

**Bharti Rathore**

Assistant Professor

Waymade College of Education

Vallabh Vidyanagar

**Abstract**

*In the modern education system, there have been revolutionary changes in education. Technology has changed the overall outlook of schooling. Now teacher is acting as resource person rather than a traditional classroom teacher with chalk and blackboard. New experiments and methods are being tried out to facilitate the pupils the best learning environment in the classroom. Group teaching method is one of them. Group Teaching Method emphasizes on Activity Oriented Teaching-Learning Process in the classroom. Teaching in-group emphasizes on learning more than teaching. Students interact with each other and learn in their peer groups. Group work is one way of ensuring active participation of students. In the present research paper, researcher has tried to study effectiveness of group work in comparison to conventional teaching.*

**Keywords:** Group task, teaching method, English teaching

In the modern education system, there have been revolutionary changes in education. Technology has changed the overall outlook of schooling. Now teacher is acting as resource person rather than a traditional classroom teacher with chalk and blackboard. New experiments and methods are being tried out to facilitate the pupils the best learning environment in the classroom. Group teaching method is one of them. The students are divided into groups of 6-8 students. Almost all type of students from high achievers to slow learners are taken in each group. Number of groups depends on the number of students in the class. It is not possible to involve the whole class in any activity at once. In Group Teaching Method, small groups can be given different activities and individual participation in the activity is assured. Each member of the group is assigned a specific task to complete and thus the Group Teaching Method emphasizes Activity Oriented Teaching-Learning Process in the classroom. In Group Method, blackboard is be used only if a particular concept is to be taught to the whole class. It is a good teaching tool and very helpful to explain concepts to the class but not so good for tiny tots who want individual attention and involvement in learning process where not only eyes and ears but their hands and hearts are to be involved in the process of learning. The group teaching encourages less use of blackboard and more activities in the classroom. Teaching in-group emphasizes on learning rather than teaching. Students interact with each other and learn in their peer groups. Group work is one way of ensuring active participation of students. Group work may challenge many teachers as control of classroom knowledge and organization is passed to the students. Group work enables students to move more readily from receiving knowledge to generating knowledge. Through talk, students are able to personalize this knowledge and scaffold their thinking processes and understanding. Group work activities or Group method may play a positive role in providing practice to the students in the use of language and improving the academic achievement. This study was undertaken to see whether the teaching of English by using the group work technique has a positive effect on the academic achievement on English subject of the secondary school students. The terms in the problem are defined as follows.

**Effectiveness :** In the present study the researcher, investigates the positive effect of group work activity in teaching English at secondary level.

**Group Work :** Group work means, the students work in cluster of two or more than two to investigate or learn something, e.g. the syllabi of the English subject.

**Activity :** In the present study the word Activity means, students doing assigned task in cluster of two or more than two.

**Secondary Level :** Secondary level means of 9th and 10th standard..

**Objectives of Study :** To find out effectiveness of teaching English by using group work activities of the secondary school students, these are main objectives

**Task Objectives**

To compose Group work activity in the selected unit of std. 9th English text book.

To test effectiveness of Group work activity in selected unit of std. 9th English text book.

To know the opinion of the students of Experimental Group about Group Work Activity.

**Research Objectives**

To compare between the mean scores of pre-test and post test of the students of control group.

To compare between the mean scores of pre-test and post test of the students of experimental group.

To compare between the mean scores of post-test of the students of control group and experimental group.

**Hypotheses of the Study :** In order to investigate the various dimensions of the general research problem, the following null hypotheses were tested at the secondary school level.

There will be no significant difference between the mean scores of pre-test and post test of the students of control group.

There will be no significant difference between the mean scores of pre-test and post-test of the students of experimental group.

There will be no significant difference between the mean scores of post-test of the students of control group and experimental group.

**Variables :** In the present experiment 'Independent Variables' were the types of approaches to teaching English i.e.

a. Group Work Activities

b. Conventional teaching programme

In the present experiment 'Dependent variables' were the achievement scores measured on the achievement test administered before starting the experiment and at the end of the experiment.



**Delimitation :**

The study is conducted on only secondary school students of Shree Sajod Sarvajnic High School, Sajod, Ta. Ankleshwar, Dist. Bharuch.

Only 9th class students of the secondary school level was taken.

Only one unit of the text book of English Gujarat Board for class IX was taken.

**Population and Sample:** All the students of std. 9th and 10th of Gujarati medium school of Ankleshwar city are the population for the study. The investigator has selected IXth standard students of Shree Sajod Sarvajnic High School, Sajod, Ankleshwar as the sample.

**Data collection procedure :** In order to check previous knowledge of the students of both the groups that is Control and Experimental Group the researcher administered Pre-test and measured the score. Then the respective treatment was given to both the groups respectively. Conventional teaching method was used as a teaching strategy to teach the control group and group method was used to teach the students in experimental group. The content matter and the time duration was the same while teaching both the groups. After that the researcher administered post-test to check the effect of teaching programme on both the groups and calculated the scores. Then the researcher took the views of the student of experimental group about the group method teaching strategy in feedback form that is prepared by the researcher himself.

**Hypothesis -01**

There will be no significant difference between the mean scores of pre-test and post test of the students of control group

**Table 1**

**Significance of control group on pre-test and post test**

Group	Mean	S.D.	SEM	't' Value <sup>(cal)</sup>	't' Value <sup>(table)</sup>
Control Group Post test	16.85	2.42	0.33	0.75	2.67 <sup>**</sup>
Control Group Pre test	17.08	2.31	0.31		

**\*\*Significant at 0.01 level**

The first hypothesis for objective 1 was that, *there will be no significant difference between the mean scores of pre-test and post test of the students of control group.*

As the group consisted of the number 53, the required value to be significant at 0.01 level of significance was 2.67. The computed critical ratio of two groups was 0.75. The obtained value is lesser than the required value to be significance at 0.01 level of significance. Therefore, the null hypothesis of no difference between the mean achievements of total performance of control group is accepted.

**Interpretation :** On the basis of the analyzed data it can be stated that the mean of the gained score of the performance of the Control group is less than that of the t table so there is no significance difference between the achievement of the controlled group in pre-test and post-test. It can be said that the conventional way of teaching method is having not much effect on the performance of the students of Control group.

**Hypothesis -02**

There will be no significant difference between the mean scores of pre-test and post test of the students of experimental group.

**Table 2**

**Significance of Experimental group**

Group	Mean	S.D.	SEM	't' Value <sup>(cal)</sup>	't' Value <sup>(table)</sup>
Experimental Group Post test	25.94	1.63	0.22	22.13	2.67 <sup>**</sup>

Experimental  
Group Pre test 16.87 2.40 0.32

**\*\*Significant at 0.01 level**

The obtained 't' value 22.13 is highly significant at 0.01 level of significance. The second hypothesis for objective 2 was that *there will be no significant difference between the mean scores of post-test of the students of control group and experimental group.* As the group consisted of the number 53, the required value to be significant at 0.01 level of significance was 2.67. The computed critical ratio of two groups was 22.13. The obtained value is larger than the required value to be significance at 0.01 level of significance. Therefore, the null hypothesis of no difference between the mean achievements of total performance of Experimental group is not accepted.

**Interpretation :** On the basis of the analyzed data it can be stated that the mean of the gained score of the performance of the group taught through the Group work activities is greater than that of the group taught through conventional teaching programme. It can be mentioned that the new teaching programme (teaching through Group work activity) group has given better performance than the conventional teaching group. Further, we see that the standard deviation is also reduced in Experimental group that shows the better effect of Group Work Activity in teaching English.

**Hypothesis-03**

There will be no significant difference between the mean score of post-test of the students of control group and experimental group.

**Table 3**

**Significance of control and Experimental group**

Group	Mean	S.D.	SEM	't' Value <sup>(stat)</sup>	't' Value <sup>(table)</sup>
Experimental Group	25.94	1.6	0.22	22.18	2.62 <sup>**</sup>
Control Group	17.07	2.4	0.33		

**\*\*Significant at 0.01 level**

The obtained 't' value 22.18 is highly significant at 0.01 level of significance. The third hypothesis for objective 3 was that there will be no significant difference between the mean score of post-test of the students of control group and experimental group. As both the groups consisted of 53 students, the required value to be significant at 0.01 level of significance was 2.62. The computed critical ratio of two groups was 22.18. The obtained value is larger than the required value to be significance at 0.01 level of significance. Therefore, the null hypothesis is not accepted.

**Interpretation :** On the basis of the analyzed data it can be stated that the mean of the gained score of the performance of the group taught through the Group work activities is greater than that of the group taught through conventional teaching programme. It can be mentioned that teaching through Group work activity group is having better results than the conventional teaching group.

**Feedback Form :** As discussed the present study aimed to



see the effectiveness of Group Work Activities at teaching English. In order to triangulate the data feedback was taken from the students of the experimental group. This feedback

form had eleven statements regarding the effectiveness of the given treatment or the given method that is teaching English though the Group Work Activities.

**Table 4**  
**Feedback Form Analysis**

Sr. No.	Statement	Strongly Agree	Agree	Neither Agree nor disagree	Strongly Disagree	Disagree
1	The class was interesting.	79.25	15.09	5.66	0.00	0.00
2	The class was challenging.	56.60	30.19	3.77	1.89	7.55
3	The assigned tasks were clear.	41.51	47.17	0.00	1.89	9.43
4	The test/quizzes were relevant to the topic covered	73.58	26.42	0.00	0.00	0.00
5	The concept points were clarified properly.	50.94	22.64	3.77	7.55	15.09
6	Learning through Group work activity was joyful.	69.81	16.98	0.00	5.66	7.55
7	Learning of English language became easy through Group work Activity.	7.55	45.28	9.43	15.09	22.64
8	The facilitation of teacher is less required in Group Activity.	3.77	9.43	28.30	49.06	9.43
9	Learning from the classmates was taken place.	60.38	39.62	0.00	0.00	0.00
10	Group Activity exposed to use the functional language.	22.64	77.36	0.00	0.00	0.00
11	Group Activity helped to explain the doubt from other's	30.19	69.81	0.00	0.00	0.00

On the basis of this the researcher arrived at following conclusion.

Teaching English through Group Activity makes the students achieve higher score.

The feedback form of students of the Experiment Group also suggests that the students find the class interesting, challenging, joyful and easy.

Learning through group activity also helps in learning concepts better and makes them learn through classmates. It also makes them active participants in the class.

This study is significant because in Gujarat, mostly the traditional method of teaching English is being practised at the school level. The study may prove helpful in bringing a positive change in the classroom. The English teachers working in the field can utilize the group work activities by using the inductive teaching model at the secondary school level. It may bring positive result because the students may be practically involved in the lesson. The study may prove helpful to the students. Working in groups and practicing the different aspects of grammar during reading, writing, speaking, listening practice and during different activities this process will help in making their concepts clear and in applying the rules of grammar during reading, writing, speaking etc. Findings of the study may prove helpful to the teachers' trainers. The prospective teachers may be given practice in using group work activities along with the other methods of teaching English and it may be popularized in the schools while these teachers go to the field.

#### References :

- Aggarwal, J.C. (2002). *Educational Research – An Introduction*. New Delhi, Arya Book Depot.
- Andrew W., David B. & Michael B.(1984) (2nd. Ed.). *Games for Language Learning* Cambridge University Press, 1984.
- Baskaran, H.S. (1989). *The Impact of the Remedial Teaching Programmes in the Common Errors Committed by the Students of Standard XII in Written English*. In Sharma, J.P.(ed) Fifth Survey of Research in Education, New Delhi, NCERT.
- Best J.W. (1986). *Research in Education*. New Delhi, Prentice Hall of India Pvt. Ltd.
- Bhatt S.V. (1998), *ELT Methods and Materials*. New Delhi, Himansu Publication.
- Brahambhatt, J.C. (1983). *A Study of Preparation of Language Programme in English for Pupils of Class VII and its Effects on Achievements in Relation to some Psycho-soico Factors*. In M.B.Buch, (ed) Fourth Survey of Research in Education, New Delhi NCERT.
- Brumfit and Johnson (1979) *The Communicative Approach to Language Teaching*, Oxford University Press.
- Burhoc J.C. (1989). *Paired Classes Evaluation Based on Survey Results*. Paper Presented at the Annual Conference of the California Teachers of English to Speakers of other Languages, ERIC Document Reproduction Service No. Ed 312880.
- Chang ,K.Y. & Smith W.F. (1991). *Cooperative Learning and CAL/IVD in Begining Spnish: An Experiment*. Modern Language Journal, 75.

**JOB SATISFACTION AMONG FACULTY : AN APPROACH TO STUDY THE INTENTION TO LEAVE OR STAY IN THE UNIVERSITY**

**Voice of Research**  
 Volume 1 Issue 3  
 December 2012  
 ISSN No. 2277-7733

**Neha Aggarwal**

Lecturer, Jaypee University of Information Technology,  
 Solan Himachal Pradesh

**Yajulu Medury**

COO, Jaypee Education System  
 Jaypee University of Information Technology  
 Wahnaghat, Solan Himachal Pradesh

**Abstract**

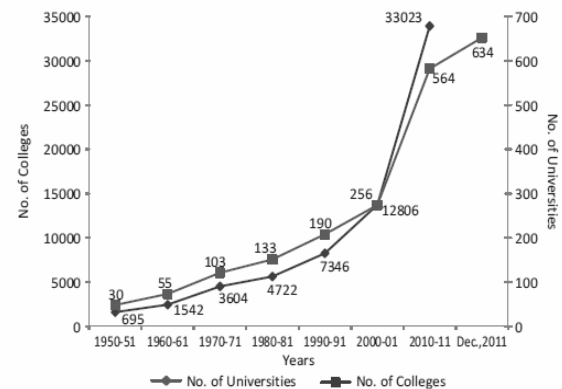
*This study aims to review the work of researchers who have contributed to the study of job satisfaction of faculty in higher education. With job satisfaction, is associated, the intention to leave or stay with the university. Every researcher has a different perspective on job satisfaction and its predictors which further varies from private and public universities. The paper is based on the various studies already done in university faculty and their insight to various predictors of job satisfaction such as faculty at workplace, relations with co-workers and work environment, pay, promotion and equitable workload. These factors have an influence on a faculty's intent to stay with or leave the university.*

**Keywords :** Job Satisfaction, University teachers, Faculty at workplace, Relations with co-workers and work environment, Pay, Promotion and Equitable workload

**Introduction :** Evans ,1997 defined job satisfaction of a lecturer as a "state of mind determined by the extent to which the individual perceives his/her job related needs being met". Since independence, India has shown an exponential growth in terms of the number of Universities. With the growing number of Universities, the requirement of faculty has also grown. Figure 1 and 2 shows the growth of Higher Education in India. As per the UGC reports, the growth of higher education in India is drastic. The enrollments show a tremendous growth but with respect to this, the growth in number of teaching staff is extremely poor.

Altbach , 1977 surveyed the working conditions, attitudes and organizational milieu of college faculty in India. Paucity of faculty in higher education, especially in technical education is the biggest challenge, India is facing. Recruitment in itself is very difficult because the number of applications is very high, but finding the apt person is difficult. Moreover, recruitment costs for replacing the turnover is very huge, in terms of time, resources and productivity. Therefore, recruitment of new faculty is as intricate as retaining the existing faculty.

**Growth of Higher Education Institutions**



Source : MHRD / UGC

**Figure 2**

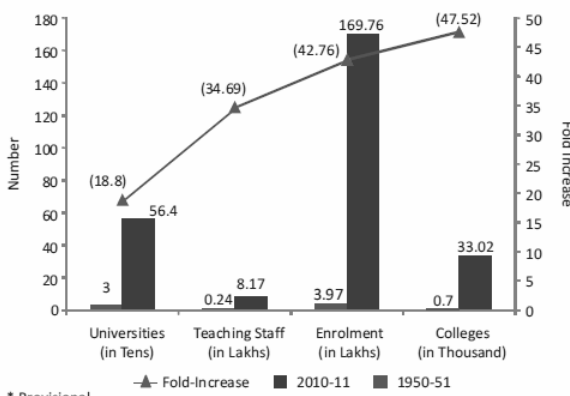
Job satisfaction contributes majorly to such a problem. The faculty is recruited on a need base and on value base. Faculty recruited on need basis may sometimes not be well qualified for the position, but the ominous need compels the institutions to compromise on the quality. This leads to deterioration in performance and dissatisfaction amongst the faculty. The faculties recruited on value base have more likelihood to leave if dissatisfied and seek better opportunities at other places. Talented faculty adds value to the university and thereby retaining them is a challenge.

The question now arises is that what makes the retention of existing faculty so difficult? Is it salary or job satisfaction or lack of motivation ?

**Literature Review**

**Research on Job Satisfaction :** Job satisfaction is "Employee attitude ,including pay ,promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication" according to Spector ,1985.Many researchers studied the methodolo-

**Growth of Higher Education : Universities/Colleges/Students enrolment/Teaching Staff : 1950-51 – 2010-11\***



\* Provisional

**Figure 1**  
 Source UGC Statistics



gies concerning job satisfaction. There are a huge amount of similar articles and studies that have been conducted for primary and secondary schools. However, empirical evidence regarding job satisfaction of higher education teachers is scarce in the international literature (Oshagbemi, 2003). Some researchers like Klein, 2007 studied the relationship between the demographic factors and job satisfaction. But he found no evidence that supported any existence of such relationship.

**Research on Faculty's Intention to Leave / Stay :** In higher education, the excellence of an institute depends on the quality of faculties it recruits and retains. With respect to the present condition of higher education institutes in India, it becomes all the more significant to understand the matrix of factors affecting faculty retention and their intent to leave. It is more critical when the demand for faculty surpasses the availability of talented faculty (Matier, 1990).

Retaining talented faculty is very difficult because there is a high demand for faculty and given a better choice for career advancement, there is a high possibility that they leave. Losing out good faculty not only costs an institute in terms of money, but the time between finding new faculty causes loss to the institute in terms of time and resources that could be used more productively elsewhere. The extent to which faculty members actually act on their discontent and leave their institutions is an empirical question, but institutions would benefit from a clearer understanding of what contributes to faculty decisions to leave (Johnsrud and Rosser, 2002). Matier 1990 studied the different dimensions of influence and motivation of faculty to leave or stay with the university and studied the research conducted by several other researchers (Steers, 1977).

There are intrinsic and extrinsic factors that contribute to the turnover of faculty. Johnsrud and Rosser, 2002 note that "Institutions would benefit from a clearer understanding of what contributes to faculty decisions to leave".

**Variables that Determine the Decision of Faculty's Intention to Leave / Stay :** There have been several studies to determine the predictors for the faculties' intent to stay or leave (Zhou and Volkwein, 2004). They also proposed a theoretical model on the faculty turnover intentions. As per the study conducted by McBride, Munday & Tunnell, 2006, although the propensity to leave was not a widely held attitude, it was influenced by some, but not all, job satisfaction factors. As satisfaction with growth opportunities, salary, the work itself, policy and administration, and supervision decreased, propensity to leave increased.

The factors have been determined from the studies that have been done by several researchers in private and public universities in several countries. The level of individual's job satisfaction is affected by intrinsic and extrinsic motivating factors, the quality of supervision, social relationships within the working group and the degree to which individual suc-

cess or failure in their work as studied by Daft (2005). Both the factors have relevant importance in satisfaction, more so in India since it is a developing country.

There are several views on job satisfaction. Some studies suggest that teachers put more emphasis on intrinsic satisfiers (Wu & Short, 1996), other studies suggest a mix findings of intrinsic and extrinsic satisfier are the best predictors of teacher job satisfaction.

There are several researchers who studied different parameters of job satisfaction (Lee and Mowday, 1987; Smart, 1990; Matier, 1990; Barnes, Agago and Comb, 1998; Ellickson & Logsdon, 2001; Johnsrud and Rosser, 2002; Kusku, 2003; Sseganga & Garrett, 2005; Luthans, 2005)

Some predictors that were studied are :

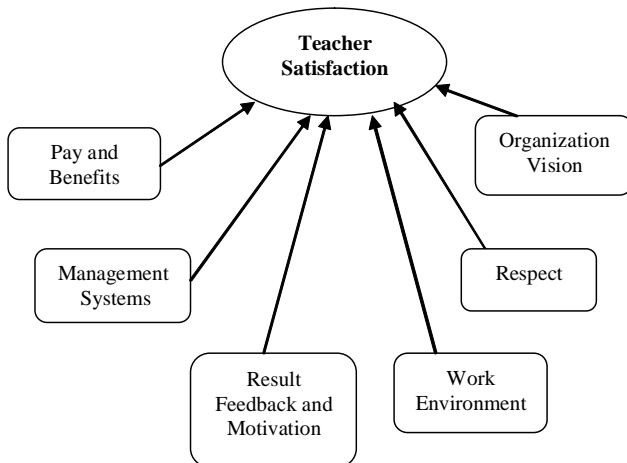
Facility at workplace, Relations with co-workers and work environment, Pay, Promotion and Equitable workload Facility at workplace - Ellickson & Logsdon (2001) studied that availability of adequate resource had a positive effect on job satisfaction. It is very important for faculty to have proper instruments and resources to work. Oshagbemi, 1997 also conducted a study on University teachers in UK that studied the significant impact of facility and resource on happy workers.

**Relations with co-workers and work environment :** Sseganga & Garrett, 2005 measured the job satisfaction of academicians among the universities of Uganda by using nine general elements of their work comprising relations with co-workers, research, teaching, remuneration, governance, opportunities for promotion. Viswesvaran, Deshpande and Joseph, 1998 also studied supervision, working environment co-worker's behavior and the job in general. Luthans (2005), suggested that pay, promotion, work, supervision and fellow workers are the main determinants of the job satisfaction. People who were satisfied at work had support from colleagues and seniors. As junior faculty, it is very important to receive feedback and guidance from the experienced faculty. Therefore, the happy workers had a good working environment where they have a positive relation with fellow workers.

**Pay-** Literature reveals that there is a significant relationship between pay and job satisfaction. Specially in private universities (Khalid, Irshad, Mahmood, 2012) salary has a very important effect on faculty retention. Kusku, 2003 measured the job satisfaction of academics in a university in Turkey by using the seven factors of which pay is one along with general satisfaction. Chen et al., (2006) measured the job satisfaction of the teachers in private university in China by using six satisfaction determinants. Although most of the studies show a correlation between salary and job satisfaction, salary alone is not a predictor for job satisfaction. A survey conducted by Young et al, 1998 in the public sector failed to identify any significant relationship between pay and satisfaction.

**Promotion** - Literature shows that there is a considerable relationship of career advancement opportunities and job satisfaction (Peterson et al., 2003; Ellickson & Logsdon, 2001). Zhou and Volkwein, 2004 studied promotion as an important factor in their conceptual framework.

**Equitable Workload** - Ellickson & Logsdon, 2001 studied the impact of work load on job satisfaction. Zhou and Volkwein, 2004 mentioned workload equity as an external predictor of job satisfaction. Metle, 2003 in his survey found work content as an important factor in determining employee's satisfaction. Meyer, 1998 argues that faculty roles are being shaped by disciplinary differences and educational institutions' missions/visions. Work load now not only refers to the hours put in teaching but also includes time taken for research and other academic commitments. This aspect was studied by Porter and Umbach, 2000 who discussed that faculty workload covers multi factors besides teaching credit hours e.g. committee involvement, research time, community service, office hours, student evaluation, course preparation etc. They grouped the faculty activities in domains of instruction, scholarship, and service. (Shahzad et al, 2010) Several models have been developed to study job satisfaction among employees of various types of organizations. Chen et al. (2006) developed a model, referring to employee satisfaction models, the needs theory of Maslow et al. (1998) and the two-factors theory of Herzberg (1966), which included different attributes related to faculty (Figure 3). The six dimensions he studied are : organization vision, respect, result feedback and motivation, management system, pay and benefits and work environment.



**Figure 3**

These attributes have been termed as "quality attributes". The study was conducted in the form of a questionnaire with 39 items for 6 attributes in Taiwan. The results revealed that the faculty was dissatisfied with the inadequate library facilities and teaching and research equipment. Also work security was a concern.

**Discussion :** The paper discusses various parameters for job satisfaction. The literature shows various views of researchers and different results that vary demographically and with factors. The predictors for job satisfaction are many. But in this paper, only a few have been discussed. Moreover studies in India are few and do not cover this exhaustively.

**Implication for Future Research :** There are various factors that have an impact on job satisfaction of faculty in higher education. The factors vary from private and public universities. Different researchers have conducted studies and have come up with various parameters. These variables do not differ much in different countries. This is a review paper that is a part of a larger study. The next step would be to survey the faculty in Indian universities and determine the variables that have an impact on job satisfaction. This can further help implement solution to retain talented faculty.

**References :**

Altbach, P. G. (1977). In Search of Saraswati: The Ambivalence of the Indian Academic. *Higher Education*, 6 (2), 255-275.

Barnes, L.L.B., Agago, M.O., & Coombs, W. T. (1998). Effects of job related stress on faculty intention to leave academia. *Research in Higher Education* 39(4), 457-469

Chen, S.-H., Yang, C.-C., Shiau, J.-Y., & Wang, H.-H. (2006). The development of an employee satisfaction model for higher education. *The TQM Magazine*, 18 (5), 484-500.

Daft, L. (2005). *The Leadership Experience* (3rd ed.). South-Western: Thomson.

Ellickson, M. C., & Logsdon, K. (2001). Determinants of job satisfaction of municipal government employees. *State and Local Government Review*, 33 (3), 173-84.

Evans, L. (1997). *Teacher morale, job satisfaction and motivation*. Thousand Oaks, Sage.

Herzberg, F. (1966). *Work and the Nature of Man* New York, NY: Wiley.

Johnsrud, L. K., & Rosser, V. J. (2002). Faculty Members' Morale and Their Intention to Leave: A Multilevel Explanation. *The Journal of Higher Education*, 73 (4), 518-542.

Khalid, S., Irshad, M. Z., & Mahmood, B. (2012). Job Satisfaction among Academic Staff: A Comparative Analysis between Public and Private Sector Universities of Punjab, Pakistan. *International Journal of Business and Management* 7 (1). doi:10.5539/ijbm.v7n1p126

Klein, J. (2007). *The relationship between job satisfaction and leadership practices : a survey-based analysis of full time business faculty Wisconsin technical college system*. Capella University. Minneapolis, MN: Unpublished PhD dissertation.

Kusuku, F. (2003). *Employee satisfaction in higher education: the case of academic and administrative staff in*



- Turkey. *Career Development International Journal*, 8 (7), 347-356. <http://dx.doi.org/10.1108/13620430310505304>
- Lee, T.W., & Mowday, R.T. (1987). Voluntarily leaving an organization: An empirical investigation of steers' and Mowday's model of turnover. *Academy of Management Journal*, 30, 721-73
- Luthans, F. (2005). *Organizational behavior* McGraw-Hills.
- Maslow, A. &. (1998). *Maslow on Management*. New York, NY: Wiley.
- Matier, M. W. (1990). Retaining faculty: A tale of two campuses. *Research in Higher Education*, 31 (1), 30-60.
- Mcbridea, S. A., Mundayb, R. G., & Tunnellb, J. (1992). Community College Faculty Job Satisfaction And Propensity To Leave. *Community Junior College Research Quarterly of Research and Practice*, 16(2), 157-165. Doi:10.1080/0361697920160204
- Metle, M.K. (2003). The impact of education on attitudes of female government employees. *The Journal of Management Development*, 22(7/8), 603-26.
- Meyer, K. A. (1998). *Faculty Workload Studies: Perspectives, Needs, and Future Directions*. Ashe-Eric Higher Education Report 26(1).
- Oshagbemi, T. (1997). Job satisfaction profiles of university teachers. *Journal of Managerial Psychology*, 12 (1), 27-39. <http://dx.doi.org/10.1108/02683949710164235>
- Oshagbemi, T. (2003). Personal correlates of job satisfaction: empirical evidence from UK universities. *International Journal of Social Economics*, 30 (12), 1210-1232. <http://dx.doi.org/10.1108/03068290310500634>
- Peterson, D. K., Puia, G. M., & Suess, F. R. (2003). An exploration of job satisfaction and commitment among workers in Mexico. *Journal of Leadership and Organizational Studies*, 10 (2), 73-88. <http://dx.doi.org/10.1177/107179190301000208>
- Porter, S.R., and Umbach, P. (2000). Analyzing Faculty Workload Data Using Multilevel Modeling. Paper presented at the AIR 200 Annual Forum, Maryland.
- Shahzad, K., Mumtaz, H., Hayat, K., & Khan, M. A. (2010). Faculty Workload, Compensation Management and Academic Quality in Higher Education of Pakistan: Mediating Role of Job Satisfaction. *European Journal of Economics, Finance and Administrative Sciences*, 111-120.
- Smart J.C. (1990). A casual model of faculty turnover intentions. *Research in Higher Education*, 31 (5), 405-424
- Spector, P. (1985). Measurement of human service staff satisfaction: development of Job Satisfaction Survey. *American Journal of Community Psychology*, 13 (6), 693-713.
- Sseganga, K., & Garrett, R. M. (2005). Job satisfaction of university academics: Perspectives from Uganda. *Higher Education*, 50, 33-56. <http://dx.doi.org/10.1007/s10734-004-6346-0>
- Steers, R. M. (1977). Antecedents and outcomes of organizational commitment. *Administrative Science Quarterly*, 22, 46-56.
- Viswesvaran, C., Deshpande, S. P., & Joseph, J. (1998). Job satisfaction as a function of top management support for ethical behavior. *Journal of Business Ethics*, 17 (4), 365-371. <http://dx.doi.org/10.1023/A:1017956516324>
- Wu, V., & Short, P. M. (1996). The relationship of empowerment to teacher job commitment and job satisfaction. *Journal of Instructional Psychology*, 23 (1), 85-89.
- Zhou, Y., & Volkwein, J. F. (2004). Examining the Influences on Faculty Departure Intentions: A Comparison of Tenured versus Nontenured Faculty at Research Universities Using NSOPF-99. *Research in Higher Education*, 45 (2), 139-176.