

A STUDY OF TEACHERS WORKLOAD AND JOB SATISFACTION IN PUBLIC AND PRIVATE SCHOOLS AT SECONDARY LEVEL IN LAHORE CITY PAKISTAN

Farah Deeba Chughati¹, Uzma Perveen²

Institute of Education & Research (IER), University of the Punjab, Lahore,
PAKISTAN.

¹Farahdeebachughati@yahoo.com, ²pu.uzma@gmail.com

ABSTRACT

This study investigates how organizational justice affects employee's workload and job satisfaction in Public and Private schools at Secondary level. Study is consisted of all teachers of Lahore city from both public and private schools. A sample of 100 teachers of government and private schools were selected. 50 teachers were selected from five government and 50 teachers were selected from 5 private schools. This study is useful for administrators; teachers and researchers for their professional working. It is a descriptive type of research. The questionnaire was prepared for measuring the job satisfaction and workload of the teachers at Secondary level. The questionnaire consists of two parts. First part consisted of questions about workload of teachers, second part is consisted of questions about job satisfaction of teachers in both governments, private schools out of 25 items, 10 were about teacher workload, and 15 were about teacher job satisfaction. All the questions were designed at five-likert scale strongly agree, Agree, undecided, disagree and strongly disagree. Data was collected from the related teachers. Data was analyzed by using SPSS in terms of frequency, t-test and Anova. The results shows that Overall government school teachers are more flexible and satisfied with their working hours and working conditions as compared to private school teachers. The study recommends certain measures for the entire satisfaction of college teachers. Teachers should be encouraged by their heads for better performance. The successful teachers showing good results in their subjects should be given incentives for their job satisfaction. Workload should be reasonable for every teacher.

Keywords: Teachers, workload, job satisfaction, Public, private, secondary, schools.

INTRODUCTION

According to Kepler (1994) job satisfaction is in regard to one's feelings or state of mind regarding the nature of their work. Job satisfaction can be influenced by a variety of factors, for example the quality of one's relationship with their supervisor, the quality of the physical environment in which they work. Job satisfaction is the fulfillment and gratification that comes from work. It is not the money, the benefits or vacations. It is doing the work itself. Virtually every job can provide a level of satisfaction. People differ in the extent to which they report job satisfaction and the explanation for these difference lies in the nature of the jobs which various employees perform Schultz (1982) defined " job satisfaction of people towards work"

Herzberg (1973) found that "job attitudes are powerful force and functionally related to the productive stability and industrial work force. The positive effects of high attitudes are more potent than the negative effect of low attitudes. Job satisfaction research literature shows that personal characteristics such as are gender, educational level, and length of services experiences and influence of job satisfaction.

Teacher should not be expected to undertake additional responsibilities without appropriate additional pay. Government school initiatives were the reason identified for high workload. A few schools provides teacher with an opportunity to study, travel or engage in other forms of professional improvement some schools work to make teaching salaries more attractive by adopting merit pay plan. Merit pay plan is a salary plan that attempts to make teaching more attractive, as well as more financially rewarding by linking teachers performance and teacher salary (Crane, 2000).

Job dissatisfaction has implications on overall job performance, organizational skills and leads some teachers to reduce their level of effort. It is apparent that highly motivated people often gain much satisfaction (Adams, 1956). The factors affecting job satisfaction can be broadly categorized as environmental, psychological or demographic. The role and responsibilities of private and government sector are currently a focus of major government concern. The problems of recruitment and staff retention particularly within the teaching profession have recently encouraged a reappraisal of the workload and job satisfaction association with many jobs in the government and private sectors (Kendal, 2001).

STATEMENT OF THE PROBLEM

The study explores, “Teacher workload and job satisfaction in public and private schools.”

OBJECTIVES OF THE STUDY

1. To compare the level of teachers of workload in public and private schools teachers.
2. To compare the level of job satisfaction in public and private schools teachers.
3. To compare the level of job satisfaction of teacher with references to their teaching experience.
4. To compare the level of job satisfaction of teachers according to their qualification.
5. To give suggestions and recommendations to teachers about their workload and job satisfaction.

Role of Teacher in Society

The role of teacher in education system is pivotal. He is virtually the yardstick that decides the quality of education system. It is the teacher who decides if the education system is a success or a failure. Charis (2002) says, it is on his shoulders, that the entire education system rests as he single-handedly shapes the generation. As I mentioned earlier, a teacher plays a crucial role in the development of society. Someone once said that if you want to study the nature of the citizens of the country then meet some teachers and study their nature. After all, the society is a replica of teachers living in it. Teachers help mere students transform into good human beings with a positive attitude, confidence and motivation to pursue excellence (Adams, 2000).

Role and Responsibilities of a Teacher

Towards themselves

- a. To be a teacher out of choice, and not by default.
- b. To acquire relevant professional education and training to get the right concepts of teaching.
- c. Honesty and sincerity towards the profession.
- d. Accept that being a teacher does not make you a ‘know it all’; so it’s important to become a partner in the learning cycle with your students.

- e. Accept that no two students will think, act and react alike, and to respect that diversity.
- f. Upgrade knowledge and learn new ways of teaching.
- g. Avoid indulging in unethical behavior, and at all times maintain the dignity a teacher-student relation (James, 2001).

Towards Students

- a. Inculcate model behavior and mannerisms by self-example.
- b. Prepare long-term teaching programs and daily lessons in accordance with the guidelines of the school's education system.
- c. Provide activities and materials that engage and challenge the students intellectually.
- d. Understand and implement the use of information technology in lesson preparation and teaching.
- e. Shift between a formal and an informal method of teaching; debates, discussions, practical activities, experiments, projects and excursions.
- f. Plan, set and evaluate grade test, exams and assignments.
- g. Supervise student conduct during class, lunchtime and other breaks.
- h. Understand the diverse background students come from, their strength, weakness and areas of interest.
- i. Be honest in student appraisal, avoid favoritism.
- j. Enforce discipline by firmly setting class room rules.
- k. Resolve conflict among students by encouraging positive debate.
- l. Be ready to adjust teaching styles to meet individual needs of students.

Towards Parents

- a. Keep the parents well informed about their ward's progress.
- b. Take time out to discuss an issue, or a problematic behavior.
- c. Encourage parents to promote various diverse interests of their children.
- d. Inform the parents about after school activities; excursions, meetings as well as detention.
- e. Keep the parent feedback journal updated.
- f. Encourage parent participation in parent-teacher meets.
- g. Finally, work with the parents for the betterment of the student's future (Beck and Robert, 2000).

Towards Management

Hills (1998) describes,

- a. Actively involve yourself in all staff meetings, educational conferences and school programs.
- b. Voluntarily participate in organizing sporting events, and other excursions like camping trips, picnics, educational tours, etc.
- c. Maintain a healthy relation with all teaching and non-teaching staff members.
- d. Help out in formulating school policies.
- e. Carry out administrative duties relevant to your position in the school.

Teacher's tasks

Teacher teaches children to read, write, do math, and much more. They use games, videos, computers, and other tools to teach children different subjects. Teachers show students skills. They also explain information. Teachers plan their lessons before they teach which can take a lot of time. Teachers try to make their lessons easy to understand. They teach things in different ways so that different students can learn in the way that is easiest from them. Teachers might use a chalkboard, a projector, or a computer. They make posters or worksheets before class starts. Teachers plan the schedule for the day. Most teachers have to teach what the principal tells them (Rothestin and Pamela, 2002). Teachers also assign homework and class projects. They often have students work together to do projects. When students are not doing as well as they should, teachers help them (Urban and Lorain, 2004).

After class, teachers grade papers and projects. They also create tests. They write students report cards. And they meet with parents to try to help their children do better in school. Teachers sometimes go to workshops to learn how to teach better. Some teachers also help with sports or other after-school activities. Most kindergarten and elementary school teachers teach several subjects to one class. In some schools, two or more teachers work as a team. Other teachers teach one special subject, such as art, music, reading, or gym.

Most middle school and high school teachers focus on one subject. They might teach English, science, or history, for example. Some teach students how to do a job. High school teachers spend more time explaining a subject and less time with activities like games. Teachers work with students of many different cultures. Some students were born in the United States, and some were not. Teachers learn about different cultures so that they can be more helpful to students.

Teachers like to see children learn. But sometimes teaching lots of students can be stressful. Teachers also have to deal with children who misbehave. Many teachers work more than 40 hours a week. While most go on vacation during the summer, some choose to teach in summer school. Some take another job (David, 2000).

Commitment to Teaching in Pakistan

To find out the extent to which teachers valued teaching as a profession, the study team conducted a survey to identify views and beliefs of the primary school teachers. A sample of 30 school teachers was randomly selected and interviewed. Teachers belonged to elite, community, government and low-income schools. Most teachers regard teaching as a respectful and secure profession especially for women. Although subjects they teach are not in accordance with their qualification, because of high unemployment, they are happy with their jobs as unemployment is rising and they consider themselves lucky to be in employment. Some teachers also said teaching was better than sitting idle at home, for them it is a good escape from the daily grind of household stresses and disputes.

Impact on Staffing, Behaviour and Performance

Pay and Allowances

Public sector the pay of all government civil servants is governed by the Basic Pay Scales (BPS) system. There is no separate pay structure for teachers. They are normally placed on BPS 7, 9 or 16 According to the civil service appointment rules, a person with ten years of education and age which falls in the permissible age limit of employment (18-25 years), generally, promotion is dependent on acquisition of additional qualifications. The promotion to BPS 14 is linked to 5 years of experience. Induction to BPS 14 is through a mix of direct

appointments and by promotions for the lower grades. The quota for direct appointments is fixed at 50 percent whereas the remaining fifty percent comes through promotions.

Living and Working Conditions

Dean and Kelly, (2001). Inadequate living and working conditions are major problems faced by teachers. Lack of availability of transport, security and residential facilities in remote rural areas, especially for female teachers is a big issue. High student teacher ratio also affects quality of teaching and linked to the emotional and physical well-being of the teacher. The standard classroom size is 28 x 18 feet which is not sufficient space to accommodate high student numbers, which means, at times, teachers moving their classes outside the classroom. Drinking water is also an issue in these schools. In addition, there are no nearby primary health care services where female teachers with babies can send them in case of an emergency. The absence of such basic facilities nearby is a major source of teacher de-motivation for female teachers as some would have to go to somebody's house or to a distant place to use the toilet or to nurse their baby. Poor evaluation practices also de-motivate teachers (Kinman, 2001) the phenomenon of contractual appointments in public schools creates job insecurity and is a major source of teacher de-motivation. Frequent transfers of teachers for political reasons de-motivate teachers, especially male teachers. Late payment of salaries is another major source of dissatisfaction. During the study, it was found that in the Punjab province, teachers receive their salary as late as 20th of the following month, when this is supposed to be paid by the first week of each month.

Components or Workload

Farmer and Brownson identify three components of workload

Task demands

Tasks demands do not necessarily equate with workload because of varying skills and experiences among those performing the task.

Effort

Effort may not reflect workload for example, where workload increase but there is resistance on the part of the subject to increase effort.

Performance

Workload is particularly concerned with meeting set demands performance is the way this is achieved and the effectiveness with which it is achieved.

Performance is also important in evaluating effort needed as a measure of primary and secondary task achievement.

Through practice certain tasks can be carried out with less direct attention which allows their performance maintaining spare capacity for other tasks.

Through practice certain tasks can be carried out with less direct attention which allows their performance while maintaining spare capacity for other tasks.

All teachers know that teaching can be a stressful job. Stress and being overworked lead to teacher burnout.

But Workload Also Involves Other Issues

- i. Cover
- ii. Leadership and management time

- iii. Meetings number and length
- iv. Calendar of directed time activities
- v. Planning requirements
- vi. Written reports
- vii. Class size
- viii. Marking
- ix. Lunch/break entitlements
- x. Parents evenings
- xi. Performance management

All these aspects of teaching impact on work-life balance issues and workload, and there are other issues as well. (Kindle, 2001).

The Workload Agreement

Working with unions, managers and employees, the government sought to identify positive ways to tackle teachers excessive workload by creating the workload agreement McREL (1974).

The workload agreement states that teacher in the maintained sector should have:

- i. A reasonable work files balance (with head teachers responsible for ensuring this).
- ii. Teacher should now not routinely be required to undertake a list 21 administrative tasks.
- iii. A timetable that provides for the reasonable allocation of time in support of their leadership and management responsibilities.
- iv. A 38 hour time on the amount of cover for absent colleagues they can be required to do in each academic year with an intention to reduce this requirement continually to the stage where teachers will rarely be required to cover.
- v. A guaranteed 10 percent of their timetabled teaching to be used as preparation planning and assessment (PPA) time during the school day.

Teacher's Strategies for Excessive Workload

Our survey invited teacher to express their view to possible solutions to excessive workload. Their replies suggested the implementation of number of strategies which are briefly outlined below. According to the (Rose, 2005)

Time

Across all the schools teachers are asking for more time to do their work within the day. In particular, this is about enabling teachers in primary schools to be given non-contact time, and in secondary schools to have their non-contact time protected. Teachers want time to carry out planning, marking and to do lesson observation.

Teachers

Across all the schools there is a call for more teachers, but also there is an apparent need for the roles and responsibilities of teachers to be clarified. Teachers want to be trusted to know their job and to be able to exercise their professional judgment.

Smaller classes

Across all the schools there is a call from some teachers for smaller classes in order to reduce marking and pupil behavior difficulties.

Government initiatives

Across all the schools there is a view that the number of initiatives should be reduced, and that schools should be given more flexibility to develop their own plans.

Support staff

Across all the schools teachers are asking for more and better use of support staff. In particular, they are identifying the need for clerical and administrative support for teaching, and for curriculum areas/subject departments/faculties.

Teaching assistants

Across all the schools there is a demand for more, better-trained teaching assistants. There is a need for planning time for teachers and teaching assistants.

Teacher Job Satisfaction

The term Job Satisfaction is generally used in organizational endeavor in business management. One of the senses signs of deteriorating conditions in an organization is low job satisfaction (Keith Devi, 1993). Job Satisfaction is the favourableness or unfavourableness with which employees view their work (Bruneberg, 1976). It signifies the amount of agreement between one's expectations of the job and the rewards to the job provides. Job satisfaction is concerned with a person or a group in the organization. Job Satisfaction can be applicable more to parts of an individual's job. If each person is highly satisfied with his job then only it will be considered as group job satisfaction.

Maslow (1970), Herzberg (1959), Herzberg and Miskel (1978) and others proposed the theories on job satisfaction. According to Maslow 'a person's satisfaction is determined by the fulfillment of his five levels of need'. Herzberg's motivation hygiene theory assumes that two variables determine a person satisfaction. (1) Internal factors like achievement, recognition etc., and (2) external factors such as salary and interpersonal relation. Relationships Lartie (1975) believed that teaching continues to be rather limited in its available extrinsic rewards and that if teacher job satisfaction is to be increased efforts are to be made to improve the teaching situations. According to Edward and others (1976) a high performance leads to high job satisfaction, which in turn becomes feedback to influence future performance. Better performance leads to high rewards. This improvement in satisfaction is because of employee's feeling that they are receiving rewards in proportion to their performance on the other hand, if rewards one such as inadequate for one's level of performance, dissatisfaction access.

Job satisfaction factors are several as we can see. And each of them plays a major role in determining how happy and satisfied the employee is with his job and overall duties. Job satisfaction cannot come about if due importance is not given to these job satisfaction factors and that will in turn have a direct effect on the performance of the employee. So if you want your business to prosper, make sure that employees are happy (Chauhan, 2004).

Top 10 Criteria for Job Satisfaction

Accordingly, Cuina and James (1980) when choosing a career, most people want to answer the question, "what career will make me happy?" If you think money and prestige are the top criteria people give, think again. Of the top ten criteria for job satisfaction, # 1 on the list is

the kind of work that makes best use of your talents. Here are 8 ways to choose the right kind of work that will satisfy you:

- a. Know yourself.
- b. Learn about the jobs you think will satisfy you.
- c. Consider meeting with a professional career counselor.
- d. Don't stay dissatisfied in your current job for too long.
- e. Be realistic about your expectations of a career.
- f. Is it the type of work you don't like or the current environment?
- g. Can you put up with short-term dissatisfaction for a long-term gain?
- h. How much do you value your career in relation to other life activities?

METHODOLOGY

This chapter deals with research methodology and procedure. The study is related to the teacher workload and job satisfaction in government and private schools. All teachers of Lahore city from both public and private schools were the population of this study. A sample of 100 teachers of government and private schools were selected. 50 teachers were selected from 5 public and 50 teachers were selected from 5 private schools. Selected schools were:

Public Schools

- 1) Govt. Model Girls High School, Samnabad
- 2) Junior Model Girls High School, Samanabad
- 3) Govt. Girls Higher Secondary School, Umar Block. Iqbal Town Lahore.
- 4) Govt. Model Girls High School, Model Town Lahore.
- 5) Govt. Comprehensive School, Wahdat road.

Private Schools

- 1) New Era Grammar School, Samanabad
- 2) The Educators School, Samanabad
- 3) American Lkycetuff School, Samanabad
- 4) The Country School System, Samanabad
- 5) Lahore Grammar School Model Town.

After reviewing the related literature, a questionnaire was prepared. The questionnaire consists of two parts. First part consisted of questions about workload of teachers and second part is consisted of questions about job satisfaction of teachers in both government and private schools out of 25 items, 10 were about teacher workload and 15 were about teacher job satisfaction. All the questions designed at five liker scale the options were strongly agree, Agree, undecided, disagree and strongly disagree.

The researchers selected the teachers from different schools in order to fill the questionnaire. Most of the questionnaires were returned at the same time but few were received at the second visit return rate was 100%. The data is analyzed with the help of computer program SPSS. The data was analysis is presented in different tables. ANOVA test is also used along with t-test.

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of data. Data regarding views of teachers about workload and job satisfaction in government and private school teachers. Data was analyzed through SPSS. T-test and ANOVA were used to get the results.

Table 1. Distribution of response rate of teachers by their age

<i>Age</i>	<i>Frequency</i>	<i>Percent</i>
22-30	42	42.0
31-40	38	38.0
41-50	10	10.0
50+	10	10.0
Total	100	100.0

Table 1 indicates that distribution of response rate by age of teachers was 42.0% 22-30 years old, 38.0% years old, 10.0% 41-50 years old and 10.0% 50+ years old.

Independent Sample T-Test for Comparison of Workload

H₀: There is no significant mean difference between workload of public and private school teachers.

Table 2. t-test for comparing difference in workload with respect to school type

<i>Variable</i>	<i>n</i>	<i>Mean</i>	<i>df</i>	<i>t-value</i>	<i>Sig.</i>
Pubic	50	23.7	8	.570	.000
Private	50	23.02			

Table 2 indicates that the t value (.570) is significant at the level of $p \leq 0.05$ level of significance so, our null hypothesis is rejected and it is concluded that “There is significant mean difference between workload of public and private school teachers”.

Independent Sample T-Test for Comparison of the Level of Job Satisfaction

H₀: There is no significant mean difference between the level of job satisfaction of public and private school teachers.

Table 3. t-test for comparing difference in the level of job satisfaction with respect to school type

<i>Variable</i>	<i>n</i>	<i>Mean</i>	<i>df</i>	<i>t-value</i>	<i>Sig.</i>
Pubic	50	43.92	98	1.873	.001
Private	50	39.84			

Table 3 indicates that the t value (1.873) is significant at the level of $p \leq 0.05$ level of significance so, our null hypothesis is rejected and it is concluded that “There is significant mean difference between the level of job satisfaction of public and private school teachers”.

One Way ANOVA for Comparison of the Level of Job Satisfaction

H₀: There is no significant mean difference between the level of job satisfaction of teachers and their teaching experience.

Table 4. Onaway ANOVA for the mean difference between the levels of job satisfaction on the basis of teaching experience

	<i>Sum of squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	785.321	3	261.77	2.232	0.089
Within Groups	11255.23	96	117.24		
Total	12040.56	99			

Table 4 shows that the value of F (2.232) is not significance at the level of $p \leq 0.05$ so our null hypothesis is accepted and it is concluded that “There is no significant mean difference between the level of job satisfaction of teachers and their teaching experience”.

One Way ANOVA for Comparison of the Level of Job Satisfaction

H_0 : There is no significant mean difference between workload of teachers and their teaching experience.

Table 5. One way ANOVA for the mean difference between workload on the basis of teaching experience

	<i>Sum of squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	29.97	3	93.99	0.27	0.84
Within Groups	3463.06	96	36.07		
Total	3493.04	99			

According to the above table 5, the value of F (2.27) is not significance at the level of $p \leq 0.05$ so, our null hypothesis is accepted and it is concluded that “There is no significant mean difference between workload of teachers and their teaching experience”.

One Way ANOVA for Comparison of the Level of Job Satisfaction

H_0 : There is no significant mean difference between the level of job satisfaction of teachers and their qualification.

Table 6. One way ANOVA for the mean difference between the levels of job satisfaction on the basis of their qualification

	<i>Sum of squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	94.24	2	47.12	0.38	0.68
Within Groups	11946.31	97	123.15		
Total	12040.56	99			

Table 6 shows that the value of F (0.38) is not significance at the level of $p \leq 0.05$ so, our null hypothesis is accepted and it is concluded that “There is no significant mean difference between the level of job satisfaction of teachers and their qualification.”

One Way ANOVA for Comparison of the Level of Job Satisfaction

H₀: There is no significant mean difference between workload of teachers and their qualification.

Table 7. One way ANOVA for the mean difference between workload on the basis of their qualification

	<i>Sum of squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	74.24	2	37.12	1.053	0.35
Within Groups	3418.79	97	35.24		
Total	3493.04	99			

Table 7 shows that the value of F (1.053) is not significance at the level of $p \leq 0.05$ so, our null hypothesis is accepted and it is concluded that “There is no significant mean difference between workload of teachers and their qualification.

FINDINGS

1. The perception of teachers about workload of teachers the mean of public school teacher is (M=23.7) and the mean of private teachers (M=23.02). The t value (t=570) is significant, so it is find out that there is significant mean difference between workload of public and private school teachers.
2. The perception of teachers about job satisfaction of teacher the mean of public school teacher is (M=43.92) and the mean of private teachers (39.84). The t-value (t=873) is significant so it is find out that there is significant mean difference between the level of job satisfaction of public and private school teachers.
3. By applying one way analysis of variance (ANOVA) of workload of teachers and their qualification between public and private school teachers, the significance value is 0.35, which is greater than 0.05 level of significance so there is no significant mean difference between workload of teachers and their qualification.
4. By applying one way analysis of variance (ANOVA) of workload of teachers and their teaching experiences between public and private school teachers, the significant value is 0.84, which is greater than 0.05 level of significance so, there is no significance mean different between workload of teaches and their teaching experiences.
5. By applying one way analysis of variance (ANOVA) of the level of job satisfaction of teachers at their qualification between public and private schools teachers, the significance value is 0.68 which is greater than 0.05 level of significance so, there is no significant mean difference between the level of job satisfaction of teachers at their qualification.
6. By applying one way analysis of variance (ANOVA) of the level of job satisfaction teacher and their teaching experience, the significance value is 0.089 which is greater than 0.05 level of significance so, there is no significant mean difference between the level of jobs satisfaction of teacher sand their teaching experience.

CONCLUSION

1. The percentage of receiving responses from public and private schools are equal:

2. Public school teachers are mostly B.A, B.Ed., M.A M.Ed., PTC, CT whereas private school teachers are mostly F.A, B.A, and M.A.
3. The workload of public school teachers is comparatively low than the private school teachers.
4. Public school teachers feel their work overloaded by official paper work, as compare to private school teachers.
5. Public school teachers are more satisfied with their job as compared to private school teachers.
6. Public school teachers are more experience as compared to private teachers.
7. Public and private school teachers are not satisfied with their increment or other extra-work benefits.
8. Overall public school teachers are more flexible and satisfied with their working hours and working conditions as compared to private school teachers.

RECOMMENDATIONS

As a result of conducting this study, the following recommendations have been formed:

1. Workload should be reasonable for every teacher.
2. On the basis of extra workload, rewards and incentives should be given.
3. Short courses and seminar should be organized on weekly basis to refresh and motivate teachers in both sectors.
4. Teacher's efforts should be highly appreciated by the school principal.
5. Teacher's grade and scale should be revised.

REFERENCES

- Adams, J. S. (1965). *Advance in experimental social psychology*. (Second Ed). New York: Academy press.
- Charis, K. (1980). *Effective teaching in schools*. London: Baril Black well limited.
- Crane, & Beverley, E. (2000). *Teaching with the internet*. New York: Neal Schuman publishers.
- Herzberg, F. (1968). One more time: How do you motivate employees? *Harvard Business Review*, Jan-Feb, 53-62.
- Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The motivation to work* (2nd Ed.). New York: John Wiley & Sons.
- Herzberg, F., Mausner, B., Peterson, R. O., & Capwell, D. F. (1957). *Job attitudes: Review of research and opinion*. Pittsburgh, PA: Psychological Service of Pittsburgh.
- Herzberg, F. (1966). *Work and the Nature of Man*. Cleveland: World Publishing.
- Hills, P. J. (1982). *A dictionary of education*. London: Routledge and Kegan Pail.
- James. A. P. (1979) *Educational Administration and Management*. Columbus: Reston Publishing Company Inc.
- Kandel. (1956). *Studies in secondary education in Pakistan*. Karachi. Tahir Publishers.
- Kepler, K. (1994). *Achieving job satisfaction*. Retrieved on February 1, 2007 from <http://books.google.com.pk/books?vid=ISBN156052277&id=n9yRzeeYjIkCFgsudLffQLnECviXeOiQ7rIvXis#PRAII,MI>
- Robert, H. (2000). *Job Satisfaction*. New York: Harner and Brothers.
- Rothestin, & Pamela, R. (2002). *Educational psychology*. New York: McGraw hill Inc.
- Spector, P. E. (1985). Measurement of human service staff satisfaction. *American Journal of Community Psychology*, 13(6), 693-711.