Full Length Research Paper

Measuring job satisfaction, motivation and health issues of secondary school teachers in Pakistan

Shahab Alam Malik[1]*, Muhammad Zahid Iqbal[1], Muhamamd Majid Khan[1], Kanwal Nasim[1], Jia Yong [2] and Muhammad Manshoor Hussain Abbasi [3]

[1]Department of Management Sciences, COMSATS Institute of Information Technology (CIIT), Parkroad, Chak Shahzad, Islamabad, Pakistan.
[2]School of Economy and Management, Harbin Institute of Technology (HIT), Harbin, P.R. China.
[3]Department of Humanities, COMSATS Institute of Information Technology (CIIT), Parkroad, Chak Shahzad, Islamabad, Pakistan.

This study was carried out in twin cities of Islamabad and Rawalpindi of Pakistan focusing on teachers of both public and private secondary schools. The study identifies the factors affecting teachers overall job satisfaction by conducting two studies with a total sample comprised 523 teachers. This study was an extension of teacher 2000 project and the same survey instrument was used here. Study-1 with a sample size of 252 teachers was used to develop new scales using exploratory factor analysis from the perspective of a developing country like Pakistan, as the original questionnaire was designed and used in a developed country, Australia. In Study-2, a précised questionnaire with new scales was used and a sample size of 271 teachers was gathered to investigate overall satisfaction caused by factors relating to contribution, commitment and health issues. Results of motivating factors towards teaching showed that though, teaching was not the first choice of majority of respondents, but they joined this profession as it would fit well with their family commitments. Majority agrees that training played a positive role in enhancing their teaching ability. The most important aspect is that majority is overall satisfied; currently more satisfied from the past and also willing to carry on this profession in future, especially females. Regression results showed that teachers' contribution has positive relationship with their performance, whereas health issues are the source of decreased performance of teachers. However, relationship of commitment with satisfaction found to be insignificant.

Key words: Teachers, satisfaction, motivation, health issues, schools, Pakistan, teacher 2000 project.

INTRODUCTION

Teachers always stand as an asset of a country and are awarded a respectful status in a society for their role and contribution. A teacher can deliver optimum services only in presence of high level of motivation, satisfaction and stress free environment. Many studies have so far been carried out worldwide regarding factors contributing towards job dissatisfaction, decreased motivation and stress issues of school teachers causing decreased productivity and switching of profession by many of them (Tshannen-Moran et al., 1998; Mark and Denis, 1985;

Bishay, 1996; David and Malcolm, 1982; Xiaofeng and Ramsey, 2008; Ronald, 1985; Cheryl and Cooper, 1993; Shann, 1998).

This study endeavors to address major issues encountered by secondary school teachers of Pakistan regarding their job satisfaction, motivation and health issues. This study is part of an international teacher project 2000 in which so far, a number of countries have participated including Australia, New Zealand, United States, England, Canada (Dinham and Scott, 1998a, b, 2000, 2003), Cyprus (Zembylas, 2003) and most recently Malta (Bezzina, 2005). The same study is currently taking place in countries of Israel, Romania, France and Morocco (Zembylas, 2003). Pakistan is the only South Asian

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*Corresponding author. E-mail: shahab@comsats.edu.pk.

country in which this study is carried out.

Subsequently, research info about teachers' satisfaction, motivation and stress issues are provided, after which, the educational system in Pakistan and the prior research with reference to education system and teachers' satisfaction is discussed. This is followed by a report on the methodology, research objectives and demographic results. Further, the research results are analyzed and discussions are made with the current results, after which it was compared with the study in Malta (Bezzina, 2005), which is the most recent one.

LITERATURE SURVEY

Teacher satisfaction is a multi-dimensional construct which varies according to commitment and school effectiveness. Satisfaction has various dimensions according to different studies and it is not possible to be specific to some constructs only. Some factors which may also impact teacher satisfaction are determined by location of school, gender, timings of teaching and working experience (Shann, 1998). In many cases, teachers also quit the job because of lack of administrative, parental and collegial support and also because of lack of administrative support (Gonzalez, 1995). In the absence of these factors, teachers become dissatisfied with their current position in the organization which results in their turnover and other negative outcomes. Some other determinants of teacher's satisfaction are salary (Kirby and Grissmer, 1993), top managements or principal support (Chittom and Sistrunk, 1990; Betancourt-Smith et al., 1994), mentors and peers' emotional support (Odell and Ferraro, 1992) and overall satisfaction from structure, system and functions of the school (Borg and Riding, 1991; Zigarelli, 1996). These are some mentioned factors which if reduced, can be the source of retention.

Teacher's satisfaction relates to the commitment with the institution. When a teacher joins an institute, he/she is unaware of the rules and regulations, culture and routines of the institute. It is the responsibility of the mentors and administration to provide necessary orientation and guidelines to the new teachers, introduce them to others so that new relationships can be built, satisfaction and affiliations can be enhanced which leads to more commitment of teachers with the institute and with the passage of time and in turn, retention of employees can be enhanced. Distinctive work environments are also the source of teacher's satisfaction and commitment (Anderman et al., 1991; Shin and Reyes, 1995). Administrative levels, school climate and initiatives relating to programs are also the source of teacher's satisfaction (Firestone et al., 1987). Commitment related activities in schools are emphasized by the desired employees' attitudes through formulation of psychological links between employees and organizational goals (Scholl, 1981; Walton, 1985; Yukl, 1989).

Teacher's satisfaction has received great importance in education related literature. If teachers are more satisfied then, they will be able to focus on students' achievements, provide proper guidelines to them, which in turn leads to overall better performance of teachers but also of students, which are the ultimate focus of the educational institutes. Teachers who want to leave the profession are not satisfied by the students' achievements, while those who stay are satisfied by the achievements of the students (Hall et al., 1992). Teachers who are effective in enhanced performance of students focus on teacher-student relationships which are productive in enhancing learning of students and also for their career (Ladson-Billings, 1994; Gay, 1995). 28% of variation in teacher satisfaction is accounted by succeeding in fulfilling student needs for achievement (Heller et al., 1992).

School culture plays an important role in satisfaction of teachers. Norms and climate of the school affect the satisfaction level of teachers. Favorable culture enhances the motivation and personal investment. Culture affects the satisfaction of teachers through affiliation, recognition, accomplishment, strength of climate and power (Maehr and Fyans, 1989).

Firestone and Rosenholtz (1989) identified some elents of culture which are received through subjective relationship between teachers and principals of schools. Identified elements are management, control, degree of support, administrative support, mutual respect, opportunities for decision making. In this way, leadership is perceived to have influence on satisfaction and commitment of teachers (Miskel et al., 1979; Nidich and Nidich, 1986; Firestone and Rosenblum, 1988; Lee et al., 1989). So, leadership has an utmost importance in overall satisfaction and commitment of teachers.

Teachers' learning and growth has direct impact on the satisfaction of teachers and learning of students and achievement as it acts as mediator in the effective policy for teachers (Smith et al., 2005; Desimone et al., 2007). Educational reforms and advancements are synonymous to teachers' professional development (Sykes, 1996). Teachers have various learning options and they can learn through class room teaching, workshops, trainings, group discussions and seminars (Borko, 2004). Curriculum course is also a source of professional development of teachers, if it is designed in the proper and educative way (Ball and Cohen, 1996; Loucks-Horsley et al., 1998; Remillard, 2005). Another way of teacher's learning is through being busy in education online venues (Ingvarson et al., 2005), research and own inquiry (Guskey, 2000). Teachers can professionally groom themselves by involving in improvement and development processes (Little, 1993; Gusky, 2000). For example, a teacher can involve in writing new books, arranging workshops and seminars, supervising and mentoring students and through assisting other teachers.

Teachers not only require systematic support but also

decision making autonomy so that they gain confidence and become satisfied with their status in the organization. Building expertise and capability for decision making is also necessary for decision making. For this purpose, it is required that all information should be properly disseminated so that teachers are able to make decisions. Decision making power of teachers can be enhanced through aligning goals, curriculum and assessment, establishing learning culture, providing teachers with proper and complete relevant knowledge, both upward and downward mobility of knowledge, providing reports and data necessary for decision making and by giving training (Wohlstetter, 2008).

Educational scholars throughout the world place emphasis on interpersonal relationships in terms of collaboration and communication, to enhance the satisfaction level and performance of teachers. Communities are also created to increase the satisfaction (Hopkins and Reynolds, 2001; Carmichael et al., 2006; James et al., 2007; Moolenaar et al., 2009b). Informal social networks provide the opportunities for information sharing and development of new knowledge between individuals (Tsai and Ghoshal, 1998; Ahuja, 2000). Within school networks enhance and facilitate the reforms in the institutes (Daly et al., 2010). Facilitative conditions for the social network building are; communication, joint challenging work, shared understanding and purpose and relationships built on trust to enhance the explicit and implicit knowledge sharing (Earl and Katz, 2007).

Teacher-student affects the overall satisfaction of teachers. Students' academic orientation is the source of teacher's satisfaction which includes interest in learning, on-time completion of assignments, willingness to work hard and understanding the reason of being in school. It's the role of the teacher to align the students' goals and those who are successful in achieving these are more enthusiastic, motivated, and satisfied and enjoy their workplace. Students with driven and studious focus are source of teacher's satisfaction than those who are preoccupied and uninterested. Moreover, students' misbehavior is also the source of teacher dissatisfaction (Grayson and Alvarez, 2008).

Effectiveness of students and educational institutes depends greatly on the teachers' efficiency. It is observed that in schools teachers work throughout the year but sometimes remain on leave because of health shocks which causes the loss of work and hence decreasing the performance of students. Teachers' health issues have received great importance in literature and reasons are also given for these conditions. Besides working in class rooms, teachers also work harder outside the class rooms and involve in administrative issues. This work overload causes the health problems (Herrmann and Rockoff, 2009). Premature retirement is also one of the causes of health problems faced by teachers, especially mental illness (Weber et al., 2002, 2004). Social and private support is an important factor that can prevent the

illness to occur in teachers (Unterbrink et al., 2008).

There are certain motivational factors such as; perceived social esteem, security, autonomy and self actualization needs deficiencies. Major motivational factors of teachers' satisfaction are self actualization and social esteem, without which, there are chances of burnout among teachers (Anderson and Iwanicki, 1984).

Educational system in Pakistan

Education has the topmost importance for success of a country in all aspects. It plays an overwhelming role for the economic and human prosperity. Unfortunately, educational system of Pakistan has faced many crises but now has started improving for some time but still, Pakistan continues to stand at lowest position in world ranking of literacy. Considering this state of affairs, human capital development has been the important priority in government's nine point plans of 2008. According to latest survey (2008 to 2009) of Pakistan Social and Living Standers Measurement (PSLM), overall literacy rate in Pakistan is 57%, 45% for female and 69% for male as compared to 56% (44% for female and 69% for male) in year 2007 to 2008. This shows a very little advancement in raising the literacy rate in Pakistan. The percentage of male education is constantly greater than female as more focus of people of Pakistan is on male education. The GPI in 2008 to 2009 for Pakistan as a whole is 65% as compared to 64% in 2007 to 2008. Literacy rate in urban areas (74%) is higher than that of rural areas (48%). Educational institutes in Pakistan are divided into the following categories.

Pre-primary education

This is the early childhood education (ECE), provided to children of ages between 4 and 5 years to get them prepared for admission in primary schools. 2.6% increase in primary enrolment in 2008 to 2009 is observed over 2007 to 2008.

Primary education

Class I to V is included under it. There was an increase of 6% in primary enrolment in 2008 to 2009 over 2007 to 2008 and 156,653 schools with 465,334 teachers are functional.

Middle education

Class VI to VIII is included in middle education and a decrease of 2% in primary enrolment during 2008 to

2009 is observed compared to 2007 to 2008 and 40,919 schools with 320,480 are functional.

Secondary education

Class IX and X comes under this head. An increase of 2.7% in 2008 to 2009 is observed as compared to 2007 to 2008.   A number of 24,322 schools with 439,316 teachers are functional.

Higher secondary education

This is also called inter- college having Class XI and XII. 3,291 colleges are functional with 76,184 teachers. There was enrollment of 1.074 students in 2008 to 2009 as compared to 959,690 in 2007 to 2008.

Degree college education

This education includes the classes of XIII and XIV. Enrolment of students in degree colleges during 2008 to 2009 is 429,251 and 383,810 in 2007 to 2008. However, 1,238 degree colleges with 21,176 teachers are functional in Pakistan overall.

University education

Class xv onwards is included in university education. Enrollment over 803,507 students was observed during 2008-2009. Functional universities in Pakistan are 132 with 50,825 teachers.

Financing of education shows a decreasing trend since 2006 to 2007 and 2009 to 2010, where total funds allocated to public sector universities during 2006 to 2007 is 2.5% of GDP, 2.47% in 2007 to 2008, 2.1% in 2008 to 2009 and 2.0% in 2009 to 2010 (economic survey of Pakistan).

Considering the mentioned conditions, Government of Pakistan (GOP) should take initiatives to enhance the level of education through reviewing their policies related to recruitment of teachers and their training, financing to educational institutes, curriculum development, use of information communication technologies, establishment of well regulated system of publishing text books, career counseling, research and development programs and quality of education should be monitored on regular basis.

A study was conducted by Arif and Saqib (2003) on production of cognitive and Life skills in public, private and NGO Schools in Pakistan. Results of their study show that there is no significant difference between public and NGO School. However, a large gap is observed between public and private schools. Reason for

this gap is the higher education with relevant skills and advanced knowledge of teachers of private schools. Their experiences and training provided to them is the source of achievements for their students. There is a need for training of teachers in public, private and NGO schools as public schools are also observed to be performing better than private schools in some areas. Providence of proper training is the area in which if proper resources and expertise be pooled leads to improvement in overall school system in Pakistan.

Saleha (2008) conducted a survey to find status of satisfaction level of female teachers in primary / secondary schools of public sector in rural areas of Sindh province of Pakistan with a sample size of 375 teachers having teaching experience of at least 10 years. From respondents problems related to socio-cultural condi-tions, education and service/job conditions were inquired. The results revealed that in socio cultural conditions from domestic end these female teachers were having problems like less cooperation from the family end due to illiteracy, status of second class citizen, attention to both home and office and no cooperation for family planning causing depression, anxiety and emotional strains. In education they face problems of lack of training facilities and if so, then irrelevant curricula, short duration, dilemma of medium of instructions and lack of research and so on. Problems related to their jobs included low status in society, strict/unbalanced recruitment rules, political pressures, insufficient salary package, and lack of teaching aids.

Aisha Siddique et al. (2002) carried out a research to determine level of satisfaction of teachers at college level in Faisalabad city of Pakistan with a sample size of 300 teachers. All the respondents had qualification level of masters to Ph.D. The majority of respondents was dissatisfied from their salary package, provident funds and other fringe benefits, had job security concerns, and was dissatisfied from recognition of their social status.

Shafqat et al. (2010) conducted a comparative study on job satisfaction in public and private school teachers at secondary level in Lahore city of Pakistan having a sample size of 150 respondents and found that female staffs had a higher level of satisfaction from their male fellows, less qualified teachers were comparatively more satisfied from the highly qualified ones and in the same manner, teachers of public schools were more satisfied as compared to private schools. Besides factors like sovereignty, safe working environment and interaction with parents also contribute towards high satisfaction.

Memon (2007) identified the key issues relevant to the education in Pakistan, as education is the key to development of a country. According to results of his qualitative study, there is no indication of positive results in education development since five decades. Reason for this is the problem in the quality of staff, students, library and laboratory. On the basis of society needs, changing requirements of time, arts students more than science

students, financial crises, research facilities, academic results, teachers' skills and ineffective governance is not meeting the international standards.

Iqbal and Asia (2007) identified motivating factors, job satisfaction and problems faced by female teachers in primary schools with a sample size of 100. This qualitative study revealed that the motivating factor to join this profession was their intermediate education, that is, F.A/FSc. Key factors of job dissatisfaction were low pay scales, lack of cooperation between teachers and parents and among teachers, job insecurity, and no recognition of the profession. The problems faced were physical and mental fatigue, mal-adjustment in domestic life and lack of adequate facilities in schools.

Evidence from aforementioned studies, shows that there is no research conducted on teacher 2000 project in Pakistan. All the studies have their focus on previously implemented policies, innovations, comparisons of public and private schools and improvements required to enhance the efficiency of schools and human development.

RESEARCH METHODOLOGY AND OBJECTIVES

The main objectives of this study are highlighted thus:

(1) To develop new scales through exploratory factor analysis to identify factors more concerned to teachers in a developing country scenario.
(2) To describe the relationship between teachers overall satisfaction with contribution, commitment with goals and health issues
(3) To compare the results of current study with the previous ones in Teacher 2000 project.

Research instrument

A pre-existing survey questionnaire devised by Dinham and Scott (1996) for their teacher 2000 project was adopted for this research. From the original questionnaire, only open ended questions at the end were omitted to reduce the size of questionnaire. The remaining questionnaire was used as a whole and in English language. Two studies were carried out. For Study-1, the complete questionnaire was used and in Study-2, a précised version of above questionnaire after using exploratory factor analysis was used. No other study involved in teacher 2000 project, that is, Bezzina (2005) and Dinham and Scott (1998) in Malta and Cyprus used the exploratory factor analysis to use the items of scale relevant to their culture so it was done here to make the results of study more relevant and reliable.

The unit of sample was teachers of secondary schools, both private and public. As the questionnaire used was in English language, only teachers of higher secondary level schools were approached keeping in view their qualification.

In Study-1, the questionnaire comprised of five sections. The first section was used to gather demographic data of respondents. Second section explored the reasons for choosing teaching as a profession. The respondents were asked to respond with "yes" or "no", based on if these are the factors which influenced them to adopt this profession or not. In the third section, teachers were asked to rate their level of satisfaction/dissatisfaction on various aspects of teachers' work. Here questions were asked on a seven-point Likert scale ranging from 1 = highly dissatisfying to 7 = highly satisfying. In fourth section, the respondents were inquired about their commitment with personal and professional goals. A seven-point Likert Scale was also used here ranging from 1 = extremely important to 7 = not at all important. The fifth and final section, respondents were asked to share medical problems if any they faced in the last few weeks, ranging from 1 = not at all to 4 = much more than usual.

The questionnaire used in study-1 was personally distributed among school teachers in twin cities of Islamabad and Rawalpindi region during October 2010. A total of 252 complete questionnaires were received out of 400, comprising 63%. Of the sample, 22.2% were males and 77.8% females. Majority of respondents belong to age group of 25 to 35 with a percentage of 62.7. In addition, 75% respondents had highest qualification of Masters and least 3.6% as other qualification which includes teachers 1 to 2 years' diplomas.

The study-2 was carried out in January 2011 in the same above cities. From results of study-A, a rather précised questionnaire was developed by using exploratory analysis and was distributed among 500 respondents. A sample of 271 was received comprising of 54.2%. Of total sample, 66.1% were females and 33.9% males. Majority of respondents were again in the age group of 25 to 35 with a percentage of 56.1. Respondents with the highest qualification were again Masters degree holders having a percentage of 64.2 as shown in Table 1.

There were some hindrances encountered during data collection because the questionnaire used was in English language and not translated into national language (Urdu). Another constraint was the terminal exams of students due to which teachers were not able to give proper time to fill questionnaires. Questionnaire used in study-1 was relatively longer one due to which problems were faced during data collection.

RESULTS

Study-1

Results of study-1 were subjected to factor analysis such that items whose factor loadings were not in the acceptable range should be eliminated. For section-3, contribution and satisfaction, forty five items were retained out of seventy five items and following ten new scales were developed (S1) Personal contribution, (S2) involvement in activities, (S3) school culture, (S4) professional achievements, (S5) support structure for welfare, (S6) scope of decision making, (S7) teacher unions role, (S8) community role, (S9) students approach and (S10) working environment. From Section-4, commitment with goals, seven out of forty items were retained and from Section-5, general health, five items were retained (Table 2a, b and c). All the new scales had alpha value above 0.7 which is considered acceptable level (Nunnaly, 1978). Kaiser-Meyer-Olkin (KMO) measures were near and above 0.7 and all the Bartlett significance tests of sphericity were significant (< 0.05). From the rotated factor matrix table, only loadings >0.4 were retained. Besides these, mean and standard deviation results of each item were also included.

In Table 2b, factors, weights and mean scores of section 4, commitment with goals are given. From descending order results of mean scores, respondents

Table 1. Distribution of the sample.

Variable		Study-1 Sample size-252		Study-2 Sample size-271	
		Frequency	Percentage	Frequency	Percentage
City	Islamabad	74	29.4	60	22.1
	Rawalpindi	178	70.6	211	77.9
Gender	Male	56	22.2	92	33.9
	Female	196	77.8	179	66.1
Age Group	25-35	158	62.7	152	56.1
	35-44	62	24.6	61	22.5
	45-54	25	9.9	47	17.3
	54 and above	7	2.8	11	4.1
Highest Qualification	PhD	0	0	1	0.4
	Masters	189	75.0	174	64.2
	Bachelors	54	21.4	88	32.5
	Others	9	3.6	8	3

Table 2a. Factors and weights of section 3 – contribution and satisfaction with teaching.

Items	Scales		Factor	α	M	SD
How satisfying do you find…						
S1 - Personal contribution		**(10 Items)**	**F1**			
3.5	…when you change pupil attitudes in a positive way?		0.835		6.00	1.251
3.7	...when you change pupil behavior in a positive way?		0.828		5.90	1.222
3.2	...when your students achieve success in some way?		0.765		6.14	1.141
3.6	...your capacity to change pupil behavior?		0.726		5.79	1.161
3.3	...your capacity to contribute to whole school progress?		0.674	0.881	5.48	1.340
3.31	...your dealings with students?		0.665		5.68	1.307
3.12	...working with higher ability students?		0.645		5.82	1.284
3.11	...working with lower ability students?		0.508		4.98	1.472
3.10	...working with students with home/welfare problems?		0.467		5.04	1.436
3.1	...your capacity to influence student achievement?		0.460		5.38	1.453
S2 - Involvement in activities		**(06 Items)**	**F2**			
3.28	... your involvement in extra-curricula activities?		0.769		4.69	1.504
3.27	... the amount of time & effort you put into extra-curricula activities		0.738		4.42	1.599
3.40	... the in-service courses that you have been involved in?		0.655		4.61	1.533
3.61	... the amount of educational change in recent years?		0.572	0.823	4.39	1.641
3.39	... the range of professional in-service courses/support offered to teachers?		0.510		3.97	1.610
3.59	... recent changes to curricula?		0.464		4.52	1.438
S3 - School culture		**(05 Items)**	**F3**			
3.47	... formal or official communication methods in your school?		0.696		4.79	1.356
3.46	... the degree of feeling of belonging/collegiality/teamwork in your school?		0.681		5.02	1.408
3.45	... the quality of leadership in your school? (overall, not just the Principal)		0.622	0.839	4.97	1.427
3.48	... the opportunities you have for exercising leadership in your school?		0.619		4.59	1.341
3.65	... the concept of schools hiring their own teaching staff?		0.439		4.79	1.504
S4 - Professional achievements		**(05 Items)**	**F4**			
3.42	... your degree of mastery of teaching content since you began teaching?		0.745		5.38	1.326

Table 2a. Contd.

			α	M	SD
3.44	... the degree to which you have achieved your professional goals?	0.701		5.21	1.327
3.43	... your degree of development of professional skills since you began teaching?	0.698	0.841	5.28	1.355
3.41	... the quality of professional support/supervision received by staff in your school?	0.522		4.90	1.419
3.49	... assisting other teachers?	0.455		5.19	1.190
S5 - Support structures for welfare	**(03 Items)**	**F5**			
3.73	... support structures for student welfare provided by agencies outside the school?	0.797		3.93	1.625
3.75	... support structures for teacher welfare provided by agencies outside the school?	0.781	0.879	3.55	1.741
3.74	... support structures for teacher welfare in your school?	0.717		3.82	1.596
S6 - Scope of decision making	**(04 Items)**	**F6**			
3.54	... the concept of student involvement in school decision-making?	0.768		4.36	1.483
3.55	... the degree of student involvement in decision-making at your school?	0.744	0.819	4.25	1.511
3.53	... the opportunity for your involvement in school decision-making?	0.649		4.31	1.530
3.56	... the amount of your current administrative responsibilities?	0.526		4.80	1.407
S7 - Teacher unions role	**(03 Items)**	**F7**			
3.36	... the way that teacher unions work for the betterment of education?	0.822		4.45	1.445
3.35	... the way that teacher unions represent the interests of their members?	0.773	0.820	4.35	1.397
3.37	... the way educational professional associations work for betterment of education?	0.622		4.32	1.494
S8 - Community role	**(03 Items)**	**F8**			
3.52	... the degree of involvement of the local community in your school?	0.760		4.27	1.413
3.51	... the concept of community involvement in schools?	0.699	0.784	4.53	1.449
3.50	... the opportunities to socialize with other staff in and out of school?	0.565		4.70	1.410
S9 - Students approach	**(06 Items)**	**F9**			
3.9	... pupil behavior generally in your school?	0.815	0.794	4.71	1.312
3.8	... pupil attitudes generally in your school?	0.793		4.70	1.337
S10 - Working environment	**(04 Items)**	**F10**			
3.19	... the amount of recognition you receive for your efforts from your employer?	0.703		4.52	1.706
3.18	... the amount of recognition you receive for your efforts from people in your school?	0.592	0.722	4.62	1.566
3.67	... your opportunities to teach/be employed at other schools?	0.577		4.86	1.513
3.17	... the physical working environment of your school?	0.495		4.73	1.504

*(KMO= 0.881, chi square = 8.281E3, Sig.= 000).

Table 2b. Factors and weights of Section 4: Commitment with goals.

Items	Scales	F1	F2	α	M	SD
q4.17	Trying to avoid conflict	0.857			5.78	1.293
q4.15	Aspiring to be a fair and ethical person	0.842		0.828	5.84	1.234
q4.22	Wanting to avoid stress	0.760			5.62	1.391
q4.35	Wanting to have a career	0.616			5.86	1.300
q4.25	Wanting to be able to influence others		0.846		5.16	1.331
q4.8	Desiring to be popular and accepted		0.785	0.772	5.30	1.401
q4.6	Wanting to have fun		0.723		5.20	1.352

*(KMO .848, chi square 703.173, Sig. 000)

rate most important goal to have a career (5.86), aspiring   to be a fair and ethical person comes second (5.84),

Table 2c. Factors and weights of section 5: Health issues.

Items	Scales	F1	F2	α	M	SD
q5.2	Lost much sleep over worry	0.775			1.96	0.846
q5.9	Been feeling unhappy and depressed	0.726		0.620	1.77	0.770
q5.6	Felt that you could not overcome your difficulties	0.664			1.67	0.831
q5.10	Been losing confidence in yourself		0.839	0.688	1.45	0.732
q5.11	Been thinking of yourself as a worthless person		0.835		1.40	0.663

*(KMO = 0.699, chi square = 301.583, Sig. = 000).

trying to avoid conflict (5.78). Wanting to have fun is their goal with the minimum score of (5.20).

In Table 2c, factors, weights and mean scores of section 5, health issues are given. Respondents were asked to share their medical problems if any and their health over the past few weeks. Average mean score of all the five items was (1.65) showing that respondents health issues suffered by respondents were not more than usual.

Study-2

In the second section, the respondents were asked toanswer questions relating to joining of teaching profession. Respondents were asked to give their responses on dichotomous scale (results are shown in Table 3a). According to results majority of the respondents (59.1%) were not willing to become a teacher, females (67.4%) as compared to males (32.6%). Furthermore, teaching was not the first choice for majority of respondents (56.1%) but they selected this profession as they thought that it would fit in well with their family commitments (70.8%). Salary was equally less motivating for both males and males. Both agreed that training played a positive role in improving their teaching ability (76%). The most encouraging aspect is that both are willing to further carry on this profession in future with females more motivated (67.1%) as compared to male teachers (32.9%).

Level of satisfaction by motivating factors towards teaching

Regression was run to analyze the overall satisfaction level of teachers from their orientation towards teaching. Overall model was significant (F=3.147, p=0.001), (Table 3b). However, only two items were found to be having significant impact on teachers' satisfaction. On the basis of these two significant results, there is negative impact of training on teachers' satisfaction. It means that training provided to students at their graduate level before joining the teaching profession is not satisfactory for them as they feel no improvements in them because of this training. Relationship of other motivation factors on training is non-significant. Teachers' satisfaction level

does not affected by these motivating factors except that of training. Once teachers join this profession of teaching, their ultimate will is to have skills required to be successful in this profession and other factors such as their past choices of profession, working hours and impact of salary is no longer a satisfactory things for them as they achieved these.

Self-rating of satisfaction scales

Table 4 shows mean satisfaction scores of respondents in descending order. Values >4 were considered as highly satisfying and <4 highly dissatisfying, as 4 was the neutral point. Results show that from satisfaction perspective, personal contribution has the highest mean score (5.98), whereas support structure for welfare has lowest mean score of (4.62). Personal contribution (5.98) includes satisfaction gained from successfully changing students/pupils behavior and attitude in a positive way, having capacity to contribute success of students and school progress and so on. Professional achievement (5.57) includes satisfaction gained from achievement of personal goals, improved professional skills and assistance provided to other staff members. Working environment (5.27) includes satisfaction gained from the physical working environment and the recognition received for efforts from both employer and other colleagues. School culture (5.26) includes satisfaction gained from the degree of feeling of belonging in a school to exercise leader by themselves. Involvement in activities (5.17) included satisfaction gained from both extra-curricular and academic activities. The remaining scales in range of satisfaction score of 4 included students approach (4.85), scope of decision making (4.82), teacher unions role (4.80), community role (4.72) and support structure for welfare (4.62).

Second regression analysis was run to measure the level of overall satisfaction of teachers from their commitment with goals, contribution and health issues (Table 5). ANOVA is also applied which shows overall significant results (F=32.082, sig.=0.000). In Collinearity, tolerance is above 0.1 and VIF less than 10, an acceptable range according to H_0 (2006), where tolerance is less than was According to regression results, contribution has positive significant relationship

Table 3a. Level of satisfaction by motivating factors towards teaching.

Factor		Total (%)	Male (%)	Female (%)
I always wanted to become a teacher	True	49.1	35.3	64.7
	False	59.1	32.6	67.4
Teaching was not my first choice of career	True	43.9	31.9	68.1
	False	56.1	35.5	64.5
I became a teacher because of a lack of other options	True	28.8	33.3	66.7
	False	71.2	34.2	65.8
There was pressure from my family to become a teacher	True	11.4	32.3	67.7
	False	88.6	34.2	65.8
I was attracted to teaching because of the hours & holidays	True	32.8	23.6	76.4
	False	67.2	39.0	61.0
I thought that teaching would fit in well with family commitments	True	70.8	26.0	74.0
	False	29.2	53.2	46.8
I was attracted to teaching because of the salary	True	8.1	50.0	50.0
	False	91.9	32.5	67.5
I had a realistic view of teaching before I began my training	True	77.5	29.0	71.0
	False	22.5	50.8	49.2
My training adequately prepared me for teaching	True	76.0	29.1	70.9
	False	24.0	49.2	50.8
Knowing what I know now, I would still become a teacher	True	90.8	32.9	67.1
	False	9.2	44.0	56.0

with teachers' satisfaction that is; teachers are satisfied through their contribution towards their goals, as shown in Table 4 that all the mean values are more inclined towards satisfaction than dissatisfaction. But they are not satisfied with their health condition and health issues are the major source of their dissatisfaction. Impact of school with quality of leadership and opportunities commitment towards goals on satisfaction is found to be insignificant which shows that commitment of teachers towards their professional goals is not the source of their satisfaction. Reason for this is that they considered themselves liable to perform their goals and not considered it a factor which can change the overall satisfaction of teachers.

Table 3b. Level of satisfaction by motivating factors towards teaching-regression results.

Factor	Unstandardized coefficients		Standardized coefficients			Std. dev.
	B	Std. error	β	t	Sig.	
Constant	5.665	0.837		6.772	0.000	
I always wanted to become a teacher	-0.136	0.168	-0.059	-0.811	0.418	0.501
Teaching was not my first choice of career	-.0113	0.160	-0.049	-0.708	0.480	0.497
I became a teacher because of a lack of other options	0.259	0.168	0.102	1.540	0.125	0.454
There was pressure from my family to become a teacher	0.211	0.222	0.058	0.950	0.343	0.319
I was attracted to teaching because of the hours and holidays	0.090	0.152	0.037	0.594	0.553	0.471
I thought teaching would fit in well with family commitments	0.126	0.163	0.050	0.775	0.439	0.455
I was attracted to teaching because of the salary	0.270	0.253	0.064	1.069	0.286	0.274
I had a realistic view of teaching before I began my training	-0.122	0.187	-0.044	-0.656	0.513	0.418
My training adequately prepared me for teaching	-0.402	0.178	-0.149	-2.257	0.025	0.428
Knowing what I know now, I would still become a teacher	-0.625	0.249	-0.157	-2.514	0.013	0.290

Table 4. Mean scores of self rating of overall satisfaction scales.

Scale	Satisfaction score	Std. dev.
Personal contribution	5.98	0.717
Professional achievements	5.57	0.776
Working environment	5.27	0.906
School culture	5.26	0.960
Involvement in activities	5.17	0.930
Students Approach	4.85	1.29
Scope of decision making	4.82	1.13
Teacher unions role	4.80	1.212
Community role	4.72	1.316
Support structure for welfare	4.62	1.292

At the end of the questionnaire, the respondents were asked to rate their over satisfaction and changed satisfaction with teaching (Table 6). In overall satisfaction, majority of the teachers were found satisfied i.e. around 79%. Highest percentage of teachers most satisfied with their job is from the age group of 54 and above and least satisfied from the age group of 25 to 35. These findings second the finding of Humberman (1993) about young faculty. Likewise in relation to gender, female teachers were found more satisfied from their male teachers. From the qualification perspective, majority of teachers with masters degree were found highly satisfied and with bachelors degree highly dissatisfied and from the nature of school perspective, teachers of private schools were found more satisfied from the public schools.

In other table where respondents were asked whether they were currently more or less satisfied than they were in the beginning of this profession,

Table 5. Regression results for all three sections.

Variable	Unstandardized coefficients		Standardized coefficients			Collinearity statistics	
	B	Std. error	β	t	Sig.	Tolerance	VIF
Constant	3.939	0.682		5.780	0.000		
Contribution – S3	0.427	0.107	0.259	4.010	0.000	0.659	1.518
Commitment – S4	0.090	0.094	0.063	0.954	0.341	0.633	1.580
Health issues – S5	-0.652	0.124	-0.311	-5.260	0.000	0.787	1.270

Table 6. Self-ratings for overall and changed satisfaction with teaching.

Ratings	Percentage
Self-ratings for overall satisfaction	
Highly satisfied	24.4
Satisfied	38.0
Slightly satisfied	17.3
Neutral	18.5
Slightly dissatisfied	0.7
Dissatisfied	0.4
Highly dissatisfied	0.7
Self-ratings for changed satisfaction	
Now more highly satisfied	27.3
Now more satisfied	32.8
Now more slightly satisfied	14.8
No change	18.5
Now more slightly dissatisfied	4.4
Now more dissatisfied	1.1
Now more highly dissatisfied	1.1

most of the respondents replied positively that is, 73%. In relation to gender, female teachers were again found more satisfied than male teachers. In relation to qualification, teachers having masters' degree were found more satisfied with changed satisfaction with teaching as compared to teachers with bachelor degrees who were least satisfied.

DISCUSSION

Objective of this study was to observe factors which encourage teachers to adopt this profession and help in increasing their level of satisfaction and motivation. Study-1 was useful in developing different/new scales from the perspective of Pakistani culture in all the three sections of satisfaction, contribution and health issues whereas Study-2 with the new questionnaire was used to observe motivating factors to adopt and retain this profession.

Results of this study match with the study of Malta (Bezzina, 2005) where teachers are mostly extrinsically motivated, mainly attracted to teaching by the family commitment factor (58%), in Pakistan its (70.8%). Furthermore teaching was not the first choice of majority in both countries nor salary or other benefits like hours and holidays was source of attraction to join this profession. Among respondents percentage of females was found comparatively higher from males and they were more interested to join this profession as compared to men. From age group perspective, in Pakistan, respondents in age group of 25 to 35 (56%) were found overall more satisfied from their seniors which does not match with the findings of Bezzina (2005) and Huberman (1993) about young teachers satisfaction. When respondents were asked about how their satisfaction with teaching had changed since they first began teaching, ratings for change in satisfaction, majority from all age groups agreed that now they are more satisfied than dissatisfied from their job showing a positive outcome. Results of this study also match with results of Shafqat (2010) carried out in Lahore city of Pakistan in private and public schools, where majority of the teachers were found satisfied.

In section 4 where questions regarding commitment with goals from their importance perspective were inquired, in Pakistan majority considered career and aspiration to be fair and ethical person most important factor/goal, which matches with the findings of Bezzina (2005). It shows that teachers are very much serious with their job and try to be fair with their students avoiding any discrimination or favoritism. Besides, teachers want to avoid any conflict, desire to be popular and want to have fun showing their positive approach towards career.

Section 5 in which respondents were inquired if they had faced any medical/health or stress issues in the past few weeks, respondents in Pakistan found to be less suffered by them i.e. not more than usual (mean score 1.65), matching with the study of Bezzina (2005). This also lines up with our findings where majority of teachers is overall satisfied with their jobs.

Conclusion

This study aimed at developing new scales through factor analysis to identify the factors more concerned with the teachers of developing countries. After factor analysis, scales of contribution and satisfaction with teaching are reduced from seventy five to forty five. Factors obtained after factor analysis are more relevant to measure the desired construct as they relate to the culture of developing country. Second aim was to measure the overall satisfaction level of teachers through commitment, contribution and health issues, which shows that the satisfaction level of teachers enhances through their personal contribution, involvement in activities, school culture, professional achievements, support culture for welfare, scope of decision making, teacher union roles, community role, student approach and working environment. This shows that satisfaction level of depends upon these factors and these factors should be further improved so that satisfaction level can be further enhanced. Relationship of commitment with teacher satisfaction is found to be insignificant which shows that teachers do not consider their commitment to goals as their satisfaction. Further the health issues of teachers are found to be significantly negatively related to their satisfaction. Teachers are mostly dissatisfied from their health conditions which in return affect their performance. In this regard, female teachers found to have less health issues as compared to male teachers. Thirdly, results of study are compared with the results of Bezzina (2005) and Dinham and Scott (1998). Overall satisfaction of teachers is found to be same as study of Bezzina (2005) and Dinham and Scott (1998) that the percentage of satisfaction of teachers is higher than dissatisfaction in all the studies. Results of motivational factors are also similar to other studies except that in study of Bezzina (2005), where males have more pressure from family to become teacher than females.

In the nutshell, teachers are satisfied from their contribution but the motivational factors such as training which the pre-requisite of teaching is not the source of satisfaction for teachers. As study is conducted in a developing country, so lack of available resources is the source of discrepancy in adding any value to the skills and knowledge of teachers. So, proper training programs should be designed along with availability of proper resources and after analyzing the needs of the teachers so that they can feel improvement in their skills after getting the training. Health issues are serious source of teachers' dissatisfaction. Because of poor health conditions, teachers cannot pay full attention to their work and cannot perform effectively, in return effecting their performance and getting dissatisfied with the prevailing conditions. There is always room of improvement available, so proper attention should be paid by the institutes towards the health of teachers by offering flexible work hours and less work overload so that their satisfaction could be improved and efficiency can be enhanced.

LIMITATIONS AND DIRECTIONS FOR FUTURE STUDIES

Problems encountered in the data collection phase included reluctance of respondents due to language constraint as the questionnaire was in English and its lengthy size. Secondly, at the time of data collection in study 1, send-up exams were in progress and during study 2 terminal exams were in process in schools resulting failure of many respondents to return these questionnaires timely. Besides inquiry of some very personal questions regarding joining of this profession also discouraged teachers to cooperate especially ofpublic sector.

For future research, a rather more comprehensive study is recommended covering public and private schools in both urban and rural areas of all provinces of Pakistan as current study was conducted in urban area only and was self financed and researchers were unable to go beyond due to financial and official constraints. Second if same questionnaire is used in other Asian countries translated in native language will be useful in collection of true and easy information and will be useful in comparative analysis.

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