

# Investigating The Factors Affecting Job Satisfaction of Medical Faculty Members

Sara Ghodousi Moghadam<sup>1,2,3</sup>, Maryam Ebrahimi<sup>1</sup>, Maryam Delavari Heravi<sup>4</sup>, Farin Tatari<sup>4\*</sup>

<sup>1</sup>Department of Health Information Technology, Neyshabur University of Medical Sciences, Neyshabur, Iran

<sup>2</sup>Department of Medical Informatics, School of Medicine, Mashhad University of Medical Sciences, Mashhad, Iran

<sup>3</sup>Student Research Committee, Mashhad University of Medical sciences, Mashhad, Iran

<sup>4</sup>Department of Public Health, Neyshabur University of Medical Sciences, Neyshabur, Iran

Institution: Neyshabur University of Medical Science

---

## Abstract

**Background:** Faculty members are the most important part of the educational system, and identifying the factors affecting their job satisfaction is essential and can be useful for promoting the goals of the university. Therefore, this study was conducted to determine the effective factors on job satisfaction in faculty members of Neyshabur University of Medical Sciences.

**Methods:** This cross-sectional study was conducted in 2018 on the faculty members of Neyshabur University of Medical Sciences by the census sampling method. The sample size was 66 faculty members. Data were collected by Herzberg's questionnaire. The results were analyzed using descriptive and analytical tests (Kruskal Wallis & Mann Whitney) using SPSS-22 software.

**Results:** The results showed that from the perspective of faculty members of Neyshabur University of Medical Sciences, internal factors on job motivation were more important than external factors. The most important factors of job satisfaction in the domain of internal factors (motivation) were nature of the work (90.9%), job responsibilities (71.2%), job position (65.2%), recognition and appreciation (53%), and job development (53%). In the domain of external factors, the most important factors of job satisfaction were relationship (89.4%), supervision (66.7%), salary (57.6%), environmental policies (57.6%), working conditions (53%), and job security (47%).

**Conclusions:** Attention and planning of university administrators to create a non-stress environment, making appropriate relationship between colleagues and officials, increasing faculty participation in decision-making, facilitating faculty promotion, and improving the salary situation can increase faculty members' performance and help universities achieve their goals.

**Keywords:** job satisfaction, job motivation, faculty member

## Introduction:

In the current world, Human Resource Management (HRM) is a critical factor in the success of any organization [1]. HRM means the strategic management and management of the most valuable assets of the organization, that is, the employees who work and help the organization to achieve its goals [2]. In the competitive environment in which organizations are constantly expanding, and in a context where continuous change and continuous innovation are the main features, only organizations that have succeeded in acquiring excellence that emphasize the importance of a human resource strategy Understand [3]. In each organization, one of the important activities and tasks of HRM is to motivate management and provide job satisfaction for employees. Job satisfaction is a set of positive tendencies or positive emotions that people have toward their jobs [4].

Employee satisfaction increases their creativity and productivity, also reduces the absence of work and leaving the organization and as a result, improves organizational performance and organizational life. [5]. Conversely, employees who do not have sufficient job satisfaction do not have an adequate commitment and performance and leave the organization in some cases. This will lead to the loss of efforts and costs associated with the recruitment, training and equipping of manpower and, through loss of social capital and human resources will affect the productivity of the organization [6].

In the higher education organization, faculty members are one of the main assets [7]. Progress, growth, and development of higher education institutions were due to the efficiency and effectiveness of faculty members.

And undesirable performance will lead to a crisis in the evolution and development of institutions and eventually remove them from the field of academic competition [8]. On the other hand, in universities of medical sciences that are responsible for ensuring the health of the community. The faculty members are expected to prepare graduates for the next generation, in accordance with professional standards, to enter the health system through training to promote the development of the country by promoting community health and well-being. Research indicates that faculty satisfaction increases organizational commitment and quality of service [9]. In addition to issues such as absence from work and leaving the organization in such educational structures, the proportion of other structures can be the most damaging to the organization's life and performance. Also, job dissatisfaction among faculty members in addition to reducing educational efficiency can lead to a reduction in the productivity of research and the quality of their clinical services, which will have a negative impact on community health. Therefore, considering the important role that faculty members of medical universities have, the importance of addressing their job satisfaction and related factors is important.

There are various theories about the factors affecting job satisfaction and motivation, but the most practical of them is Herzberg's theory. According to Herzberg, motivation and job satisfaction are influenced by motivational factors [internal or subjective factors of the individual] and health workers [external factors]. Motivational factors such as success, progress, appreciation, and the nature of work come from doing work and are subject to individual satisfaction and as internal or subjective rewards. Health factors or external factors, such as working environment policies, working environment conditions, and occupational safety and security, are primarily related to the environment and workplace [10,11].

The issue of job satisfaction and the factors affecting it have always been considered by researchers, and different results have been reported in this regard. The results of research by Lambert et al. at American universities show that satisfaction with salaries and benefits is the most important factor in increasing job satisfaction [10]. The results of the research by Castillo et al. at Ohio University show that supervision and relationship factors play a more effective role in job satisfaction [12].

The research findings of Bakhshi Aliabad et al. at Rafsanjan University of Medical Sciences indicate that for faculty members of this university, external factors are more important than internal factors in creating job motivation and satisfaction, and the most important factor in creating job satisfaction is salary and job security [13]. While the findings of the study of Taherpour et al. in Qazvin University of Medical Sciences show that internal factors are more important and the nature of work is the most important factor affecting job motivation and satisfaction [14]. Despite studies in this field, considering the importance of the issue mentioned above and considering the different results of the researches due to the differences in the socio-cultural characteristics of the universities [15], the researchers decided to conduct a study aimed at assessing job satisfaction and its related factors among faculty members of Neyshabur University of Medical Sciences. So that they can use their results in planning and improving the satisfaction of faculty members and improve their performance.

## **Methods**

This research is a cross-sectional descriptive-analytic study. The statistical population consisted of all faculty members working in Neyshabur University of Medical Sciences in 2018 who were entered into the study by census method. The criteria for entering the research were the experience of at least one semester at Neyshabur University of Medical Sciences. The sample size was 66 faculty members. Data were collected by two demographic and Herzberg questionnaires. Demographic questionnaire including general information of faculty members (Educational department, rank, grade, work experience, gender, age and type of employment). Herzberg Questionnaire includes 40 questions about the factors affecting job satisfaction in 11 areas: pay and

salary (3 items), environment policy (3 questions), relationship (5 questions), job security (4 questions), working conditions (3), supervision (5 questions), recognition and appreciation (5 items), progress and job development (4 items), nature of work (3 questions), occupational responsibility (3 questions), and occupational status (2 questions) and adjusted based on a 5-degree Likert scale (very little, little, medium, very, and a lot), which were assigned points 1 to 5, respectively. Validity and reliability of this questionnaire have been confirmed in the study of Bakhshi Ali Abad et al. [16]. We re-examined the reliability of the questionnaire and distributed the questionnaire among 20 faculty members in a pilot study. The reliability of the questionnaire was calculated and confirmed by Cronbach's alpha test of 0.93.

The questionnaire was delivered and collected in the offices of the participants by the researchers. First, the purpose of the research was explained to participants by the researchers. Then participants were asked to read the questionnaire carefully according to the instructions and then respond. Ethical issues were also considered in this research and the right to confidentiality of information and the right to withdraw from research for faculty members were explained. All 66 distributed questionnaires were completed and collected. After data collection, SPSS (Version22) software was used to analyze the data. The results were evaluated using descriptive and analytical tests (Kruskal Wallis & Mann Whitney).

## Results

Table 1 shows the results of the demographic variables of the studied samples.

**Table 1: Demographic variables in the studied samples**

|   |                               |          |
|---|-------------------------------|----------|
| Sex<br>Number(percent)                    | Male                          | 21(31.8) |
|   | Female                        | 45(68.2) |
| Age (year)<br>Number(percent)             | <30                           | 21(31.8) |
|   | 30-40                         | 35(53.0) |
|   | >40                           | 10(15.2) |
| Educational department<br>Number(percent) | Health                        | 18(27.3) |
|   | Nursing                       | 17(26.5) |
|   | Anesthesia                    | 4(6.1)   |
|   | Operating room                | 6(9.1)   |
|   | Medical urgency               | 1(1.5)   |
|   | Food industry                 | 3(4.5)   |
|   | Basic Sciences                | 8(12.1)  |
|   | Clinical Sciences             | 4(6.1)   |
|   | Health Information Technology | 2(3.00)  |
|   | Midwifery                     | 3(4.5)   |
| Rank<br>Number(percent)                   | Instructor                    | 46(69.7) |
|   | Assistant Professor           | 20(30.3) |
| Degree<br>Number(percent)                 | MSc                           | 46(69.7) |
|   | PhD                           | 18(27.3) |
|   | Post. Doc                     | 2(3.00)  |
| work experience (year)<br>Number(percent) | <10                           | 54(81.8) |
|   | 10-20                         | 6(9.1)   |
|   | >20                           | 6(9.1)   |

Table 2 shows the mean and standard deviation of each area of the questionnaire and also the total score of job satisfaction.

**Table 2: Factors Affecting Job Satisfaction**

|                    | Item   | Mean± SD  | Mean± SD  |
|--------------------|--|-----------|-----------|
| salary             |  |           | 2.87±1.08 |
| 1                  | Fit the salary to life needs   | 3.01±.98  |           |
| 2                  | Fit the salary with the amount and type of work  | 3.03±1.21 |           |
| 3                  | Fit the benefits received (deprivation from the doctor's office) with the amount of activity | 2.57±1.33 |           |
| Environment Policy |  |           | 3.14±1.14 |
| 4                  | Clear rules and regulations  | 3.19±1.20 |           |
| 5                  | Fit the expectations of the authorities from you   | 3.34±1.11 |           |
| 6                  | Proportionate and clear status of encouragement and punishment                               | 2.87±1.33 |           |
| relationship       |  |           | 3.55±.71  |
| 7                  | The relationship of the authorities with you   | 3.51±1.04 |           |
| 8                  | Your relationship with other faculty members   | 3.66±.81  |           |
| 9                  | The relationship of the group manager with you   | 3.66±1.02 |           |
| 10                 | Your relationship with the staff   | 3.51±.84  |           |
| 11                 | Your colleagues' relationship with each other  | 3.39±.83  |           |
| Job security       |  |           | 3.01±1.14 |
| 12                 | Justice and non-discrimination between faculty members by the authorities                    | 3.19±1.30 |           |
| 13                 | Facilities for preventing occupational accidents   | 2.92±1.15 |           |
| 14                 | Proper insurance, retirement benefits  | 3.12±1.25 |           |
| 15                 | Occupational sustainability (occupational safety)  | 2.76±1.43 |           |
| Work environment   |  |           | 2.97±1.12 |
| 16                 | Physical conditions at work (light, sound, pollution, etc.)                                  | 3.10±1.15 |           |
| 17                 | Equipped equipment and tools   | 3.04±1.18 |           |
| 18                 | Welfare facilities   | 2.77±1.31 |           |
| supervision        |  |           | 3.22±.79  |
| 19                 | Easy access to authorities when needed   | 3.37±.94  |           |
| 20                 | Direct oversight of the authorities at work  | 3.16±.81  |           |
| 21                 | Indirect oversight of the authorities at work  | 3.27±1.06 |           |
| 22                 | Evaluation by the authorities of your work   | 3.18±.97  |           |
| 23                 | Supervision and guidance of authorities  | 3.12±1.11 |           |
| Appreciation       |  |           | 3.07±1.13 |
| 24                 | Appreciate your valuable contributions by colleagues   | 3.04±1.22 |           |

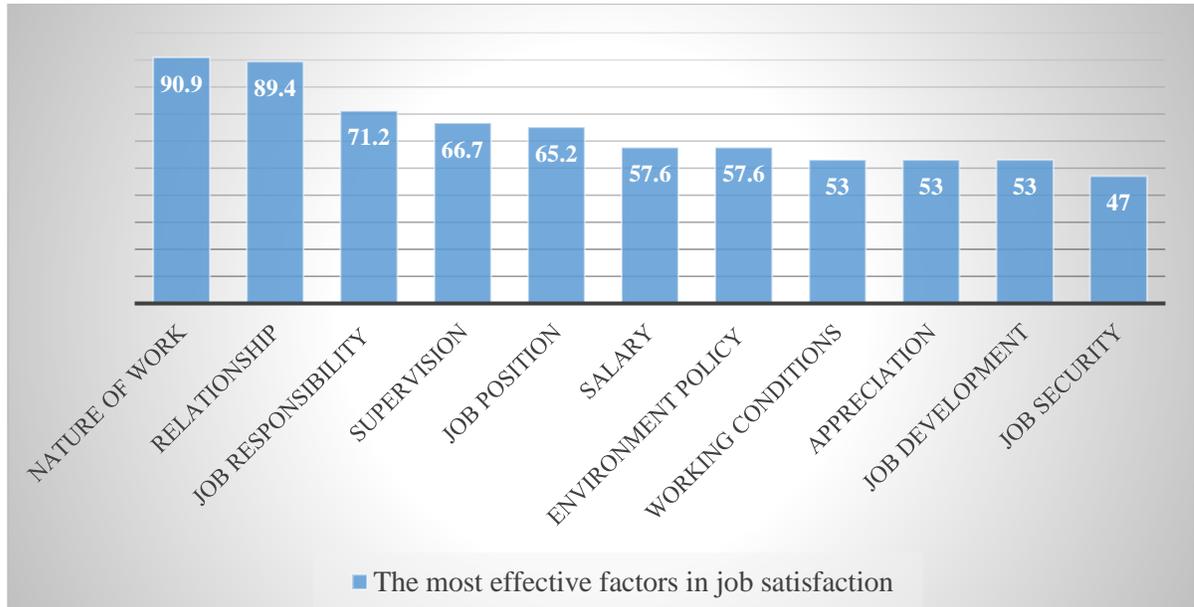
|                      |   |           |           |
|----------------------|---|-----------|-----------|
| 25                   | Appreciate your valuable educations by students   | 3.04±1.05 |           |
| 26                   | Appreciate your valuable work by authorities  | 2.86±1.25 |           |
| 27                   | The sense of responsibility of university officials in relation to professional problems                          | 3.21±1.33 |           |
| 28                   | The adequate support of the principals and heads of the school and the hospital from you in the legal authorities | 3.15±1.44 |           |
| Job development      |   |           | 3.09±1.22 |
| 29                   | Possibility of promotion of career progression  | 3.10±1.40 |           |
| 30                   | The possibility of continuing education   | 3.12±1.39 |           |
| 31                   | Possibilities for participation in seminars and conferences   | 3.16±1.18 |           |
| 32                   | The availability of appropriate research facilities   | 3.00±1.32 |           |
| Nature of work       |   |           | 3.89±.79  |
| 33                   | Ability to serve the community through the profession (teaching)  | 3.75±.97  |           |
| 34                   | The value of the profession (teaching) from the perspective of society  | 3.81±.92  |           |
| 35                   | Interest in teaching and job satisfaction   | 4.12±.98  |           |
|                      |   |           | 3.30±.95  |
| 36                   | Existence of freedom of expression and responsibility   | 3.19±1.15 |           |
| 37                   | Accept your suggestions and comments in making decisions  | 3.23±1.05 |           |
| 38                   | Independence in providing educational and research services   | 3.45±.99  |           |
| Job responsibilities |   |           | 3.20±1.19 |
| 39                   | Possibility to upgrade to higher academic rankings  | 3.25±1.46 |           |
| 40                   | Direct involvement in the process of training, treatment and care of patients                                     | 3.16±1.19 |           |

In addition, the results showed that internal factors in creating job motivation are more important than external factors, according to the view point of faculty members. In the domain of internal factors, the most important factors of job satisfaction included 90.9% the nature of work, 71.2% job responsibility, 65.2% job position, 57% cognition and appreciation, and 57% job development. In the domain of external factors, the most important factors were 89.4% relationship, 66.7% supervision, 57.6% salary, 57.6% environmental policies, 53% working conditions, and 47% job security. Diagram 1 shows the most important factors of job satisfaction in faculty members.

The viewpoints of female and male faculty on the most important internal and external factors of job satisfaction were homogeneous and included the nature of work and relationship. The opinions of faculty members according to the age group, academic level, and academic degree are also the same regarding the importance of internal and external factors and include the two areas mentioned. But the opinions differed slightly from the work experience. Those with work experience of over 20 years considered job responsibilities and the nature of

work to be the most important internal factors and relationship as the most important factor for job satisfaction. In addition, people with 10-20 years of work experience mentioned job responsibility and relationship as the most important internal and external factors of job satisfaction, while people with less than 10 years of work experience mentioned the nature of work and relationship.

**Diagram 1: The most important factors of job satisfaction**



The results of the Kruskal-Wallis test showed there was no significant relationship between the mean of total job satisfaction score and each of the eleven areas of the questionnaire with age, educational group, academic degree, and work history ( $p > 0.05$ ). Also, the results of the Mann-Whitney test showed that the mean total score of job satisfaction and each of the 11 domains with the gender of the subjects did not show any significant relationship ( $p > 0.05$ ). But there was a significant statistical relationship between the scientific level and the field of communication ( $p = 0.02$ ). However, the mean total score of job satisfaction and other areas did not show a significant relationship with academic rank ( $p > 0.05$ ).

### Discussion

The results of our study showed that internal factors in creating job motivation are more important than external factors, according to the view point of faculty members of Neyshabur University of Medical Sciences. Therefore, the findings of this study are consistent with Herzberg's views, which emphasize the importance of internal factors in creating motivation. The findings of the study by Taherpour et al. referred to as factors affecting job motivation from the viewpoint of the faculty members of Qazvin University of Medical Sciences, show that in 95% of the cases, internal factors and 92% of the external factors affect the motivation of the job which is consistent with the result of our research [14]. Obviously, the needs of faculty members do not follow the hierarchy of Maslow's needs, and more often comes from the high and social goals of this class, which is also relevant to the values of this class, therefore the internal motivational factors associated with the upper levels of the Maslow pyramid for them, it is more important than external factors [13].

Also, the results of this study showed that the two factors of the nature of work [90.9%] and the relationship [89.4%] are the most important in the job satisfaction of faculty members. These findings are consistent with the results of some similar studies in other countries as well as in Iran is similar.

The study of Kaderli et al. in Switzerland is similar to the results of this study, and the importance of the nature of work in the job motivation is more important [17].

The results of the research by Castillo et al. At Ohio University in assessing the job satisfaction of faculty members based on Herzberg's theory show that the factor of relationship has the most important role in the job satisfaction of faculty members [12].

Kane et al. study in Pennsylvania show that the existence of constructive connections is the most important factor in the satisfaction of faculty members [18].

Findings of the study, Nasiripour et al., In Qazvin, state that among the internal factors, the nature of work, and among external factors, the relationship with others is most important in the motivation and job satisfaction of faculty members, which is quite similar to the results of this study. [19]

The results of research by Malekshahi et al., as a survey of job satisfaction among faculty members of Lorestan University of Medical Sciences, indicate that the nature of work is the most important factor in job satisfaction of faculty members [20].

In two studies in Zanzan and Shiraz, the factor of satisfaction with the nature of work has had the highest impact on the job satisfaction [21, 22].

The importance of the nature of work in the job motivation of faculty members in the present study confirms that professors feel satisfied and motivated by their ability to serve society through a career and that the teacher's profession is a valuable career and are interested in it. Studies also show that the nature of the profession of faculty and other professions, such as physicians or nurses who contribute to the teaching of students, affects their satisfaction and job motivation due to their relationship with students and the role they play in teaching and learning [21, 22]. Therefore, the nature of work is important in job satisfaction [23].

Studies also show that people enjoy and pleasure with jobs that have diverse roles [24]. In faculty members of medical universities, which have various roles and responsibilities, such as education, research, clinical and health services, executive, managerial, and social services, roles play an important role in creating job satisfaction and job motivation.

Regarding the importance of the role of relationship in the motivation of faculty members, it should also be acknowledged that good and logical relationships with colleagues and upstream officials are effective in job satisfaction and the existence of appropriate and friendly encounters can help to create a work environment that is out of tension and anxiety and plays a key role in job satisfaction and engagement [25]. Studies on job satisfaction of members in Switzerland have also shown that good managers and co-workers have good coherence and intimate relationships with them in creating job satisfaction [17]. In a faculty job that requires some partnerships with other colleagues, such as multidisciplinary research, or the teaching of some courses in partnership, it is important to establish appropriate relationships with colleagues [26].

In the present study, among the internal factors, two factors of occupational responsibility and job position after the nature of work were the most important in job motivation from the viewpoint of faculty members. In this regard, factors such as the freedom of expression and the granting of responsibility, the acceptance of the opinions of the faculty members and their participation in decisions, the independence of the provision of educational and research services, the possibility of promotion to higher ranks and direct involvement in the process of education, treatment, and care patients can create an atmosphere that motivates the faculty members to do their job duties well.

Also, our findings showed that among the external factors, the two factors of supervision and salary after the factor of relationship affect the motivation and job satisfaction of the faculty members.

The developments of the present age have led to a decline in the domination of a particular idea and the system of governance and gradually provide a ground for a variety of individuals and groups in organizational decision making [27]. Given the nature of the university system and the faculty's job; Independence, scientific freedom, professionalism, accountability, and responsibility, the implementation of participatory management and the greater participation of faculty members in decision making are inevitable. The participation of faculty members in decision-making can be the developer of trust, security, and respect. As a result, it strengthens positive effects in other areas as the problem is solved and changes, and as a result of its positive effects, develops throughout the university. This work enhances the positive effects in other fields, as solving problems and changes, and as a result of its positive effects, develops throughout the university. Other research findings also show that environments that have a collaborative structure in power and decision-making prepare the best conditions for professional activities and optimal returns [28].

Since the salary and benefits for having a decent life are the absolute right of all people, this factor is also important for faculty members in job satisfaction and has ranked sixth among influential factors. The results of some studies indicate that salaries and benefits are the most important factor in increasing job satisfaction [13, 15, 29], which is slightly different from the results of this research. However, today, despite the economic problems and lack of funding, universities must find ways to pay for faculty members to help them maintain the mission of the organization and motivate and satisfy them [30]. A salary plan is a strategic tool for aligning employee behavior with the goals of the organization. Evidence suggests that financial incentives are one of the factors influencing organizational and individual behavior in the health sector, and these motivations can affect the quality and quantity of services as well as the health system costs [31].

### **Limitations of the Study**

This study has limitations. Our research was cross-sectional and we used a quantitative method to collect data. Obviously, using a qualitative method or mixed method in this field can help to understand the factors related to job satisfaction.

### **Conclusion**

According to the results of this research, the planners and managers of the university should endeavor to provide the work environment and the workspace in which faculty members can perform their roles and duties in the best way. It is important to create an environment that is distant from stress and anxiety that provides appropriate relationship between colleagues and authorities. The attention of managers to the opinions and suggestions of faculty members and their participation in decision-making can have a significant effect on the motivation and satisfaction of the faculty. The possibility and facilitation of promotion of faculty members, improvement of their financial conditions, and fair and just payment of salaries and receipts according to the amount and type of tasks assigned to them, in line with the living conditions and economic bottlenecks of the present age, should be considered by managers. We hope that according to the results of such studies, the satisfaction of the faculty members and the achievement of the missions of the universities would be possible.

### **Funding**

This work has been supported by the National Agency for Strategic Research in medical education with code 960051.

## **Acknowledgments**

The authors appreciate the collaboration all the faculty members of Neyshabur University of Medical Sciences who helped us in this research.

**Conflict of Interest:** None declared.

## **REFERENCES**

1. Davoudi S, Fartash K. Turnover Intentions: Iranian Employees. *Journal of Indian Management*. 2013;10(1):89-99.
2. Buller PF, McEvoy GM. Strategy, human resource management and performance: Sharpening line of sight. *Human resource management review*. 2012 Mar 1;22(1):43-56.
3. Tahmasbi R, Gholipour A, Javaherizade E. Talent Management: Explain Identify and the Rank Influencing Factors on Recruitment and Retention of Academic talent. *Public Management Research*. 2012;5(17):5-26.
4. Rafiei M, Jahani F, Mosavipour S. Evaluation of job satisfaction among faculty members of Arak University of Medical Sciences in 2010. *Arak University of Medical Sciences Journal*. 2011;14(1):35-45.
5. Bekru ET, Cherie A, Anjulo AA. Job satisfaction and determinant factors among midwives working at health facilities in Addis Ababa city, Ethiopia. *PloS one*. 2017 Feb 17;12(2):e0172397. Mohammadlu Hb. Identify components of human resource retention in the oil industry. Fourteenth International Conference on Oil, Gas and Petrochemical; Iran, Tehran 2010.
6. Hashemi MM. Analysis the management of universities and institutions of higher education in recent years 2012 .Available from: <http://www.imna.ir/vdcayon0.49nuo15kk4.html>.
7. Leslie K, Baker L, Egan-Lee E, Esdaile M, Reeves S. Advancing faculty development in medical education: a systematic review. *Academic Medicine*. 2018 Jul 1;88(7):1038-45.
8. Trivellas P, Santouridis I. Job satisfaction as a mediator of the relationship between service quality and organisational commitment in higher education. An empirical study of faculty and administration staff. *Total Quality Management & Business Excellence*. 2016;27(1-2):169-83  
<https://doi.org/10.1080/14783363.2014.969595>
9. Hesli VL, Lee JM. Job satisfaction in academia: Why are some faculty members happier than others?. *PS: Political Science & Politics*. 2013 Apr;46(2):339-54.
10. Hoseyni SN, Mirzaei M, Faryabi R, Ardekan M, Mohsen A, Shaker Ardekani M, Mirzaei Alavijeh M. Effective Factors in Job Motivation of Faculty Members in Shahid Sadoughi University of Medical Sciences: an Application of Herzberg's Motivation Theory. *Iranian Journal of Medical Education*. 2014 Mar 15;13(12):1040-50.
11. Malik N. STUDY ON JOB SATISFACTION FACTORS OF FACULTY MEMBERS AT UNIVERSITY OF BALOCHISTAN. *International Journal of Academic Research*. 2011 Jan 1;3(1).
12. RAFIEI M, Jahani F, Mousavipour S. Evaluation of job satisfaction among faculty members of Arak University of Medical Sciences in 2010.
13. Taherpour M, Sefidi F, Javadi A. Identifying Job Motivation from Qazvin University of Medical Sciences Faculty Members' Viewpoints. *Research in Medical Education*. 2010;2(2):33-9.
14. Taherpour M, Sefidi F, Javadi A. Identifying Job Motivation from Qazvin University of Medical Sciences Faculty Members' Viewpoints. *Research in Medical Education*. 2010;2(2):33-9.

15. TAZHIBI M, ZARDOEIGOLANBARY S. Study of job satisfaction of medical records staffs in Kermanshah Medical Educational Center. 2011
16. Abadi HBA, Norouzi D, Hosseini Z. Effective factors on job motivation in academic members of Rafsanjan medical university. *Iran J Med Educ* 2004(4):33-41.
17. Kaderli R, Stefenelli U. Female surgeons' mentoring experiences and success in an academic career in Switzerland. *Swiss medical weekly*. 2017 Jul 18;141(2930).
18. Nasiripour AA, Delgosaie B, Kalhor R, Kiaei MZ, Shahbahrami E, Tabatabaee SS. Effective Factors On Staffs' Job Satisfaction Based On Herzberg Theory In Qazvin Teaching Hospitals. *Payavard Salamat*. 2012;7(4):354-65.
19. Rafiei M, Jahani F, Mosavipour S. Evaluation of job satisfaction among faculty members of Arak University of Medical Sciences in 2010. *Arak Medical University Journal* 2011;14(54):35-45.
20. MALEKSHAHI F, FARHADI A, AMINI F. Study of job satisfaction among faculty members of Lorestan university of medical science.
21. Abbaschian R, Avazeh A, Rabi Siahkali S. Job satisfaction and its related factors among nurses in the Public Hospitals of Zanjan University of Medical Sciences, 2010. *Preventive Care in Nursing & Midwifery Journal*. 2011 Sep 15;1(1):17-24.
22. Hesampour M, Akbari M, KHANJANI N, Naghibzadeh-Tahami A, Dehghan A, Nabipour AR, MAGHSOUDI A, ALIPOUR H. Job satisfaction among academic staff: A cross-sectional study. *International Journal of Occupational Hygiene*. 2016;8(3):129-35.
23. Sarker MN, Sultana A, Prodhan AS. Job satisfaction of employees of public and private organizations in Bangladesh. *J Polit Sci Public Int Aff*. 2017;1(1):1-8.
24. Seraj B, Ghadimi S, Mirzaee M, Ahmadi R, Bashizadeh H, Ashofteh-Yazdi K, Jamee MS, Kharazi MJ, Jahanmehr M. Job satisfaction and its influential factors in dental academic members in Tehran, Iran. *Annals of medical and health sciences research*. 2014;4(2):192-7.
25. Borges NJ, Navarro MA, Grover AC. Women physicians: choosing a career in academic medicine. *Academic medicine: journal of the Association of American Medical Colleges*. 2012 Jan;87(1):105.
26. Little JJ, Fallon M, Dauenhauer J, Balzano B, Halquist D. Interdisciplinary collaboration: A faculty learning community creates a comprehensive LibGuide. *Reference Services Review*. 2010 Aug 17;38(3):431-44.
27. Mehta D. A Study of Teacher's Participation in Decision Making: Gender Specific Roles. *European Academic Research*. 2015:14595-608.
28. Lyons FW, Akroyd D. The Impact of Human Capital and Selected Job Rewards on Community College Faculty Job Satisfaction. *Community College Journal of Research and Practice*. 2013;38(2-3):194-207. <https://doi.org/10.1080/10668926.2014.851965>
29. Hong LC, Hamid NI, Salleh NM. A study on the factors affecting job satisfaction amongst employees of a factory in Seremban, Malaysia. *Business Management Dynamics*. 2013 Jul 1;3(1):26.
30. Chung DJ, Steenburgh T, Sudhir K. Do bonuses enhance sales productivity? A dynamic structural analysis of bonus-based compensation plans. *Marketing Science*. 2013 Nov 7;33(2):165-87.