RESEARCH ARTICLE

MANAGEMENT INSIGHT Vol. 16, Issue 1, 2020 Print ISSN: 0973–936X; Online ISSN: 2456–09364

Study on Job Autonomy and Job Proficiency of Private School Primary Teachers in Chennai Region

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Abstract

In earlier days, employers felt the job satisfaction component is the only avenue to make employees happy. A lot of research studies proved that internal motivation/drive is also needed for improving employees, thereby giving way for enrichment avenues. One such enrichment avenue is autonomy given in job areas. This study focuses on job enrichment aspects for school-level teachers concentrating primary level teachers in the Chennai region. The enrichment tool analyzed in this paper is job autonomy for teachers that can have a significant effect on task crafting and curriculum analysis. The job proficiency level is compared after skill set improvement. This study is carried out to check the job level independence given to teachers and certain decentralization areas based on interest level. The study is also done to identify the related factors of the job proficiency level of teachers. The method used for collecting data is a convenient sampling method using a well-designed questionnaire. Two hundred samples are collected that are used for the data analysis section. Data analysis is done using statistical methods using Statistical Package for the Social Sciences (SPSS) software and analysis of a moment structures (AMOS) software. Statistical techniques used for this study are linear regression and confirmatory factor output used to check the model fit. Research findings are teacher's work-based competency levels that significantly affect students' creativity using mind-mapping techniques. Task autonomy has a significant relationship with curriculum analysis and task crafting. This study recommends analyzing hidden factors of learner's behavior to improve reflective teaching, leading to the teachers' proficiency level in their job.

Keywords: Decentralization, Intrinsic motivation, Job autonomy, Job proficiency, Reflective teaching, Self-actualization, Self-esteem.

Management Insight (2020). DOI: 10.21844/mijia.16.1.4

Introduction

According to Maslow's hierarchy of motivational needs, highly intrinsic motivated employees perform best in their job, thereby improving their self-esteem levels. The self-actualization level is the best predictor for highly motivated employees. In a career like teaching, self-satisfaction and self-actualization levels are needed. There are a lot of predictors that lead the employees to achieve their self-actualization level. One of the predictors that drive the employee to achieve the top hierarchy of self-actualization is job autonomy. For teachers, self-actualization need is satisfied only if their learners exhibit proficiency. The learners' highest proficiency level indicates an effective reflecting teaching process that can significantly affect the education industry's growth. In the olden days, the education system is viewed as a teaching and listening process, focused only on the curriculum. If any children fail in the curriculum set process, it is determined that they are not fit for the education field. Nowadays, there are a lot of technologies and techniques that influence the multiple-intelligence factors making learning fun **(Herzberg *et al.*, 1969)**. According to Herzberg's motivation-hygiene theory, job autonomy is an enrichment factor that motivates employees. Job proficiency factors are analyzed for examining relationship variables.

Significance of this Study

As the education system progresses in one area, the teacher's skill set and need theory must be monitored. The need theory is best satisfied with enrichment programs. Many enrichment programs, like training, flexible working hours for specific subject teachers, part-time opportunities for skilled teachers, training in virtual space, digital skills, psychological training, and continuous professional development, pose significant effects in the education industry. This study analyzes the areas of teacher autonomy and its relationship factors, job proficiency level of teachers after skill-set improvements.

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How to cite this article: Chitra, S., & Allavaram, V. (2020). Study on Job Autonomy and Job Proficiency of Private School Primary Teachers in Chennai Region. Management Insight, 16(1):18-25.

Source of support: Nil

Conflict of interest: None

Received: 31/07/2020; **Accepted:** 19/10/2020; **Published:** 05/12/2020

Review of Literature

Rudolph (2006) studied the job autonomy level of teachers concerning the curriculum suggestions. This study is carried out in Michigan public schools, identifying the job satisfaction component. Interviews are conducted for school principals to analyze new initiatives and improvements in the education system. Survey conducted for teachers regarding the need for

autonomy and the areas they want to access control to improve their self-efficacy.

Russell (2017) addressed the significant factors of interest in his studies, like work conditions, compensation, peer workers, and supervision related to job satisfaction levels. He suggested that a job satisfaction questionnaire designed by **Spectar (1895)** can measure the job satisfaction level of employees in any industry, of course, in the teaching industry. He addressed the parameters of the different tasks, like complementary tasks (as a member in committees, mentor, continuous professional development, and extracurricular activities) correlated with the motivation levels, administrative tasks (students disciplinary reports, attendance report, administrative meetings, union meetings, and school assemblies), and teaching tasks (students need access, presentation, and answering student's question). He analyzed the motivation factor in a relationship between autonomy and job satisfaction. He used the work tasks motivation scale for teachers **(Fernet *et al.*, 2008)**.

Zhou *et al.* (2019) examined how job autonomy impacts employees' self-development level. He used the mediating variable as motivation to identify the relationship between the variables. He referred to the self-determination theory to gain knowledge of motivation factors. The model depicts the relationship between factors like autonomy, motivation, and employee self-development. The results encountered a full mediation level for intrinsic kind of motivation.

Saragih (2011) examined the parameters of job autonomy and outcomes from work. The research was carried out for job performance, job satisfaction, and stress levels in the job. The mediating variable used here is self-efficacy. Job satisfaction and job stress factors are compared with the job performance factor.

Johari *et al.* (2018) analyzed the influential factors, like work-life balance, workload, autonomy, job performance, and concentrating teachers in Malaysian public schools. Practical implications showcased the need for autonomy and work-life balance to enhance job performance. Their findings reported increased workload does not support job performance, whereas autonomy and work-life balance affect job performance.

Dou *et al.* (2016) analyzed the autonomy, leadership, climate, job satisfaction, and organizational commitment. Model is developed to measure principal leadership, teacher's efficacy, school climate, and teacher autonomy related to job satisfaction and organizational commitment. Findings showed that teacher autonomy does not impact job satisfaction and organizational commitment. School climate does not have a significant effect on teacher autonomy, whereas self-efficacy affects teacher autonomy.

Song *et al.* (2011) constructed a model to find correlations for supportive learning culture, school climate, task-autonomy, and teachers' turnover intention. School policies, teacher traits are analyzed to get desirable results. The study shows that the effect of school culture impacts less turnover intention of teachers. He further investigated that leadership, and supportive learning climate paves the way for an innovative school climate with less turnover intention.

Saarivirta (2016) innovated the need for predictive future learning skill sets to change society's changing trends. Issues addressed in his paper are school leadership and autonomy that develops students' future skill-sets, which address student achievement in Finland. Finnish school curriculum concentrated on mathematics and mother-tongue as the initial process progressed with soft-skills inclusions, like art, music, social studies. More hours are allocated for physical education. Authors reviewed best educational practices in Finland concerning leadership, school autonomy, and student achievement. Development of school principal profession, school accountability, new skill sets needed is analyzed compared to Finland's national curriculum. An import practice identified in Finland's education system is pedagogical leadership that holds well in its education system. Predictive future learning skills can be defined as the best based on effective leadership, autonomy, and student achievement in the international research context, which is pointed out in the future research area.

Dude (2012) analyzed the independent factors autonomy, empowerment, competence, self-determination, personal impact factor on school, commitment, and distributive justice; with regard to psychological empowerment, age and tenure were related. Results showcased job autonomy has a significant relationship with organizational commitment. With respect to gender-based, gender has a negative effect on job autonomy. Study reveals job autonomy factor has greater effects for men rather than women. The distributive justice factor is defined as the feeling of fair justice done for school employees according to the input levels. Possible work outcomes discussed here are salary regarding the work inputs, such as, responsibilities and commitments. Distributive justice impacted job autonomy and organizational commitment.

Skaalvik and Skaalvik (2014) studied motivation and emotional intelligence is related to teacher autonomy and self-efficacy. Work engagement level is analyzed using three factors, *viz.*, vigor, dedication, and absorption. Job satisfaction and emotional exhaustion levels are analyzed.

Yazici (2016) explored the relationship between teacher autonomy and learner autonomy is less. The factors analyzed are communication autonomy, professional autonomy, and learner behavior autonomy. Teacher autonomy depends on learner behavior and the supportive autonomy level given for the learners.

Graves and Vye (2012) analyzed the difficulty in adapting autonomy in a hierarchical way of traditional education systems. He also analyzed the pedagogy theory for learner level autonomy to identify the specific teaching styles to be adapted for learners. The burn out level exists when there is more level of autonomy for teachers and learners, affecting the teaching-learning process in a classroom.

Kojima (2012) analyzed teacher and learner autonomy used process drama method using skits to improve the learning process effectively. Strong interrelationships and interpersonal skills, group work, and team learning effectively improve autonomy and reflective teaching.

Castle (2006) in his study, analyzed teacher's professional development is based on pedagogical research. Understanding student's learning attitudes can be best described by the pedagogical way of the research process. The pedagogical

approach is always a learner-centered design and describes learners effectively. It cannot describe the teaching strategies, best practices of teaching techniques.

Vangrieken *et al.* (2017) analyzed attitudes and autonomy. The attitudes described are reactive and reflective attitudes that have an effect on autonomy. Teachers can be given the option for individual autonomy and collaborative autonomy.

Raya (2020) in his book, focused on the education level of teachers that can impact learners.

Dondero (1997) explained the organizational climate consists of professionalism, more decision-making opportunities, participative, and independent in certain development areas. Engaging employees and collaboration help for the development prospects of teachers only in a positive organizational climate. Individual autonomy will not be fruitful when the educational revolution takes place.

Variables Analyzed After Literature Study

Enormous researches are done in the field of the education system. Ways of enriching school level competencies are the biggest challenge in the field of teaching. Various literature studies are done on the enrichment factor. One of the enrichment factors defined in the Hackman and Oldham job characteristics model is job autonomy. This study is done for job autonomy and job proficiency attainment. Literature reviews revealed that job autonomy impacted curriculum modifications, motivation, satisfaction, organizational commitment, and gender-based differential skills in autonomy, distributive justice, leadership, student achievement, etc. There are a lot of researches related to job autonomy and job performance.

Research Gap

There is a lot of research related to job autonomy related to teachers' self-efficacy, interdependence between teacher and learner autonomy, pedagogy, job satisfaction, practical frustration busters between teacher and learner autonomy, etc. Very few researches are done to check the job autonomy that has a significant relationship with task crafting. Few studies reflect the employee proficiency level in his/her current job due to digital threats. This study tries to analyze teaching proficiency level and identify if task crafting technique significantly affects job autonomy. Task crafting for effective classroom management, framing effective teaching strategy, and structural approach based on learner-centered design are research gaps. Technological changes also affect the teaching industry. Hence, digital threats while improving teacher's skill-set are taken as a research gap. Parent-teacher committee design can be taken as a research gap for task autonomy.

Research Methodology

The study analyses the relationship factors on job autonomy level delivered to private school teachers and attainment in job proficiency (Table 1).

Objectives of Study

- To study the demographic variables from the respondents concerning age, employment, marital status, job level, income, and experience
- To study the teacher's work competency level with respect to a creative mind-mapping technique used for learners
- To study task autonomy with respect to curriculum framing and task crafting
- To study job proficiency and skill level improvement

Hypothesis of the Study

There is no significant relationship between the dependent variable "work-based competence" to that of the independent variable "creativity development using mind mapping technique."

Objective 1

To study the respondents' demographic variables concerning age, employment, marital status, job level, income, and experience.

Inferences from Table 2:

Table 1: Research strategy

Research design	Descriptive research
Study population	Study on job autonomy and job proficiency of private school primary teachers in Chennai region
Study area	Chennai
Sample frame	Private school primary level teachers
Sampling unit	Individuals
Sampling method	Convenience sampling method
Sample size	230 questionnaires were collected and out of which 200 were usable
Nature of data	Both Primary and secondary
Sources of primary data	Well Designed Pre-tested Questionnaire
Sources of secondary data	Newspapers, journals, magazines, previous research reports, and websites
Tool used for data collection	Pre-tested questionnaire
Type of questions	Close-ended and open-ended
Statistical tools used	Percentage analysis, exploratory factor analysis, and confirmatory factor analysis
Data reliability	Data reliability was checked using Cronbach's alpha test. The Cronbach alpha value is 0.812 for 33 items.

- Regards to age, the majority of employees (39%) were found to be in the age bracket of 31 to 40 years
- Full-time employment is dominated by 55%
- Married respondents are more compared to unmarried respondents (56.5%)
- Class teacher percentage is more compared to other levels of teachers (32%)
- Above INR 50,000 dominate the income class of teachers (60%)
- Respondents have the highest percentage level (36%) in 2 to 5 years' experience group (Table 2).

Objective 2

To understand work competency level and creative mind mapping (Table 3).

Linear Regression Model

Table 4 depicts the correlation coefficient, R=0.893, which highlights a high correlation between the dependent and independent variables. The variance well explains the R^2 value of 0.797 (79.7%) in dependent and independent variables. The dependent variable is "work-based competence" (B5). The independent variable is the creative mind-mapping method used for young learners (B6).

ANOVA test results show significant value for the dependent and independent variables. Hence, teachers' work-based competence affects influencing learners in creative methods like mind mapping.

Objective 3

To study task autonomy relationships with respect to curriculum framing and task crafting.

To study task crafting, three variables are analyzed after the data reduction process using factor analysis. The three variables are lesson plans with head teacher's involvement, crafting creative classroom management methods, and framing effective teaching structures and strategy. Autonomy for curriculum analysis involves teachers in learner-centered design, value-centered design, based on more experimental methodology involving teaching aids construction ideas. Task autonomy has five variables after the data

Table 2: Demographic variables from respondents

Factor	*Particulars*	*Frequency*	*Percentage (%)*
Age	Between 21–30 years	35	17.5
	Between 31–40 years	78	39
	Between 41–50 years	55	27.5
	>50 years	32	16
Employment	Full-time	110	55
	Extended part-time	42	21
	Part-time	48	24
Marital Status	Single	87	43.5
	Married	113	56.5
Job Level	Teaching assistant	39	19.5
	Class teacher	64	32
	Kinder garten head	58	29
	Primary level head	39	19.5
Income	10,000–20,000	46	23
	20,001–30,000	6	3
	30,001–40,000	17	8.5
	40,001–50,000	11	5.5
	Above 50,000	120	60
Experience	Less than 1–year	36	18
	2–5 years	72	36
	6–10 years	57	28.5
	Above 10 years	35	17.5

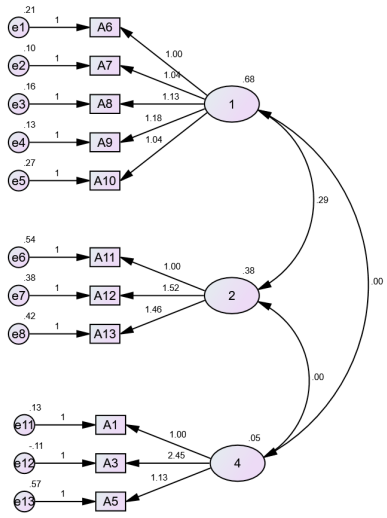

Figure 1: Confirmatory factor analysis (CFA)

Table 3: Model summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.893[a]	.797	.796	.458

a. Predictors: (Constant), B6

reduction process. The autonomy variables are skit-based design autonomy, opinion survey, Parent Teacher Association (PTA) design, projects, and cognitive level improvement.

After the component split, confirmatory factor analysis (CFA) values are analyzed for model fit.

Fit indices recommendation, according to the Cornell statistical consulting unit for CFA:

Comparative fit index (CFI) = > 0.9

Incremental fit is within the values of recommendation. Hence, the model is fit (Figure 1).

Objective 4

To study job proficiency and skill level improvement.

To study teachers' job proficiency level, variables used are learner behavior analysis, equipping different learners, best reflective teaching award. To analyze teachers' skill-set improvement level, motivational level of teachers, teachers' confidence level, making learners work together as a team, digital

Table 4: ANOVA table

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	162.821	1	162.821	775.447	.000[b]
	Residual	41.574	198	.210		
	Total	204.395	199			

a. Dependent Variable: B5

b. Predictors: (Constant), B6

Table 5: Exploratory factor analysis output

KMO and Bartlett's test		
Kaiser-Meyer-Olkin measure of sampling adequacy		0.749
Bartlett's test of sphericity	Approx. chi-square	2,086.555
	df	78
	Sig.	0

Table 6: Rotated component matrix
From confirmatory factor analysis, the factors are analyzed for relationships.

Rotated Component Matrix[a]				
	Component	*1*	*2*	*3*
	(A1) Lesson plan with the head teacher's involvement	-	-	0.652
	(A3) My creative techniques implemented for classroom management	-	-	0.827
Task crafting	(A5) Framed effective teaching structures and teaching strategy	-	-	0.776
	(A11) I am involved for learner-centered design	-	0.611	-
	(A12) Involved for suggestions in value-centered design	-	0.817	-
Curriculum analysis	(A13) Involved for effective teaching aids preparation	-	0.887	-
	(A6) Involved to design skit-based teaching for learners	0.811	-	-
	(A7) Involved in opinion survey on teaching and learning difficulties	0.902	-	-
Task autonomy	(A8) Overloaded with unrelated projects, not to my interest level	0.907	-	-
	(A9) Parent-teacher involvement committee design	0.945	-	-
	(A10) Cognitive level expanded due to autonomy	0.859	-	-

Extraction method: Principal component analysis.

Rotation method: Varimax with Kaiser normalization

[a]Rotation converged in 6 iterations

Table 7: Model fit analysis

Constructs	*GFI*	*CFI*	*TLI*	*NFI*	*RMSEA*	*CMIN/df*
Job autonomy	0.854	0.899	0.85	0.882	0.158	5.973

Table 8: Exploratory factor analysis output

KMO and Bartlett's test		
Kaiser-Meyer-Olkin measure of sampling adequacy		0.73
Bartlett's test of sphericity	Approx. chi-square	574.53
	df	36
	Sig.	0

Table 9: Rotated component matrix
From confirmatory factor analysis, the factors are analyzed for relationships.

	Component	*1*	*2*
Job proficiency	(B1) Learner behaviour analysis	-	0.567
	(B2) Equipping different learners	-	0.848
	(B11) Awarded for best reflective teaching	-	0.529
	(B7) Highly motivated	0.806	-
	(B8) High confidence level	0.812	-
	(B9) Encourage learners to work together	0.834	-
Improved skill set	(B10) Digital threat	0.675	-

Table 10: Model fit analysis

Constructs	*GFI*	*CFI*	*TLI*	*NFI*	*RMSEA*	*CMIN/df*
Job proficiency	0.94	0.905	0.847	0.88	0.122	3.946

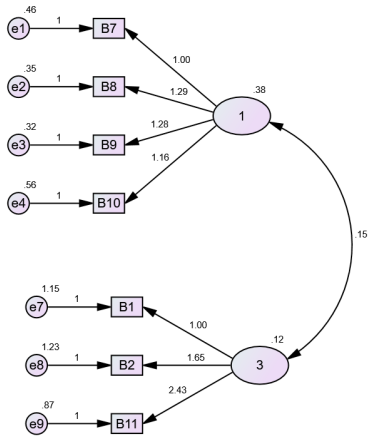

Figure 2: Confirmatory factor analysis (CFA)

handling of certain lessons. Improved skill-set of teachers and their effect on the job proficiency level of teachers is analyzed. After the component split, CFA values are analyzed for model fit.

Fit indices recommendation according to the Cornell statistical consulting unit for CFA:

CFI = > 0.9

Incremental fit is within the values of recommendation. Hence, model is fit.

Findings and Discussion

- Regards to age, the majority of employees (39%) were found to be in the age bracket of 31–40 years.
- Full-time employment is dominated by 55%.
- Married respondents are more compared to unmarried respondents (56.5%).
- Class teacher percentage is more compared to other levels of teachers (32%).
- Above INR 50,000 dominate the income class of teachers (60%).
- The teacher's service level is 36% in 2–5 years. The service period in a teaching career in the current school is very less in percentile (36%). It means the teacher's adherence factor is less. Teachers' experience for above 10 years in schools is very less in percentile. Hence, factors affecting the movement of teachers can be analyzed to improve the adherence factor of teachers; hence, experience percentage level can be improved.
- From Table 3, the linear regression model gives a significant variation between work-based competency level to creative mind-mapping technique used for young learners. More creativity inducement for learners will improve the teaching-learning process improving the competency level of teachers.
- From Table 6, task autonomy has a considerable relationship with task crafting and curriculum analysis. Curriculum analysis based on learner-centered and value-centered has a significant relationship in autonomy. Task crafting in the lesson plan, classroom management, and framing teaching strategy has a significant relationship in task autonomy.
- The item inside the task crafting component "(A1) Lesson plan with head teacher's involvement" has a lower percentage level compared to other items in the construct (65% variation

0.652). Lesson plan autonomy can be improved. Lesson plan autonomy is done only with the head teacher. Hence, lesson plan autonomy can be made collaborative involving the participative management of related teachers.

- From Table 6, curriculum analysis with respect to "(A11) I am involved in learner-centered design" has less percentage level than other items in the construct that can be taken care of. Autonomy in learner-centered design can be improved with more teachers' involvement in a collaborative environment, exhibiting learner level of expectations.
- From Table 6, task autonomy items have the highest percentage levels. Teachers have autonomy in designing their own skit-based process drama, suggestions, and improvisations documentation for teaching-learning difficulties, PTA design, projects, and cognitive development.
- From Table 9, improved skill-set has a significant relationship with job proficiency level. Teacher's skill-set improvements are best described with motivation levels, confidence level, effective collaboration of different learners, and handling digital technology.
- From Table 9, "(B10) Digital threat" item in the construct "Improved skill set" has less percentage level compared to other items in the construct (0.675). Digital skills can be improved for teachers to improve the teacher's skill-set, thereby improving teachers' proficiency level. Technological developments though ease the manual process of teacher's documentation part, care has to be taken for imparting efficient digital skill training for teachers.

Conclusion and Recommendations

This paper discusses the job autonomy level and job proficiency level for teachers working in private schools in the Chennai region. Task autonomy is correlated with curriculum analysis and task crafting, which shows a significant relationship between the constructs. Job proficiency has a significant relationship with an improved skill set. The improved skill set can be achieved from the work competence level. When work competence level is compared in terms of creativity, it shows a significant positive relationship. From Table 9, learner behavior analysis has less percentage level compared to "Equipping different learners." More research can be done to improve learners' behavior with effective solutions, which can be documented in the Teacher's Portfolio report. "(B11) Awarded for best reflective teaching" pointer has to be taken care of for improvement in job proficiency level as it has less percentage level (52.9%). Increased job autonomy also poses threats for the top-level; hence, care has to be taken for an effective balance in job autonomy. Teacher autonomy needs a template that can be well-designed, well-focused to identify the decentralization pointers. This study recommends analyzing hidden factors of learner's behavior to improve reflective teaching that affects the teachers' proficiency level. The teacher's adherence factor should be analyzed.

Future Scope of Research

A comparison process of pedagogy reports in a particular school can be done to analyze different learners. Project-based curriculum analysis, emotional and attitude factors of teachers, and learner behavior blindspots that affect learner's behavior can be analyzed as future scope of research studies. The teacher's work-based competence level is compared with the mind-mapping technique in this study. Similarly, teacher's work-based competence level can be compared with different creative techniques utilized in the classroom. Different types of learner behaviors and impact factors of reflective teaching can be compared for teachers in the same school/different schools. Relational crafting, cognitive crafting techniques can be analyzed, and comparative study can be done for job proficiency level.

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