
Impact Of Work Environment On Job Satisfaction Among College Teachers In Kanyakumari District

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ABSTRACT

The work environment is a critical factor influencing the job satisfaction and overall performance of college teachers. A positive work environment promotes motivation, commitment, and professional well-being, while an unfavorable environment may reduce job satisfaction and teaching effectiveness. The present study aims to examine the impact of the work environment on job satisfaction among college teachers in Kanyakumari District. The study adopts a descriptive and analytical research design. Primary data were collected from 110 college teachers using a structured questionnaire, while secondary data were obtained from books, journals, and other published sources. Convenience sampling was employed for selecting the respondents. The collected data were analyzed using Percentage Analysis, Independent Samples t-test, Pearson Correlation Analysis, and Multiple Linear Regression Analysis. The findings reveal that college teachers generally perceive their work environment positively, with relationship with colleagues and organizational support emerging as the most influential workplace factors. The Independent Samples t-test indicates a significant difference in job satisfaction based on gender. Further, the Pearson Correlation Analysis demonstrates a strong positive relationship between work environment and job satisfaction, while the Multiple Linear Regression Analysis confirms that work environment significantly influences job satisfaction, with organizational support being the strongest predictor. The study concludes that improving leadership support, organizational policies, physical working conditions, and career development opportunities can significantly enhance the job satisfaction of college teachers. The findings provide useful insights for educational administrators and policymakers in developing effective strategies to improve faculty well-being and institutional performance...

Keywords: Work Environment, Job Satisfaction, College Teachers, Organizational Support, Higher Education.

INTRODUCTION

The work environment is one of the most significant factors influencing employees' attitudes, performance, and overall job satisfaction. In higher education institutions, college teachers play a crucial role in imparting knowledge, conducting research, mentoring students, and contributing to institutional development. A healthy work environment that provides adequate resources, supportive leadership, effective communication, professional autonomy, and opportunities for career growth enhances teachers' motivation and commitment. Conversely, an unsupportive work environment can result in stress, reduced productivity, and diminished job satisfaction.

Job satisfaction is a positive emotional response that individuals experience when their job meets their expectations and professional needs. For college teachers, job satisfaction extends beyond monetary benefits and includes recognition, academic freedom, workload, relationships with colleagues, institutional policies, promotion opportunities, and work-life balance. Teachers who are satisfied with their jobs are more likely to demonstrate higher levels of teaching effectiveness, research productivity, and commitment to institutional goals. Therefore, understanding the factors that influence job satisfaction is essential for improving the quality of higher education.

In recent years, the higher education sector has undergone significant transformation due to technological advancements, globalization, quality assurance initiatives, and the implementation of educational reforms. College teachers are expected to perform multiple roles, including teaching, research, mentoring, administration, and community engagement. These expanding responsibilities have increased the importance of providing a supportive and conducive work environment that enables teachers to perform effectively while maintaining professional satisfaction and well-being.

The work environment comprises both physical and psychosocial aspects of the workplace. Physical factors include classroom facilities, technological resources, safety, and infrastructure, whereas psychosocial factors include leadership style, organizational culture, interpersonal relationships, communication, participation in decision-making, and institutional support. These factors collectively influence teachers' motivation, organizational commitment, and job satisfaction. A positive work environment not only improves employee morale but also enhances institutional performance through increased faculty engagement and retention.

REVIEW OF LITERATURE

Wartenberg, Aldrup, Grund and Klusmann (2023), in their study titled “**Satisfied and High Performing? A Meta-Analysis and Systematic Review of the Correlates of Teachers’ Job Satisfaction,**” examined the major factors influencing teachers' job satisfaction across different educational settings. The study revealed that supportive leadership, positive school climate, professional autonomy, and strong collegial relationships significantly enhanced teachers' job satisfaction and work performance. The authors concluded that creating a supportive work environment is essential for improving teacher well-being, motivation, and institutional effectiveness.

Hoque, Wang, Qi and Norzan (2023), in their review titled “**The Factors Associated with Teachers' Job Satisfaction and Their Impacts on Students' Achievement: A Review (2010–2021),**” analyzed previous studies on teachers' job satisfaction and its influence on educational outcomes. The review found that organizational support, workload, leadership, working conditions, and professional development opportunities were the key determinants of teachers' job satisfaction. The authors emphasized that higher teacher satisfaction contributes positively to students' academic achievement and institutional quality.

Kasalak, Güneri, Ehtiyar, Apaydin and Özaltın Türker (2022), in their study titled “**The Relation between Leadership Styles in Higher Education Institutions and Academic Staff's Job Satisfaction: A Meta-Analysis Study,**” investigated the relationship between leadership styles and faculty job satisfaction. The findings indicated that transformational and supportive leadership styles had a significant positive influence on academic staff's job satisfaction, whereas ineffective leadership reduced employee motivation and organizational commitment. The study recommended adopting participative leadership practices to improve faculty satisfaction.

Zhang, Li and Gamble (2022), in their study titled “**Teacher Burnout and Turnover Intention in Higher Education: The Mediating Role of Job Satisfaction and the Moderating Role of Proactive Personality,**” examined how burnout affects teachers' turnover intentions in higher education institutions. The study found that job satisfaction significantly reduced turnover intention and partially mediated the relationship between burnout and employee retention. The researchers concluded that improving working conditions and reducing occupational stress are essential for retaining qualified faculty members.

Ortan, Simut and Simut (2021), in their study titled “**Self-Efficacy, Job Satisfaction and Teacher Well-Being in the K-12 Educational System,**” explored the relationship between teachers' self-efficacy, working conditions, and job satisfaction. The study reported that supportive school management, positive colleague relationships, manageable workloads, and favorable working conditions significantly improved teachers' job satisfaction and overall well-being. The authors concluded that educational institutions should strengthen workplace support systems to enhance teacher effectiveness.

Duraisamy and Selvan (2021), in their study titled “**Impact of Commitment on Job Satisfaction of College Teachers,**” examined the factors influencing job satisfaction among college teachers. The findings showed that organizational commitment, recognition, career advancement opportunities, and a positive work environment were positively associated with teachers' job satisfaction. The study concluded that institutions should foster supportive organizational practices to improve faculty commitment and long-term job satisfaction.

STATEMENT OF THE PROBLEM

The work environment plays a vital role in determining the job satisfaction, motivation, and performance of college teachers. In recent years, higher education institutions have experienced significant changes due to technological advancements, increased academic responsibilities, quality assurance requirements,

accreditation processes, and growing competition. College teachers are expected to perform multiple roles, including teaching, research, student mentoring, administrative responsibilities, and extension activities. These increasing responsibilities often create work-related stress and influence their level of job satisfaction.

Although educational institutions strive to provide supportive working conditions, many teachers continue to face challenges such as excessive workload, inadequate organizational support, limited career advancement opportunities, insufficient infrastructure, work-life imbalance, and ineffective leadership practices. Such workplace issues may adversely affect teachers' motivation, commitment, teaching effectiveness, and institutional productivity.

Since satisfied teachers are essential for maintaining quality education and achieving institutional excellence, it becomes necessary to understand how various dimensions of the work environment influence their job satisfaction. However, limited empirical studies have specifically examined this relationship among college teachers in Kanyakumari District. Therefore, the present study seeks to investigate the impact of the work environment on job satisfaction among college teachers and identify the workplace factors that contribute significantly to their professional satisfaction. The findings of the study are expected to assist educational administrators and policymakers in formulating effective strategies to improve faculty well-being and institutional performance.

SCOPE OF THE STUDY

The present study focuses on examining the impact of the work environment on job satisfaction among college teachers working in Arts and Science Colleges in Kanyakumari District, Tamil Nadu. The study covers both physical and psychosocial dimensions of the work environment, including organizational support, leadership support, physical working conditions, work-life balance, relationships with colleagues, workload management, and promotion opportunities.

The study is confined to 110 college teachers selected through convenience sampling from Government, Aided, and Self-Financing Arts and Science Colleges in Kanyakumari District. It analyzes the relationship between work environment and job satisfaction using appropriate statistical tools such as Percentage Analysis, Independent Samples t-test, Pearson Correlation Analysis, and Multiple Linear Regression Analysis. The findings of the study will help educational institutions, college management, administrators, and policymakers understand the workplace factors influencing teachers' job satisfaction. The recommendations of the study may contribute to improving organizational support, leadership practices, faculty welfare policies, career development opportunities, and overall institutional effectiveness, thereby enhancing the quality of higher education.

WORK ENVIRONMENT

Work environment refers to the overall conditions in which employees perform their job responsibilities. It includes both the physical and psychosocial aspects of the workplace that influence employees' performance, motivation, and well-being. The physical work environment comprises infrastructure, classroom facilities, office space, technological resources, safety measures, and other amenities that enable teachers to perform their academic responsibilities effectively. The psychosocial work environment includes leadership support, organizational culture, communication, interpersonal relationships, teamwork, recognition, participation in decision-making, and opportunities for professional growth. A positive work environment encourages collaboration, innovation, and job commitment, whereas an unfavorable work environment may lead to stress, burnout, and reduced productivity. Therefore, educational institutions should create a supportive and healthy workplace to enhance teachers' effectiveness and institutional performance.

JOB SATISFACTION

Job satisfaction refers to the degree of contentment and positive emotional response that employees experience towards their job. It reflects how well an individual's expectations regarding work, compensation, recognition, career advancement, work-life balance, and organizational support are fulfilled. Among college teachers, job satisfaction is influenced by factors such as teaching autonomy, workload, salary, promotion opportunities, institutional policies, relationships with colleagues and administrators, research support, and professional development opportunities. Teachers who experience higher job satisfaction are more committed to their profession, demonstrate better teaching effectiveness, actively participate in research and extension activities, and contribute positively to institutional development. Conversely, low job satisfaction may result in absenteeism, reduced motivation, poor performance, and higher turnover intentions. Hence, improving job satisfaction is essential for enhancing the quality of higher education and ensuring long-term institutional success.

OBJECTIVES OF THE STUDY

To examine the work environment of college teachers.

To assess the level of job satisfaction among college teachers.

To analyze the impact of the work environment on job satisfaction among college teachers.

To offer suitable suggestions for improving the work environment and enhancing job satisfaction among college teachers.

HYPOTHESES OF THE STUDY

H₀₁: There is no significant relationship between the work environment and job satisfaction among college teachers.

H₀₂: The work environment has no significant impact on job satisfaction among college teachers.

H₀₃: There is no significant difference in job satisfaction among college teachers based on their demographic characteristics.

H₀₄: There is no significant association between work environment factors and the job satisfaction of college teachers.

RESEARCH METHODOLOGY

Research Design

The present study adopts a descriptive and analytical research design. The descriptive aspect focuses on examining the work environment and the level of job satisfaction among college teachers, while the analytical aspect investigates the relationship between the work environment and job satisfaction. The study aims to identify the key workplace factors that influence the job satisfaction of college teachers.

SOURCE OF DATA

Primary Data

Primary data are collected directly from college teachers through a structured questionnaire. The questionnaire is designed to obtain information regarding demographic characteristics, work environment, organizational support, working conditions, and job satisfaction.

Secondary Data

Secondary data are collected from research journals, books, magazines, government reports, websites, dissertations, and other published sources related to work environment, job satisfaction, and higher education. These sources provide theoretical and conceptual support for the study.

SAMPLING TECHNIQUE

The study employs Convenience Sampling for selecting the respondents. College teachers who were available and willing to participate in the survey were included in the study.

SAMPLE SIZE

A total of 110 college teachers were selected as respondents for the study. The sample size is considered adequate for conducting statistical analyses using SPSS.

SAMPLING UNIT

Individual college teachers working in Arts and Science Colleges in Kanyakumari District of Tamil Nadu.

TOOLS FOR DATA ANALYSIS

The collected data are analyzed using the following statistical tools:

Percentage Analysis

Independent Samples t-test

Pearson Correlation Analysis

Multiple Linear Regression Analysis

LIMITATIONS OF THE STUDY

The study is limited to a sample size of 110 college teachers, which may not fully represent all college

teachers in Kanyakumari District.

The findings are based on self-reported responses and may be influenced by respondents' personal opinions and perceptions.

ANALYSIS

Table 1: Demographic Profile of the Respondents

Particulars	Category	Frequency	Percentage
Gender	Male	52	47.3
	Female	58	52.7
Age (Years)	Below 30	18	16.4
	31–40	42	38.2
	41–50	30	27.3
	Above 50	20	18.2
Educational Qualification	Postgraduate	12	10.9
	M.Phil.	26	23.6
	Ph.D.	72	65.5
Teaching Experience	Below 5 Years	20	18.2
	6–10 Years	35	31.8
	11–15 Years	28	25.5
	Above 15 Years	27	24.5
Type of Institution	Government	22	20.0
	Aided	34	30.9
	Self-Financing	54	49.1
Total		110	100.0

Source: Primary Data

Table 1 presents the demographic profile of the 110 college teachers selected for the study. The findings indicate that 52.7% of the respondents are female, while 47.3% are male. Regarding age, the majority (38.2%) belong to the 31–40 years age group, followed by 27.3% in the 41–50 years category. In terms of educational qualification, 65.5% of the respondents possess a Ph.D., indicating a highly qualified teaching workforce. With respect to teaching experience, 31.8% of the respondents have 6–10 years of experience, followed by 25.5% with 11–15 years of experience. The distribution of respondents by institution type shows that 49.1% are employed in self-financing colleges, 30.9% in aided colleges, and 20.0% in government colleges. Overall, the demographic profile suggests that the respondents represent diverse backgrounds in terms of gender, age, qualifications, experience, and institutional affiliation, providing a suitable basis for analyzing the impact of the work environment on job satisfaction.

Table 2: Descriptive Statistics of Work Environment Factors

Work Environment Factors	Mean	Standard Deviation	Rank
Relationship with Colleagues	4.26	0.61	I
Organizational Support	4.12	0.68	II
Physical Working Conditions	3.98	0.72	III
Leadership Support	3.85	0.76	IV
Work-Life Balance	3.74	0.81	V

Promotion Opportunities	3.56	0.84	VI
Workload Management	3.41	0.88	VII

Source: Computed Data

Table 2 presents the descriptive statistics of the work environment factors perceived by college teachers. Among the various dimensions, Relationship with Colleagues secured the highest mean score (Mean = 4.26; SD = 0.61), indicating that teachers experience positive interpersonal relationships within their institutions. Organizational Support ranked second (Mean = 4.12; SD = 0.68), suggesting that most respondents perceive adequate support from their institutions. The mean scores for Physical Working Conditions (3.98) and Leadership Support (3.85) indicate that teachers are generally satisfied with the infrastructure and administrative support provided by their institutions. Work-Life Balance recorded a moderate mean score (3.74), reflecting a reasonably balanced professional and personal life among respondents. However, Promotion Opportunities (3.56) and Workload Management (3.41) received comparatively lower mean scores, indicating that these aspects require greater attention from educational institutions. Overall, the findings reveal that college teachers perceive their work environment positively, although improvements in career advancement opportunities and workload distribution could further enhance their workplace experience.

Table 3: Analysis Difference in Job Satisfaction Based on Gender

Gender	N	Mean	Standard Deviation	t-value	p-value
Male	52	3.82	0.54	2.146	0.034*
Female	58	4.05	0.49		

Source: Computed Data

Significant at 5% level ($p < 0.05$).

Table 3 presents the results of the Independent Samples t-test comparing the level of job satisfaction between male and female college teachers. The mean job satisfaction score of female teachers (Mean = 4.05) is higher than that of male teachers (Mean = 3.82). The calculated t-value is 2.146 with a p-value of 0.034, which is less than the 0.05 level of significance. Hence, the null hypothesis stating that there is no significant difference in job satisfaction based on gender is rejected. It is concluded that there is a significant difference in the level of job satisfaction between male and female college teachers, with female teachers reporting comparatively higher job satisfaction.

Table 4: Analysis Showing the Impact of Work Environment on Job Satisfaction

Independent Variables	Standardized Beta (β)	t-value	Sig. (p-value)
Physical Work Environment	0.284	3.128	0.002*
Leadership Support	0.315	3.746	0.001*
Organizational Support	0.372	4.281	0.000*
Work-Life Balance	0.246	2.894	0.005*

Source: Computed Data

Model Summary

R	R ²	Adjusted R ²	F-value	Sig.
0.781	0.610	0.595	40.982	0.000*

Source: Computed Data

Significant at the 5% level ($p < 0.05$).

Table 4 presents the results of the Multiple Linear Regression Analysis examining the impact of work environment factors on job satisfaction among college teachers. The model is statistically significant (F = 40.982, p = 0.000), indicating that the selected work environment factors significantly predict job

satisfaction. The R^2 value of 0.610 indicates that 61.0% of the variation in job satisfaction is explained by the work environment variables included in the model. Among the predictors, Organizational Support ($\beta = 0.372$) has the strongest positive influence on job satisfaction, followed by Leadership Support ($\beta = 0.315$), Physical Work Environment ($\beta = 0.284$), and Work-Life Balance ($\beta = 0.246$). Since all the p-values are less than 0.05, each variable has a statistically significant positive impact on job satisfaction.

Table 5: Analysis between Work Environment and Job Satisfaction

Variables	Pearson Correlation (r)	Sig. (2-tailed)	Result
Work Environment and Job Satisfaction	0.724	0.000*	Significant Positive Relationship

Source: Computed Data

Significant at the 5% level ($p < 0.05$).

Table 5 presents the results of the Pearson Correlation Analysis between work environment and job satisfaction among college teachers. The Pearson correlation coefficient ($r = 0.724$) indicates a strong positive relationship between the two variables. The p-value (0.000) is less than 0.05, indicating that the relationship is statistically significant. Hence, the null hypothesis stating that there is no significant relationship between work environment and job satisfaction is rejected. The findings reveal that an improved work environment is associated with higher levels of job satisfaction among college teachers. Therefore, educational institutions should focus on strengthening workplace support, leadership practices, infrastructure, and professional development opportunities to enhance teachers' job satisfaction.

FINDINGS OF THE STUDY

The demographic analysis revealed that 52.7% of the respondents were female and 47.3% were male. The majority (38.2%) belonged to the 31–40 years age group, while 65.5% possessed a Ph.D. qualification. Most respondents (31.8%) had 6–10 years of teaching experience, and 49.1% were employed in self-financing colleges.

The descriptive analysis of work environment factors showed that Relationship with Colleagues was the most influential factor affecting the work environment, with the highest mean score (Mean = 4.26), followed by Organizational Support (Mean = 4.12) and Physical Working Conditions (Mean = 3.98). Workload Management received the lowest mean score (Mean = 3.41), indicating the need for improvement.

The Independent Samples t-test revealed a significant difference in job satisfaction between male and female college teachers ($t = 2.146, p = 0.034$). Female teachers reported a higher level of job satisfaction than their male counterparts.

The Multiple Linear Regression Analysis indicated that the work environment has a significant positive impact on job satisfaction ($F = 40.982, p < 0.05$). The model explained 61.0% of the variation in job satisfaction ($R^2 = 0.610$). Among the predictors, Organizational Support had the strongest influence on job satisfaction, followed by Leadership Support, Physical Work Environment, and Work-Life Balance.

The Pearson Correlation Analysis revealed a strong positive relationship between work environment and job satisfaction ($r = 0.724, p < 0.05$). This indicates that improvements in the work environment are associated with higher levels of job satisfaction among college teachers.

SUGGESTIONS

College management should provide a supportive work environment by ensuring transparent policies, effective communication, and adequate institutional support for faculty members.

Educational institutions should improve career advancement opportunities through fair promotion policies, faculty development programmes, and encouragement for research and professional growth.

The workload of college teachers should be distributed equitably to reduce occupational stress and promote a healthy work-life balance.

Institutions should enhance physical infrastructure and provide modern teaching and research facilities to improve the overall working environment of college teachers.

College authorities should recognize and appreciate the contributions of teachers through timely rewards, recognition programmes, and motivational initiatives to enhance their job satisfaction.

CONCLUSION

The present study examined the impact of the work environment on job satisfaction among college teachers. The findings revealed that a positive work environment significantly contributes to higher levels of job satisfaction. Factors such as organizational support, leadership support, physical working conditions, and healthy relationships with colleagues were found to positively influence teachers' attitudes towards their profession. The study also identified workload management and promotion opportunities as areas requiring further improvement. The statistical analysis confirmed a significant positive relationship between work environment and job satisfaction. The regression analysis indicated that organizational support had the strongest influence on job satisfaction, while the correlation analysis demonstrated that improvements in the work environment are associated with increased job satisfaction among college teachers. The findings emphasize the importance of maintaining a supportive and motivating workplace to enhance faculty commitment and performance. Based on the findings, the study concludes that educational institutions should prioritize the creation of a healthy and conducive work environment through supportive leadership, fair workload distribution, adequate infrastructure, and opportunities for professional growth. Such initiatives will not only improve the job satisfaction and well-being of college teachers but also contribute to enhanced teaching quality, institutional effectiveness, and the overall development of higher education.

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