

Factors Affecting Staff's Job Satisfaction: A Case Study at UniKL MIMET

Puteri Zarina M. K., Norfadhlina K., Puteri Zirwatul Nadila M. Z., Farah Ayuni Ramlan, Fazrul Azmi Zulkifli

Abstract: *Academicians are often saddled with heavy workload that impedes effective teaching and learning process. This workload not only includes the core business of teaching but also additional tasks. Some of these tasks, though are related to academic matters for example supervising students' projects beyond the acceptable quantity, are still burdening to the staff. If the teaching staff do not enjoy working due to the burden, they may not be driven and committed to their work. Therefore, the objective of the study is to identify the factors that determine job satisfaction and job performance among the academicians at UniKL MIMET and also to analyse the relationship between job satisfaction and job performance. A survey was administered to 98 academicians at the institution. The findings indicated that there are several factors that determine job satisfaction amongst the academicians namely working environment and opportunity for a balanced working and family life. The staff were also found to rate themselves as above average performers at work. However, it is also found that there is no correlation between workload and performance as perhaps the shortcomings, if any, were supplanted by other benefits provided by the organisation.*

Index Terms: *Keywords: Job satisfaction, Workload, Academicians.*

I. INTRODUCTION

Job satisfaction can be defined as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 1997). Job satisfaction is a general or global affective reaction of individuals towards their jobs. The issues related to job satisfaction have been an important topic over the years (Akfopure et al., 2006). There are several "facets" or "dimensions" of satisfaction which necessitate careful examination. Traditional job satisfaction facets include: co-workers, pay, job conditions, supervision, nature of the work and benefits" (Williams, 2004).

Low job satisfaction is often cited as the cause of employee turnover in various disciplines (Hayes et al. 2006, Coomber & Barriball 2007). Despite a moderate correlation between job satisfaction and actual turnover, the relationship seems

steady as seen from empirical assessment of the effect of job satisfaction on turnover intent (Irvine & Evans, 1995). Job satisfaction comprises multi-layered construct with numerous theories being proposed for us to truly comprehend the concept. Maslow (1954) and Herzberg (1966) who approached the concept of motivation through the satisfaction of human needs are among the renowned theorists who discussed the value of human satisfaction.

As human beings, lecturers are also subject to dissatisfaction at workplace. The teaching fraternity is often saddled with heavy workload that impedes effective teaching and learning process. This workload not only includes the core business of teaching but also additional tasks. Some of these tasks, though are related to academic matters for example supervising students' projects beyond the acceptable quantity, are still burdening to the staff. If the teaching staff do not enjoy working due to the burden, they may not be driven and committed to their work. Deteriorating job performance may also affect the target which has been set upon by the university. Hence, there is a strong need to understand the factors that contribute toward job satisfaction and job performance among teaching staff. This is crucial for the management to take any measures to create a conducive working environment that corresponds to their expectations of the teaching staff.

Numerous models and theories have been conducted regarding job satisfaction. One of the more prominent theories is the Two Factor Theory (Motivator – Hygiene Theory) proposed by Herzberg (1974). This particular theory concentrates on satisfaction and motivation at work setting. The motivating factors include the aspects of tasks/job itself that can provide intrinsic motivation. The hygiene factors, on the contrary, refer to the external factors that relate to working environment. Insufficient hygiene factors normally lead to dissatisfaction, but the hygiene factors alone may not ensure motivation.

A. Background of Study

This study focuses on determining the factors that may affect job satisfaction and performance among the teaching staff at Universiti Kuala Lumpur Malaysian Institute of Marine Engineering Technology (henceforth UniKL MIMET). Being one of the private institutions that are fast gaining popularity amongst Malaysian youngsters to pursue their higher academic qualification, UniKL MIMET has been enjoying increasing student applications.

This translates into a bigger

Revised Manuscript Received on 04 May 2019

Puteri Zarina M. K., Deputy Dean, Student Development and Campus Lifestyle, Universiti Kuala Lumpur Malaysian Institute of Marine Engineering Technology, Lumut, Perak, Malaysia, puterizarina15@gmail.com

Norfadhlina K., Universiti Kuala Lumpur Malaysian Institute of Marine Engineering Technology, Lumut, Perak, Malaysia

Puteri Zirwatul Nadila M. Z., Universiti Kuala Lumpur Malaysian Institute of Marine Engineering Technology, Lumut, Perak, Malaysia

Farah Ayuni Ramlan, Universiti Kuala Lumpur Royal College of Medicine Perak, Ipoh, Perak Darul Ridzuan, Malaysia

Fazrul Azmi Zulkifli, Universiti Kuala Lumpur Malaysian Spanish Institute, Kulim Hi-tech Park, Kedah, Malaysia.

profit volume for UniKL MIMET as a private tertiary institution. However, on the other end, among the staff that have to bear additional workload is the academicians. Thus, to ensure that the academicians are able and willing to carry out their task successfully, administrators as well as the management need to know and understand the factors that affect lecturers' satisfaction level and subsequently shed some light on the degree of their work commitment.

B. Research Objectives

The objectives of this research are:

- I. To identify the factors that determine job satisfaction among the teaching staff at UniKL MIMET
- II. To determine the relationship between job satisfaction and job performance.

C. Research Questions

The following research questions were addressed in this study:

- I. What are the factors that determine job satisfaction among the teaching staff at UniKL MIMET?
- II. Is there a relationship between job satisfaction and job performance?

D. Significance of the Study

The findings of the research would, first of all, enlighten the UniKL MIMET's management on the level of job satisfaction and performance among UniKL MIMET's teaching staff. Besides that, it would provide invaluable information to management in understanding the factors that affect staff's job satisfaction. Knowledge about the factors that affect staff's job performance is of utmost importance to the management for creating a desirable working condition to the staff. The findings of this research would definitely contribute to the body of knowledge especially with regard to job satisfaction amongst the teaching fraternity of UniKL MIMET.

Armed with knowledge of the determinants of university lecturers' job satisfaction, university administrators can devise more effective strategies for recruitment and retention. Even more importantly, knowledge of faculty job satisfaction may assist public policy-makers tasked with formulating national policies for the "pipeline" and the continued health of scientific and education establishments.

II. LITERATURE REVIEW

As globalization evolves, educational institutions, particularly private ones, the world over, face daunting tasks to develop valuable strategies for human resource to boost their staff's performance. An individual's notion of job satisfaction is heavily influenced by numerous intrinsic and extrinsic motivating factors such as the supervision quality, social relationships among the members within his working group, etc. (Salman Khalid, Muhammad Zohaib Irshad and Babak Mahmood, 2012). There are numerous factors that affect one's satisfaction at the workplace as shown in the discussion below.

The satisfaction of most academicians is affected by both intrinsic and extrinsic factors. The intrinsic satisfaction denominators may come from teaching activities, whereas,

extrinsic factors may be associated with variables such as salary, desired support from superiors and colleagues, and the overall safety features of the university environment, among many others. Satisfaction one derives from his or her employment may manifest in a single-item construct or composite measure of facet scores (Spector 1997). This construct may be labelled either as intrinsic or extrinsic depending on its influence on one's perception (Hegney et al. 2006). Several factors which contribute to job satisfaction are not uncommon in the related literature namely organizational characteristics (e.g. salary structure, opportunities for promotions), employment characteristics (e.g. nature of the job) and individual characteristics (e.g. age, tenure, etc.).

Many studies have been conducted to account for factors that affect job satisfaction. Anierah Maulana Usop, Kamarulzaman Askandar, Langguyuan-Kadtong and Amir Sajid Onotan Usop (2013) identified three factors that affect the job satisfaction of 200 elementary teachers in Philippines. The factors that are found to be affect the teachers positively are sound school policies, reliable supervision and good pay scheme. The contentment of these teachers with their workplace environment drives them to excel in their performance as teachers.

Focusing on 400 university lecturers in Pakistan who represent the group that has been consistently identified as a group experiencing high work-related stress, Bhatti, Muhammad Aamir Hashmi, Shoukat Ali Raza, Faiz.M.Shaikh and Kamran Shafiq (2011) analysed several determinants of job stress which include managerial role, relationship with colleagues, workload pressure, homework interface, role ambiguity, and performance pressure. The results showed there was a significant relationship between four of the constructs tested. Their study also showed that there was significant negative relationship between job stress and job satisfaction. It was revealed that 70 percent of the faculty members who participated in the study felt their salary schemes were unsatisfactory. The concern over university lecturers' well-being and job satisfaction is also similarly shared by Bozeman and Gaughan (2011) who analysed the issue among university professors at Carnegie Research Extensive universities in all fields of science and engineering. Among the variables investigated are some factors unique to the academic faculty occupational type (e.g. teaching contact hours) and other factors that, although not unique, are not commonly associated with other professions (e.g. tenure status). It is also found that one of the major factors that drives employees to stay is a "sense of community". Nevertheless, this sense of belonging is only conspicuous among tenured, white, male engineers who are associated with significantly higher levels of industrial activity. Given that one's employment tenure is essentially a condition of continued service in the organisation, it can be directly suggestive that tenure is a determinant of job satisfaction.

Different educational settings such as private and public institutions may also bear variances in staff's satisfaction level. Farah Deeba Chughati and Uzma Perveen (2013) found that academicians at private schools in Pakistan are not as satisfied at work as their



counterparts in the public schools. The dissatisfaction was due to several issues such as increment and extra-work benefits, burdening workload and overall working conditions. The pushing factors such as those mentioned create the sense of dissatisfaction among the teaching fraternity. Workload and performance are two issues plaguing almost all industries including the telecommunications sector. In a study by Muhammad Mansoor, Sabtain Fiha, Saima Nasir and Zubair Ahmad (2011), job-related stress was found to be the most damaging factor in an employee's performance in the globally growing sector i.e. telecommunications.

The relationship between job stress, personality and social support in addition to the effect of personality and social support on burnout among lecturers at a college of education was the focus of a study by Salami (2011). The findings suggested that job stress, personality dimensions and social support jointly and separately predicted burnout dimensions. Personality and social support are interrelated with job stress to predict personal achievements. The view that claims burnout is caused by environmental (job stress and social support) and personal factors (personality traits) is thus supported here. The study also implies that an improved lecturers' classroom management skills, social networking skills and their own perception of their personality traits may help alleviate the burnout syndrome.

One realm of organizational commitment is employee compensation. The identification of the impact of employee compensation in the educational sector would help the organization to foster a better organizational commitment and enhance the satisfaction level among faculty members. Such issue has been addressed by Samina Nawab and Komal Khalid Bhatti (2011) in their study on 132 faculty members of universities recognized by Higher education commission (HEC) in Pakistan. Educational setup in Pakistan normally aims for maximum productivity within available resources with little attention given to compensation management and significance of its elements. The finding has shown that employee compensation indeed has a significant impact on job satisfaction.

III. METHODOLOGY/MATERIALS

This section will outline the methodological procedures conducted to find answers to the research questions in this study. The data for this research were collected via the distribution of a survey questionnaire adapted from Roelen et al. (2008). The survey consisted of two sections which comprises fifteen customised items to answer the research questions i.e. job satisfaction, work performance and workload.

A. Population

The intended population for this study is all the lecturers teaching in UniKL MIMET, Lumut, Perak. There are six academic sections namely Maritime Management Technology, Marine Construction and Maintenance Technology, Marine Engineering Technology, Marine Design Technology, Technical Foundation, Student Development, and Marine Electrical and Electronics

Technology.

B. Sampling procedures

Purposive sampling method was utilised for sampling. Sample size of the study estimated was 90%. The sampling size can thus be estimated to be representative of the entire population.

C. Instrument development

The instrument for the data collection purposes was a survey questionnaire which was adapted from Chiang and Hsieh (2012) to answer the research questions centering on determining the factors that affect staff's job satisfaction at UniKL MIMET. The survey is divided into four sections: Section A - Respondents' demographic details; Section B - Factors of satisfaction; Section C - Staff's perception of their performance at work and Section D - Workload. The data collection instrument comprises seventeen items based on a five point Likert type scale with responses ranging from strongly disagree (1) to strongly agree (5). Likert scale questionnaire items are widely used to measure attitudes and opinions with a greater distinction than a simple "yes/no" question.

D. Reliability

To ensure the reliability of the survey items, Reliability Test was run on SPSS. Validity refers to the degree in which our test or other measuring device is truly measuring what we intended it to measure. The mathematical procedures chosen with which the data were analysed were Cronbach's Alpha. The Cronbach Alpha was used to determine the reliability of the questionnaire items in finding answers to the research questions.

E. Data collection

The questionnaires were sent to 110 academicians at UniKL MIMET from six academic sections, of which 98 came back so the response rate was 89%.

F. Pilot Study

A questionnaire was developed after conducting focus group and comprehensive literature review. Prior to the actual dissemination to the targeted respondents, the survey was administered to a group of 25 academicians as a pilot study at an educational institution in the northern part of Malaysia specializing in maritime studies. The response rate from them was 100 % and some amendments were made for final administration to the actual respondents.

G. Data analysis

The data obtained were analysed using the Statistical Package for Social Sciences (SPSS) version 23.0. Mean analysis was used to determine the factors that affected the staff's satisfaction level by identifying its mean value meanwhile correlation analysis was used to identify the relationship between workload and performance.

IV. RESULTS AND DISCUSSION OF FINDINGS

A. Reliability Test

The reliability for each

question shows that questionnaire had Cronbach's alpha value of more than ($\alpha > .936$) indicating that reliability limit is acceptable. Cronbach's alpha for individual element is greater than ($\alpha = .70$). So, the internal consistency reliability of the questionnaire can be considered to be reliable and good. The questionnaire was validated in respective sector and with the help of pilot surveys and recommendations was incorporated in the questionnaires.

Table I: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.932	.936	17
N=98		

The mean from the data obtained from the 17-item survey questionnaire were computed and analysed. From the result shown in Figure 4.1 above, it is found that the survey instruments are reliable as the Cronbach's Alpha analysis is .936, which is considered a safe indicator of internal consistency. The resulting α coefficient of reliability ranges from 0 to 1 in providing this overall assessment of a measure's reliability. Although the standards for what makes a "good" α coefficient are entirely arbitrary and depend on the researcher's theoretical knowledge of the scale in question, many methodologists recommend a minimum α coefficient between 0.65 and 0.8 (or higher in many cases); α coefficients that are less than 0.5 are usually unacceptable, especially for scales purporting to be unidimensional.

B. Factors Affecting UniKL's Teaching Staff's Job Satisfaction

In order to identify the factors that affect the job satisfaction of the teaching staff at UniKL, a mean analysis was performed on the data. The particular section soliciting the respondents' responses with regard to the factors that affect their job satisfaction contains 17 survey items which have been further divided into three sub-categories i.e. working environment, remuneration package, and tasks and responsibilities. As shown in Table II below, the teaching staff at UniKL MIMET are most satisfied with the opportunity for them to enjoy a healthy balance between work and their family life (mean = 4.01). Such positive response by the staff may have been attributed to the supportive endeavours adopted by the management which allow the former to deliver their official duties and simultaneously care for their family. The teaching staff, however, seemed to be least satisfied with the amount of rights given to them to express their opinions (mean = 3.56). The sense of dissatisfaction regarding freedom of expression of opinions could be attributed to lack of proper channels or platforms provided by the management for staff to do so. Another reason for the low perception of staff in this matter may be due to their own ignorance of bureaucratic procedures for expressing their opinions related to their duties. The second element that the teaching staff at UniKL MIMET find satisfactory is the working environment at the company itself (mean = 4.00). This may be due

to the conducive infrastructure and support given by the

management to the staff in executing their tasks. The working hours at UniKL MIMET are found to be perceived by the staff as satisfactory with a value of slightly above average (mean = 3.89). From the analysis, it is also found that the staff at UniKL MIMET perceive their leaders at the workplace as positive role models as seen from the above average mean value = 3.61.

Table II: Descriptive analysis of the factors that determine staff's satisfaction-Working environment

	I am satisfied with the physical working environment of the company.	I am satisfied with the present working hour.	I am satisfied with work relationships with the people around me.	I am satisfied with the given right to put forward my opinions.	I am satisfied with the leaders in my workplace as positive role models.	I am satisfied & able to maintain a healthy balance between work and family life.
N	Valid 98	98	98	98	98	98
	Missing 0	0	0	0	0	0
Mean	4.00	3.89	3.58	3.56	3.61	4.01
Std. Deviation	.703	.554	.591	.568	.833	.508

Table III below displays the mean analysis of the factors that determine UniKL MIMET's staff's satisfaction relating to the remuneration package. The staff at UniKL MIMET were most satisfied with the long term benefit and insurance policies of the company (mean = 4.19). Benefits like the scheme implemented at UniKL MIMET are one of the common perks in employment that contributes to high retention of manpower. Another relatively satisfying factor that contributes to the respondents' satisfaction level at workplace is the compensation structure which they perceive to be proportionate to their responsibilities (mean = 3.89). Overall job security is perceived to be the third most satisfying factor with regard to the remuneration package by the UniKL MIMET's academicians (mean = 3.86). The respondents were also rather satisfied with the existing salary structure of the company (mean = 3.76). The staff also regard the recognition and rewards for their outstanding works and contributions as relatively satisfactory (mean = 3.56). The item that receives the lowest value of satisfaction is the present performance appraisal policy of the company (mean = 3.18). This low satisfaction level among the academicians at UniKL MIMET may have been attributed to the staff's perception towards the appraisal marks received. Most of the respondents felt



that they were not appraised accordingly which did not truly reflect their contributions to the institution.

Table III: Descriptive analysis of the factors that determine staff's satisfaction-Remuneration package

	I am satisfied with the existing salary structure of the company.	I am satisfied with the compensation I get & I think it matches my responsibility.	I am happy with my overall job security.	I am happy with the recognition and rewards for my outstanding works and contributions.	I am satisfied with the long term benefit & insurance policies of the company.	I am satisfied with the appraisal policy of the company.
N	Valid 98 Missing 0	Valid 98 Missing 0	Valid 98 Missing 0	Valid 98 Missing 0	Valid 98 Missing 0	Valid 98 Missing 0
Mean	3.76	3.89	3.86	3.56	3.18	4.19
Std. Deviation	.575	.495	.352	.774	.723	.423

Table IV below shows the mean analysis of the factors that determine staff's satisfaction in terms of tasks and responsibilities. The item that is perceived as the most satisfactory by the staff is the comfort they enjoy in carrying out their responsibilities (mean=3.89). Such positive response from the staff with regard to the matter may be attributed to support and ease provided by the management for its staff in the delivery of duties. From the analysis, it is also apparent that the staff were relatively happy with the responsibilities at the workplace (mean = 3.86). In addition, the lecturers too are seen to be rather satisfied working at UniKL MIMET as they possess a

sense of elation and personal accomplishments in delivering their tasks (mean = 3.33). However, there is a slight contradiction in the staff's perception towards the awarded right set of duties, as per their ability with a mean of 3.03. This can be seen as highly motivational, though, because despite feeling burdened with the tasks that may not be commensurate with their abilities, the staff still felt satisfied. The staff's satisfaction level for working at UniKL MIMET is further reflected in their low perception of the teaching hours and other clerical tasks. To these lecturers, the teaching hours and clerical tasks were not too burdening (mean = 2.33).

Table IV: Descriptive analysis of the factors that determine staff's satisfaction -Tasks and responsibilities

	I am happy with my work responsibilities.	I feel comfortable in carrying out my responsibilities.	I do feel that my teaching hours and other clerical tasks burden me.	I am satisfied with the awarded right set of duties, as per my ability.	Fulfilling my responsibilities give me a feeling of satisfaction & personal achievement.
N	Valid 98 Missing 0	Valid 98 Missing 0	Valid 98 Missing 0	Valid 98 Missing 0	Valid 98 Missing 0
Mean	3.86	3.89	2.33	3.03	3.33
Std. Deviation	.431	.403	.639	.546	.871

Table V: Descriptive analysis of staff's perception towards their own productivity at the workplace

		Staff's perception towards their own productivity at the workplace
N	Valid	98
	Missing	0
Mean		4.19
Std. Deviation		.429

Table V above presents the mean analysis of the staff's perception towards their own productivity at the workplace. It is found that the lecturers at UniKL MIMET have a rather high perception of their throughput and efficiency as academicians (mean = 4.19). This is reflective of the satisfaction they enjoy working at the organization as seen in Tables II, III and IV above. With an encouraging remuneration package, staff do not find the task of being productive at the workplace too overwhelming. The staff's individual perception of their effort to contribute to the organisation is solely their own. However, such self-proclamation should not be seen as an attempt to blow one's trumpet but merely a show of confidence of one's amount of contributions.

Table VI: Descriptive analysis of staff's perception towards their workload at the workplace

		Staff's favourable perception towards the workload at the workplace
N	Valid	98
	Missing	0
Mean		4.29
Std. Deviation		.511

Table VI above shows the mean analysis of the UniKL MIMET's staff perception towards their workload at the workplace. With a mean of 4.29, it is apparent that the lecturers have a rather highly favourable perception towards



the amount of work and tasks assigned to them. This means that the respondents may not feel overly burdened by the tasks and duties.

C. Relationship between Workload and Performance

In order to determine the relationship between workload and performance, correlation analysis was run on the SPSS and the following results were attained, see Table VII below.

Table VII: Correlation analysis between workload and performance

		Workload	Performance
Workload	Pearson Correlation	1	.022
	Sig. (2-tailed)		.831
	N	98	98
Performance	Pearson Correlation	.022	1
	Sig. (2-tailed)	.831	
	N	98	98

From Table VII above, it is shown that there is no correlation between workload and performance as perceived by the respondents ($r=.022$) with $p < .005 = .831$. The findings here suggest that the lecturers' performance at the workplace is not correlated to the amount of their workload. It can also be deduced that the lecturers' performance is not heavily influenced by the amount of workload assigned to them.

The analysis of data in this study indicates that out of the seventeen factors that contribute to job satisfaction among the lecturers at UniKL MIMET, long term benefits and insurance policy provided by the company is the single factor that the staff are most satisfied with. An attractive remuneration package can be a factor for manpower retention in a company, as seen in UniKL MIMET. The staff also claimed to be efficient and highly productive as shown in Table V above. The results also indicate that the staff have a favourable perception towards the amount of workload at the workplace as seen in Table VI. Workload which are not burdensome to employees may help them to stay motivated at the workplace. The analysis also proves that there is no relationship between the staff's performance and their workload.

V. CONCLUSION

The study has identified several factors that contribute to staff's job satisfaction level at UniKL MIMET but the single factor that received the highest value of satisfaction is the favourable long term benefits and insurance policy. Conducive working conditions were also found to be a strong factor that motivates employees to be productive at work. The staff also felt that their workload was not overly burdensome. From the results of the study, it can be concluded that the lecturers at UniKL MIMET do feel that they are properly compensated with an attractive remuneration package and comfortably provided with a favourable working condition. However, the administrators and management need to give due attention to other possible

determiners for staff's satisfaction level that can help boost the productivity and throughput of the organization. Securing staff's job satisfaction should be made an important agendum in the organisation as they are instrumental to the success or failure of the particular organisation. Employees should be invited to express their views towards improving the working conditions by conducting group focus interviews and round-table discussions. Staff's perception of the working conditions and the organisation's ability and seriousness to address any work-related issue should be explored. Improvements should be made in order to increase organizational commitment and reduce resultant undesired elements.

Just as in other organizations, committed staff at a tertiary institution are precious and priceless assets. The findings obtained in the study also propose that organizations such as tertiary institutions could increase the degree of employees' organizational commitment by enhancing staff's job satisfaction with rewarding compensation scheme and work conditions. Bearing this in mind, administrators and management should adopt solid efforts in order to ensure that the satisfaction level among the staff is high. When employees are satisfied and feel appropriately rewarded, they would not feel burdened to contribute more to the university. A satisfied employee will be more driven to work independently towards achieving the organization's vision and mission.

REFERENCES

- [1] Akfopure, R.R., Ikhifa, O.G., Imide, O.I., & Okokoyo, I. E. (2006). Job satisfaction among educators in colleges of education in Southern Nigeria. *Journal of Applied Sciences*, 6 (5), pp. 1094-1098.
- [2] Annierah Maulana Usop, Kamarulzaman Askandar, Langguyuan-Kadtong, Maeda, and Datu Amir Sajid Onotan Usop (2013). Work Performance and Job Satisfaction among Teachers. *International Journal of Humanities & Social Science*, 3(5), 245.
- [3] Bhatti Nadeem, Ghulam Murta Maitlo, Naveed Shaikh, Muhammad Aamir Hashmi and Faiz. M. Shaikh (2012), Empirical Analysis of Job Stress on Job Satisfaction among University Teachers in Pakistan, *International Business Research*, 5(2), pp. 265-270.
- [4] Bozeman, B., & Gaughan, M. (2011). Job Satisfaction among University Faculty: Individual, Work, and Institutional Determinants. *The Journal of Higher Education*, 82(2), pp. 154-186.
- [5] Coomber, B., & Barriball, K.L. (2007). Impact of job satisfaction components on intent to leave and turnover for hospital-based nurses: A review of the research literature. *International Journal of Nursing Studies*, 44(2), pp. 297-314.
- [7] Farah Deebe Chughati and Uzma Perveen. (2013). A Study of Teachers Workload and Job Satisfaction in Public and Private Schools at Secondary Level in Lahore City Pakistan. *Asian Journal of Social Sciences & Humanities*, 2(1), pp. 202-214.
- [8] Hayes, L.J., O'Brien-Pallas L., Duffield, C., Shamian, J., Buchan, J., and Hughes, F. (2006). Nurse turnover: A literature review. *International Journal of Nursing Studies*. 43(2), pp. 237-263.
- [9] Hegney D. G., Craigie M., Hemsworth D., Osseiran-Moisson R., Aoun S., and Francis K.(2014). Compassion satisfaction, compassion fatigue, anxiety, depression and stress in registered nurses in Australia: study 1 results. *J. Nurs. Manag.* 22, pp. 506-518.
- [10] Irvine, D.M. and Evans, M.G. (1995). Job Satisfaction and Turnover among Nurses: Integrating Research Findings across Studies. *Nursing Research*, 44, pp. 246-253.
- [11] Muhammad Mansoor, Sabtain Fida, Saima Nasir and Zubair Ahmad. (2011). The Impact of Job Stress on Employee Job Satisfaction: A Study on Telecommunication Sector of Pakistan. *Journal of Business Studies Quarterly*, 2(3), pp. 50-56.



- [12] Roelen, C., Koopmans, P., & Groothoff, J. (2008). Which work factors determine job satisfaction? *Work*, 30(4), pp. 433-439.
- [13] Salami, S. O. (2011). Job Stress and Burnout among Lecturers: Personality and Social Support as Moderators. *Asian Social Science*, 7(5), pp. 110-121.
- [14] Salman Khalid, Muhammad Zohaib Irshad, Babak Mahmood. (2011). 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), pp. 126-136.
- [15] Samina Nawab and Komal Khalid Bhatti. (2011). Influence of Employee Compensation on Organizational Commitment and Job Satisfaction: A Case Study of Educational Sector of Pakistan. *International Journal of Business and Social Science*, 2(8), pp. 25-32.
- [16] Spector, P. E. (1997). *Job satisfaction: Application, assessment, causes, and consequences*. Thousand Oaks, CA: Sage.
- [17] Williams, J. (2004). Job satisfaction and organizational commitment. *Sloan Work and Family Encyclopedia entry*. Retrieved May 10, 2007, from the Sloan Work and Family Research Network website: http://wfnetwork.bc.edu/encyclopedia_entry.php?id=244&area=academics.