lack of professional autonomy, poor salaries and unavailability of teaching resources were the main factors found for low job satisfaction of teachers, while the teaching learning process, lack of enthusiasm, absenteeism, stress and poor performance of students were the factors found for job dissatisfaction, as concluded from the studies of Businge (2011), Kayode (2012), Komolafe (2010), Adelabu (2005), Ayeni (2005) and Kazeem (1999).

## **Research Method**

### ***Methodology and Philosophical Assumptions***

A qualitative research method and a case study design was used for this study depending on philosophical assumptions such as those of epistemology and ontology (Crotty, 1998) and underpinned by interpretivism (which assumes that reality is multiple) and epistemological constructionism (which assumes that knowledge is constructed and subjective) (Creswell, 2009). The case study research is an empirical inquiry that investigates a contemporary phenomenon within its real-life context with or without having any clear relationship between phenomenon and context through using single or multiple sources of evidence (Yin, 1984) with adaptation of the multiple-case design. After completing all ethical matters and processes, the interviews were conducted with TEs, one by one, at their respective departments. The data was collected and the field notes were recorded, extensively and accurately, with the personal

observations of researcher. The limitations of the study included TEs fears of being recorded, which led to a decision not to record the interviews on audio or video tapes. Important statements made during the interviews were therefore recorded on the protocol papers and transcribed in detail just after the interviews.

### ***Participants and Methods***

Teacher educators (TEs) (n = 40) were recruited and the sample was created for this study through qualitative methods and snowball sampling techniques, to assess the utility of the study from multiple perspectives to collect in-depth, true and real data. The number of participants may range from 1 or 2 to 30 or 40, depending on the need to report details of each individual or site. A larger number of cases can become unwieldy and the result may be superficial perspectives, but to collect qualitative data and analyse it takes considerable time, and the addition of individuals or sites only lengthens the time and expenditure (Creswell, 2012). Data were collected through semi-structured in-depth interviews, and were analysed and categorized by content analysis the qualitative techniques. The data of all interviews were kept confidential and the identity of the participants was protected. This is aligned with both epistemological and methodological reasons (Shaw & Gould, 2001). Qualitative research is better suited to delineate the personal meanings of the narrated sentences depending on the vast and in-depth experiences of the participants without losing the richness and genuineness of the responses (Flick, 1998; Strauss & Corbin, 1998).

### ***Procedure of Data Collection and Interviews***

The data was collected from TEs of large and small universities in the province of Sindh, Pakistan. These include: University of Sindh (UoS), Jamshoro / Hyderabad; the University of Karachi (UoK); and the Shah Abdul Latif University (SALU), Khairpur, Benazir Bhutto Shaheed University (BBSU), Lyari Karachi; the Sindh Madressatul Islam University (SMIU), Karachi; the Shaheed Benazir Bhutto University (SBBU), Nawabshah; and the Sukkur Institute of Business Administration (SIBA). The interviews were conducted in the Sindhi, Urdu and English languages, depending on the wishes, expertise and needs of the participants. The main observations, themes and important statements were recorded in writing during the interviews conducted with the TEs, and the transcriptions of most of the interviews were up to three typed pages in Microsoft Word. The average duration of each interview was 30 to 40 minutes.

### ***Data Analysis and Validity***

An inductive thematic analysis was conducted on the transcripts, using a six-phase procedure described by Braun & Clarke (2006). After every interview the data were fully transcribed; the codes were generated; data was converted and merged into potential themes; and all transcripts' themes and data were reviewed, refined and com-

bined into larger themes. For validity, the study was guided by a relativist approach. This means that specific criteria for judging the quality of qualitative research were followed, which could be drawn from an ongoing list of the characterizing traits (Sparkes & Smith, 2009, 2014). These include the topic worthiness; the significant work contribution; rich rigor; appropriate and purposeful selection of sample; data generation for meaningful and significant claims; the coherence of research; the methods; and the results (Tracy, 2010).

### **Results and Findings**

Q: 1. How do TEs perceive and experience their job and job satisfaction at their departments and universities?

#### ***Job in the perception of TEs (Drawn from the interviews data)***

A job is considered a combination of rights, duties and responsibilities, where rights can be enjoyed while the duties and responsibilities are fulfilled as per organisation's requirements laws, procedures and rules with the welfare of employees.

#### ***Job satisfaction in the perception of TEs (Drawn from the interviews data)***

Job satisfaction is concerned with promoting feelings of relaxation, peace and security in employees' minds and spirits, allowing them to effectively perform their duties and responsibilities and to help them to achieve the aims and objectives of the organisation in terms of economic and other types of development. Yet the real-life experience of a job and its satisfaction is contradictory, depending on to obey every legal and illegal instructions of heads to make them happy that is only the way to survive in the organisation. It can be said that TEs are satisfied with the job itself, which support the findings of Anastasiou and Papakonstantinou, (2014). Like in Kenya, pay remained the main factor of teachers job satisfaction (Malik, Danish & Munir, 2012), including salaries, promotions and other pertinent needs in a profession (Nakera & Wesang'ula, 2010; Ololube, 2006e). Salary can fulfill the financial needs of all family members living in a nuclear and joint family system, and up to a certain salary level, can make their life easier and happier. In general, lower pay makes employees less satisfied, whereas those receiving higher pay tend to have a higher level of satisfaction (Hamermesh, 2001). Higher-paid male teachers, in some cultural contexts, seem to be especially highly satisfied (Kennedy, 1995) with their job and life. In some Pakistani families, males have the main responsibility to fulfil the financial, physical, moral and societal needs of their family members, including their wife, children, parents, brothers and sisters. In these families, the pay earned by the male is considered and counted as the prime financial resource for the family.

***Job satisfaction experienced by TEs (Drawn from the interviews data)***

TEs become satisfied when they observe, feel and complete: Planning activities (Lesson planning for lectures; making and finalizing the syllabus, preparing lesson outlines and their breakdowns; preparing subject manuals with suggested readings; preparing power-point presentations for class lectures; and outlining the tasks). Organizing activities (Completing the material development phase; completing arrangements for conducting classes; leading classes successfully; sharing material with students; answering the questions of the students during classes; making and sharing guidelines and instructions for assignments and other activities; finalizing the topics of essays and assignments based on students' choices and discussions with students; preparing and submitting question papers for mid and final-term exams; assessing students' tests or examinations properly; checking assignments of students carefully; assigning and finalizing the grades of students after discussions with them; submitting the results of all subjects to the controller office). Leading activities (carrying out timely counseling and guidance; giving constructive feedback on assignments and examination copies; supporting students to participate in co-curricular activities; searching for professional development opportunities; getting timely promotions; suitable workload and challenging work and assignments; goal-oriented work). Controlling activities (observing and experiencing discipline, dedication, commitment, ownership and leadership; participating actively in an efficient and effective system that depends on performance-based competencies; and finally, the most important thing is to get appreciation and respect from all stakeholders on work done during the semester and year). Adopting activities (acting as per the rules and regulations of the organisation; publishing research or conference papers; preparing training manuals; designing and conducting trainings; and designing, submitting and winning research funding for projects).

***Job dissatisfaction experienced by TEs (Drawn from the interviews data)***

TEs become dissatisfied when observe, feel or receive: non-supportive environment (appreciation and respect are not given, even when deserved; administration's non-supportive, autocratic, vertical and rude style of working; teachers' and students' politics disturb the academic process; non-transparent system in different departments of the organisation where faculty members go for the solution of their issues and problems). Non-supportive relations and resources (non-social and non-supportive attitude of heads of the department; unavailability of important required material resources). Mistrustful relations and matters (unnecessary, extra and non-fruitful meetings; unprofitable actions taken by leaders and pressure groups such as teachers association and pressure groups; unnecessary and surprise visits of heads in classrooms; a dominant and disrespectful attitude of heads to teachers in front of students in class). Biased and non-scientific judgements (unscientific and biased assessment and evaluations; bogus and unauthentic reporting system; stocking and holding the matters of

TEs and students; injustice and corruption; system based on inequality and inequity; non-supportive environment for work, growth and development; human rights violations; separate rules for separate people, under a misguided policy of “show me the person I will show you the rule”; a back-biting culture that influences promotions; and employees being considered as the personal servants of heads).

Q: 2. What are the factors affecting the job satisfaction and dissatisfaction of TEs in Sindh province of Pakistan?

The following factors have been inductively identified from the interviews of TEs and the average analysing saturation was remained and effected (83%). The individual saturation is available with each factor in tables with their details in remarks column, which shows the agreement of their fellow TEs with the factor and statement as follows:

**Table 1.** Factor 1 - Organisational Administration, its relationships and policies

Statements of participants	Remarks
The vertical style of administration is available in universities where every TE cannot reach and present anything regarding progress and future planning. (Interviewee 8)	Thirteen TEs expressed some degree of agreement with a statement made by a fellow TE.
The majority of TEs or faculty members are not given due right and share in making policies and decision-making bodies. The heads select persons as per their convenience to make, carry and implement the policies as per their wishes and wills. Most members of different committees are selected on non-meritorious basis to work for their boss as a “yes man”. (Interviewee 3)	Twelve more TEs added their views about the rights and the selection of different committee members to some degree of agreement with a statement made by a fellow TE
Most of the policies are made to benefit the special people those who are in good books of heads and are supported, promoted and appreciated at every stage. There is no good provision of making employees’ friendly and quality supporting policies in majority of the departments, institutes and universities. (Interviewee 13)	Fifteen more TEs added their views regarding the making of policies and their implementation to show some degree of agreement with a statement made by a fellow TE

**Table 2.** Factor 2 - Administrative style

Statements of participants	Remarks
The undemocratic and laissez faire style of administration is available in our departments and university. (Interviewee 24)	Eleven TEs described the administrative style, as they experienced it in their departments to show some degree of agreement with a statement made by a fellow TE.
The employees or TEs cannot reach easily to the heads in order to discuss their problems, give suggestions and the proper input for the solutions of the problems available in the organisation that affect directly on all stakeholders. (Interviewee 22)	Ten more TEs added their views in this connection, to show some degree of agreement with a statement made by a fellow TE.
The suggestions of common TEs or faculty members are considered as rubbish to hear and implement for the betterment of the faculty and students. (Interviewee 11)	Ten additional TEs added further suggestions and considerations, and show some degree of agreement with a statement made by a fellow TE.
Most things are sent to implement from the higher authorities. (Interviewee 1)	Further, nine more TEs added their views regarding the implementation style of policies, to show some degree of agreement with a statement made by a fellow TE.

**Table 3.** Factor 3 - Communication System

Statements of participants	Remarks
Communication system is very slow. Still in this modern era, the circulars on paper are sent to different offices through post and personal peons. Sometimes it is delayed a lot and letters reach after deadline. (Interviewee 40)	Sixteen TEs viewed the communication system in their departments critically and show some degree of agreement with a statement made by a fellow TE.
Inside departments and faculties, heads send peons to call faculty members on an immediate basis in order to attend meetings and deal with the different matters. (Interviewee 18)	Seven more TEs added their views, to show some degree of agreement with a statement made by a fellow TE.

**Table 4.** Factor 4 - Selection, Recruitment and further procedures

Statements of participants	Remarks
Selection and recruitment of faculty is not done purely on merit basis. (Interviewee 15)	Fourteen TEs viewed the selection and recruitment system in their organisations to show some degree of agreement with a statement made by a fellow TE.
There are many external and internal factors affecting on the process and procedures, especially political pressures and the support of heads such as head of department and dean influence on it. Politicians, bureaucracy, university officials, deans and heads of departments are working as merit killing machines in that regard. (Interviewee 26)	Twenty-six more TEs added their views, including, showing some degree of agreement with a statement made by a fellow TE.

**Table 5.** Factor 5 - Promotion, its procedures and system

Statements of participants	Remarks
Higher Education Commission (HEC) in Pakistan gives basic promotion system but sometimes it does not work properly on time. Universities delay their process due to politics, conspiracies, wishes and wills of heads of departments, deans of faculties, registrar office, etc. Because of their self-disrespect, jealousy, enmity with teachers of their respective departments. (Interviewee 6)	Twenty TEs viewed the promotion system and its procedures in their respective organisations as, to show some degree of agreement with a statement made by a fellow TE.
The main reasons of this enmity are not obeying the instructions of heads like a servant, not writing research papers for the heads, not supporting the heads in every legal and illegal matter, and always speaking truth for development of faculty, resources and maintenance of quality. (Interviewee 12)	Twenty more TEs added their views, to show some degree of agreement with a statement made by a fellow TE.

**Table 6.** Factor 6 - Fringe and Monetary Benefits

Statements of participants	Remarks
There are many financial benefits to all faculty members such as attractive salary, medical allowance, teaching allowance, extra paid course(s), evening paid courses and assignments, external paid assignments, transport allowance (TA), daily allowance (DA), house allotment, car allowance, car loan, salary loan, house building loan, group insurance, self-individual insurance, gratuity, pension, and pilot allotment on easy installments to construct their own home. (Interviewee 19)	Thirty-one TEs discussed fringe and monetary benefits at their respective organisations, to show some degree of agreement with a statement made by a fellow TE.

**Table 7.** Factor 7 - Physical facilities available for faculty, staff and students

Statements of participants	Remarks
State of art building, instruments and facilities are available for all stakeholders. (Interviewee 4)	Nine TEs shared views on the physical facilities for all at their respective organisations, to show some degree of agreement with a statement made by a fellow TE.
A new building has been constructed with the sponsorship of USAID and all instruments were provided such as chairs, tables, almirahs, white-boards, air conditioners, water coolers, etc. but are not installed properly due to inefficiency of administration of departments and university. Sometimes we face many problems and are so very uncomfortable when things are not working due to unavailability of electricity and improper arrangements of facilities and system. (Interviewee 36)	Twenty-two more TEs added their views, to show some degree of agreement with a statement made by a fellow TE.

**Table 8.** Factor 8 - Working Environments

Statements of participants	Remarks
Working environment is normal at our departments. The workload is very heavy, cooperation is less from the authorities but high from colleagues, sometimes supporting materials work well and most of the times not, no facilities for real practicals and experiments, just relying on lecture methods. (Interviewee 2)	Twenty-three TEs shared views on the working environment of their respective departments and show some degree of agreement with a statement made by a fellow TE.
The main item making the working environment non-conducive is instructions and directions from administration without advance planning. (Interviewee 39)	Ten more TEs added their views, to show some degree of agreement with a statement made by a fellow TE.

**Table 9.** Factor 9 - Staff Relationships

Statements of participants	Remarks
Staff relations are very much strong and social, depending on help and support each other in most of the working matters such as exchanging of classrooms, helping in different assignments, working in groups and teams. (Interviewee 8)	Thirty-one TEs shared views about staff relationships inside their departments and organisations, to show some degree of agreement with a statement made by a fellow TE.

**Table 10.** Factor 10 - Relationship with and dealing with Students

Statements of participants	Remarks
Student dealing is quite sound and relations are very much social depending on help and support to learn and develop their knowledge, skills and applications. (Interviewee 30)	Twenty-four TEs shared views on students' dealings and relationships in their respective departments and show some degree of agreement with the statement made by a fellow TE.
Students are always encouraged to work on different assignments. Different learning opportunities are provided to them for theoretical and practical understanding. (Interviewee 32)	Eight more TEs added their views, to show some degree of agreement with the statement made by a fellow TE.

**Table 11.** Factor 11 - Evaluation and feedback system

Statements of participants	Remarks
Evaluation and feedback system is fine but it does not provide the suitable considerations, suggestions to carry the future planning, and activities. Just things are going on and on. Only the instructions from heads and to accept, oblige and implement them is the main system of evaluation and feedback. (Interviewee 38)	Thirty TEs shared views about evaluation and feedback system at their respective departments and organisations, to show some degree of agreement with the statement made by a fellow TE.

**Table 12.** Factor 12 - Appreciation, reward and award system

Statements of participants	Remarks
Appreciation, reward and award system is available for those who are in good books of heads. Best teacher awards were given away to those teachers who were very near and dear to vice chancellors or the heads of the organisations and even to TEs that have never ever taken or led their classes properly and regularly. (Interviewee 27)	Thirty-four TEs shared views about the appreciation, reward and award system in their respective departments to show some degree of agreement with the statement made by a fellow TE.

**Table 13.** Factor 13 - Opportunities for professional development, exposure and advancement

Statements of participants	Remarks
The opportunities for professional development, exposure in national and international teacher education communities (TECs) and advancement are very limited. (Interviewee 37)	Twenty-three TEs shared views about the opportunities for professional development and advancement at their respective departments and organisations, to show some degree of agreement with the statement made by a fellow TE.
No funds are available to support all the faculty members but very few faculty members get different funds and financial assistance for attending conferences, trainings, workshops and meetings inside and outside the country even two or more than two times a year. (Interviewee 16)	Seventeen more TEs added their views, to show some degree of agreement with the statement made by a fellow TE.

**Table 14.** Factor 14 - Politics and Pressure groups

Statements of participants	Remarks
Politics and different pressure groups are available in the universities and they are working for the members of their group specifically and very little for the whole community of teachers generally. (Interviewee 7)	Twenty-two TEs shared views about politics and pressure groups and their impact on their respective departments and organisations to show some degree of agreement with the statement made by a fellow TE.
Sometimes the members of the syndicate and senate are not elected but selected by the heads of the universities and institutes in order to keep and maintain their dominancy on each policy and decision. (Interviewee 29)	Eight more TEs added their views to show some degree of agreement with the statement made by a fellow TE.

**Table 15.** Factor 15 - Commitment to duties and responsibilities

Statements of participants	Remarks
Commitment is high to duties and fulfilment of responsibilities but we are facing high workload due to unavailability of faculty and expansion of degrees, courses and classes. (Interviewee 34)	Seven TEs shared views about their commitment to duties and responsibilities at their respective departments to show some degree of agreement with the statement made by a fellow TE.
Most of the teachers do not take their classes regularly and punctually because there is no proper check and balance in the departments. Very few teachers have self-realization of fulfilment of their duties and responsibilities. (Interviewee 21)	Twenty-one more TEs made comments to show some degree of agreement with the statement made by a fellow TE.

**Table 16.** Factor 16 - Consideration for personal matters and support

Statements of participants	Remarks
Very low consideration and support is available for personal matters. Sometimes taking leave is become a big issue and problem for teachers, even though the half of leaves were not enjoyed by majority of the TEs in their professional life. (Interviewee 31)	Thirty-one TEs shared views about the consideration for personal matters and support in their respective departments to show some degree of agreement with the statement made by a fellow TE.
TEs enjoy their freedom, consideration for personal matters and get outstanding support at their department whenever they need. (Interviewee 14)	Eight more TEs added their views, to show some degree of agreement with the statement made by a fellow TE.

The main groups of factors that positively affect the job satisfaction of TEs of Sindh province were individual or demographic factors; financial factors; work-supporting factors; and social and contextual factors. While, the poor organisational management and leadership factors and poor opportunities for professional development factors were found to be the main factors affecting the job satisfaction of TEs negatively and leading them towards job dissatisfaction. These factors are also made up of various

sub factors such as: **Individual or demographic factors** (gender, age, marital status, number of family members, qualification and experience); **Financial factors** (fringe and monetary benefits, promotion and its procedures and systems); **Work-supporting factors** (physical facilities available for faculty, staff and students; working environments; appreciation, reward and award system; commitment to duties and responsibilities); **Social and contextual factors** (staff relationships; students dealing and relationship; politics and pressure groups; consideration for personal matters and support); **Organisational management and leadership factors** (organisational administration, its relationships and policies; administrative style; communication system; selection & recruitment, and further procedures; evaluation and feedback system); **Opportunities for professional development** (professional development, exposure, advancement and financial assistance for conferences, trainings, workshops and meetings).

### Discussion

The study confirms the findings of many other studies of job satisfaction conducted nationally and internationally such as that employees are affected by favourable and unfavourable feelings and attachments around their work (Newstrom, 2007); that there is a positive and significant link between workplace environment and employees' mental and physical well-being (Donald, et.al, 2001); and that the indoor workplace environment is an important element of this (Veitch, et.al, 2007; Decroon, et.al, 2005; Wells, 2000). Sixteen factors affecting job satisfaction were found inductively, from the data collected TEs of the universities of Sindh province of Pakistan. These include: organisational administration, its relationships and policies (OARP); administrative style (AS); communication system (CS); selection, recruitment and further procedures (SRFP); promotion, its procedures and systems (PPS); fringe and monetary benefits (FMB); physical facilities available for faculty, staff and students (PFAFSS); working environments (WE); staff relationships (SR); student dealings and relationships (SDR); evaluation and feedback system (EFBS); appreciation, reward and award system (ARAS); opportunities for professional development, exposure and advancement (OPDEA); politics and pressure groups (PPG); commitment to duties and responsibilities (CDR); and consideration for personal matters and support (CPMS). In the light of various research studies, the factors influencing or affecting job satisfaction/dissatisfaction and motivation have been grouped into four main categories. These are: Individual factors (gender, age, marital status, number of children and work experience); actual work factors (working with young people, the intellectual challenge of teaching, autonomy and independence); organisational factors (working environment, leadership, supervision, facilities, infrastructure, organisational culture, participation in decision-making, conditions of service, salary, promotion prospects and group support, etc.); and factors of social context (relentless, imposed educational changes, criticism, perceptions of society, teacher status, support services). The above are the find-

ings of the main body of research on teacher job satisfaction, conducted internationally (Eyal & Roth, 2011; Klassen & Chiu, 2010; Day, Stobart, Sammon, & Kington, 2006; Van Houtte, 2006; Scott and Dinham, 2003; Koustelios, 2001; Dinham & Scott, 2000; Hargreaves, 1999; Shann, 1998; Baron, 1986).

A vertical and autocratic style of organisational administration is still held on to by some misguided university administrators, who seek to maintain tight control over the teachers of the organisation due to their fears around how to deal with them. For this reason they do not make employee friendly policies to help TEs stress-free and satisfied. Some administrators also use the formula of “divide and rule” by supporting some faculty members as their supporting hands and keeping them in their good books. Some administrators just want to work to continue in the organisation, and follow an undemocratic and laissez faire style of administration while showing off to their bosses and sometimes through marketing campaigns that the organisation is working soundly. Yet inside such organizations, events are opposite of what is portrayed in the marketing campaign, because the communication system is very slow. All these things are directly affected by ineffective and corrupt selection and recruitment additional procedures and systems that have been hijacked by merit-killing machines and do not support the promotion of hardworking faculty members. Even though the working environments are not fully supportive, the workload of a common faculty member is very high, less cooperation from the higher authorities and less availability of supporting materials. The evaluation and feedback system is deemed by one interviewee to be fine, but that it does not provide the suitable considerations and suggestions to carry out the future planning and activities. Because it has no capacity or worth to provide proper and authentic feedback with suggestions and road map for future planning and achievements followed by the ineffective appreciation, reward and award system. On the other hand political and Pressure, groups exist in the organisation. These are directly involved with and interfere in many matters, and pressure the administration to make decisions in the favour of themselves or their friends’. In this regard, consideration for personal matters and support is mostly enjoyed by those who have effectively pressurised the departmental and organisational administration. Fringe and monetary benefits, in the views of many of the TEs interviewed at these particular universities in Sindh, are appropriate for all TEs. Yet TEs may sometimes be affected by the delay of some bills, for example. Physical facilities, such as state-of-the-art buildings, instruments and other related facilities are available for faculty, staff and students to use them efficiently. Staff and student relations are very strong and social, according to these TEs and they help and support to each other through the teaching and learning process, to learn and develop knowledge, skills and their application. Their TEs commitment to duties and responsibilities is observed from their workload, as compared with their senior colleagues and heads, though the requirements of expanded programmes and courses can be strain on their workload. The key factors affecting teachers’ job sat-

isfaction are found to be the ability to work, challenges and opportunities regarding teaching, professional autonomy, classroom management, creativity, leadership style, participation, cooperation, personal and professional development, support, teacher involvement in decision-making, interpersonal relationships, friendships and recognition. They support the findings of various researchers (Bogler, 2005; Koustelios, 2001; Evans, 2001; Dinham & Scott, 2000; Mueller, Finley, Iverson, & Price, 1999; Shann, 1998; Perie, Baker, & Whitener, 1997; Friedman & Farber, 1992; Leithwood, 1992; Mykletun, 1984; Kyriacou & Sutcliffe, 1979; Hackman & Oldham, 1975).

### **Conclusion**

We conclude that the findings of this study revolve around and support the main theories of job satisfaction and motivation as the factors of job satisfaction are found to be salary, career prospects, supervision, management, working environment and culture (Tasnim, 2006). The study indicates the importance of exploring factors affecting TEs' job satisfaction. It is generalized that the founded factors affecting well on the job and the workplace context. However, it is proven and accepted that highly motivated staff perform their jobs better than do poorly motivated staff. It has, therefore, been recommended that university authorities and the government should pay more attention in increasing staff motivation in order to boost their job performance and satisfaction and enhance high productivity (Osakwe, 2014). TEs should also be supported, and systems changed, to minimise the TEs exposure to main factors found that lead to job dissatisfaction. These include an autocratic and vertical management style; a poor system of administration; mistrust; job insecurity; weak social interaction; and no appreciation given for work done. The factors leading to job satisfaction must be increased, and those causing dissatisfaction decreased, to help TEs to avoid the emergence of psychosocial issues in their professional and personal life.

The factors explored in this study indicate the importance of TEs job satisfaction. It is generalized, from the findings that the explored factors have a positive or negative effect on the job and workplace of TEs at their universities. The thematic analysis shows that the various factors explored, in terms of job satisfaction, are clearly and directly linked with the professional lives of TEs all over Sindh province. The findings of this study can support and show the right path to all stakeholders of universities in Sindh province. This research can allow them to understand and take this phenomenon of job satisfaction, along with its factors and their positive or negative effects seriously. It can also allow them to make the necessary resources available, and to utilize them properly to support their TEs' level of job satisfaction. In this way, stakeholders can provide quality education and improve the reputation, popularity and ranking of their respective institutions at both national and international levels.

## Future Directions

The findings of the current study could be researched further through quantitative methods and data analysis techniques for a more in-depth understand of the phenomenon of job satisfaction of TEs in Pakistan.

## References

- Abd-El-Fattah, S. (2010). Longitudinal effects of pay increase on teachers' job satisfaction: A Motivational perspective. *The Journal of International Social Research*, 3, 11-21.
- Adelabu, M.A. (2005). *Teacher motivation and incentives in Nigeria*. Retrieved from [www.dfid.gov.uk/r4d/PDF.../3888Teacher\\_Motivation\\_Nigeria.pdf](http://www.dfid.gov.uk/r4d/PDF.../3888Teacher_Motivation_Nigeria.pdf)
- Ahmadi K., & Alireza, K. (2007). Stress and job satisfaction among Air Force military pilots. *Journal of Social Sciences*, 3(3), 159-163.
- Alderman, K.M. (2004). *Motivation for achievement: Possibilities for teaching and learning*. New Jersey: Lawrence Erlbaum Associates, Inc. Publishers.
- Altbach, P.G. (2013) Advancing the national and global knowledge economy: the role of research universities in developing countries. *Studies in Higher Education*, 38(3), 316-330, DOI: 10.1080/03075079.2013.773222.
- 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), 37-53. Doi: 10.1504/IJMIE.2014.058750.
- Armstrong, M. (2006). *A Handbook of human resource management practice*, 10th (ed.). London, Kogan page publishing.
- Ayeni, A.J. (2005). The Effect of principals' leadership styles on motivation of teachers for job performance in Akure South Local government. *Unpublished M.A.Ed. Thesis*, Obafemi Awolowo University, Ile-Ife.
- Aziri, B. (2008). *Human resource management, job satisfaction and motivation of employees*. Gostivar, Macedonia: Tringa Design.
- Baron, R.A. (1986). *Behavior in Organisations*. Newton, MA: Allyn and Bacon.
- Bavendum, J. (2000). *Managing job satisfaction*. New York: New York Research Inc.
- Bender, K.A., & Heywood, J.S. (2006). Job satisfaction of highly educated. *Scottish Journal of Political Economy*, 53(2), 253-279.
- Bennell, P., & Akyeampong, K. (2007). *Teacher motivation in Sub-Saharan Africa and South Asia*. Education Paper prepared for DFID, Brighton: Knowledge and Skills for Development.
- Bernstein, D.A., & Nash, P.W. (2008). *Essentials of psychology* (4thed.). Boston, MA: Cengage Learning.

- Bogler, R. (2005). Satisfaction of Jewish and Arab teachers in Israel. *The Journal of Social Psychology*, 145(1), 19–33.
- Bordin, C., Bartram, T., & Casimir, G. (2007). The Antecedents and consequences of psychological empowerment among Singaporean IT employees. *Management Research News*, 30(1), 34 - 46.
- Braun, V., & Clarke, V. (2006) Using thematic analysis in psychology, *Qualitative Research in Psychology*, 3(2), 77-101.
- Brill, M., Weidemann, S., & BOSTI Associates, (2001). *Disproving Widespread Myths About Workplace Design*, Jasper, IN: Kimball International.
- Businge, C. (2011). *Uganda: Death, resignations eating into teachers*. *The New Vision*, 17 August. Retrieved from <http://allafrica.com/stories/201108180900.html>
- Carless, S.A. (2004). Does Psychological empowerment mediate the relationship between Psychological climate and job satisfaction. *Journal of Business and Psychology*, 18, 405-25.
- Creswell, J.W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches*, 3rd (ed.). London: Sage Publications.
- Creswell, J.W. (2012). *Educational research, planning, conducting, and evaluating quantitative and qualitative research*, 4th (ed.). Boston: Pearson Education, Inc.
- Crossman, A., & Abou-Zaki, B. (2003). Job satisfaction and employee performance of Lebanese banking staff. *Journal of Managerial Psychology*, 18(4), 368-376. Doi: 10.1108/026839403104731
- Crotty, M. (1998). *The Foundations of social research: Meaning and perspective in the research process*. London: Sage Publications.
- Day, C., Stobart, G., Sammon, P., & Kington, A. (2006). Variations in the work and lives of teachers' relative and relational effectiveness. *Teachers and Teaching: Theory and Practice*, 12(2), 169-192.
- De Croon, E.M., Sluiter, J.K., Kuijter, P.P.F.M., & Frings-Dresen, M.H.W. (2005). The Effect of office concepts on worker health and performance: A Systematic review of the literature. *Ergonomics*, 48(2), 119-134
- Demaki, G.O. (2012). Business recovery strategies in the economic crisis of recession in Nigeria. *An International Multidisciplinary Journal Ethiopia*, 6, 1-24.
- Dinham, S., & Scott, C. (2000). Moving into the third, outer domain of teacher satisfaction. *Journal of Educational Administration*, 38(4), 379-396.
- Donald, I., & Siu, O. (2001). Moderating the stress impact of environmental conditions: The Effect of organizational commitment in Hong Kong and China. *Journal of Environmental Psychology*, 21, 353-368.
- Ejimofofor, F.O. (2007). Principals' transformational leadership skills and their teachers' job satisfaction in Nigeria. *Unpublished doctoral dissertation, Cleveland State University, Cleveland, OH*. Retrieved from <http://etd.ohiolink.edu/sendpdf.cgi/Ejimofofor%20Francis%20O.pdf?csu1202235575>

- Ellickson, M.C., & Logsdon, K. (2002). Determinants of job satisfaction of municipal government employees. *Public Personnel Management*, 31(3), 343-358.
- Evans, L. (2001). Delving deeper into morale, job satisfaction and motivation among education professionals: Re-examining the leadership dimension. *Educational Management Administration*, 29(3), 291-306.
- Eyal, O., & Roth, G. (2011). Principals' leadership and teachers' motivation: Self-determination theory analysis. *Journal of Educational Administration*, 49(3), 256-275.
- Feinstein, A.H., & Vondrasek, D. (2001). A Study of relationships between job satisfaction and organisational commitment among restaurant employees. *Journal of Hospitality, Tourism, and Leisure Science*, <http://hotel.unlv.edu/pdf/jobSatisfaction.pdf>, (accessed at September 22, 2011).
- Flick, U. (1998). *An Introduction to qualitative research*. London: Sage Publications.
- Friedman, I.A., & Farber, B.A. (1992). Professional self-concept as a predictor of teacher burnout. *Journal of Educational Research*, 86(1), 28-35.
- Garcia-Bernal, J., Gargallo-Castel, A., Marzo-Navarro, M., & Rivera-Torres, P. (2005). Job satisfaction: Empirical evidence of gender differences. *Women in Management Review*, 20 (4), 279-88.
- George, J.M., & Jones, G.R. (2008). *Understanding and managing organisational behaviour* (5thed.). Englewood Cliffs, NJ: Pearson/Prentice Hall.
- Haas, M.R. (2010). The Double-edged swords of autonomy and external knowledge: Analyzing team effectiveness in a multinational organisation. *The Academy of Management Journal*, 53, 989-1008.
- Hackman, J.R., & Oldham, G.R. (1975). Development of the job diagnostic survey, *Journal of Applied Psychology*, 60(2), 159-170.
- Hamermesh, D.S. (2001). The Changing distribution of job satisfaction. *Journal of Human Resources*, 36, 1-30. Doi: 10.2307/3069668.
- Hargreaves, D. (1999). *Helping practitioners explore their school culture*, in Prosser, J. (Ed): *School Culture*, London: Paul Chapman, 48-65.
- Helms, M.M. (2006). *Theory X and Theory Y*. *Encyclopedia of Management Education*. Retrieved November 1, 2008 from <http://www.enotes.com/management-encyclopedia/theory-x-theory-y>.
- Hoy, W.K., & Miskel, C.G. (2001). *Educational administration: Theory research and practice* 6th (ed.). New York: McGraw-Hill.
- Ingwu, E.U., & Ekefre, E.N. (2006). A Framework for measurement of teacher productivity in Nigeria. *Nigeria Journal of Education Philosophy*, 2(2), 1-10.
- Judge, T.A., & Klinger, R. (2007). Job satisfaction: Subjective well-being at work. In M. Eid, & R. Larsen (Eds.). *The Science of subjective well-being*, (pp. 393-413). New York: Guilford Publications.
- Jun, M., Cai, S., & Shin, H. (2006). TQM practice in a maquiladora: Antecedents

- of employee satisfaction and loyalty. *Journal of Operations Management*, 24, 791-812.
- Kaliski, B.S. (2007). *Encyclopedia of business and finance* (2nd ed.). Detroit, MI: Thompson Gale.
- Kazeem, S.O. (1999). Correlates of job motivation of workers in selected public and private secondary schools in Ife-Ijesa zone, Osun state, Nigeria. *Unpublished M.A.Ed. Thesis*, Obafemi Awolowo University, Ile-Ife, Nigeria.
- Kayode, G. (2012). Nigeria: Beyond distribution of free textbooks. *Daily Trust*, 15 June. Retrieved from <http://allafrica.com/stories/201206150663.html>
- Kennedy, P.W. (1995). Performance, pay, productivity and morale. *Economic Record*, 71, 240-247. doi:10.1111/j.1475-4932.1995.tb01891.x
- Klassen, R.M. & Chiu, M.M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102(3), 741-756.
- Klecker, B., & Loadman, W. (2011). Exploring the relationship between teachers' empowerment and teachers' job satisfaction. *Midwestern Educational Research Association*.
- Komolafe, F. (2010). Teachers carpet govt over rot in education. *Vanguard*, 24 June. Retrieved from <http://www.vanguardngr.com/2010/06/teachers-carpet-govt-over-rotin-education/>
- Korb, K.A., & Akintunde, O.O. (2013). Exploring factors influencing teacher job satisfaction in Nigerian schools. *Nigerian Journal of Teacher Education and Training*, 11, 211-223.
- Koustelios, A. (2001). Personal characteristics and job satisfaction of Greek teachers. *The International Journal of Educational Management*, 15(7), 354-358.
- Kumari, G., Joshi, G., & Pandey, K.M. (2014). Analysis of factors affecting job satisfaction of the employees in public and private sector. *International Journal of Trends in Economics Management and Technology*, 3(1), 1-19.
- Kyriacou, C., & Sutcliffe, J. (1979). Teacher stress and satisfaction. *Educational Research*, 21(2), 89-96.
- Leithwood, K.A. (1992). The Move toward transformational leadership. *Educational Leadership*, 49(5), 8-12.
- Luthans, F. (2005). *Organisational behaviour* 10th (ed.). New York: McGraw-Hill Irwin.
- Malik, M.E., Danish, R.Q., & Munir, Y. (2012). The Impact of pay and promotion on job satisfaction: Evidence from higher education institutes of Pakistan. *American Journal of Economics*, Special Issue: 6(9), 6-9. Doi: 10.5923/j.economics.20120001.02
- Moorhead, G., & Griffin, R. W. (2004). *Organisational behavior: Managing people and organizations*. Boston: Houghton Mifflin.

- Muindi, F.K. (2011). The Relationship between participation in decision-making and job satisfaction among academic staff in the School of Business, University of Nairobi. *Journal of Human Resource Management Research*, 2011 (2011), ID 246460, 1-34. Doi: 10.5171/2011.246460.
- Mueller, C.W., & Kim, S.W. (2008). The Contented female worker: Still a paradox? In K.A. Hegtvedt & J. Clay-Warner (Eds.). *Justice: Advances in-group processes*, (Vol: 25, pp. 117-150). Bingley, England: Emerald Group Publishing Limited. Retrieved from <http://books.google.com/books?id=rynLSn6zYRkC>.
- Mueller, C.W., Finley, A., Iverson, R.D., & Price, J.L. (1999). The Effects of group racial composition on job satisfaction, organisational commitment, and career commitment: The Case of teachers. *Work and Occupations*, 26(2), 187-219.
- Mullins, J., & Lineham, M. (2006). Desired qualities of public library leaders. *Leadership and organisation development Journal*, 27, 133-143.
- Mykletun, R.J. (1984). Teacher stress: Perceived and objective sources, and quality of life. *Scandinavian Journal of Educational Research*, 28(1), 17-45.
- Nadim, M., Chaudhry, M.S., Kalyar, M.N., & Riaz, T. (2012). Effects of motivational factors on teachers' job satisfaction: A Study on public sector degree colleges of Punjab, Pakistan. *The Journal of Commerce, Hailey College of Commerce, University of the Punjab, Pakistan*, 4(4), 25-32.
- Nakera S., & Wesang'ula M. (2010). Perceived factors influencing public secondary schoolteachers' job satisfaction in Busia district, Kenya: Masinde Musinde Muriro University of Science and Technology, Kakamega, Kenya. *Educational Research*, 1(11), 659-665.
- Naylor, C. (2001). *Teacher workload and stress: An International perspective on human costs and systemic failure*: BCTF research report. Retrieved from <http://eric.ed.gov/?id=ED464028>
- Newstrom, J.W. (2007). *Organisational behaviour-human behaviour at work* (12th ed.). New York: McGraw Hill International Edition.
- Ngada, J.A. (2003). Challenges and future of teacher education in Nigeria. *Multidisciplinary Journal of Research Development*. National Universities Commission: VIHEP Information Booklet (2003-2004).
- Noordin, F., & Jusoff, K. (2009). Levels of job satisfaction amongst Malaysian academic staff. *Asian Social Science, Canadian Center of Science and Education*, 5(5), 122-128. Doi: <http://dx.doi.org/10.5539/ass.v5n5p122>
- Obineli, S.A, (2013). Teachers' perception of the factors affecting job satisfaction in Ekwusigo Local Government of Anambra State, Nigeria. *African Research Review: An International Multidisciplinary Journal, Ethiopia*, 7 (4-31), 225-237. Doi: <http://dx.doi.org/10.4314/afrrrev.7i4.13>
- Okonkwo, M.C. & Obineli S.A. (2011). The Roles of counselling in promoting good leadership: Anambra state on the focus. *Review of Behavioural Sciences (JRBS)*,

- 3(1), 144-153.
- Okoye, A.U. (2011). Attitudes of primary school teachers toward introduction of career guidance in primary schools. *A Journal that Cuts Across all Behavioural Issues*, 3(2).
- Ololube, N.P. (2006e). Teachers job satisfaction and motivation for school effectiveness: An Assessment, *Essays In Education (EIE)*, 18(9), Fall 2006 [ISSN: 1527-9359].
- Osakwe, R.N. (2014). Factors affecting motivation and job satisfaction of academic staff of universities in the South-South Geopolitical Zone of Nigeria. *International Education Studies; v7n7p43* Published by Canadian Center of Science and Education, 7(7), 43-51. URL: <http://dx.doi.org/10.5539/ies>.
- Osakwe, R.N. (2003). A Comparative study of job satisfaction between public and private secondary school in Delta State (*Unpublished Ph.D. thesis of the Faculty of Education, Delta State University, Abraka, Nigeria*).
- Parveen, S., Sahito, Z., Gopang, A.S., & Khamboh, M.A. (2015). Job satisfaction among government high school teachers of the province of Sindh, Pakistan. *Journal of Elementary Education*, 25(2), 125-137.
- Perie, M., Baker, D., & Whitener, S. (1997). *Job satisfaction among America's teachers: Effects of workplace conditions, background characteristics, and teacher compensation*, National Center for Education Statistics, US Department of Education, Washington, DC
- Robbins, S.P. (2005), *Organisational behavior*, 11th (ed.). New Jersey: Pearson Prentice Hall.
- Scott, C., & Dinham, S. (2003). The Development of scales to measure teacher and school executive occupational satisfaction. *Journal of Educational Administration*, 41(1), 74-86.
- Scott, C., Stone, B., & Dinham, S. (2001). I love teaching but... International patterns of discontent. *Education Policy Analysis Archives*, 9, 1-7. Retrieved from <http://epaa.asu.edu/epaa/van28.html>
- Shann, M. (1998). Professional commitment and satisfaction among teachers in urban middle schools. *The Journal of Educational Research*, 92(2), 67-73.
- Shaw, I., & Gould, N. (2001). *Qualitative research in social work*. London: Sage Publications.
- Sirin, A.F. (2009). Analysis of relationship between job satisfaction and attitude. *Journal of Theory and Practice in Education*, 5(1), 85-104
- Smith, W.T. (2007). *Job satisfaction in the United States, embargoed for release NORC/University of Chicago*. Retrieved from <http://www-news.uchicago.edu/releases/07/pdf/070417.jobs.pdf>
- Sohail, M.T., & Huang, D. (2013). Job satisfaction surrounded by academic staff: A Case study of job satisfaction of academic staff of the GCUL, Pakistan. *Inter-*

- disciplinary Journal of Contemporary Research in Business*, 4(11), 126-137.
- Sonmezer, M.G., & Eryaman, M.Y. (2008). A Comparative analysis of job satisfaction level of public and private school. *Journal of Theory and Practice in Education*, 4(2), 189-212
- Sparkes, A.C., & Smith, B. (2009). Judging the quality of qualitative inquiry: Criteriology and relativism in action. *Psychology of Sport and Exercise*, 10, 491-497.
- Sparkes, A.C., & Smith, B. (2014). *Qualitative research methods in sport, exercise and health from process to product*. Oxford: Routledge.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2nd ed.). Thousand Oaks, CA: Sage.
- Taylor, F.W. (1911). *The Principles of scientific management*, New York and London: Harper & Brothers,
- Tracy, S.J. (2010). Qualitative quality: Eight big-tent, criteria for excellent qualitative research, *Qualitative Inquiry*, 16(10), 837-851.
- Treputtharata, S., & Tayiam, S. (2014). School climate affecting job satisfaction of teachers in primary education, Khon Kaen, Thailand. *Procedia-Social and Behavioral Sciences*, 116, 996-1000. doi:10.1016/j.sbspro.2014.01.334
- Tomazevic, N., Seljak, J., & Aristovnik, A. (2014). Factors influencing employee satisfaction in the Police service: The Case of Slovenia. *Personnel Review*, 43(2), 209-227. Doi: 10.1108/pr-10-2012-0176.
- Van den Berg, R. (2002). Teachers' meanings regarding educational practice. *Review of Educational Research*, 72, 577-625.
- Van Houtte, M. (2006). Tracking and teacher satisfaction: The Role of study culture and trust. *Journal of Educational Research*, 99(4), 247-254.
- Veitch, J.A., Charles, K.E., Farley, K.M.J. & Newsham, G.R. (2007). A Model of satisfaction with open-plan office conditions: COPE field findings. *Journal of Environmental Psychology*, 27, 177-189.
- Waqas, A., Bashir, U., Sattar, M.F., Abdullah, H.M., Hussain, I., Anjum, W., Ali, M.A., & Arshad. R. (2014). Factors influencing job satisfaction and its impact on job loyalty. *International Journal of Learning & Development*, 4(2), 141-161. URL: <http://dx.doi.org/10.5296/ijld.v4i2.6095>
- Wells, M.M. (2000). Office clutter or meaningful personal displays: The Role of office personalization in employee and organisational well-being. *Journal of Environmental Psychology*, 20, 239-255.
- Yin, R. K. (1984). *Case study research: Design and methods*. Newbury Park, CA: Sage.

**Introduction of Corresponding author:**

Zafarullah Sahito is a Ph.D-Student at School of Applied Educational Science and Teacher Education, Philosophical Faculty, University of Eastern Finland, Joensuu. Mr. Sahito is a permanent employee (Assistant Professor) at the department of Education, Sukkur IBA, Sindh, Pakistan. He has over 16 years of teaching, training and research experience and he taught at school, college and university level in Pakistan.

**Introduction of Co - author:**

Pertti Vaisanen is working as a Professor and vice Dean at School of Applied Educational Science and Teacher Education, Philosophical Faculty, University of Eastern Finland, Joensuu. Prof. Vaisanen is the Ph.D supervisor of Mr. Zafarullah Sahito, who is working on the project titled: “A Study of Job Satisfaction and the Motivation of Teacher Educator towards Quality Education”. He has over 35 years of teaching, training, administrative and research experience in various educational institutions of Finland.