



Business Education Lecturers' Job Satisfaction As A Correlate Of Their Teaching Effectiveness In Tertiary Institutions In Delta State

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ABSTRACT

The study examined business education lecturers job satisfaction as a correlate of teaching effectiveness in tertiary institution in Delta State. five research questions were raised and answered, while five null hypotheses were formulated and tested at 0.05 level of significance. The study adopted a correlational survey design. The population of the study comprised 1368 business education lecturer's and students. The sample size of the study was 192 drawn using the simple random sampling technique. The data collected from the respondents were analysed using coefficient of determination to answer research questions while linear regression was used to test hypothesis 1-4 and multiple regression analysis was used for hypothesis five (5) at 0.05 alpha level. The finding shows showed positive relationship between business education lecturer's job satisfaction and teaching effectiveness in tertiary institutions, also that there is significant relationship among job satisfaction, gender, years of experience, professional rank and teaching effectiveness in tertiary institutions. Based on the findings, it was concluded that business education lecturers' job satisfaction, gender, years of experience and professional rank compounded significantly predicted teaching effectiveness in tertiary institutions in Delta State. Based on this, it was recommended among others that tertiary institutions should encourage gender equality among lecturers in order to produce effective and efficient teachers in the field of business education in Nigeria educational system.

Keywords: Business Education, Lecturers, Job Satisfaction & Teaching Effectiveness

INTRODUCTION

Job satisfaction is one of the most widely researched phenomenon in in the field of human resource management and it cuts across all organisational settings; and it has implication for overall organisational behaviour (Mitchel and Lasan, 2007). It is the centre of how best to manage human behaviour to the benefit of the organisation and the individual employee. In the light of the above, Miller (2003) sees job satisfaction as the collection of feelings and beliefs people have about their current job. It is the extent that a person's job fulfils his dominant needs and is consistent with his expectations and values, which according to Sirin (2009) often leads to attitudes that advance or retards the employee's performance on the job. According to Weir (2013) job satisfaction has been a central problem in every organisation.

However, the ability to take advantage of and manage it successfully depends on management awareness of the importance and the availability of the workplace resources (Bakker, Demerouti, and Euwema, 2013) to manipulate the various factors responsible for its occurrence.

Tertiary institutions in the Nigerian context are usually extra-ministerial parastatals and like every other governmental organisation, they are affected by prevalence of all forms of negative attitude towards work (Reisel, Probst, Chia, Maloles, and König (2010), such as ingenuity, irregularity, negligence, ineptitude and so on. Despite the levels of disciplinary measure, the institutions have adopted to curb these anomalies have not produced the desired level of job commitment (Zhang, Wu, Miao, Yan & Peng, 2014), work attitude and productivity the organisations aimed to achieve. Job satisfaction or dissatisfaction among lecturers of tertiary institutions in Nigeria has in most cases, being inadvertently neglected by educational administrators and the decadence being experienced in the institutions has been in most cases, wrongly adduced entirely to governmental and other societal factors: which are not connected to an organisation's internal psychology.

Lecturers' display negative attitudes toward their teaching job have been linked to perceived job dissatisfaction (Koko, 2005) among staff across all cadres of administration and sections of any organisation nay the tertiary educational institutions. Most often, higher education administrators take certain stringent measures to curb these negative attitudes among their employees without consideration to factors of job satisfaction and no sooner the measures are put in place than they fail and the problem remains. When this happens, administrators often become inattentive to the symptoms and as a result, these negative work attitudes, according to Bowling, Wang and Li (2012), tend to become norms or integral part of the institutions' culture.

Lecturers inclusive of business education Lecturers' of tertiary educational institutions are not immune to the negative work attitudes in any of the tertiary institutions. They are found in every academic division, settings and administrative cadre, attached primarily to departments, faculties and sub-institutions empowered by senate of the institutions to carry out academic activities. It is thus, obvious that the role and function of the business education lecturers' cuts across all spheres or strata of both academic and administrative sections of the institution's organogram. Business education could be seen as the sum total of the knowledge, skill and attitude that are required for successfully promoting and administering business enterprises, also to impart learners or students with entrepreneurial skills (Oroka,2023).

Business education lecturers, like those of every tertiary institution, are very vital element in the build-up of every educational system; in producing quality knowledge, skill, character and quality service which, are very important towards nation's growth and overall development. Given the complex nature of the business education programme, the lecturers in the programme are prone to job dissatisfaction and as such serves a veritable subset of any host university to conduct this kind of research. Thus, the neglect of researchers to address the issue of job satisfaction of lecturers over the years, especially in the Nigerian educational system is a gap this study is poised to address. Hence the main purpose of the study is to find out extent of business education lecturers job satisfaction gender, professional rank correlate teaching effectiveness in Tertiary Institutions in Delta State.

Research Questions

The following research questions were raised to guide the study

1. What is the extent of relationship between business education lecturers job satisfaction and teaching effectiveness in Tertiary Institution in Delta State?
2. What is the extent of relationship between gender and teaching effectiveness in Tertiary Institutions in Delta State?
3. What is the extent of relationship between years of experience and teaching effectiveness in Tertiary Institutions in Delta State?
4. What is the extent of relationship between Professional rank and teaching effectiveness in Tertiary Institutions in Delta State?
5. What is the extent of relationship among business education lectures job satisfaction, gender, years of experience and Professional rank in teaching effectiveness in Tertiary Institutions in Delta State?

Research Hypotheses

The following hypotheses were formulated to guide the study at 0.05 level of significance.

- HO₁: There is no significant relationship between business education lecturers job satisfaction and teaching effectiveness in Tertiary Institutions in Delta State.
- HO₂: There is no significant relationship between gender and teaching effectiveness in Tertiary Institutions in Delta State.
- HO₃: There is no significant relationship between years of experience and teaching effectiveness in Tertiary Institutions in Delta State.
- HO₄: There is no significant relationship between Professional rank and teaching effectiveness in Tertiary Institutions in Delta State.
- HO₅: There is no significant relationship among business education lecturers job satisfaction, gender, years of experience and professional rank in teaching effectiveness in Tertiary Institutions in Delta State.

METHODS

The study adopted a survey correlational research design. The two variables of the study are job satisfaction and teaching effectiveness. The population proposed for the study is made up 1368 business education lecturers and students at all levels in the five tertiary institutions offering business education programmes in the 2022/2023 academic session, hence, Therefore, the total sample for the study shall be one hundred and ninety-two participants.

The study adopted the structured questionnaire which was made up of two parts. The questionnaire which is tagged “Lecturers Job Satisfaction and Teaching Effectiveness in Tertiary Institution Survey” was be used for the study, it was presented to three other experts made up of lecturers in departments of business education, guidance and counselling and management science. However, in other to further justify the instrument, it was administered on ten lecturers in department of accounting in the faculty of the social sciences and another ten lecturers in the department of English and literary studies, faculty of Arts and the data obtained was subjected to Pearson Product Moment Correlation statistical tool, which reported a reliability co-efficient of 0.69 at 0.05 level of significance.

The data collected from the respondent was coded into computer sheet for the purpose of data analysis. The coefficient of determination was used to answer the research questions while linear regression was used to test hypothesis 1-4 and multiple regression analysis was used to hypothesis five (5) at 0.05 alpha level.

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

Research Question 1: *What is the extent of relationship between business education lecturer’s job satisfaction and teaching effectiveness in Tertiary Institutions?*

Table 1: Correlation Analysis of business education lectures job satisfaction and teaching effectiveness in Tertiary Institutions.

Variables	N	R	R ²	R ² %	Decision
Lecturers Job Satisfaction Teaching Effectiveness	192	.932	.869	86.9	Positive Relationship

Table 1 shows that .932 is the extent of relationship between business education lectures job satisfaction and teaching effectiveness. The coefficient of determination is .86.9 and the amount of contribution of business education lectures job satisfaction to teaching effectiveness is 86.9%. Therefore, the result showed positive relationship between business education lecturer’s job satisfaction and teaching effectiveness in tertiary institutions.

Research Question 2: *What is the extent of relationship between gender and teaching effectiveness?*

Table 2: Correlation Analysis of Gender and to teaching effectiveness in tertiary institutions.

Variables	N	R	R ²	R ² %	Decision
Gender Teaching Effectiveness	192	.021	.000	0	No Positive Relationship

Table 2 shows that 0.21 is the extent of relationship between gender and teaching effectiveness. The coefficient of determination is .000 and the amount of contribution of gender to teaching effectiveness is 0%. Hence, the result shows no positive relationship between gender and teaching effectiveness in tertiary institutions.

Research Question 3: *What is the extent of relationship between years of experience and teaching effectiveness?*

Table 3: Correlation analysis years of experience and teaching effectiveness in tertiary institutions.

Variables	N	R	R ²	R ² %	Decision
Years of Experience Teaching Effectiveness	192	.644	.415	41.5	Positive Relationship

Table 3 shows that .644 is the extent of relationship between years of experience and teaching effectiveness. The coefficient of determination is .415 and the amount of contribution of years of experience to teaching effectiveness is 41.5%. Therefore, the result shows a positive relationship between years of experience and teaching effectiveness in tertiary institutions. Thus, the result indicates that years of experience contributes to teaching effectiveness in tertiary institutions

Research Question 4: *What is the extent of relationship between Professional rank and teaching effectiveness in Tertiary Institutions?*

Table 4: Correlation analysis of years of experience and teaching effectiveness.

Variables	N	R	R ²	R ² %	Decision
Professional Rank Teaching Effectiveness	192	.225	.051	5.1	Positive Relationship

Table 4 indicates that .22 is the extent of relationship between professional rank and teaching effectiveness. The coefficient of determination is .051 and the amount of contribution of professional rank to teaching effectiveness is 5.1%. the result shows a positive relationship between professional rank and teaching effectiveness in tertiary institutions.

Research Question 5: *What is the extent of relationship among business education lectures job satisfaction, gender, years of experience and Professional rank and teaching effectiveness in Tertiary Institutions.*

Table 5: Correlation analysis of business education lectures job satisfaction, gender, years of experience, professional rank and teaching effectiveness in tertiary institutions.

Variables	N	R	R ²	R ² %	Decision
Job Satisfaction, Gender, Years of Experience, Professional Rank Teaching Effectiveness	192	.958	.918	91.8	Positive Relationship

Table 5 shows that .958 is the extent of relationship among business education lectures job satisfaction, gender, years of experience, professional rank and teaching effectiveness in tertiary institutions. The coefficient of determination is .918 and the amount of contribution of business education lectures job satisfaction, gender, years of experience, professional rank to teaching effectiveness is 91.8%. This reveals a high positive relationship. The result indicates that business education lectures job satisfaction, gender, years of experience and professional rank contributes to teaching effectiveness in tertiary institutions.

HO₁: There is no significant relationship between business education lecturer's job satisfaction and teaching effectiveness in Tertiary Institutions.

Table 6: Linear regression analysis of job satisfaction and teaching effectiveness in tertiary institutions

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Significant
Regression	31676.919	1	31676.919	1257.349	.000
Residual	4786.748	1.90	25.193		
Total	36463.667	191			

Coefficient					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Significant
	B,	Std.Enor	Beta		
Constant	-.14.456	1.901		-7.605	.000
Business Lecturers Job Satisfaction.	.1.037	.029	.932	35.459	.000

Table 6 shows an F value of 125.349 and a P values of .000 testing at an alpha level of 0.05. the P value is less than the alpha level, so the null hypothesis which states that there is no significant relationship between job satisfaction and teaching effectiveness in tertiary institutions is reflected. The result reveals that there is a significant relationship between job satisfaction and teaching effectiveness in tertiary institutions. From the table independent variable made significant contribution to the prediction of teaching effectiveness. It accounted for 93.2% of the total variance in teaching effectiveness (B = .932, t = 35.459, p = .000 < 0.05. it is significant at 0.05 alpha level.

HO₂: There is no significant relationship between gender and teaching effectiveness in Tertiary Institutions.

Table 7: Linear regression analysis of gender and teaching effectiveness in tertiary institutions.

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Significant
Regression	15.519	1	15.519	.081	.776
Residual	36448.148	190	191.832		
Total	36463.667	191			

Coefficient					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Significant
	B	Std.Enor	Beta		
Constant	50.852	3.171		16.037	.000
Gender	.569	1.999	.021	.284	.776

Table 7 shows an f value of .081 and p values of .776 testing at an alpha level of 0.05 the p value is greater than the alpha level, therefore the null hypothesis which states that there is no significant relationship between gender and teaching effectiveness is retained. The result indicates that there is no significant relationship between gender and teaching effectiveness in tertiary institutions. From the table independent variable accounted for 2.1% of the total variance in teaching effectiveness (B = .021, t = .280, p = .776 > 0.05. it was not significant at 0.05 alpha level.

HO₃: There is no significant relationship between years of experience and teaching effectiveness in Tertiary Institutions.

Table 8: Linear Regression Analysis of years of experience and teaching effectiveness.

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Significant
Regression	15142.171	1	15142.171	134.935	.000
Residual	21321.495	190	112.218		
Total	36463.667	191			

Coefficient					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Significant
	B	Std.Enor	Beta		
Constant	77.056	2.312		33.326	.000
Years of Experience	-18160	1.563	-.644	-11.616	.000

Table 8 reveals an f value of 134.935 and p value of .000 testing at an alpha level of 0.05 the p value is less than the alpha level, the null hypothesis which states that there is no significant relationship between years of experience and teaching effectiveness in tertiary institutions is reflected. This implies that there is significant relationship between years of experience and teaching effectiveness in tertiary institutions. The unstandardized regression coefficient (B) for prediction teaching effectiveness from years of experience is -18.160 while the standardized coefficient (B) is -.644, t = 11.616, p = .000 < 0.05. it is significant at 0.05 alpha level.

HO₄: There is no significant relationship between Professional rank and teaching effectiveness in Tertiary Institutions.

Table 9: Linear Regression Analysis of professional rank and teaching effectiveness

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Significant
Regression	1844.162	1	1844.162	10.121	.002
Residual	34619.505	190	182.208		
Total	36463.667	191			

Coefficient					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Significant
	B	Std.Enor	Beta		
Constant	65.726	4.513		14.565	.000
Professional Rank	-7.779	2.445	-.225	-3.181	.002

Table 9 shows an f value of 10.121 and a p value of .002 testing at an alpha level of 0.5. The p value is less than the alpha level, therefore the null hypothesis which states that there is no significant relationship between professional rank and teaching effectiveness in tertiary institutions is reflected. This indicates that there is a significant relationship between professional rank and teaching effectiveness in tertiary institutions.

The unstandardized regression coefficient (B) for prediction of teaching effectiveness from professional rank is -7.779 while the standardized coefficient (B) is -.225, t = 3.181, p = .002 < 0.05. it is significant at 0.05 alpha level.

HOs: There is no significant relationship among business education lecturers job satisfaction, gender, years of experience and professional rank in teaching effectiveness in Tertiary Institutions.

Table 10: Multiple Regression Analysis of Job Satisfaction, Gender, Years of experience, Professional rank and Teaching effectiveness.

ANOVA

Model	Sum of Squares	df	Mean Square	F	Significant
Regression	33469.974	4	8367.494	522.673	.000
Residual	2993.692	187	16.009		
Total	36463.667	191			

Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	T	Significant
	B	Std.Enor	Beta		
Constant	6.168	2.642		2.335	.021
Job Satisfaction	.902	.027	.811	33.656	.000
Gender	-1.657	.593	-.060	-2.792	.006
Years of Experience	-7.208	.744	-.256	-9.688	.000
Professional Rank	.280	.809	.008	.346	.729

Table 10 shows an f value of 522.673 and a p value of .000 testing at an alpha level of 0.05, the p value is less than the alpha level, hence, the null which states that there is no significant relationship among job satisfaction, gender, years of experience, professional rank and teaching effectiveness is reflected. This indicates that there is significant relationship among job satisfaction, gender, years of experience, professional rank and teaching effectiveness in tertiary institutions.

The unstandardized regression coefficient (B) for predicting teaching effectiveness from job satisfaction, is .902, gender = 1.657, Years of experience = 7.208 and professional rank = .280; the standardized coefficient (B) for job satisfaction = .811, t = 33.656, gender = -.060, t = -2.792, years of experience = -2.256, t = -9.688, professional rank = .008, t = .729. Therefore, job satisfaction, gender and years of experience is significant while professional rank is not significant.

DISCUSSION OF FINDINGS

The findings of research question one revealed that the amount of contribution of business education lecturers job satisfaction to teaching effectiveness in tertiary institutions. This is in line with Shehu, Shariq and Dogo (2023) which put job satisfaction as highly significant on employee performance for effectively and efficiently management of task assigned to them.

The findings of hypothesis one revealed that there is no significant relationship between business education lecturers job performance and teaching effectiveness in tertiary institutions is rejected. This finding corroborates the finding by Okpara (2003) who found no positive and significant relationship business education lecturers job performance and teaching effectiveness. It also contradicted the findings Shehu, Shariq and Dogo (2023) who did not find any significant relationship business education lecturers job performance and teaching effectiveness.

The findings of research question two also revealed that gender and teaching effectiveness in tertiary institutions is negative. The results show all respondents-disagreed to all the items presented. The study by Shehu, Shariq and Dogo (2023) using gender as one of their variables also collaborate with this present study as it revealed that gender do not arouse teaching effectiveness interest in performing task effectively.

The results of hypothesis two depicted, there is no significant relationship between gender and teaching effectiveness in tertiary institutions is retained This finding supported that of Shehu, Shariq and Dogo (2023) who found no significant relationship between gender and teaching effectiveness. This finding also

contradicted the finding of Nazma and Mahwish (2020), who found significant relationship between gender and teaching effectiveness in employees' job satisfaction.

The research question three revealed that years of experience shows a positive relationship as a correlate of teaching effectiveness by business education lecturers. Okpara (2003), posited that years of experience is highly required by business education lecturers for better task outcome as this is alleged with the present study. The outcome of this study agrees with Danish & Usman (2010) and Shehu, Shariq and Dogo (2023) who contended that job satisfaction and teaching effectiveness in developing the satisfactory performance of business education lecturers through teaching in the class-room. The researcher also agrees with the finding of the present studies whom they asserted that business education lecturers' need to adopt teaching effectiveness role to achieve the goals and objective of academic performance in tertiary institutions.

The data output of hypothesis three indicated that there is no significant relationship between years of experience and teaching effectiveness in tertiary institutions This finding supported that of Shehu, Shariq and Dogo (2023) who found significant differences in the influence of business education lecturers' competencies, teaching resources on academic performance. This finding supported that of Okpara (2003), who found relationship between lecturers' job satisfaction and academic performance of students. This finding also contradict the finding by Okpara (2003) who found significant relationship between lecturers' job satisfaction and academic performance. However, years of experience has more impact on academic performance of students in tertiary institutions.

Finding for research question four, results of the study showed that professional rank was rated by the respondents as highly positive in the correlation of lecturers' job satisfaction and teaching effectiveness in tertiary institutions. The findings of this study is in consonance with the results of various studies of Nazma and Mahwish (2020), Shehu, Shariq and Dogo (2023), who contended that 1 professional rank are efficacious in the teaching effectiveness in tertiary institutions of learning in Nigeria.

The finding of research question five also revealed that the amount of contribution of business education lecturers job satisfaction, gender, years of experience and professional rank to teaching effectiveness are highly as showed by the respondents who agreed to all the items. This study agrees with Nazma and Mahwish (2020), Shehu, Shariq and Dogo (2023), who believes that gender, years of experience and professional rank enhances teaching effectiveness and ability to effectively and efficiently carryout task activities given to achieve job satisfaction. The researcher also agrees with the findings of the present studies when there is deficiencies and unavailability of teaching resources for the teaching of business education programme in tertiary institutions.

The results of hypothesis five depicted there is no significant relationship business education lecturers job satisfaction, gender, years of experience and professional rank to teaching effectiveness in tertiary institutions in Delta State. This finding supported that of Shehu, Shariq and Dogo (2023), who found that job satisfaction can be influenced by gender, years of experience and professional rank to teaching effectiveness influence academic performance of students. It means that business education lecturers can also attend conference and workshop for more knowledge and instructions effectiveness. The finding corroborates with the finding of Okpara (2003) who found positive relationship between business education lecturers' job satisfaction, teaching effectiveness and students' academic performance.

CONCLUSION

Based on the findings of this study, it was concluded that business education lecturers' job satisfaction and teaching effectiveness are independently and collectively significant predictors of lecturers' job performance. This study also showed that gender significantly moderates in the job satisfaction and teaching effectiveness. The further showed that professional rank and years of experience does significantly moderate in the business education lecturers' job satisfaction and teaching effectiveness in tertiary institutions in Delta State.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

1. Tertiary institutions should encourage gender equality among lecturers in order to produce effective and efficient teachers in the field of business education
2. Government should invest in the training and development of business education lecturers in order to continually boost their job satisfaction;
3. Government should invest in teaching programmes in tertiary institutions in order to achieve the goals and objective of business education programme;
4. Tertiary institutions should encourage business education lecturers to attend programme and courses that will boost their professional rank;
5. Tertiary institutions should encourage business education lecturers to improve on working experience for retention and promotion purposes;
6. Government should strive to promote more benefit and incentive to business education lecturers' tertiary institutions in Delta state;
7. Institutions should make effort to ensure check towards business education lecturers well-being in order to engage better performance without stress;
8. Government should provide annual increment of salaries to lecturers' in order boost job performance leading to high self-satisfaction

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