

Sources of Teachers' Job Satisfaction for Quality Service Delivery in Schools

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Abstract

This paper is anchored on the sources of teachers' job satisfaction for quality service delivery in schools. Teachers' job satisfaction is a crucial factor for the success of any educational system because they are major determinants of a nation's growth and continuous survival. Job satisfaction is the attitude a person has towards a job. Teachers perform their duties effectively when they are satisfied with their job. The relationship between teachers' job satisfaction and quality service delivery in schools and the sources of teachers' job satisfaction for quality service delivery in schools were x-rayed. The paper concludes that input of teachers in any educational system is very important because they guide students in acquiring knowledge, skills and competences necessary for possible improvement in schools and future development. The paper suggested amongst others that Government and other stakeholders should ensure prompt payment of teachers' salaries and provide conducive working environment in order to enhance their morale.

Keywords: Teachers; Job satisfaction; Quality; Service Delivery

INTRODUCTION

Satisfaction is a psychological and physiological feeling of contentedness and happiness. It helps to generate interest among various categories of employees in an organization. The school as an organization cannot function effectively and efficiently without adequately satisfying the human resources in it, particularly teachers. Satisfaction therefore, is an important concept for the growth and development of any organization.

Teachers' effectiveness depends on their competence, both academic and pedagogical, as well as a correlation between their training and skills and their position, workload, and work encouragement (Gilman, 2017).

Teachers' job satisfaction for quality service delivery is of great importance in the school system. This is because the teacher is an important factor in the success of any educational system. According to the Nigerian National Policy on Education (1998), no educational system can rise above its teachers. Its success or failure is to a large extent dependent on how good or bad the teacher is at playing his/her roles. Therefore, teachers are major determinants of a nation's growth and continuous survival.

Satisfaction of teachers in their job will make them to be more excited and interested in giving more energy and time to their job for students' academic achievement. Teachers' satisfaction is a necessary condition for the accomplishment of the objectives of education. Teachers who are satisfied with their job, will perform enthusiastically. The reverse is the case when teachers are not satisfied with their job. Administrators of education are expected to find out what satisfies or dissatisfies teachers so that they can make the school conducive and better place for teaching and learning.

The Nigerian national educational goals as stated in the National Policy of Education (2004), includes; the inculcation of national consciousness and unity, the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society, the training of the mind in the understanding of the world around, and the acquisition of appropriate skills and the development of mental, physical and social competencies as equipment for the individual to live and contribute to the development of his society. Due to the importance of these goals, teachers' job satisfaction is very crucial for the effective attainment of the goals.

Conceptualization

Job Satisfaction

Job satisfaction which is an important aspect in organizational behaviour, has been defined differently by various scholars. Job satisfaction is that positive feeling in an individual towards a particular job which propels him or her to work willingly towards the achievement of the organizational goals. Job satisfaction is an important aspect in maintaining and achieving quality human resources in any given organization. Job satisfaction is about liking your job and finding fulfilment in what you do (Kyara, 2013).

Saiyadain (2007), defines Job Satisfaction as the end state of feeling, the feeling that is experienced after a task is accomplished. This could be a positive feeling or negative feeling. Every worker in an organization has different level of job satisfaction. Only those employees whose level of job satisfaction is high will put in all efforts and will not sabotage the organizational goals.

Armstrong (2006) noted that job satisfactions is the attitudes and feelings employees have concerning their jobs. For Armstrong, positive or favourable attitudes about the work and the work environment indicate job satisfaction, and the inverse, referring to negative or unfavourable attitudes towards the work indicate job dissatisfaction.

Lussier (1990) stated that job satisfaction can contribute substantially to the effectiveness of an organization. It contributes to productive output in the form of high quantity and quality products and services, as well as to maintenance objectives of low absenteeism and turnover.

Luthans in Ombeni (2016) described job satisfaction as an attitude developed by an individual towards the job and job conditions. Positive attitude shows that the employee is satisfied while negative attitude shows dissatisfaction. In the words of Adebola and Mukhtari (2008), job satisfaction refers to the effective orientation on the part of individuals towards work roles they occupy.

A more comprehensive definition of job satisfaction as provided by Lock cited in Kyara (2013) states that it is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. It can be said that job satisfaction are those favourable work conditions which give workers in an organization joy and in turn enhances output.

The success of any organization is directly related to the level of employee job satisfaction. The organization may not achieve its objectives faster if workers are not satisfied with their job. Therefore, managers and administrators of education are expected to regularly study the level job satisfaction of employees or teachers and endeavor to enhance it by bringing in good policies.

Quality Service Delivery in Schools

Spacey (2016) defined service delivery as the process of providing customers with services. Quality simply means excellence and essential. Quality services delivery is the process of providing excellent, essential and peculiar services to customers or individuals in any organization.

Quality service delivery is an important tool needed for achieving the goals of education because students learning outcomes is directly related to the quality of service offered by teachers. Quality service delivery in schools is the ability of the teacher to provide efficient and effective services within the scope of the school for improving students academically.

Teachers' quality service delivery can be regarded as a major concern in educational system across the globe, because of its influence on students' outcome and general school effectiveness. The main demand of teachers as educators is to provide effective and efficient services so that they can deliver quality knowledge and skills for the high academic performance of students. For teachers to deliver the highest quality of service which will yield high standard students, they need to have a positive feeling of satisfaction in their job. Elements of quality service delivery such as preparation of lesson notes, effective teaching, monitoring of students' progress, effective utilization of teaching aids and attending school regularly are some of the good qualities an effective teacher should uphold in the school.

Teachers' Job Satisfaction

The measurement of teachers' job satisfaction has been a major focus for researchers in the field of education. A better performance from a teacher can only be expected if they are satisfied with their jobs. Zembylas and Papanastasiou (2004) opined that teacher job satisfaction refers to a teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher. A teacher is said to be satisfied when his/her expectations are met.

Hongying (2008) posited that teacher job satisfaction refers to the overall attitude and views of teachers toward their working conditions and profession. Teachers' job satisfaction is an important aspect which contributes to school effectiveness.

According to Narimawati in Gilman (2017), employees are attracted to jobs that make it possible for them to meet their daily needs. Unless these needs are achieved, teachers cannot realise their full potential and will begin to be less committed to teaching.

Job dissatisfaction, in contrast, can be due to an absence of work-life balance, a lack of advancement and opportunities, a non-supportive working environment, lack of encouragement, lack of recognition and stress. Job dissatisfaction can make employees in the organization to reduce their efforts and this can affect productivity. Similarly, workers who are dissatisfied are more likely to reduce the motivation of fellow employees in the organization.

Relationship between Teachers' Job Satisfaction and Quality Service Delivery in Schools

Job satisfaction leads to motivated teachers, and teacher motivation brings about quality service delivery in schools. The availability of competent teachers with the required knowledge, skill and attitude is a key factor for the provision of quality education in schools, yet lack of job satisfaction may affect the output of even the qualified and highly enthusiastic teachers.

Sham (2001) describes that teacher satisfaction has been shown to be a predictor of teacher retention, determinates of teacher commitment, and, in turn, a contributor to school effectiveness. Quality service delivery of teachers is dependent on their motivation, morale and job satisfaction.

On the other hand, teachers less satisfaction on their job makes them to be frustrated in discharging their duties. Their frustration will be manifested through different conditions. In

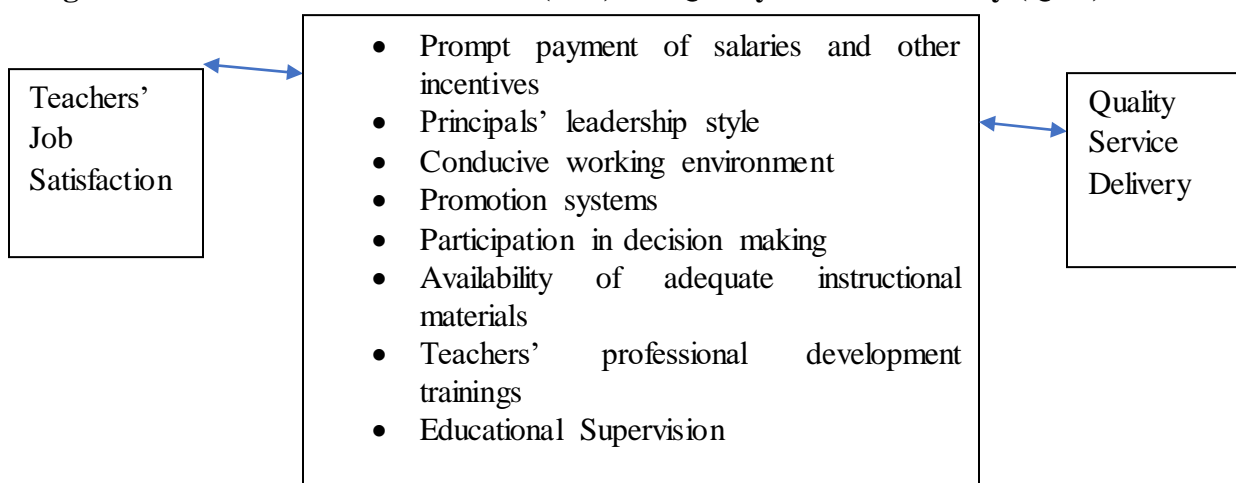
words of Pigozzi in Desta (2014) poor qualities frustrate efforts to use education as an effective device for economic growth and development in this age of accelerating globalization.

Sources of Teachers' Job Satisfaction for Quality Service Delivery in Schools

Some of the sources of teachers' job satisfaction for quality service delivery in schools include the following:

- Prompt payment of salaries and other incentives
- Principals' leadership style
- Conducive working environment
- Promotion systems
- Participation in decision making
- Availability of adequate instructional materials
- Teachers' professional development trainings
- Educational Supervision

Figure 1: Teachers' Job Satisfaction (TJS) for Quality Service Delivery (QSD)



Source:

Authors' Study

1. Prompt payment of salaries and other incentives

Salary is a regular financial compensation paid to an employee by the employer for services rendered for the attainment of the goals of the organisation). Also, incentive is something that triggers a particular course of action. When incentive is offered for meeting specific goals, the employees is likely to expend more energy and effort into the job and thereafter the incentive will be given to the employees as a reward for achieving the goal (Ahuja & Shukla, 2007).

Good salary is necessary to recruit well qualified teachers. Teachers are satisfied by both good salaries and flexible teaching schedules (Gilman, 2017). Teachers are more committed to their job and will continue to work in the school when they well and promptly paid their salaries and incentives.

Prompt payment of salaries and other benefits increases teachers' morale. Lumsden (1998) stated that high teacher morale could have positive effects on students' attitude and learning. Improved teacher morale not only made the education more palatable to teachers, it made the process a richer and more effective learning experience for students. When teachers put in all efforts, experiences and energies into the job, they expect to get paid their salaries, promoted

and get other incentives. They feel cheated when all these are not done. Most teachers may reduce their input, ask for a pay rise or change organizations. Government and educational administrators should therefore avoid underpaying teachers for the sake of the effective achievement of objectives of the school.

2. Principals' leadership styles

Principals manage the daily activities of schools. They are called school administrators in Nigeria's secondary schools. The overall operation of schools is a major function of principals. The success of a school is measured by its administration and achievements. Therefore, every school needs an effective and efficient principal who can accomplish the aims and objectives of secondary school education as stated in the National Policy on Education (NPE), for affecting national development.

The position of principals as leaders of teachers and students cannot be overemphasized because everyone within the school looks forward to them to give appropriate leadership. However, many principals have not weighed the type of leadership style which will enhance effective teachers' quality service delivery in schools. Some principals of schools do not possess the needed leadership skills that would enable them perform effectively, they only possess academic qualification. This has reduced the quality of service delivered by teachers in schools.

The principal of a school as the leader has the administrative function of planning, organizing, directing, controlling, and coordinating. The performance of the teacher could be ineffective if the principal's style of leadership conflict with the task or expectations of the teacher.

Rad and Yarmohammadian (2006) found that employee's job satisfaction is greatly affected by the leadership style of the principal. Teachers' performance will be high if the principal adopts a good leadership style. A bad leadership style can bring up negative attitudes in a teacher. Such attitudes could be; absenteeism, reduced performance, hostility, and frequent request for transfers to other schools.

The studies of Horng, Klasik and Loeb (2010), indicates that the time school principals spent on maintaining relationships within the school was positively related to teachers' satisfaction with teaching at their respective schools, therefore, schools with supportive leadership were associated with higher levels of satisfaction, cohesion around school goals and effective performance among teachers. School principals can increase quality service delivery of their teachers by helping to establish a supportive and friendly organizational climate.

3. Conducive working environment

The condition of the work environment is a great determinant to employees' performance. This is because every employee desire to work in a clean, safe and conducive surrounding. The environment where teachers work should be clean, comfortable and free from harm. A conducive working environment, provision of other working tools and infrastructures in schools will enhance teachers' quality service delivery. Teachers feel happy and are eager to come to work when the school environment is clean and comfortable. If the opposite happens, they find it difficult to report to work and effectively accomplish the day's task.

According to Ololube (2006), workers are satisfied when the work place is orderly with adequate tools, materials and a favorable environment while poor equipment and facilities

may lead to tension and stress among employees. When needs are not fulfilled an individual may be affected psychologically, morally and economically. Teachers' positive feelings about workplace conditions enhanced their work in a way that promote their attachment to the job (Gilman, 2017).

In addition, the school physical environment must be safe and welcoming and must support learning. Schools are designed to be centres for learning, hence, should be a place that is safe, secured and peaceful. A situation where the school premises seem unsafe for teaching and learning, teachers will always feel reluctant to come to school. No teacher will be able to teach at his/her best if the school environment is not for his or her protection (Mandah & Onyenuforo, 2019). However, provision of fence, gate and other professional security measures in a school will improve teachers' service delivery and lead to job satisfaction.

4. Promotion System

Promotion is when an employee is raised from his/her initial work position or rank to a higher rank in the organization. This entails more responsibilities, higher salaries, incentives and other benefits. Promotions create the opportunities for personal growth, increased levels of responsibility and an increase on social standing (Robbins & Judge, 2008). Teachers are satisfied with their job when promotion comes timely and regularly. Delayed promotion system reduces teachers' morale and this affects quality service delivery in schools.

Sharma and Bajpai in Gilman (2017) observe that employees' satisfaction with promotional opportunities depends on several factors, including the probability that employees perceive fairness in the encouragement process in terms of the timing of promotion after attaining the required standards. He further found that teachers' loss of morale especially in government secondary schools, had roots in their loss of hope that the government would address their concerns regarding salary scales and timely promotion.

5. Participation in decision making

Decision making is one of the most significant factors for teachers' quality service delivery in school. Cotton in Mohsen and Sharif (2020) cited that participation in decision making enable individuals to share influence among themselves who are not hierarchically equal, and participative management practices help to maintain a balance on the involvement of managers as well as subordinates in the routine tasks and activities related to the job. According to Saha and Kumar (2017), the maximum range of satisfaction is most likely to occur when there is an excessive degree of employee involvement in the planning process, producing alternatives, developing policies, and comparing the results.

Firestone and Rosenblum (1993) revealed that organizational conditions such as autonomy regarding classroom decisions, participation in decision making, opportunities to collaborate with other teachers, opportunities to learn, and adequate resources were consistently shown to be strongly associated with teacher performance, because they reduce uncertainty promoted autonomy, and provide opportunities for teachers to learn how to be successful.

Teacher's participation in important decisions that affects them in the school, motivates them to be more committed to discharging their duties for the achievement of the goals of education. Teachers are satisfied with their job when involved in the decision-making process of the school.

6. Availability of adequate instructional materials

Instructional materials are crucial to teaching and learning processes. Teachers feel satisfied when the set objectives for every lesson are realized. In order to achieve this, a trained teacher utilizes a number of methods, design and actions, one of which includes the use of instructional materials. Instructional materials can be defined as those learning resources utilized by teachers and students to facilitate effective teaching and learning in school. The purpose of instructional materials is to promote efficiency of education by improving the quality of teaching and learning. It is used to get the attention and interest of the students and eliminate boredom.

Oluwagbohunmi and Abdu-Raheem (2014) opined that instructional materials are mainly used by the teacher to assist in explanations and make learning of the subject matter easily understandable to the students during teaching-learning process. Instructional materials are important and very significant objects necessary for teaching and learning in schools which promotes teachers' efficiency and enhances students' performance. They make learning more interesting, practical, realistic and appealing. They give room for acquisition of skills and knowledge and development of self- confidence and self- actualization. According to Isola (2010), instructional materials as tools that aid teachers to deliver their lessons logically and sequentially to the students.

Availability and adequacy of instructional materials to achieving quality service delivery is an important aspect for achieving teachers' job satisfaction. Teachers feel frustrated or dissatisfied with their job when the needed teaching aids are not made available for the teaching of a particular concept. Lack of teaching and learning materials and available resources stands as an obstacle for achieving teacher's job satisfaction for quality service delivery.

7. Teachers' professional development training

Teachers' professional development training is very essential for quality service delivery. Professional development training is aimed at improving teachers' skills and knowledge. Teachers' professional development training can be defined as the process of improving teachers' knowledge, skills and experiences for quality service delivery in schools. Ganser in Ajetunmobi et al (2020) defined professional development as the development of individuals in their professional roles through formal or informal experiences such as seminars, workshops, conferences, reading professional publications.

Teacher's professional development is a process by which teachers review and renew their knowledge and skills in order to achieve effective teaching and learning. It motivates teachers and increases job satisfaction. According to Day (1999) teachers' professional development is the process of acquiring and developing critical knowledge, skills, planning and practice with children, young people and colleagues through each phase of their teaching lives.

Examples of teachers' professional development training include the following:

- in-service training,
- on the job training,
- seminars,
- workshops,
- conferences,
- ICT training and
- Mentoring.

Some of the importance of teachers' professional development training include the following:

1. Help teachers to become better at planning their time and staying organized.
2. Makes teachers more efficient and gives them extra time to focus on students rather than the paperwork.
3. Improve students' outcomes
4. Help teachers become better educators
5. Up-date teachers and students with new technology skills
6. Encourages teachers to constantly figuring out new ways to engage students in the latest development and approach.
7. Promotes sharing of professional knowledge
8. Helps in identifying professional challenges and suggests the available way forward.

Teachers' professional development training helps to improve teachers' knowledge and skills for quality service delivery. Teachers are satisfied with their job when they are continuously trained on new strategies which will help them to be up-dated and be effective in the teaching and learning process.

8. Educational Supervision

Educational supervision is a crucial tool in achieving teachers' job satisfaction. Educational supervision is a formerly planned activity that interacts with the teacher activity in the school system in order to improve the chances that the overall goals of teaching will be effectively achieved. It is an all-out effort of the school officials directed towards providing leadership to teachers and educational workers for the improvement of the institution. Educational supervision is formerly and consciously planned programme by school officials which is directed towards providing leadership to teachers and improvement of the school.

The supervisor oversees and manages the activities of the teachers, figuring out what needs to be done, assigning work, and making sure it gets done properly. The supervisor's ability to provide emotional, technical support and guidance with work related tasks forms a pivotal role relating to job satisfaction (Robbins et al., 2003).

The main objective of educational supervision is to help in enhancing teachers' quality service delivery for the effective improvement of the teaching and learning process. The teacher's instructional behavior has a significant effect on students' learning. As Ukeje (1992) affirms that supervision relates to guiding and coordinating the teachers' work and all others connected with the school work in such a way that students' learning is facilitated.

School supervisors may perceive supervision as an indispensable force for improved productivity but the teacher who is being supervised might view supervision as a challenge to his/her personality. Supervision should not mean fault finding or an inquisition, rather supervision should be aimed at guiding, assisting and sharing of ideas to the teacher in the teaching-and-learning process. According to Davis in Kinyua (2014), a considerate, supportive and employee-oriented supervisor will tend to get better productivity, motivation and job satisfaction as workers will strive to work well.

Supervisors who are forceful, not friendly and always finding faults will lead to teacher' job dissatisfaction which can hinders teaching-and-learning and in turn affects students' performance. This can also generate conflict and poor working relationship in the school. Study conducted by Choy, Chong, Wong & Wong (2011) depicted that inadequate amount

and quality of instructional supervision in schools makes teachers form negative attitude and a sense of disappointment towards supervisory practices.

Conclusion

The input of teachers in any educational system is very important because they guide students in acquiring knowledge, skills and competences necessary for possible improvement in schools and future development. Teachers perform their duties effectively when they are satisfied with their job. Teacher's job satisfaction will promote quality service delivery which can lead to the achievement of educational goals and objectives. For teachers to be satisfied with their job, salaries and other incentives must be paid promptly, the principal must adopt good leadership styles, the working environment should be conducive and safe, promotions should come regularly and must be fair, teachers should be involved in the decision-making process, instructional materials should be made available, there should be professional development trainings and regular supervision of schools.

Suggestions

Based on the important nature of teachers' job satisfaction, the paper suggests that:

1. Government and other employers of labour should ensure prompt payment of teachers' salaries and other benefits in order to enhance their morale.
2. Principals of schools should adopt a good leadership style by helping to establish a supportive and friendly organizational climate for teachers to effectively carry out their duties.
3. Government should provide a conducive working environment that is safe and free from harm for teachers and students.
4. Government and other stakeholders should ensure promotional opportunities for teachers are timely and regular.
5. Administrators should always involve teachers in important decisions affecting the school.
6. Principals should provide the needed instructional materials in order to avoid teachers' frustration during teaching and learning.
7. Ministry of education should always organize professional development trainings for teachers to help them develop new ways to engage students in the latest development and approach.
8. Supervisors of education should not always find faults or be forceful but should be considerate, supportive and see teachers as colleagues

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