IMPACT OF PROFESSIONAL QUALIFICATION ON JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS

SADIQA KIANI

PhD. Scholar, Department of Education, The University of Haripur.

Dr. ASAF NIWAZ

Associate Professor, Department of Education, The University of Haripur.

Abstract

The purpose of this survey study is to examine the impact of professional qualification on job satisfaction of secondary school teachers. The objectives were: to know the perception of teachers regarding their job satisfaction, and to find out the difference in terms of job satisfaction among teachers with pre-service, during service and no service training. A standardized questionnaire on Teacher Job Satisfaction Scale TJSS (Pepe, 2011) was used to evaluate satisfaction of teachers. The validity and reliability of TJSS evaluated through expert opinion and pilot testing respectively. The Cronbach alpha value (.826) indicated reliability of tool. Afterwards, the data collected from 550 teachers in district Haripur. The data analysed and reported that the teachers with pre-service teaching training are likely more satisfied with their job as compared to their counterparts. Therefore, it is recommended that teachers may seek opportunities for pre-service training to equip themselves with better understanding of their strengths and weaknesses.

Keywords: Job satisfaction, novice teachers, evaluation, professional qualification

INTRODUCTION

Job satisfaction means a feeling of pleasure and comfort while working in the office. This satisfaction is not merely because of a healthy and amicable working environment, but an employee's psychological health also contributes to better sentiments which eventually lead to better outcomes on the job. Narrowing down job satisfaction to educational context once again relates teachers' satisfaction with their duty to their perception of the role they want to perform at school. Lawler and Suttle (1973) observed that "teachers" job satisfaction is a positive relationship between teachers' desire to teach and what they want from the role". Ho and Au (2006) share an analogous viewpoint as they believe that job satisfaction for teachers is a balance between their expectations from their profession and their achievement at their workplace.

The discussion cited above depicts that various scholars perceive and interpret the idea of job satisfaction differently, that's why it becomes imperative that this study should come up with its definition of job satisfaction. The following definition is primarily derived from a literature review keeping in mind the research objectives of the study.

An educationist's and especially a teacher's satisfaction at the workplace can be defined as a constructive and effective mind set and approach concerning their expectation at the job. This study will primarily focus on secondary school teachers in the Pakistani educational context. Job satisfaction refers to a balance between teachers' positive and negative attributes which they feel towards their work environment specifically and their profession generally (Sunal et al., 2011). Job satisfaction may also refer to a job's ability

to fulfil the needs and desires of an employee. Consequently, job satisfaction is directly linked to an individual's productivity at the workplace. Consequently, both profit and non-profit organizations are always concerned about their employees' job satisfaction.

Various studies focused on the identification of teachers' job satisfaction and dissatisfaction are always under discussion (Huysman, 2008; Klassen et al., 2009; Russell et al., 2010; Janus et al., 2008; Stockard et al., 2004; Tickle et al., 2011). The studies have suggested that the gap between the expectations of the teachers and the reality of their working environment is the most common factor causing dissatisfaction among teachers. Along with that, many factors contribute to teacher's satisfaction and those factors include their relationship with their students, salary rationalization, work and peer pressure, cultural disparity, communal differences, and administrative support (Klassen et al., 2009; Tickle et al., 2011; Tillman & Tillman, 2008; Watson, 2009).

Some factors which harm teachers' satisfaction at work are non-supportive administration, non-availability of classroom and laboratory resources and supplies, and low pay as compared to the hard work they put in. Along with these factors, some other factors also expedite the decrease in job satisfaction. Some crucial and addressable factors are excessive workload, strained connections between colleagues as well as with the administration, low salary, slow career growth, and misconduct from students (Norton & Kelly, 1997; Shann, 1998). To make things worse, inadequate resources and an inappropriate working environment only make teachers even more dissatisfied (Klassen et al., 2009). Interestingly teachers' satisfaction at a job is directly related to the quality of education they impart. The happier the teachers, the better they teach (Hean & Garrett, 2001).

The most crucial, yet under-discussed factor that drastically affects teachers' performance is low salary. When teaching is compared to other jobs in the market, it is saddening to notice that teachers are the least-paid individual. In comparison to them, computer engineers, paramedics, and public administrators are getting higher pay as compared to teachers (Ünsal et al., 2017). According to one research, low salary is such a demotivating factor that more than 30% of new teachers left teaching during the first five years of their career because of low salaries (Song & Mustafa, 2015). Thus, it can be concluded that the low level of salaries is directly related to displeasure for that 30% of teachers (Liu et al., 2016; Loeb et al., 2005). Low pay has such a drastic impact on their performance that it became the sole reason for their decision to leave teaching (Borman & Dowling, 2008; Donaldson & Johnson, 2010). Consequently, it can be inferred that a salary increase may decrease the teacher's intention to leave this profession for good.

Texas Education Agency [TEA] (1993) has also reached the same conclusion that higher salaries may enhance teacher retention rates. Some more studies suggest that even in the teaching community, the teachers who are handsomely paid tend to continue their job, as compared to the ones getting low pay (Garcia et al., 2009). Moreover, the size of the school district often plays an important role in both the recruitment and retention of teachers. The main reason for it is that the schools located in small districts often offer teachers with the state's basic pay scale. In contrast,

schools located in large districts offer attractive facilities and good pay packages (Liu & Ramsey, 2008).

Till now, the study has discussed various factors which contribute to job satisfaction, which makes it clear that no one factor can be considered responsible for job satisfaction. This makes us conclude that job satisfaction is a complex concept (Al-Owaidi, 2001). While Okaro et al. (2010) also duplicate that job satisfaction is a complicated phenomenon consisting of different factors.

Though different researchers consider different factors imperative for job satisfaction, Al-Amri (1992) argues that the difference among cultural, moral, and environmental beliefs and values considerably influence their definition of this concept. It is most likely that job satisfaction as a term is defined in different ways because of differences in settings and contexts. It can be defined as a "need, attitude, feeling or attribute". All four aspects are now explained to understand the extensive concept of job satisfaction.

These factors play a significant role in influencing teacher performance as well as the quality of teaching. But these studies did not reflect the role of teacher education in promoting satisfaction of teachers. Thus, it is pertinent to explore the relationship between teacher training opportunities during service and job satisfaction at the school level. Thus, we need to consider all the factors which may help us in maximizing teacher satisfaction with continued attempts to improve working conditions for teachers. To improve student learning and accomplishments, teachers need to be empowered and effective and this is possible only when they are satisfied with their job. The job satisfaction scale in the educational context has specific key domains that targeted satisfaction at three levels.

Key Domains of Job Satisfaction in the Educational Context

The topic of teachers' job satisfaction is quite relevant and critical because it benefits both the teachers and the students. It is important to notice that a satisfied teacher adds value to the organization as well (Heller et al., 1992). As stated earlier that low pay compels a teacher to leave their jobs, contrary to that satisfied teachers are more committed to their job and sparingly leave the teaching profession (Gersten, 2001; Singh & Billingsley, 1996). Similarly, Klassen and Chiu (2010) observed that in addition to low pay, job-related anxiety and burden have a negative impact on job satisfaction, especially among primary teachers. Another critical study conducted in the Italian context (Caprara et al., 2006) reported that teachers' belief in their effectiveness and competency also has a great influence on students' scholastic performance.

In contrast to earlier stated studies, some researchers suggest "lower order needs" such as increments in pay do not have any impact on job satisfaction. Rather than pay and other needs of this sort, "higher order needs", for instance, healthy civil and communal connections are sources of fulfilment, enjoyment, and satisfaction at work (Sylvia & Hutchinson, 1985).

Other than communal relationships, mutual and relational contacts also perform a defining role in the performance of the teachers (Van Droogenbroeck et al., 2014), and

the satisfaction that the teachers drive from their fruitful connections with their colleagues, students, and their parents diminishes detrimental and negative consequences of their hectic and demanding job (Cano-García et al., 2005; Gavish & Friedman, 2010; Skaalvik & Skaalvik, 2011).

All these factors, along with the framework offered by Herzberg's (1966) dual-factor satisfaction theory, which has been widely applied in research examining K-12 (i.e., the label k-12 refers to comprises the sum of primary and secondary education in the Anglophone countries) teacher satisfaction (e.g., Perie & Baker, 1997), contributed strong rationale for choosing the particular aspects of job satisfaction to be included in the measurement model of the Teachers Job Satisfaction Scale.

Some researchers have used the teacher-student relationship as a prime feature in their practical model to assess the job satisfaction level of teachers teaching at the primary level. Presently, the researchers have a general agreement (e.g., Addimando 2013; Chang, 2009; Pepe & Addimando, 2013; Spilt et al., 2011) that the most frequent reason for work-related stress among teachers is their interpersonal communication with their pupils. Adverse linkages in the classroom generally become a reason for complications as far as classroom management is concerned (Wubbels et al., 2013), and eventually, this challenge of classroom management becomes the fundamental reason for stress and depression in their career (Tatar & Horenczyk, 2003; Veldman, et al., 2013).

The second feature is also associated with the social environment within the work association and, here the focus is on how affinity with colleagues exercises power on employees' job satisfaction level (Ellickson & Logsdon, 2001). Luthans (2005) and Ghenghesh (2013) both particularly endorsed that the social interaction between colleagues is conclusive in the job satisfaction of teachers. They argued that the teacher's job satisfaction is determined by a key feature and that factor is their kinship with their co-workers.

Lastly, the third and final feature considered in this model is the teacher's socially amicable relationship with parents. This feature, like the second feature, has a social aspect to it. Comprehensive research (Fan & Chen, 2001; Houtenville & Conway, 2008; Jeynes, 2007; Jeynes, 2010) has suggested that families, which are fully engrossed in school activities along with their kids, contribute to job satisfaction of the teachers and accomplishments of the students. Modern quantitative research studies parental engagement (Castro et al., 2015) and discovers a clear association between parental intentness and the academic accomplishments of the students particularly when the parents show interest in school activities and school-related tasks. They tend to have communication with their children about their school projects and inculcate healthy habits in them for instance, reading.

On the other hand, the researchers failed to navigate any relationship between students' performance and the tendency of their parents to administer and supervise their homework. Similarly, parents' attendance at school events cannot be categorized as their involvement in their child's academic success (p. 13). However, other studies

(Szumski & Karwowski, 2012) claimed that parental association and students' academic excellence are interlinked. These researchers also argued that the selection process for children with special needs is based on their social background (p. 1623).

Present Study

It is critical to observe that teacher training factors may contribute to the satisfaction or dissatisfaction of teachers. The literature review has extensively observed various factors, which according to researchers and scholars may contribute to teachers' satisfaction in the workplace. These factors are salary, student-teacher relationships, work stress, cultural difference among people, alienation from the community, and organizational support. In this research, the TJSS is used to evaluate novice teachers' satisfaction. This study exhibited the evaluation of teachers' satisfaction concerning their professional qualifications. In this research, those teachers who have received professional training before or during service and those who have not received professional training were targeted. The three dimensions of TJSS were evaluated based on the professional qualification of teachers by comparing the means of the data.The following were the objectives of research;

   i. To know the perception of teachers regarding their job satisfaction

   ii. To find out the difference in terms of job satisfaction among teachers with pre-service, during service and no service training

Three research hypotheses were formulated based on objectives of this research endeavour.

$H_0 1$: There is no significant difference between teachers with pre-service and during service training regarding their job satisfaction

$H_0 2$: There is no significant difference between teachers with pre-service and without service training regarding their job satisfaction

$H_0 3$: There is no significant difference between teachers with during service and without service training regarding their job satisfaction

METHODOLOGY

The following procedure was taken under consideration while employing whole approach of research. The post-positivist paradigm was used in the current research as it is concerned with the objectivity of reality and moves away from the subjective stance (Ryan, 2006). For this purpose, the quantitative method descriptive survey research design was used. This design permits the researchers to investigate the problem on larger sample to draw the generalizability of results from sample to the whole population. A questionnaire with four point Likert scale was used to assess teachers' job satisfaction. The detail demographic profile of participants was obtained.

The population of research comprised of all secondary level teachers in District Haripur, Pakistan containing 117 (66 male and 51 female) high schools. The total high school teachers were 1356 male and 738 female (EMIS, 2022). In addition, the sample

comprised of 550 teachers using simple random sampling technique. Out of 550, the teachers divided into professional and non-professional categories. The Research Advisor (2006) used to draw the actual sample from the population.

Measure

The Teacher Job Satisfaction Scale (Pepe, 2011) is a questionnaire aimed at measuring job satisfaction that has been specifically developed for use in educational contexts. The TJSS-9 is composed of three dimensions: satisfaction with co-workers (3 items), satisfaction with parents (3 items) and satisfaction with students' behaviours (3 items). Items are rated on a 4-point scale (1 = I am highly dissatisfied with this aspect of the school, 4 = I am highly satisfied with this aspect of the school). For instance, the dimension "co-workers" included items such as "The quality of your relations with co-workers" or "The extent to which your co-workers encourage you and support you in your work".

The content validity was thoroughly examined by five educational psychology experts who have a range of research experience in relevant fields. They recommended some suggestions i.e. explaining the demographic profile of participants. Moreover, the reliability of the research tool was evaluated based on pilot testing. The 50 teachers were taken from the population who were not part of the sample. The TJSS was distributed to teachers and collected the data from them. Afterward, the data was analysed using the Cronbach alpha coefficient in SPSS version 27. The Cronbach alpha (.826) value determined the reliability of the research tool.

The data was collected from sample teachers using TJSS and analysed by using SPSS. The descriptive statistics and one-way ANOVA were employed. The following tables represented the data.

RESULTS

Table 1: Descriptive statistics regarding teachers' perceptions regarding job satisfaction (N = 550)

Categories		*M*	*SD*	*SEM*
Satisfaction with Co-workers	TJSS-1	3.0036	.85995	.03667
	TJSS-2	2.9855	.80513	.03433
	TJSS-3	3.0382	.89950	.03835
Satisfaction with Students	TJSS-4	3.0182	.83177	.03547
	TJSS-5	3.0164	.93588	.03991
	TJSS-6	3.0273	.86058	.03670
Satisfaction with Parents	TJSS-7	2.8600	.89547	.03818
	TJSS-8	2.8745	.92756	.03955
	TJSS-9	2.8727	.91246	.03891

The table 1 showed the descriptive statistics regarding teachers' job satisfaction. The satisfaction of teachers TJSS-1 (*M* = 3.00, *SD* = .85995 and *SEM* = .03667), TJSS-2 (*M* = 2.98, *SD* = .80513 and *SEM* = .03433), and TJSS-3 (*M* = 3.03, *SD* = .89950 and *SEM*

= .03835) showed that they have satisfied with co-workers. The satisfaction of teachers TJSS-4 (M = 3.01, SD = .83177 and SEM = .03547), TJSS-5 (M = 3.01, SD = .93588 and SEM = .03991) and TJSS-6 (M = 3.02, SD = .86058 and SEM = .03670) depicted that they have satisfied with students. In addition, satisfaction of teachers TJSS-7 (M = 2.86, SD = .89547 and SEM = .03818), TJSS-8 (M = 2.87, SD = .92756 and SEM = .03955) and TJSS-9 (M = 2.87, SD = .91246 and SEM = .03891) showed that they have satisfied with parents.

Table 2: Comparison among teachers with professional qualifications in teaching regarding job satisfaction

		Sum of Squares	df	Mean Square	F	Sig.
Teachers' Job Satisfaction	Between Groups	125.749	3	41.916	237.281	.000
	Within Groups	96.452	546	.177		
	Total	222.201	549			

The table 4.2 depicted the comparison among teachers with professional qualifications in teaching regarding job satisfaction. There was a significant difference found at the $p <$ .05 within four groups of professional qualification $F(3, 546)$ = 237.281, $p <$ .05.

Table 3: Bonferroni one-way ANOVA for multiple comparisons of teachers regarding job satisfaction

(I) Prof Qualification	(J) Prof Qualification	Mean Difference (I-J)	SEM	Sig.
Pre-Service with No Induction	Pre-Service with Induction	.39723*	.04459	.000
	Induction with No Pre-Service	.87147*	.05612	.000
	No Pre-Service and Induction	1.67476*	.07129	.000
Pre-Service with Induction	Induction with No Pre-Service	.47424*	.06351	.000
	No Pre-Service and Induction	1.27753*	.07724	.000
Induction with No Pre-Service	No Pre-Service and Induction	.80329*	.08442	.000
*. The mean difference is significant at the 0.05 level.				

The table 4.3 illustrated the multiple comparisons among four groups. Post hoc test using Bonferroni indicated that the mean difference for pre-service with no induction with pre-service with induction (MD = .39723, SEM = .04459, $p <$ .05). In addition, pre-service with no induction with induction with no pre-service (MD = .87147, SEM = .05612, $p <$ .05). Furthermore, pre-service with no induction with no pre-service and induction (MD = 1.67476, SEM = .07129, $p <$ .05).

In addition, pre-service with induction with induction with no pre-service (MD = .47424, SEM = .06351, $p <$ .05). Moreover, pre-service with induction with no pre-service and induction (MD = 1.27753, SEM = .07724, $p <$ .05). Furthermore, induction with no pre-service with no pre-service and induction (MD = .80329, SEM = .08442, $p <$ .05).

The following graphical representation presented teachers' job satisfaction with different professional qualifications.
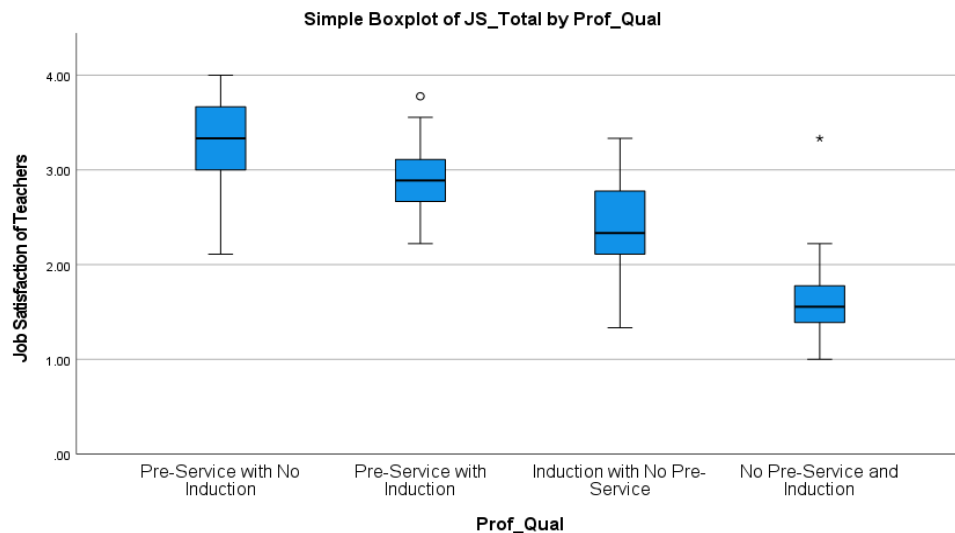
The chart presented that the teacher training factor have significant contribution in increasing their satisfaction. The teachers with pre-service training exhibited significant amount of satisfaction with their jobs as compared to the teachers with no pre-service trainings.

DISCUSSION AND CONCLUSION

Exploring the connection between pre service teacher education and job satisfaction has become a prevalent subject among scholar and practitioners in recent years. Pre service education refers to the instructional programs intended for educators before they start teaching (Anghelache, 2014). The results of this study reflected that the teachers with pre-service training are likely more satisfied with their jobs as compared to their counterparts. This discussion takes a deep dive into related literature sources augmenting this assertion further.

Anghelache's (2014) research indicates that kindergarten instructors who had received pre service training demonstrated higher levels of professional contentment than their peers who hadn't undergone any formal preparation. Suggested the benefits of delivering such courses cannot be overemphasized. Adequate pre service training enables teachers to build up requisite pedagogical know how and classroom management strategies. Boosting teachers' confidence and competence levels leading to overall improved job satisfaction rates (Ortan et al., 2021; Rodgers-Jenkinson & Chapman, 1990). Additionally, it has been demonstrated that pre-service training has a favourable effect on teachers' self-efficacy, which is directly connected to job satisfaction (Tschannen-Moran & Hoy, 2007). Increased work satisfaction is a result of teachers having more self-efficacy since they are more likely to feel confident in their ability to run the classroom and encourage student learning. Pre-service training can aid in the growth of this self-efficacy by giving teachers the resources and methods necessary to thrive in the classroom. In conclusion, the material that is currently available indicates that teachers who have pre-service training are more likely to be

content with their careers than those who do not have such training or who have only had in-service training. This improved satisfaction can be related to pre-service training's improved pedagogical understanding, classroom management abilities, and instructional tactics. Because they are more prepared to handle the difficulties of their job, pre-service teachers have greater levels of job satisfaction.

RECOMMENDATIONS

The following recommendations were made based on the results of research;

1. Teachers with pre-service training are more satisfied with their jobs as compared to their counterparts. Therefore, it is recommended that teacher educators may focus on pre-service training as compared to in-service induction programs.

2. Teachers who have poor job satisfaction and who either did not obtain pre-service training or, more often, did not receive in-service training may concentrate on participating in peer mentorship and teamwork. They might be able to interact with educators who have pre-service education and experience. Peer mentorship can offer insightful advice, support, and direction in negotiating the difficulties of the job.

3. It is suggested that low-satisfaction teachers examine their own teaching methods to better understand their own strengths and limitations.

4. Teachers may create a network of support both within and outside of the classroom, which enables them to handle the difficulties of their line of work. This network may consist of co-workers, managers, and organisations that promote the success of teachers by offering them resources, guidance, and support.

5. Teachers who haven't taken part in pre-service trainings might pursue such opportunities in schools. Teachers can assist increase awareness of pre-service training's significance and perhaps have an impact on how these programmes are implemented at their educational institutions by stating the necessity for it.

6. Teaching that is student-centered rather than teacher-centered might assist in increase of job satisfaction. Teachers may use a student-centered approach can foster a more participatory and engaging learning environment, which can boost work satisfaction as they see the beneficial effects on the learning outcomes of their students.

References

1. Addimando, L. (2013). Parents' counterproductive behaviours at school: An analysis of teachers' job satisfaction and autonomy. *Psicologia della Salute*, *2*(1), 33-51.

2. Al-Amri, A. A. A. (1992). *Job satisfaction among public school teachers in the Riyadh area of the Kingdom of Saudi Arabia* [Doctoral dissertation]. Iowa State University, USA.

3. Al-Owaidi, K. (2001). *A study of job satisfaction and commitment among vocational trainers in Saudi Arabia: The cases of Tabuk and Hail* [Doctoral dissertation].University of Exeter, England.

4. Anghelache, V. (2014). Professional Satisfaction of Teachers from Kindergarten. Preliminary Study.

Acta Didactica Napocensia, *7*(4), 37-42.

5. Borman, G. D., & Dowling, N. M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research*, *78*(3), 367-409.

6. Cano-García, F. J., Padilla-Muñoz, E. M., & Carrasco-Ortiz, M. Á. (2005). Personality and contextual variables in teacher burnout. *Personality and Individual Differences, 38*, 929-940.

7. Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of School Psychology, 44*(6), 473-490.

8. Castro, M., Exposito-Casas, E., Lopez-Martin, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review, 14*, 33-46.

9. Chang, M.-L. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational Psychology Review, 21*, 193-218.

10. Donaldson, M. L., & Johnson, S. M. (2010). The price of misassignment: The role of teaching assignments in Teach for America teachers' exit from low-income schools and the teaching profession. *Educational Evaluation and Policy Analysis*, *32*(2), 299-323.

11. Ellickson, M. C., & Logsdon, K. (2001). Determinants of job satisfaction of municipal government employees. *State & Local Government Review, 33*(3), 173-184.

12. Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review, 13*(1), 1-22.

13. Garcia, C. M., Slate, J. R., & Delgado, C. T. (2009). Salary and Ranking and Teacher Turnover: A Statewide Study. *International Journal of Education Policy and Leadership*, *4*(7), 1-8.

14. Gavish, B., & Friedman, I. A. (2010). Novice teacher's experience of teaching: A dynamic aspect of burnout. *Social Psychology of Education, 13*, 141-167.

15. Gersten, R. (2001). Sorting out the roles of research in the improvement of practice. *Learning Disabilities Research & Practice, 16*(1), 45-50.

16. Ghenghesh, P. (2013). Job satisfaction and motivation – What makes teachers tick? *British Journal of Education, Society & Behavioural Science, 3*(4), 456-466.

17. Hean, S., & Garrett, R. (2001). Sources of job satisfaction in science secondary school teachers in Chile. *Compare: A Journal of Comparative and International Education*, *31*(3), 363-379.

18. Heller, H. W., Rex, J. C., & Cline, M. P. (1992). Factors related to teacher job satisfaction and dissatisfaction. *ERS Spectrum, 10*(1), 20-24.

19. Herzberg, F. (1966). *Work and the nature of man*. Cleveland, OH, USA: World Publishing.

20. Ho, C. L., & Au, W. T. (2006). Teaching satisfaction scale: Measuring job satisfaction of teachers. *Educational and psychological Measurement*, *66*(1), 172-185.

21. Houtenville, A. J., & Conway, K. S. (2008). Parental effort, school resources, and student achievement. *The Journal of Human Resources, 43*(2), 437-453.

22. Huysman, J. (2008). Rural teacher satisfaction: An analysis of beliefs and attitudes of rural teachers' job satisfaction. The Rural Educator, 29 (2), 31-38.

23. Janus, K., Amelung, V. E., Baker, L. C., Gaitanides, M., Schwartz, F. W., & Rundall, T. G. (2008). Job satisfaction and motivation among physicians in academic medical centers: insights from a cross-national study. *Journal of Health Politics, Policy and Law*, *33*(6), 1133-1167.

24. Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school

student academic achievement. *Urban Education, 42*(1), 82-110.

25. Jeynes, W. H. (2010). The salience of the subtle aspects of parental involvement and encouraging that involvement: Implications for school-based programs. *Teachers College Record, 112*(3), 747-774.

26. 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.

27. Klassen, R. M., Bong, M., Usher, E. L., Chong, W. H., Huan, V. S., Wong, I. Y., & Georgiou, T. (2009). Exploring the validity of a teachers' self-efficacy scale in five countries. *Contemporary Educational Psychology*, *34*(1), 67-76.

28. Lawler III, E. E., & Suttle, J. L. (1973). Expectancy theory and job behavior. *Organizational Behavior and Human Performance*, *9*(3), 482-503.

29. Liu, X. S., & Ramsey, J. (2008). Teachers' job satisfaction: Analyses of the teacher follow-up survey in the United States for 2000–2001. *Teaching and Teacher Education*, *24*(5), 1173-1184.

30. Liu, Y., Aungsuroch, Y., & Yunibhand, J. (2016). Job satisfaction in nursing: a concept analysis study. *International Nursing Review*, *63*(1), 84-91.

31. Loeb, S., Darling-Hammond, L., & Luczak, J. (2005). How teaching conditions predict teacher turnover in California schools. *Peabody Journal of Education*, *80*(3), 44-70.

32. Luthans, F. (2005). *Organizational behavior* (10th ed). Boston, MA, USA: McGraw Hill.

33. Norton, M. S., & Kelly, L. K. (1997). *Resource allocation: Managing money and people*. Eye on Education.

34. Okaro, A. O., Eze, C. U., & Ohagwu, C. C. (2010). Survey of job satisfaction among Nigerian radiographers in South-Eastern Nigeria. *European Journal of scientific research*, *39*(3), 448-456.

35. Ortan, F., Simut, C., & Simut, R. (2021). Self-efficacy, job satisfaction and teacher well-being in the K-12 educational system. *International Journal of Environmental Research and Public Health*, *18*(23), 127-133.

36. Pepe, A. (2011). *Measuring teacher job satisfaction: A quantitative empirical tool*. Paper presented at the 8th International Conference of European Research Network about Parents in Education, Milano, Italy.

37. Pepe, A., & Addimando, L. (2013). Comparison of occupational stress in response to challenging behaviours between general and special education primary teachers in Northern Italy. *International Journal of Special Education, 28*(1), 14-26.

38. Perie, M., & Baker, D. P. (1997). *Job satisfaction among America's teachers: Effects of workplace conditions, background characteristics, and teacher compensation* (Statistical Analysis Report). Washington, DC, USA: U.S. Department of Education Office of Educational Research and Improvement.

39. Rodgers-Jenkinson, F., & Chapman, D. W. (1990). Job satisfaction of Jamaican elementary school teachers. *International Review of Education*, *36*, 299-313.

40. Russell, M. J., Hall, A. J., & Martin, W. (2010). Serpentinization as a source of energy at the origin of life. *Geobiology*, *8*(5), 355-371.

41. Shann, M. H. (1998). Professional commitment and satisfaction among teachers in urban middle schools. *The Journal of Educational Research*, *92*(2), 67-73.

42. Singh, K., & Billingsley, B. (1996). Intent to stay in teaching: Teachers of students with emotional disorders versus other special educators. *Remedial and Special Education, 17*(1), 37-47.

43. Skaalvik, E. M., & Skaalvik, S. (2011). Teachers' feeling of belonging, exhaustion, and job satisfaction: The role of school goal structure and value consonance. *Anxiety, Stress, and Coping, 24*(4), 369-385.

44. Song, S., & Mustafa, M. (2015). Factors impacting on teachers' job satisfaction related to science teaching: A mixed methods study. *Science Education International*, *26*(3), 358-375.

45. Spilt, J. M., Koomen, H. M. Y., & Thijs, J. T. (2011). Teacher well-being: The importance of teacher-student relationships. *Educational Psychology Review, 23*, 457-477.

46. Stockard, J., & Lehman, M. B. (2004). Influences on the satisfaction and retention of 1st-year teachers: The importance of effective school management. *Educational administration quarterly*, *40*(5), 742-771.

47. Sunal, A. B., Sunal, O., & Yasin, F. (2011). A comparison of workers employed in hazardous jobs in terms of job satisfaction, perceived job risk and stress: Turkish jean sandblasting workers, dock workers, factory workers and miners. *Social Indicators Research*, *102*, 265-273.

48. Sylvia, R. D., & Hutchinson, T. (1985). What makes Ms. Johnson teach? A study of teacher motivation. *Human Relations, 38*, 841-856.

49. Szumski, G., & Karwowski, M. (2012). School achievement of children with intellectual disability: The role of socioeconomic status, placement and parents' engagement. *Research in Developmental Disabilities, 33*, 1615-1625.

50. Tatar, M., & Horenczyk, G. (2003). Diversity-related burnout among teachers. *Teaching and Teacher Education, 19*(4), 397-408.

51. Texas Education Agency [TEA]. (1993). *Academic excellence indicator system*. Texas Education Agency.

52. The Research Advisors. (2006). *Sample size table*. The Research Advisors: Research Methodology, Study Design & Statistical Analysis. https://www.research-advisors.com/tools/SampleSize.htm

53. Tickle, B. R., Chang, M., & Kim, S. (2011). Administrative support and its mediating effect on US public school teachers. *Teaching and Teacher Education*, *27*(2), 342-349.

54. Tillman, W. R., & Tillman, C. J. (2008). And you thought it was the apple: A study of job satisfaction among teachers. *Academy of educational leadership Journal*, *12*(3), 1-12.

55. Tschannen-Moran, M., & Hoy, A. W. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education, 23*(6), 944-956. https://doi.org/10.1016/j.tate.2006.05.003

56. Ünsal, S., Agçam, R., & Korkmaz, F. (2017). Exploring Teaching Profession from a Sociological Perspective: Evidence from Turkey. *Universal Journal of Educational Research*, *5*(5), 874-880.

57. Van Droogenbroeck, F., Spruyt, B., & Vanroelen, C. (2014). Burnout among senior teachers: Investigating the role of workload and interpersonal relationships at work. *Teaching and Teacher Education, 43*, 99-109.

58. Veldman, I., van Tartwijk, J., Brekelmans, M., & Wubbels, T. (2013). Job satisfaction and teacher-student relationships across the teaching career: Four case studies. *Teaching and Teacher Education, 32*, 55-65.

59. Watson, L. M. (2009). Leadership's influence on job satisfaction. *Radiologic Technology*, *80*(4), 297-308.

60. Wubbels, T., Brekelmans, M., den Brok, P., & van Tartwijk, J. (2013). An interpersonal perspective on classroom management in secondary classrooms in the Netherlands. In C. Evertson & C. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 1161-1191). Mahwah, NJ, USA: Lawrence Erlbaum Associates.