Factors influencing teachers’ job satisfaction in the Pakistan’s public school

Saira Bibi1, Usama Kalim2*

12Faculty of Education, Southwest University, Beibei District, Chongqing, 400715, China
e-mail: ukalim94@gmail.com

Abstract
This study examined the job satisfaction level of teachers and the factors affecting job satisfaction in the public schools of Pakistan. The public-school teachers from the two districts were selected as the sample for this study. The questionnaire was used for the data collection. An online survey was conducted to collect data from the teachers at selected public schools in Pakistan. The respondent was approached individually through an online survey. A total of 119 responses were received through an online survey. Out of these 119, 58 were complete responses which were then used for analysis. The SPSS and AMOS software was used for the analysis purpose. The average score related to teacher satisfaction showed that teachers in Pakistan are generally satisfied with their jobs. The Structural Equation Modeling results showed that professional development opportunities at work and self-efficacy play a significant positive role in teacher job satisfaction. The teachers who were well skilled and had better planning related to the work and provided progress in their work tend to be more satisfied with their jobs compared to the teachers who have low self-efficacy and dispatch progress on their job. Only a few public schools in Pakistan are included in the study. As a result, a broad sample of schools is recommended for future research. This poll did not include private schools. As a result, private schools should be included in future polls to better understand the disparities in teacher conduct in various school environments. Due to the closure of schools in Pakistan, the online survey was the only choice, explaining why there were so few complete responses. To corroborate the findings of this study, it is suggested that future investigations use a large sample size.

Keywords:
Teachers’ job satisfaction; work environment; public schools; self-efficacy.

1 INTRODUCTION
The role of teachers is important throughout the education system (Liang & Akiba, 2017). Despite the role of teachers in the education system, the situation in practice is quite different (Ingersoll, 2017). The author stated that the working conditions for teachers in the schools are leading to an increased turnover of teachers worldwide. The field of job satisfaction of teachers has been the subject of much research since the beginning of this century. Job satisfaction refers to the employees’ feelings about their job. This may be positive or negative (Skaalvik, 2014). If there is a big gap between the expectations and reality of the teachers’ demands, it will lead to lower job satisfaction (Demirdag, 2015). Many factors, including self-efficacy, working conditions, and goals, affect job satisfaction. Earlier studies have shown that factors such as quality of communication and supervision, career goals, self-efficacy, well-being, and supportive goals are important for job satisfaction (Badri et al., 2013).

Teachers in Pakistan are rarely satisfied with their jobs (Amin et al., 2013). Unfortunately, teachers' social recognition and status in Pakistan worsen every day (Akram et al., 2017). Due to the centralized education system, teachers in Pakistan rarely enjoy academic freedom, resources, and power autonomy (Khan, 2005). Although schools and universities have implemented several initiatives to improve teacher satisfaction, they have not been amazingly effective (Akram et al., 2015). According to the author, most of these initiatives have not addressed the fundamental problems of teachers. Turner (2007) argues that many teachers linked dissatisfaction with working conditions, relationships with colleagues, and the general school environment.

In developing countries, there seems to be little talk about the job satisfaction of teachers, which is why there are many cases of teachers rotating the job (Khan, 2005). While lower salaries are also one of the factors which result in job dissatisfaction (Ali, Zaman, Tabassam, Iqbal, 2011), the working conditions of the schools play a leading role concerning the job satisfaction of the teachers (Akram et al., 2017).

This study aims to analyze the job satisfaction level of public schools’ teachers and investigate the factors that influence the teacher job satisfaction levels in the public schools of Pakistan. This study proposes two research questions: 1) What is the level of public schools’ teachers’ job satisfaction, and 2) What factors influence teacher job satisfaction of secondary schools in Pakistan? This study helps in understanding the current state of teachers’ satisfaction in the public schools of Pakistan. It also helps understand how important the school-related factors are for the teachers’ satisfaction and how they affect teachers’ satisfaction. It may also help educational administrators to keep in mind the key factors that affect teacher job satisfaction to ensure that they maintain high levels of teacher satisfaction by focusing on these key factors. This study proposes four hypotheses, as follows:

• H1: Professional development opportunities have a positive effect on the job satisfaction of teachers.
• H2: Self-efficacy has a positive effect on the job satisfaction of teachers.
• H3: Goal support has a positive effect on the job satisfaction of teachers.
• H4: Working conditions have a positive effect on the job satisfaction of teachers.

2 LITERATURE REVIEW
The degree to which people feel happy or negative about their occupations is referred to as job satisfaction. Researchers define job satisfaction as an individual's good and/or negative views and feelings about his or her profession (Sunal et al.,
salary, student. Teachers with lining because they are dissatisfied with their workload and working environment. These variables have a substantial impact on teacher performance as well as teaching quality. As a result, it is crucial to examine how these characteristics are linked to raising or reducing teacher work satisfaction in schools.

Teachers' job satisfaction is harmed by a lack of support from school administration, a shortage of laboratory supplies, and low compensation. As they encounter issues relating to student misbehaviors, workload, relationships with coworkers, and administrators, compensation, and career progress, their job satisfaction declines (Shann, 1998). Furthermore, teachers' job satisfaction is declining because they are dissatisfied with their workload and working environment (Ingersoll & Schreibman, 2006). Teacher work satisfaction is closely linked to educational quality. The more contented instructors are, the better they can teach. As a result, we must increase teacher satisfaction while continuing to improve teacher working conditions. We contribute to increased student learning and accomplishment by assisting teachers in becoming more effective (Klassen et al., 2009).

The poor pay of teachers is another aspect that has a detrimental impact on their job satisfaction. Teaching is a comparatively low-paying job compared to other professions such as computer programmers, nurses, and public accountants. Because of inadequate pay, more than a third of new teachers leave the profession within five years. Their poor pay was linked to their dissatisfaction with their jobs (Liu, 2007). Teachers' decisions to leave or stay in the classroom were influenced by low compensation. Teachers' intentions to leave the teaching profession may decrease when their salary satisfaction rises (Ingersoll, 2006).

Teachers' turnover can be minimized if their job satisfaction is improved (Skaalvik & Skaalvik, 2014). Teacher satisfaction can be managed by job security and the working environment (Aydin, Sarier, & Uysal, 2013). According to the authors, teachers' productivity can be enhanced to a high level by assuring their job pleasure. Teachers who are satisfied can deliver outstanding instruction to their students by exciting and inspiring them. Even among skilled teachers, preliminary studies have shown that low job satisfaction negatively impacts productivity. Burnout and a lack of passion for work also impact productivity (Chamundeswari, 2013).

A significant factor in gaining job happiness is growing in the workplace (Herzberg et al., 2011). People are encouraged to develop plans and set objectives for their future as a result of these chances. According to goal-setting theory, higher goals lead to more satisfaction, and vice versa (Locke & Latham, 2006). According to studies, employees with higher goals have higher job satisfaction (Koestner et al., 2002; Wiese & Freund, 2005).

Teacher success is defined as obtaining the desired response from students through motivation (Skaalvik & Skaalvik, 2014; Soodak & Podell, 1996). According to research, teacher self-efficacy is linked to student achievement in the classroom (Dicke et al., 2014). Their level of satisfaction influences teachers' attitudes in the classroom. Teachers with higher abilities and better preparation are more receptive to new ideas and have greater organizational elevation. They frequently try to define development plans and set clear objectives (Molding et al., 2014; Rodriguez et al., 2014). According to previous studies, having a high level of self-efficacy leads to increased happiness (Aldridge & Fraser, 2016; Skaalvik & Skaalvik, 2017). The data analysis follows the study's design and approach.

The term "goal support" refers to the assistance provided to overcome specific work-related obstacles (Righetti, Kumashiro, & Campbell, 2014). According to studies, job happiness is attained through staff support, encouragement, and inspiration (Lent & Brown, 2006; Tang et al., 2014). According to Lent and Brown's (2006) model, assisting in the achievement of goals promotes job satisfaction. Goal support has been found to have a weak and insignificant link with job satisfaction in some studies. On the other hand, others have discovered that peer support and supervisor support impact job satisfaction (Babin et al., 2015; Cullen, 2014; Grant, 2014; Tang et al., 2014).

School infrastructure and policies are integrated into working conditions in school contexts (Nie et al., 2015). The link between working conditions and job satisfaction has been studied in a number of ways (Hui et al., 2014; Karim et al., 2017; Nie et al., 2015). In a healthy working environment, teachers perform better. Working conditions that are insufficient will have a negative impact on job satisfaction (Jordan et al., 2017; Khany & Tazik, 2016). The current study used Lent and Brown's (2006) model to quantify the direct impact of school-related characteristics on job satisfaction.

3 Method
The present study attempted to analyze the public-school teachers’ job satisfaction level and identify the factors that contribute to teachers’ job satisfaction and dissatisfaction.

3.1 Research Setting
Research design is the conceptual structure within which the qualitative or quantitative research is conducted and constitutes the blueprint for measuring variables, collection of data, and analysis. The study followed a descriptive design to collect data on selected public schools of Pakistan. The purpose of descriptive design is to gather detailed information and facts that describe a phenomenon. The public-school teachers from the two districts were selected as the sample for this study.
3.2 Research Instruments

After an extensive literature review regarding factors influencing teachers’ job satisfaction level of public schools, one instrument was adapted from the study of (Naz, 2017). The question pro website was used to make the instrument e-questionnaire. The e-questionnaire was then used for data collection and analysis. Five Likert questionnaires (agree, agree, disagree, disagree, disagree) is used for this study.

3.3 Data Collection

For the purpose of data collection, the respondent will be taken individually by an online survey. A total of 119 responses were received through online survey. Out of these 119, 58 were complete responses. So, the 58 responses are selected as the total sample size of this study.

3.4 Data Analysis

The analysis for this study has been performed using (SPSS) and AMOS tools. The survey was conducted online using an e-questionnaire. A total of 119 responses were received. Out of these responses, 58 complete responses were selected for analysis.

4 RESULTS

4.1 Demographic Profiles

Table 1 shows the gender distributions of the sample data. Out of 58 respondents, most of the respondents were female (41), while a small proportion were male teachers. This is also due to the excess number of female teachers in the school education department of Pakistan.

| Gender | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------|-----------|---------|---------------|--------------------|
| Male   | 17        | 29.3    | 29.3          | 29.3               |
| Female | 41        | 70.7    | 70.7          | 100.0              |
| Total  | 58        | 100.0   |               |                    |

As per the results shown in table 2, most of the respondents fall in the age group of (20-30, 51) due to the many new induction programs for the school. Also, because the survey was online, so the younger teachers participated in this survey.

| Age     | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid   |           |         |               |                    |
| 20-30   | 51        | 87.9    | 87.9          | 87.9               |
| 31-40   | 4         | 6.9     | 6.9           | 94.8               |
| 41-50   | 1         | 1.7     | 1.7           | 96.6               |
| 51&above| 2         | 3.4     | 3.4           | 100.0              |
| Total   | 58        | 100.0   |               |                    |

Most of the respondents had a service duration period of (1-5, 36); due to the many new induction programs for the school, more young people came to the education department. Also, because the survey was online so the younger teachers participated in this survey.

| Service Duration | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Valid            |           |         |               |                    |
| 1-5              | 36        | 62.1    | 65.5          | 65.5               |
| 6-10             | 7         | 12.1    | 12.7          | 78.2               |
| 11-15            | 6         | 10.3    | 10.9          | 89.1               |
| 16-20            | 3         | 5.2     | 5.5           | 94.5               |
| 21 above         | 3         | 5.2     | 5.5           | 100.0              |
| Total            | 55        | 94.8    | 100.0         |                    |
| Missing System   | 3         | 5.2     |               |                    |
| Total            | 58        | 100.0   |               |                    |

4.2 Teachers’ Job Satisfaction

Table 4 shows the overall score related to teacher job satisfaction. The mean value is 3.6138, which is above the neutral response and blow than the satisfying response. This is showing that teachers overall showed satisfaction towards their job. Although their satisfaction level is not high, showing the mixed responses from the respondents. Figure one further illustrates the situation of teacher satisfaction in the public schools of Pakistan.
Table 4 Teachers overall score related to their job satisfaction

|                | N  | Minimum | Maximum | Mean | Std. Deviation |
|----------------|----|---------|---------|------|----------------|
| TJS            | 58 | 1.00    | 5.00    | 3.6138 | .82663         |
| Valid N (listwise) | 58 |

Figure 1 shows that most of the respondents are somewhat satisfied with their job as most of the responses lie in the range of 3-4. In the questionnaire, response three was neutral, and response four was related to job satisfaction. A few of them were very dissatisfied with their jobs, whereas some of the teachers’ respondents were very satisfied with their jobs.

Figure 1. Teachers’ job satisfaction summary

4.3 Relationship of Study Variables with the Teachers’ Job Satisfaction

4.3.1 RMSEA Table

| Model                  | RMSEA | LO 90 | HI 90 | PCLOSE |
|------------------------|-------|-------|-------|--------|
| Default model          | .138  | .122  | .154  | .000   |
| Independence model     | .184  | .170  | .198  | .000   |

The RMSEA value is significant at below 0.05, meaning the SEM model is fit and appropriate for the analysis.

4.3.2 Structural Equation Modeling (Relationship of different factors with Job Satisfaction)

Figure 2. SEM of variables
4.3.3 Regression Weights

|       | Estimate | S.E.  | C.R. | P   | Label |
|-------|----------|-------|------|-----|-------|
| JS --- WC | .344    | .231  | 1.488 | .137 | par_17 |
| JS --- PDO | .747    | .209  | 3.570 | *** | par_18 |
| JS --- SE | .431    | .183  | 2.353 | .019 | par_19 |
| JS --- GS | -.153   | .192  | -.795 | .427 | par_24 |

SEM’s regression results show that working conditions, professional development opportunities, and self-efficacy positively relate to teacher job satisfaction. At the same time, group support has a negative but insignificant relationship with teacher job satisfaction. The working condition has little relation as the p-value (.137> .05) is insignificant. The professional development opportunities have a strong positive and significant relationship (.747, p<.01) with teacher job satisfaction. This shows that people who must think they have more opportunities to grow in the schools tend to be more satisfied in their teaching jobs. Self-efficacy also has a significant positive relationship (0.431, p<.05). This shows that higher self-efficacy of teachers also leads to higher job satisfaction.

5 DISCUSSION AND CONCLUSION

The results of this study showed that teachers in Pakistan are generally satisfied with their jobs. Although their satisfaction level is not very high or above average, the data still shows positive feedback from the teachers related to their job satisfaction. These results contrast with the study of (Amin et al., 2013), in which the author concluded that teachers, in general, are not satisfied with their jobs. Furthermore, the SEM modeling showed that work-related progress and self-efficacy play a key role in teacher job satisfaction. The teachers who are well skilled and have better planning related to the work tend to be more satisfied with their jobs than the teachers who have low levels of self-efficacy and not having development opportunities at work. These results are in line with the studies of (Molding et al., 2014; Rodriguez et al., 2014), in which the authors stated that teachers with higher skills and better planning are more open to new ideas and show greater uplift in the school organization. In addition to that, when teachers are satisfied with the work-related progress or think that they have enough opportunities to grow professionally, they feel more satisfied in that organization. They often attempt to identify the strategies of development progress within the organization.

6 LIMITATION AND RECOMMENDATION

The study is limited to only some public schools in Pakistan. So, a large sample of schools is recommended for future studies. Private schools were not part of this survey. So, the private schools should also be considered for future studies to understand the differences in teachers' behavior in diverse kinds of school environments. Due to the closure of schools in Pakistan, the online survey was the only choice that made not many respondents complete responses. It is recommended to use a large sample size for future studies to confirm the results of this study.

REFERENCES

Akram, M., Ilgan, A., Ozu-Cengiz, O., & Shah, A. A. (2017). Quality of school work life of public school teachers: Cases from Turkey and Pakistan. Journal of Education and Educational Development, 4(2), 244-269.

Akram, M., Malik, M. I., Sarwar, M., Anwer, M., & Ahmad, F. (2015). Relationship of teacher competency with professional commitment and job satisfaction at secondary level. International Journal of AYER, 4, 58-70.

Aldridge, J. M., & Fraser, B. J. (2016). Teachers’ views of their school climate and its relationship with teacher self-efficacy and job satisfaction. Learning Environments Research, 19(2), 291-307.

Ali, A., Zaman, T. Dr., Tabassam, F., Iqbal, Z., Dr (2011). A Study of Job Satisfaction of Public schools Teachers. Journal of Education and Practice www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222- 288X (Online) Vol 2, No 1, pp.32-37.

Amin, M., Shah, S., & Tatlah, I. A. (2013). Impact of Principals/Directors’ Leadership Styles on Job Satisfaction of the Faculty Members: Perceptions of the Faculty Members in a Public University of Punjab, Pakistan. Journal of Research & Reflections in Education, 7(2), 97-112.

Aydin, A., Sarter, Y., & Uysal, S. (2013). The Effect of School Principals’ Leadership Styles on Teachers’ Organizational Commitment and Job Satisfaction. Educational sciences: Theory and practice, 13(2), 806-811.

Babin, B. J., Boles, J. S., & Griffin, M. (2015). The Moderating Role of Service Environment on the Customer Share Customer Commitment Relationship New Meanings for Marketing in a New Millennium (pp. 266-271): Springer, Cham.

Badri, M. A., Mohaidat, J., Ferrandino, V., & El Mourad, T. (2013). The social cognitive model of job satisfaction among teachers: Testing and validation. International Journal of Educational Research, 57, 12-24.

Chamundeswari, S. (2013). Job satisfaction and performance of school teachers. International Journal of Academic Research in Business and Social Sciences, 3(5), 420-428.

Cullen, K. L., Edwards, B. D., Casper, W. C., & Gue, K. R. (2014). Employees’ adaptability and perceptions of change-related uncertainty: Implications for perceived organizational support, job satisfaction, and performance. Journal of Business and Psychology, 29(2), 269-280.

Demirdag, S. (2015). Assessing teacher self-efficacy and job satisfaction: Middle school teachers. Journal of Educational and Instructional Studies in the World (WJEIS), 5(3), 35-43.
Dicke, T., Parker, P. D., Marsh, H. W., Kunter, M., Schneek, A., & Leutner, D. (2014). Self-efficacy in classroom management, classroom disturbances, and emotional exhaustion: A moderated mediation analysis of teacher candidates. Journal of Educational Psychology, 106(2), 569-585.

Grant, A. M. (2014). Autonomy support, relationship satisfaction and goal focus in the coach–coachee relationship: which best predicts coaching success? Coaching: An International Journal of Theory, Research and Practice, 7(1), 18-38.

Herzberg, F., Mausner, B., & Snyderman, B. B. (2011). The Motivation to Work. Newbrunswick: Transaction Publishers.

Hui, H., Jenatabadi, H. S., Ismail, B., Azina, N., Radzi, W. M., & Jasimah, C. W. (2014). Principal’s leadership style and teacher job satisfaction: A case study in China. Institute of Interdisciplinary Business Research 5(4),175-184

Ingersoll, B., & Schreibman, L. (2006). Teaching reciprocal imitation skills to young children with autism using a naturalistic behavioral approach: Effects on language, pretend play, and joint attention. Journal of autism and developmental disorders, 36(4), 487.

Ingersoll, R. M. (2017). A Quarter Century of Changes in the Elementary and Secondary Teaching Force: From 1987 to 2012-Statistical Analysis Report.

Jordan, G., Miglic, G., Todorovic, I., & Maric, M. (2017). Psychological Empowerment, Job Satisfaction and Organizational Commitment Among Lecturers in Higher Education: Comparison of Six CEE Countries. Organizacija, 50(1), 17-32.

Karim, N., Khan, R. A., & Shamim, A. (2017). Determinants of Job Satisfaction in Schools of Agha Khan Education Board, Karachi. Global Management Journal for Academic & Corporate Studies, 7(1), 37-47.

Khan, T. (2005). Teacher job satisfaction and incentive. A case study of Pakistan. DFID.

Khan, T. (2005). Teacher job satisfaction and incentive: a case study of Pakistan. Country case studies from Africa and South Asia. Retrieved 25, 2008 from http://www.research4development.info/PDF/outputs/policystrategy/3888teacher_motivation_pakistan.pdf.

Khany, R., & Tazik, K. (2016). On the relationship between psychological empowerment, trust, and Iranian EFL teachers’ job satisfaction: The case of public schoolteachers. Journal of Career Assessment, 24(1), 112-129.

Klassen, R. M., Foster, R. Y., Rajani, S., & Bowman, C. (2009). Teaching in the Yukon: Exploring teachers’ efficacy beliefs, stress, and job satisfaction in a remote setting. International Journal of Educational Research, 48(6), 381-394.

Klassen, R. M., Foster, R. Y., Rajani, S., & Bowman, C. (2009). Teaching in the Yukon: Exploring teachers’ efficacy beliefs, stress, and job satisfaction in a remote setting. International Journal of Educational Research, 48(6), 381-394.

Koestner, R., Lekes, N., Powers, T. A., & Chicoine, E. (2002). Attaining personal goals: self-concordance plus implementation intentions equals success. Journal of Personality and Social Psychology, 82(1): 231-243

Lent, R. W., & Brown, S. D. (2006). On conceptualizing and assessing social cognitive constructs in career research: A measurement guide. Journal of Career Assessment, 14(1), 12-35.

Liang, G., & Akiba, M. (2017). Teachers’ working conditions: A cross-national analysis using the OECD TALIS and PISA data. In International handbook of teacher quality and policy (pp. 388-402). Routledge.

Liu, X. S., & Meyer, J. P. (2005). Teachers’ perceptions of their jobs: A multilevel analysis of the teacher follow-up survey for 1994-95. Teachers College Record, 107(5), 985-1003.

Locke, E. A., & Latham, G. P. (2006). New directions in goal-setting theory. Current directions in psychological science, 15(5), 265-268.

Locke, E.A. 1976. The Nature and Cause of Job Satisfaction. Handbook of Industrial and Organizational Psychology.

Moulding, L. R., Stewart, P. W., & Dunmeyer, M. L. (2014). Pre-service teachers’ sense of efficacy: Relationship to academic ability, student teaching placement characteristics, and mentor support. Teaching and teacher education, 41, 60-66.

Naz, S. (2017). Factors affecting teachers job satisfaction. Market Forces, 12(2).

Nie, Y., Chua, B. L., Yeung, A. S., Ryan, R. M., & Chan, W. Y. (2015). The importance of autonomy support and the mediating role of work motivation for well-being: Testing self-determination theory in a Chinese work organisation. International Journal of Psychology, 50(4), 245-255.

Righetti, F., Kumashiro, M., & Campbell, S. B. (2014). Goal difficulty and openness to interpersonal goal support. Personality and Social Psychology Bulletin, 40(9), 1107-1118.

Righetti, F., Kumashiro, M., & Campbell, S. B. (2014). Goal difficulty and openness to interpersonal goal support. Personality and Social Psychology Bulletin, 40(9), 1107-1118.

Rodríguez, S., Regueiro, B., Pena, R. B., Valle, A., Piñeiro, I., & Menéndez, R. C. (2014). Teacher self-efficacy and its relationship with students’ affective and motivational variables in higher education. European journal of education and psychology, 7(2), 107-120.

Schwarz, C. V., Gunckel, K. L., Smith, E. L., Covitt, B. A., Bac, M., Enfield, M., & Tsurusaki, B. K. (2008). Helping elementary preservice teachers learn to use curriculum materials for effective science teaching. Science Education, 92(2), 345-377.

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

Skaalvik, E. M., & Skaalvik, S. (2014). Teacher self-efficacy and perceived autonomy: Relations with teacher engagement, job satisfaction, and emotional exhaustion. Psychological Reports,114(1), 68-77.

Skaalvik, E. M., & Skaalvik, S. (2017). Motivated for teaching? Associations with school goal structure, teacher self-efficacy, job satisfaction and emotional exhaustion. Teaching and Teacher Education, 67, 152-160.

Soodak, L. C., & Podell, D. M. (1996). Teacher efficacy: Toward the understanding of a multifaceted construct. Teaching and Teacher Education, 12(4), 401-411.
Sunal, A. B., Sunal, O., & Yasin, F. (2011). A comparison of workers employed in hazardous jobs in terms of job satisfaction, perceived job risk and stress: Turkish jean sandblasting workers, dock workers, factory workers and miners. Social Indicators Research, 102(2), 265-273.

Tang, S. w., Siu, O. I., & Cheung, F. (2014). A study of work–family enrichment among Chinese employees: The mediating role between work support and job satisfaction. Applied Psychology, 63(1), 130-150.

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

Turner, J. D. (2007). Beyond cultural awareness: Prospective teachers' visions of culturally responsive literacy teaching. Action in Teacher Education, 29(3), 12-24.

Wiese, B., & Freund, A. (2005). Goal progress makes one happy, or does it? Longitudinal findings from the work domain. Journal of Occupational and Organizational Psychology, 78(2), 287-304.

Wiese, B., & Freund, A. (2005). Goal progress makes one happy, or does it? Longitudinal findings from the work domain. Journal of Occupational and Organizational Psychology, 78(2), 287-304.