

# THE EFFECTS OF PERSONAL DETERMINANTS ON JOB SATISFACTION OF PUBLIC AND PRIVATE UNIVERSITIES' ACADEMICIANS IN PAKISTAN

Zekeriya Nas\*

## ABSTRACT

*Job satisfaction has always a concern of an employee and employer. Therefore, investigating its determinants is of value for the both. This study addresses this very important issue among public and private universities academicians in Pakistan. This is a survey research carried on teaching staffs working in different public and private sector universities of Pakistan. Questionnaires were administered to a list of 79 focal persons, who further distributed the subject questionnaire among 600 faculty members, selected from Higher Education Commission (HEC) recognized universities. A total of 410 responses received. Data has been analyzed using SPSS. Results demonstrated that there is a positive impact of independent variables on the dependent variable among the subject population. However, the level of personal determinants of job satisfaction differs from variable to variable. The survey concluded with the facts that academicians were generally satisfied with their current job condition, environment in Pakistani public and private universities. The research has both theoretical and practical implications. Theoretically the results would help in enriching the current body of knowledge on job satisfaction among academicians in developing countries. While practically, these results would provide guidelines to policy makers to better understand and critically look into these relationships for positive improvements to promote positive employee attitudes and behaviors. The findings can be generalized to other settings keeping all other things constant. Teaching at the university level is a highly honorable career and academicians are always boons to their societies where they are working. However, the extant literature shows that universities academicians' job satisfaction is under-researched area in terms of organizational and personal determinants particularly in the public & private sector institutions in Pakistan. So, the recent survey can contribute to address that gap. The research has all the limitations of a survey research. So this survey is limited to the public & private universities sector only. Thus, the results can be generalized to other industrial sectors to a restricted limit.*

**Keywords:** Job satisfaction, Pakistan, Academicians' job satisfaction, Personal determinants

## INTRODUCTION

An understanding of the factors relating to job satisfaction is important for an organization. Well satisfied academicians are generally innovative, productive and motivated to establish and maintain an environment conducive to learning (Schulze, 2006). Personal determinants such as department/branch, gender, age, qualification,

---

\*Associate Professor, Human Resource Development, Yuzuncu Yil University, Van/Turkey, Email: idilbret@hotmail.com

education, designation, and marital status of the employees have commonly been found critical in defining job satisfaction in any organization (Nawaz & Jan, 2012). That is the education which is the most significant institutional association of a nation as it plays a vital role in the development of any nation. By developed education, nations can stand on their feet. It is observed that developing country; Pakistan gives the importance of quality of education sector. In this era of struggle government also desires to make investments in education sector. Highly qualified academicians are the cornerstone, pillars of both successful education system and developing of a country as well.

That is why, it is crucial to pay attention to academicians' job satisfaction. It is believed that an encouraging and in good physical shape university arrangement can be provided by increased academicians' job satisfaction. This situation will help improving both the learning environment and the output of any university (Khalid, Irshad, & Mahmood, 2012; Nas, 2006). That is why it has been claimed that “the future of the nation is shaped in her classrooms” (Agnihotri, 2013). And it is vital because HEIs play a key role for any association of a country in order to develop the nation (Basak, 2014). That is the universities that create and develop knowledge as constructing a modern world (Masum, Azad, & Beh, 2015).

Researchers (e.g., Nawaz & Jan, 2012) agreed that satisfied academicians are happy and happy ones are hold positive attitudes and sensitivities towards their universities. Hence, success of the universities depends on their job satisfaction. The advantage of employees having high level of job satisfaction is that they commit their time, energy and also efforts. This is one of the way helping having high level of productivity (Ayele, 2014). However, job satisfaction is a complex construct to understand. Different determiners are tested as the predictors of job satisfaction or dissatisfaction. Therefore, investigators emphasize its analysis to understand employees' attitudes (Nawaz & Jan, 2012).

Job satisfaction is dynamic. Job satisfaction is generally a complex phenomenon that is influenced by many variables. The level of job satisfaction influences the performance of academicians. It is believed that many academicians have often investigated the others job satisfaction but has less been studied their own job satisfaction whereas academicians are a unique group worth studying (Schulze, 2006). Hence, various investigations must have been conducted in order to identify which factors might increase the job satisfaction among academicians of universities (Bilal, 2012).

## **LITERATURE REVIEW**

### *2.1. Job satisfaction in institutions of Higher Education*

Extant literature has discussed a number of variables that contribute to the level of job satisfaction of academics in HEIs. There are several factors affecting job satisfaction such as the quality of employees' relationships with their supervisors, the physical environment quality of the job (Ololube, 2006). Variables believed to affect job satisfaction include work environment, pay, work, coworkers, having satisfactory work apparatuses, resources, instruction chances, associations with member workers, supervision, corporation strategy and support, salary, promotion and progress,

promotion, supervision, etc. (Azim, Haque, & Chowdhury, 2013; Rehman, Saif, Khan, Nawaz, & ur Rehman, 2013). According to the result of the Hawthorne studies, the more staffs were gratified with their works, the more job fulfillment could be translated into high productivity (Dwaikat & Nazzal, 2010). In other words, job satisfaction is a combination of attitudes formed by a number of factors related to the employee's job and job environment (Sevimli & Iscan, 2005).

Therefore, various studies have been conducted on academicians' job satisfaction. The main reason is that the consequence of job satisfaction is very vital for long term developing of any educational organization around the world (Dwaikat & Nazzal, 2010). Job satisfaction among academicians has more deep implication for the society as they are considered role models for the students and for their respective societies.

As job satisfaction is an emotional state related to the positive or negative appraisal of job experiences (M. E. Malik, Nawab, Naeem, & Danish, 2010). Academicians with their various positive crucial responsibilities in education, their job satisfaction affects the overall performance of universities. The number of universities in Pakistan is increasing hence academicians may face more problems in their job environments and job satisfaction (Bhatti, Hashmi, Raza, Shaikh, & Shafiq, 2011). A nation's future is linked with their teachers. Until and unless a nation hasn't effective, knowledgeable, skillful, experienced academicians, a nation cannot find its correct place in developed countries (Rehman et al., 2013).

On the basis of the extant literature the following theoretical model is proposed (figure 1)

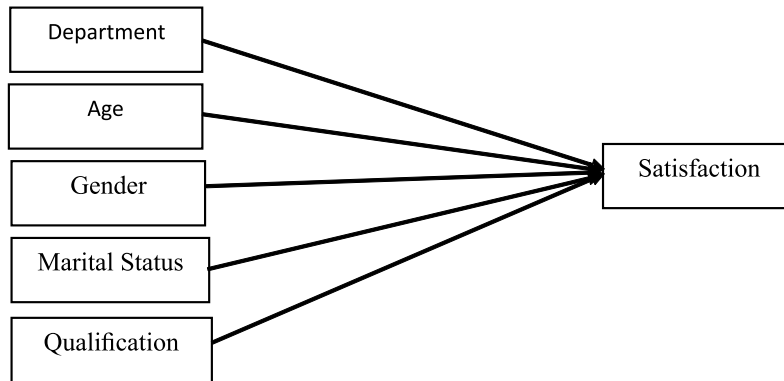


Figure 1: Theoretical model of the study.

### 2.2. Job satisfaction

According to Dhanapal, Subramaniam, and Vashu (2013) job satisfaction is positive emotional state, collective feelings related to jobs of employees, and general positive attitudes about the nature of their job. Job satisfaction of staffs has always been a vital concern all over the world. In general, it is believed that job satisfaction is a topic that has been extensively investigated (Dhanapal et al., 2013). Job satisfaction is a worldwide idea or as an arrangement of dissimilar scopes (Kreitner & Kinicki, 2006). Academician having high level of job satisfaction can have a positive sensation towards

his/her work while one who is hopeless with the work can grip a undesirable attitude toward his/her job (Robbins & Coulter, 2005), and happy and satisfied academicians do their jobs much better (Karaman & Altınoğlu, 2007) and significantly affect the success of organization (Kinzl et al., 2005). Therefore, job satisfaction refers to how well a worker's hopes at work are in tune with products (Rehman et al., 2013).

### *2.3. Job satisfaction and department*

Job satisfaction can be affected by a variety of variables. The results of several investigations show that there are numerous factors significantly influencing the job satisfaction. One of them is the department/branch where he/she is working. Academicians spend so much time in their department each week and they are more satisfied with their current job. It is believed that working conditions have positive impact upon the job satisfaction. Providing productivity environment in the departments much more efficiently contributes to job satisfaction as well. A department which is interesting, challenging, and which provides other amenities will be a source of satisfaction (Pisani, 2009) for the academicians serving there compared to the one which is boring and monotonous. According to Kumaş and Deniz (2010) there were significant differences among departments/branches in terms of job satisfaction of teaching staffs. On the basis of this we put the following hypothesis to test:

**H1:** There is a significant relationship between department and job satisfaction of public and private universities academicians in Pakistan.

### *2.4. Job satisfaction and age*

Age is one of the variables influencing job satisfaction. A number of studies have been conducted in various countries on the effects of age on the general level of job satisfaction among academicians. Positive relationship between age and job satisfaction has empirically been found. Young people have been with low of job satisfaction as their morale is high. But with the passage of time and advancing age job satisfaction increases. It has been found out that older academicians were more satisfied than the younger ones (Dwaikat & Nazzal, 2010). Satisfaction increases with the increase in age. The reason to this is increase in adaptation due to experience (Sevimli & Iscan, 2005). Noordin and Jusoff (2009) asserted that age affected the job satisfaction level of academicians in Malaysian public university. Baş and Ardiç (2002) also stated that age has significant and positive effects on job satisfaction of academicians as overall job satisfaction increases with age. However, there are studies (e.g., Agnihotri, 2013) declared that younger teachers were significantly higher than older teachers in job satisfaction of educational institutions. On the basis of this we put the following hypothesis to test:

**H2:** There are no significant differences among departments regarding the factors measuring their job satisfaction of public and private universities academicians in Pakistan.

### *2.5. Job satisfaction and gender*

Gender issues are very common across different cultures. There are divided opinions on

the impact of gender on job satisfaction. That is why for many researchers the relationship between job satisfaction and gender differences are confusing as some of them find women to be more satisfied than men while some of them find men are more satisfied than females (Azim et al., 2013). However, according to Ali and Akhter (2009) and N. I. Malik (2011), gender of academicians does not have vital impacts on the job satisfaction of academicians. And it can be said that various scholars have investigated job satisfaction across different fields on gender differences but not that much especially in education sector, universities. But it has been found out that especially female academics at higher rank were more satisfied with their jobs than male academicians. Although the interface effect of rank and gender does affect the complete job satisfaction among the university academicians, but gender itself does not affect job satisfaction of academicians (Dhanapal et al., 2013).

So it can be said that there is not a consensus related to this variable as some of them found. The reason of this difference depends on their different types of expectations from their job environment. Males and females differ in terms of job related values as female academicians place much more value on the social factor of a work while males place much more value on the opportunity for self-expression in their works (Azim et al., 2013). Agnihotri (2013) and Ahmadi and Keshavarzi (2012) asserted that female teachers were considerably higher in job satisfaction than their male coworkers in work environments. It is believed that job satisfaction varies also on male and female attitudes (Dwaikat & Nazzal, 2010). On the basis of this we put the following hypothesis to test:

**H3:** There is a significant relationship between age and job satisfaction of public and private universities academicians in Pakistan.

#### *2.6. Job satisfaction and marital status*

Lack of job satisfaction among academicians can lead low performance (Ofuani, 2010). Marital status is another personal characteristic that affects job satisfaction. In this regard the number of studies is limited. Generally, it is claimed that married academicians are more satisfied with their jobs than their unmarried ones (Azim et al., 2013). In contrast, according to Wong and Heng (2009), unmarried academicians have been found more significantly satisfied with their job environment than married ones. And according to Ali and Akhter (2009) unmarried males are less job satisfied than the married ones. On the basis of this available information we put the following hypothesis to test:

**H4:** There are no significant differences among faculty members of different age levels regarding factors measuring their job satisfaction of public and private universities academicians in Pakistan.

#### *2.7 Job satisfaction and qualification*

The general opinion concerning the relationship between qualification and job satisfaction is that there isn't a direct correlation as job satisfaction is not increasing when employee has highly the amount of formal education (Dwaikat & Nazzal, 2010). But Smith (2007) asserted that an employee who has higher, formal education has higher job satisfaction. Eyupoglu and Saner (2009) also agreed that job qualification

was a reliable determinant of job satisfaction of academicians that academicians at higher qualification generally were much more satisfied with their jobs comparing to academicians at lower qualification as overall job satisfaction increases progressively with qualification. According to the findings of Baş and Ardıç (2002), the contribution of qualification to the job satisfaction of academicians is not significant. The reason is that old people have more positive attitudes. And highly qualified academicians are the cornerstone of a successful system of a nation. On the basis of this available information we put the following hypothesis to test:

**H5:** There is a significant relationship between gender and job satisfaction of public and private universities academicians in Pakistan.

### METHODOLOGY

The current study is a qualitative study and the type is survey. The population for the study is public and private universities academicians in Pakistan. The non-probability sampling technique was used. Survey questionnaires were distributed among six hundred and from four hundred and ten academicians completed the questionnaires by university bachelor degree or equivalent, university MS/MPhil degree, assistant professor, associated professor, and full professor working in different public and private sector universities in Pakistan such as the universities in capital city Islamabad, Quetta, Karachi, Lahore, Peshawar, Faisalabad and, etc. The questionnaire included 5 personal determinants such as department, age, gender, marital status and qualification. To measure the perception of the participants and 5-point Likert scale has been used.

For this research the scales of Dyne, Ang, and Botero (2003), Vakola and Bouradas (2003) were used. Included with each questionnaire was a cover letter explaining the importance of the survey. Participants were asked for completing the questionnaire on their own time and return it. A total of 600 questionnaires were distributed out of which 410 received back complete in all respects. This constituted a response rate of 68.3%. All the data collected was analyzed using SPSS-18.

#### *3.1. Correlation analysis*

To see whether the determinants in the study are measuring the same construct, correlation analysis was conducted on the data. Table reports the results of the correlation analysis. Results in table 1 demonstrate that the determinants are neither very highly correlated (except age with marital status and qualification which is 0.50) nor uncorrelated. From these results it is very easy to conclude that the determinants—department, age, marital status and qualification—are measuring the same construct of job satisfaction.

Table 1: Correlations results among the variables of the study (n=410)

Item	Mean	S.D	Y1	X1	X2	X3	X4	X5
Y1 Job Satisfaction	3.78	0.78	1.00					
X1 Department	3.63	0.64	*0.47	1.00				
X2 Age	2.08	0.33	*0.44	*0.41	1.00			
X3 Marital Status	3.51	0.73	*0.51	*0.33	*0.50	1.00		
X4 Gender	3.66	0.82	*0.30	*0.22	*0.31	*0.30	1.00	
X5 Qualification	3.66	0.89	*0.47	*0.30	*0.43	*0.50	*0.44	1.00

### 3.2. Department

The first personal determinant is department/field. Findings reveal some diverse perceptions among the academicians. There is no uniformity in the level of satisfaction among various departments. The cumulative  $R^2$  is 0.25 which means that 25% variation in performance is explained by this variable. This means that there is a positive and significant effect of this determinant on job satisfaction of academicians in the subject population. On the basis of these statistical it can be conclude that the data supports the first hypothesis.

### 3.3. Age

The second personal determinant is age. Findings from the statistical analysis about this variable are also diverse. Majority of academicians has been found between 25-35 with 63.5% followed by the age group 36-45 with 22.1% and then by the age group 56 and above with the 11.4%. The cumulative  $R^2$  is 0.36 which means that 36% variation in performance is explained by this variable. This means that there is a positive and significant effect of this determinant on job satisfaction of academicians in the subject population. On the basis of these statistical it can be conclude that the data supports the second hypothesis.

### 3.4. Gender

The third determinant in this study is gender of the academicians. Findings of this survey show that the majority of academicians of universities in Pakistan are male with 52.0% while percentage of female is 48.0%. This finding emerged that the percentage of male and female academicians are almost equal in developing country Pakistan. The results of the study show that there are no significant differences of the level of job satisfaction among male and female as their means are almost the same; male with mean of 3.69 and female with mean of 3.63. The cumulative  $R^2$  is 0.42 which means that 42% variation in performance is explained by this variable. This means that there is a positive and significant effect of this determinant on job satisfaction of academicians in the subject population. On the basis of these statistical it can be conclude that the data supports the third hypothesis.

It can be said that the findings of this study support the previous studies, e.g., Dwaikat and Nazzal (2010); Tasnim (2006) and Olorunsola (2010) showed that there were significant different level of job satisfaction among male and female employees.

### 3.5. *Marital status*

The fourth determinant in this study is marital status of the academician. It is generally presumed that married employees are much more satisfied with their jobs than their unmarried counterparts. The main reason might be that marriage enforces a wider scope of responsibilities. And this situation can make job much valued and essential job. But the results of this study have found out that male academicians were less satisfied than female academicians. However, the level of the married academicians is almost double higher than the single ones. And it can be said that universities in Pakistan prefer hiring married academicians. The cumulative  $R^2$  is 0.21 which means that 21% variation in performance is explained by this variable. This means that there is a positive and significant effect of this determinant on job satisfaction of academicians in the subject population. On the basis of these statistical it can be conclude that the data supports the fourth hypothesis.

The results of the previous studies like Nayak and Nayak (2014) supports the outcomes above as marital status found to be a significant contributor to overall job satisfactions.

### 3.6. *Qualification*

The last determinant in this study is qualification of the academicians. Statistics of the sample show that the major group is with MS. MPhil with 44.5% while the second highest percentage holds Bachelor Degree with 25.4%. The highest job satisfaction of academicians of public and private universities has been found among full professor followed by the assistant professors. The cumulative  $R^2$  is 0.53 which means that 53% variation in performance is explained by this variable. This means that there is a positive and significant effect of this determinant on job satisfaction of academicians in the subject population. On the basis of these statistical it can be conclude that the data supports the fourth hypothesis.

### 3.7. *Multiple regression analysis*

As we have five independent variables that presumable affect the dependent variable—job satisfaction. To check the over all effects of these five independent variables on the dependent variable multiple regression technique was applied. The  $R^2$  is 0.598 which means that nearly 60% variation in performance is explained by the five independent variables. This means that there is positive and significant effect of these determinants on job satisfaction level of the academicians in the subject population. Individually, the highest effect is that of qualification followed by the gender of the academicians. The comparatively least effect has been found This is followed by age in the reverse order. On the basis of the results of the correlation analysis and regression analysis the hypotheses have been supported (though with varying degrees) by the empirical data of the study.



### CONCLUSION AND RECOMMENDATION(S)

Overall it can very easily be said that job satisfaction of academics can be influenced by a variety of variables e.g. pay, work, the quality of the physical environment, department/branch, age, gender, marital status, and qualification, etc. Extant literature is replete with empirical evidence of direct and indirect effects of such determinants on the level of job satisfaction. Job satisfaction of academicians has become a serious variable in the management of educational institutions such as universities as it is one of the most important elements that affects other behaviours like productivity, absenteeism, and turnover.

The findings of this study have found consistent with the findings of the previous researches in the field. The results of this study indicate that all academicians enjoy more than moderate level of job satisfaction. The results of this study reveal all personal determinants are a positive contributor to overall job satisfaction. Their contributions to overall job satisfaction are found to be more than moderator and the overall value is good from which one can concluded that these determinants need not be ignored. With these findings it can be said that the most of academicians working in the universities in Pakistan are satisfied with their job environment.

The critical nature of job satisfaction of academicians has widely been acclaimed (Agnihotri, 2013; Dhanapal et al., 2013) because it is related to improvement and progress of universities. The universities are required to give serious note to this issue. The academicians with high job satisfaction generate high success, performance. Satisfied academicians can provide in-depth knowledge, academic development, coordinate national and international development, improvement, and innovation demands, and of course, educate students. That is why, job satisfaction of academicians has very serious implication for the management of any organization including universities (Eyupoglu & Saner, 2009).

The results of this study may be treated as sufficient eye opening realities of the management of any university (both private and public) to take serious note of the job satisfaction of their respective employees. Therefore, they need to ensure and provide a conducive job environment to the academicians in order to meet the growing demand of universities' students. Hence, in order to improve the job satisfaction of academics, it is crucial that the universities should understand the requirements of their academicians and make available what is best for them.

### REFERENCES

- Agnihotri, A. K. (2013). Job satisfaction among school teachers. *Indian Streams Research Journal*, 3(2).
- Ahmadi, S., & Keshavarzi, A. (2012). The Study of Islamic Azad University Faculty Members' Job Satisfaction. *Procedia-Social and Behavioral Sciences*, 46, 151-156.
- Ali, T., & Akhter, I. (2009). Job satisfaction of faculty members in private universities- In context of Bangladesh. *International Business Research*, 2(4), p167.

- Ayele, D. (2014). Teachers' job satisfaction and commitment in general secondary schools of Hadiya Zone, in southern nation nationality and people of regional state. Jimma University, Institute of Education and Professional Development Studies.
- Azim, M. T., Haque, M. M., & Chowdhury, R. (2013). Gender, Marital Status and Job Satisfaction an Empirical Study. *International Review of Management and Business Research*, 2(2), 488-498.
- Baş, T., & Ardiç, K. (2002). A comparison of job satisfaction between public and private university academicians in Turkey. *METU studies in Development*, 29(1-2), 27-46.
- Basak, S. K. (2014). A comparison of University academics job factors: satisfaction and dissatisfaction.
- Bhatti, N., Hashmi, M. A., Raza, S. A., Shaikh, F. M., & Shafiq, K. (2011). Empirical Analysis of Job Stress on Job Satisfaction among University. *International Business Research*, 4(3), p264.
- Bilal, H. (2012). Job satisfaction of university teachers: Impact of working conditions and compensation. *Review of Integrative Business and Economics*, 1(1), 101-120.
- Dhanapal, S., Subramaniam, T., & Vashu, D. (2013). Factors affecting job satisfaction among academicians: A comparative study between gender and generations. *International Journal of Management Excellence*, 2(1), 128-139.
- Dwaikat, M., & Nazzal, M. (2010). The Effect of Job Sastisfaction on the Performance of Nursing Educators among Nursing Faculties in West Bank. Master Degree An-Najah National University, Faculty of Nursing.
- Eyupoglu, S. Z., & Saner, T. (2009). Job satisfaction: Does rank make a difference. *African Journal of Business Management*, 3(10), 609-615.
- Karaman, F., & Altınoğlu, A. E. (2007). Kamu üniversiteleri öğretim elemanlarının iş tatmini düzeyini etkileyen faktörler. *Yönetim ve Ekonomi: Celal Bayar Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 14(1), 109-120.
- Khalid, S., Irshad, M. Z., & Mahmood, B. (2012). Job satisfaction among academic staff: A comparative analysis between public and private sector universities of Punjab, *Pakistan. International Journal of Business and Management*, 7(1), p126.

- Kinzl, J., Knotzer, H., Traweger, C., Lederer, W., Heidegger, T., & Benzer, A. (2005). Influence of working conditions on job satisfaction in anaesthetists. *British Journal of Anaesthesia*, 94(2), 211-215.
- Kreitner, R., & Kinicki, A. (2006). *Management of organizational behavior (concepts, theories & applications)*. Pooyesh publication.
- Kumaş, V., & Deniz, L. (2010). Öğretmenlerin iş doyum düzeylerinin incelenmesi. Malik, M. E., Nawab, S., Naeem, B., & Danish, R. Q. (2010). Job satisfaction and organizational commitment of university teachers in public sector of Pakistan. *International Journal of Business and Management*, 5(6), p17.
- Malik, N. I. (2011). Level of job satisfaction among university and college men and women teachers. *Interdisciplinary Journal of Contemporary Research in Business*, 3(3), 750.
- Masum, A. K. M., Azad, M. A. K., & Beh, L.-S. (2015). Determinants of Academics' Job Satisfaction: Empirical Evidence from Private Universities in Bangladesh. *PloS one*, 10(2), e0117834.
- Nas, Z. (2006). *The Effects of Universities on Urban Culture and an Application: Yuzuncuyıl University-Van Case (Vol. I)*. Van/Turkey: Van Municipality Culture Publications.
- Nawaz, A., & Jan, F. A. (2012). Impact of Demographic Diversities on the Job Satisfaction and its Consequences: Case of Academicians in Higher Learning Institutions of Pakistan. *Global Journal of Management And Business Research*, 12(19).
- Nayak, N., & Nayak, M. (2014). A study of job satisfaction among university teachers in India. *ZENITH International Journal of Multidisciplinary Research*, 4(4), 30-36.
- Noordin, F., & Jusoff, K. (2009). Levels of job satisfaction amongst Malaysian academic staff. *Asian social science*, 5(5), p122.
- Ofuani, F. (2010). An analysis of factors affecting job satisfaction of women in paid employment in Benin City. *Edo Journal of Counselling*, 3(1), 123-131.
- Ololube, N. P. (2006). *Teachers Job Satisfaction and Motivation for School Effectiveness: An Assessment*. Online Submission.

- Olorunsola, E. (2010). Job satisfaction and gender factor of administrative staff in South West Nigeria universities. *Contemporary Issues in Education Research (CIER)*, 3(10), 51-56.
- Pisani, K. (2009). Education as related to job satisfaction and health. Rehman, K., Saif, N., Khan, A. S., Nawaz, A., & ur Rehman, S. (2013). Impacts of job satisfaction on organizational commitment: a theoretical model for academicians in HEI of developing countries like *Pakistan*. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, 3(1), 80-89.
- Robbins, S. P., & Coulter, M. (2005). *Management: International Edition*: New Jersey: Pearson Prentice Hall.
- Schulze, S. (2006). Factors influencing the job satisfaction of academics in higher education. *South African Journal of Higher Education*, 20(2), p. 318-335.
- Sevimli, F., & Iscan, Ö. F. (2005). Bireysel ve iş ortamına ait etkenler açısından iş doyumu. *Ege Academic Review*, 5(1), 55-64.
- Smith, T. W. (2007). *Job satisfaction in the United States*.
- Tasnim, S. (2006). *Job Satisfaction among Female Teachers: A study on primary schools in Bangladesh*.
- Wong, E. S. K., & Heng, T. N. (2009). Case study of factors influencing jobs satisfaction in two Malaysian universities. *International Business Research*, 2(2), p86.