



ISSN: 2278 – 0211 (Online)

Job Related Factors: It's Influence On Job Satisfaction Of Middle Level Managers In Public Secondary Schools In Kenya

Dave K. Bowen

Department Of Business And Management, Egerton University, Nakuru Town Campus, Kenya

Dr. Maina Waiganjo

Department Of Commerce, Kabarak University, Nakuru, Kenya

Anne C. Barmao

Department Of Curriculum, Instruction And Education Management, Egerton University, Njoro, Kenya

Abstract:

We present findings of a study carried out to establish the influence of job-related factors on job satisfaction among middle level managers (deputy principals and heads of departments) in public secondary schools in Rongai district, Nakuru County, Kenya. This study employed a cross-sectional survey design. A Sampling frame of Middle Level Managers comprising Deputy Principals and Heads of department was constructed from all public secondary schools in Rongai district. A sample of 153 Middle Level Managers was selected using stratified and simple random sampling techniques. The managers filled a questionnaire which had a reliability coefficient of 0.83 calculated using Chronbach's alpha coefficient formula. Multiple Regression model was used to analyze raw data where Parsimonious models were obtained and validated. The results indicated that the most significant factor that influenced job satisfaction was job-itself. Further analysis was carried to determine the influence of each specific job itself variable on job satisfaction. The study found that 'pride in the job' significantly influenced job satisfaction. The Teachers Service Commission (TSC) may find such findings useful in the recruitment of middle level managers as well as creating clear opportunities for their advancement in order to boost their job satisfaction.

Key words: Job-Satisfaction, Job -Related Factors, middle level managers, public secondary schools.

1.Introduction

Job satisfaction has been viewed as a set of favourable or unfavourable/negative feelings and emotions with which employees appraise their work or work environment (Malik, Nawab & Danish, 2010). Attaining a high level of it, is an important and desirable goal for organizations because satisfied workers perform at higher levels than those who are not satisfied .However, since it is a multi-faceted phenomenon, managers require a broad understanding of it. Managers must pay attention to both its intrinsic and extrinsic dimensions. Intrinsic aspects of the job comprise 'motivators' or 'job content' factors such as feelings of accomplishment, recognition, autonomy, achievement, advancement among others while extrinsic aspects of the job often referred to as 'hygiene' factors are job context factors which include pay, security, physical working conditions, company policies and administration, supervision hours of work among others.

Other studies have found out that job satisfaction is influenced by an array of personal and job characteristics such as age, gender, tenure, autonomy, teamwork, relationships with co-workers and supervisors', job variety, satisfaction with pay among others (Lambert, 2003).

Nevil (2010), expanded this thinking by positing that the extent to which work is deeply satisfying or deeply dissatisfying bears a relationship to the motivation or demotivation of individuals. Ghazi & Khan (2008) argue that many organizations strive to enhance employee's motivation at the workplace since an employee with high level of motivation is likely to be more productive. In Public Secondary School in Kenya, the Management engages various methods to make their human resource more satisfied.

2.The Management Structure Of Public Secondary Schools In Kenya

The management of Public Secondary Schools in Kenya is configured on a four tier hierarchical framework. The Board of Governors which provides the overall policy framework to run the school occupies the top management niche. The principal is part of this level of management since he or she plays the secretary role at this top level. The Deputy Principal (DP) and Head of Departments (HoDs) – representing various departments take the middle level management space. To perform at this level of management, these middle level managers undergo rigorous interviews by the country's Teachers Service Commission (TSC) before taking up these positions. Middle level managers in Kenya's public Secondary schools are deeply involved in day to day management in their respective schools and are considered the pillars of school management and administration. Each public secondary school has at least one DP and several HoDs heading various departments depending on the school size. They are also

majorly in charge of student management and more specifically student discipline. Specifically; DPs are expected to play a crucial role in teacher management. Besides the management roles, the school middle level managers also contribute to the primary role of teaching. Consequently, these managers operate under intense pressure given their contextual position in the schools.

Geert, Devos, & Hester (2009) found out that the role of the DP is characterized by a real or unclear leadership responsibility which can be a major source of dissatisfaction. Role stressors (namely, role ambiguity, role conflict and overload) have also been found to negatively affect job satisfaction (Kipkebut, 2010; Lambert, 2003; Ngo, Foley & Loi, 2005). When the job description is vague employees tend to get frustrated since they are not clear on what is expected of them by their organization.

Employees whose contributions are recognized tend to be more productive and motivated. DPs and HoDs who are recognized by their supervisors are less stressed and more satisfied with their positions. Recognized employees are always kept abreast on what is happening in their working environment. Principals consult and update them with what is happening in the institution and what they are supposed to do day to day. According to Maslow's hierarchy of needs, at the self esteem stage one needs to gain respect and recognition from others to be motivated. This is supported by Armstrong (2006) who asserts that employees desire to be recognized and appreciated.

This dual role at the workplace for these middle level managers presents a scenario that needs to be studied with an intention of seeking to establish the extent to which the job related factors influence the Job satisfaction of DP and HoDs in secondary schools in Rongai district. The selected factors were arrived at after a review of relevant literature which has found the same factors to be important predictors of employee job satisfaction (Rode, 2010; Harris, 2006; Sharon, Devaney & Zhan, 2003; Society for HRM, 2009).

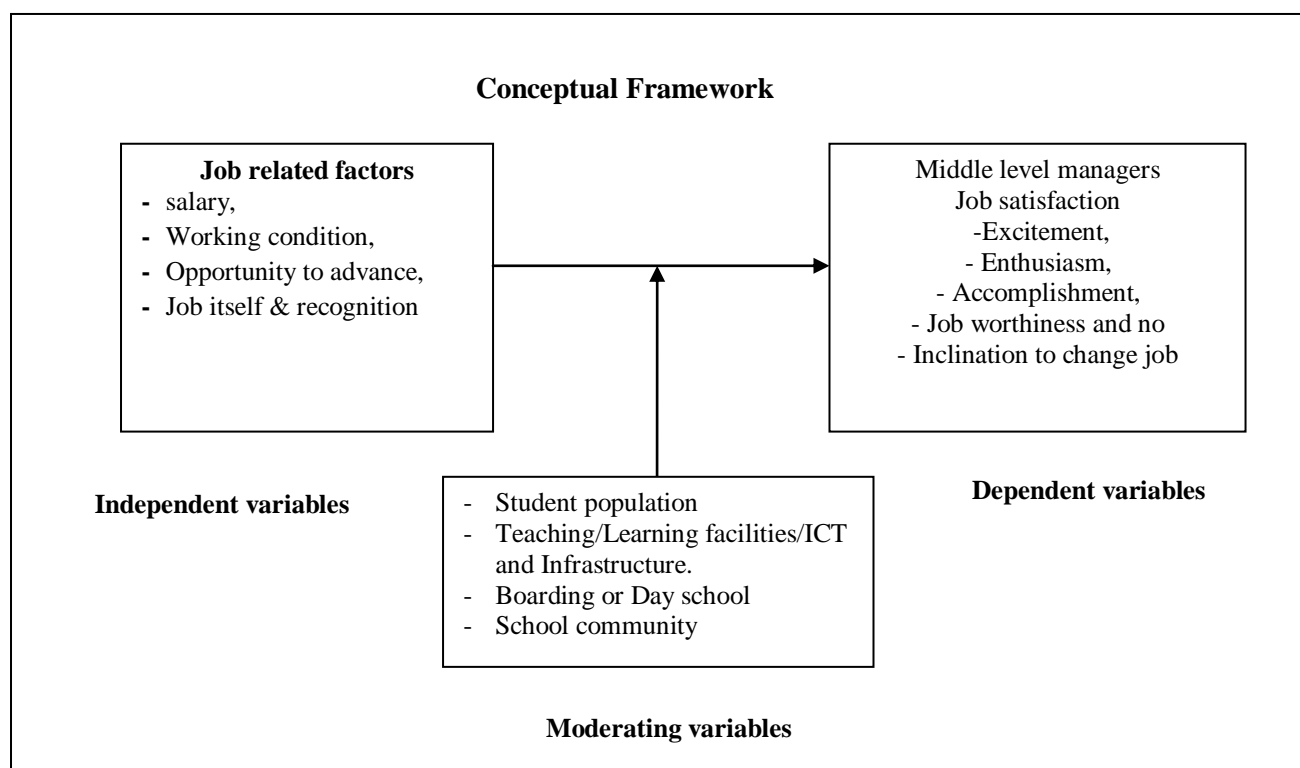


Figure 1: Conceptual Framework
Source: Own Conceptualization (2012)

This framework shows the job related factors that influence the middle level school managers' job satisfaction. The independent variable is job related factors namely; salary, Working condition, opportunity to advance, job itself and recognition. On the other hand job satisfaction is the dependent variable. The framework also shows that there are other factors which are likely to influence middle level managers' job satisfaction. These are student population, availability of teaching/learning facilities, ICT, infrastructure, the school being boarding or day and community. It is believed that schools with adequate resources are expected to make their employees more satisfied.

3.Statement Of The Problem

The role of DPs and HoDs in public secondary schools in Kenya is extremely crucial in the proper management and the success of the institutions. Their responsibilities cut across both administrative and teaching roles. They are expected to implement the school policies designed by top level managers and at the same time are required to instruct and supervise the employees under them. They are also involved in the implementation and supervision of the school curriculum. These inherent contextual aspects of their jobs make their work very stressful and for them to deliver, they need to exhibit high levels of job satisfaction which is one the greatest employee performance predictors. However, this does not seem to be the case, as the schools in the district have continued to perform poorly in KCSE examinations. Job dissatisfaction has been identified as one of the internal weakness in the strategic plan for 2009-2013 for Rongai District schools (MOE, 2009). Many factors can influence job satisfaction but this study

focuses on and seeks to investigate to what extent selected job related factors namely; salary, working conditions, job itself, opportunities to advance and recognition influence job satisfaction of middle level secondary school managers in Rongai District.

4.The Purpose The Study

This study sought to establish the extent to which the job related factors influence job satisfaction among middle level managers in public secondary schools in Rongai District. The following specific objectives guided the study:

- To establish the extent to which job satisfaction among middle level managers in public secondary schools in Rongai District differ based salary.
- To establish the extent to which working conditions influence job satisfaction among middle level managers in public secondary schools in Rongai District.
- To establish the extent to which opportunity to advance influence job satisfaction among middle level managers in public secondary schools in Rongai District.
- To establish the extent to which job itself influence job satisfaction among middle level managers in public secondary schools in Rongai District.
- To establish the extent to which recognition influence job satisfaction among middle level managers in public secondary schools in Rongai District.

5.Hypotheses of the study

The following hypotheses were derived from the objectives:

- Ho 1. There is no statistically significant difference of job satisfaction among middle level managers in public secondary schools in Rongai District based on salary.
- Ho 2. There is no statistically significant influence of working conditions on job satisfaction among middle level managers in public secondary schools in Rongai District.
- Ho 3. There is no statistically significant influence of opportunity to advance on job satisfaction among middle level managers in public secondary schools Rongai in District.
- Ho 4. There is no statistically significant influence of job itself factor on job satisfaction among middle level managers in public secondary schools in Rongai District.
- Ho 5. There is no statistically significant influence of recognition on job satisfaction among middle level managers in public secondary schools in Rongai District.

6.Research Methodology

6.1.Research Design

A cross sectional survey design was used in this study. Surveys are efficient in obtaining information and feelings (Zechmester & Schaughnessy, 1992). Fraenkel & Wallen (1976) state that survey is used to collect information from a group of people in order to describe some aspects or characteristics such as abilities opinions attitudes, beliefs or knowledge.

6.2.Target Population

The target population in this study consisted of all Deputy Principals and Heads of Department in all boarding and day public secondary schools in Rongai district, Nakuru County, Kenya. There are a total of 31 public secondary schools comprising of 7 boarding schools and 24 day schools. Each school had one Deputy Principal and a minimum of seven HODS. This gave a total of 31 DPs and 217 HODS. Therefore the population of the study was 248.

6.3.Sampling Procedures

The sample was selected using purposive, stratified, proportionate and simple random sampling techniques to obtain participating schools, deputy principals and Heads of department. Stratified random sampling technique was used to select the schools that participated in the study. There were two strata identified based on school categories of boarding and day secondary schools. Using proportionate sampling the required number of schools from each category was obtained after which simple random sampling was applied to select the participating schools. All the deputy principals of selected schools were included in the sample, while simple random sampling technique was used to select the HODs from each school category that participated in the study. Nkapa (1997) argues that there is no first hand rule for obtaining a sample size. Using the formula by Mugenda and Mugenda (1999), the sample size n was obtained as 153.

6.4.Data Collection Instrument

A Questionnaire which was referred to as known as Middle Level School Manager Questionnaire (MLSMQ) was used to collect data from Deputy Principals and Head of Departments. The items were adapted from Minnesota Satisfaction Questionnaire and modified to suit the study. The Minnesota Satisfaction Questionnaire is one of the most widely used instruments in measuring job satisfaction and its validity and reliability has been proven over time (Scarpello & Campbell, 1983).The questionnaire was validated and pilot tested before actual data collection.

6.5.Data Collection Procedures

Prior to data collection the researchers sought a research permit from the National Council of Science and Technology in the Ministry of Higher Education Science and Technology to carry out research. The Nakuru County Director of Education and the Rongai District Education Officer were also informed in advance. The researchers personally delivered the questionnaires to the

Deputy Principals and sampled Head of Departments. The questionnaires were then collected immediately after filling in to ensure higher returns.

6.6.Data Analysis

The analysis consisted of two steps. In the first step, where possible, indices were used to summarize the effect of several related independent variables. In the second step, only the significant indices were analyzed further to identify which variables were actually significant within them.

In the first step of the analysis, a full regression model was fitted to the data using the job satisfaction (represented by job-sat-index) as the dependent variable. The independent variables used in the regression model were indices of the job related factors affecting job satisfaction. The index for a factor was the mean score for the variables included in that factor.

6.7.Validity Of The Model

Before making inferences using the full regression model obtained, validation of the model was done. The assumption on which the development of the model was based was tested. This was determined by carrying out a diagnostic test. There are four principle assumptions which justify the use of linear regression models for the purposes of prediction and needs to be checked (Norusus, 1991).

The results of the validation test are shown in table 1.

Assumption	Checking method	Acceptable Value	Remark
Normality	Q-Q plot	Straight line graph	The assumption is met
Independence	Collinearity Test (Tolerance Test)	Value of tolerance less than 1	The assumption met
Homoscedasticity	Residual plot against Predicted values	Scattered random points	The assumption met
Linearity	Scattered residuals	Scattered residuals	The assumption met

Table 1: Diagnostic Tests

All the assumptions were as shown in table 1 and hence the inferences made based on the full model are valid.

7.Discussions Of The Findings

The job related factors investigated were; salary, working conditions, opportunities to advance, job itself and recognition.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.630	.306		2.059	.041
RECOGINDEX	.018	.069	.020	.254	.800
JOBITSELFINDEX	.250	.064	.327	3.904	.000
SALARYBETTINDEX	.109	.078	.105	1.406	.162
OPPORTINDEX	.158	.080	.170	1.980	.050
WORKCONDINEX	.096	.049	.155	1.962	.052

Table 2: Regression Analysis Coefficients^a

a. Dependent Variable: JOBSATINDEX

From table 2, it is evident that three factors significantly influence middle level managers job satisfaction; opportunities to advance ($\beta=0.170$, $t=1.980$, $p=0.050$); Job itself ($\beta=0.327$, $t=3.904$, $p=0.000$) and Working conditions ($\beta=0.155$, $t=1.962$, $p=0.052$).

7.1.Opportunity To Advance

Opportunities to advance ($\beta=0.170$, $t=1.980$, $p=0.050$). This output suggests that respondents who felt that there were adequate opportunities to advance felt more satisfied with their job. The findings supports the findings of those of Hannum & Sargent (2003) who found out that those employees from schools with opportunities for professional advancement were more satisfied with their jobs. This suggests that employees and middle level managers that see their career paths clearly tend to be more satisfied. Keyes, Maxwell & Copper (1999) in a research among academic staff in private universities in Malaysia noted that

promotion had a significant effect on job satisfaction more than any other factor. Indeed, employees after securing their employment start working on their opportunities to advance and grow professionally.

7.2. Job Itself

Job itself ($\beta=0.327$, $t=3.904$, $p=0.000$). This output implies that the respondents who felt more fulfilled in their job had a higher job satisfaction than those respondents who felt not fulfilled in their job. Blake, Gray and Boreham (2006) stated that the degree of the fulfillment of employees' job has a positive relationship with job satisfaction.

7.3. Working Condition

Working conditions ($\beta=0.155$, $t=1.962$, $p=0.052$). This output suggests that working conditions significantly influences job satisfaction among middle level secondary school managers. These findings concur with earlier researches done by Jenkenson and Chapman (1990) who established that quality working conditions was significantly related to job satisfaction for both public and private school human resource. The results also support the findings by Sidsel (2009) who argued that job satisfaction is directly related to aspects of school context. Therefore, it can be said that when the working conditions are good, employees job satisfaction levels are positively affected and when the employees perceive their working conditions to be poor the vice versa is realized.

This implies that opportunities to advance and job itself have a positive relationship with job satisfaction among the middle level managers. An increase in the three factors will therefore lead to a positive change in job satisfaction levels.

The results also indicate that the following factors did not statistically influence job satisfaction; Recognition ($\beta=0.020$, $t=0.254$, $p=0.800$) and Salary ($\beta=-0.105$, $t=1.406$, $p=162$).

7.4. Recognition

Recognition ($\beta=0.020$, $t=0.254$, $p=0.800$). These findings are not in line with Amstrong (2006) who found that employees desire to be recognized and appreciated. Therefore employee recognition bears a negative relationship with job satisfaction.

7.5. Salary And Benefits

Salary ($\beta=-0.105$, $t=1.406$, $p=162$). This implies that salary do not significantly influence job satisfaction, the findings contradict previous research by Kipkebut (2010) and Jenkinson & Chapman (1990) who found out that employees' job satisfaction is positively influenced by pay. However, this is not also supported by Herzberg, Mausner & Snyderman (1959) who questioned the effectiveness of money as a source of job satisfaction. This implies that employees can derive their job satisfaction from other sources for example higher order of needs like self actualization, self esteem and socialization. This implies that recognition and salary do not have a significant relationship with job satisfaction hence they were not statistically significant.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.569 ^a	.324	.300	.55689

Table 3: Regression Model Summary

a. Predictors: (Constant), Working Condition Index, Salary Index, Recognition Index, Opportunity To Advance Index And Job Itself.

The regression model summary in table 3 reveals that all the selected independent variables can only explain 30 % (0.300) of variation in job satisfaction. This implies that 70 % of variation in job satisfaction among Middle Level Managers is explained by other factors not included in the model.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	20.518	5	4.104	13.232	.000
	Residual	42.797	138	.310		
	Total	63.316	143			

Table 4: ANOVA Of The Job Satisfaction By Job Related Factors

a. Predictors: (Constant), WORKCONDINDEX, SALARYBETTINDEX, RECOGINDEX, JOBITSELF, OPORTINDEX

b. Dependent Variable: Jobsatindex

The results in table 4 reveal that the job related factors when combined influence job satisfaction significantly at $p < 0.05$

By removing the insignificant independent variables from the full model and carrying out a multiple regression model based on the significant variables, a parsimonious model was obtained. The importance of the parsimonious model is that it can explain the variation in the dependent variable (job satisfaction) using only a few of the independent variables. This is one of the objectives of regression analysis.

There are two parsimonious models obtained. In the first model job-sat-index was regressed in terms of both job-itself-index and opportunity-index while in the second model job satisfaction is regressed in terms of job- itself-Index. These results are shown in table 5.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	Df2	Sig. F Change
1	.498a	.248	.242	.57921	.248	46.730	1	142	.000
2	.538b	.290	.280	.56475	.042	8.365	1	141	.004

Table 5: Regression Model Summary For Job Itself And Opportunity For Advancement

It clear that job-itself explains 24.2% of variation in job satisfaction while both job-itself index and opportunity- index combined explains 28% of variation in job satisfaction.

Since job-itself index is made up of several variables, a further analysis was done to determine the effect of each of these variables on job-sat-index.

- I feel a sense of pride in doing my job.
- My job involves a lot of variety of tasks that I do.
- I am empowered enough to do my work.
- My job is challenging and interesting.
- I feel my job fulfills a great purpose in my school.

A regression model was developed relating job satisfaction with the above variables involved in calculating job-itself-index. Validation tests for the models were carried out and the model was found to be satisfactory. The model coefficients are shown table 6.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. error	Beta		
(Constant)	1.668	0.132		12.665	0
I feel a sense of pride in doing my job	0.151	0.047	0.285	3.205	0.002
My job involves a lot of variety in tasks that I do	0.021	0.046	0.037	0.453	0.651
I am empowered enough to do my work	0.116	0.045	0.218	2.551	0.012
My job is challenging and interesting.	0.146	0.044	0.269	3.343	0.001
I feel my job fulfills a great purpose in my school	-0.106	0.035	-0.207	-3.023	0.003

Table 6: Regression Model With Job Itself Items As Independent Variables
a. Dependent Variable: JOB-SAT-INDEX

From table 6, it is evident that only one of the variables is not significant in explaining job satisfaction. This is 'my job involves a lot variety in tasks that I do'. It is also evident that 'I feel my job fulfills a great purpose in my school' is negatively correlated with job satisfaction.

More parsimonious models can still be obtained and these are shown in table 7.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	17.048	1	17.048	52.322	.000 ^a
	Residual	46.268	142	.326		
	Total	63.316	143			
2	Regression	21.502	2	10.751	36.253	.000 ^b
	Residual	41.814	141	.297		
	Total	63.316	143			

3	Regression	23.716	3	7.905	27.948	.000 ^c
	Residual	39.600	140	.283		
	Total	63.316	143			
4	Regression	25.491	4	6.373	23.420	.000 ^d
	Residual	37.824	139	.272		
	Total	63.316	143			

Table 7: Anova Of The Job Satisfaction By Job Itself Items.
Dependent Variable: Job-Sat-Index.

It is evident that 'I feel a sense of pride in doing my job' is the main factor in explaining job satisfaction followed by 'my job is challenging and interesting'.

The second significant index, opportunity index, was also investigated further and the results shown in table 8.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.258	.248		5.071	.000
- There are little chances for promotion	.030	.040	.060	.752	.454
- My job allows me to learn new skills for career advancement.	.007	.043	.014	.166	.868
- I am satisfied with my chances for promotion	.174	.052	.312	3.372	.001
- Those who do well in the job stand a fair chance of being promoted	.067	.044	.141	1.525	.130
- I am satisfied with the way promotions are given	-.046	.048	-.089	-.949	.344
- I am satisfied with the way promotions are given	.131	.047	.264	2.756	.007

Table 8: Regression Model With Opportunity To Advance Items As Independent Variables
a. Dependent Variable: JOB-SAT-INDEX

It is evident that am satisfied with 'my chances of promotion' is the most significant. It is also evident that 'I am satisfied with the way promotion is given' does not only negatively impacts on job-satisfaction but also is insignificant. The other insignificant factor is 'there are little chances for promotion'.

8. Conclusion

This study investigated the influence of job related factors on job satisfaction among middle level managers of public secondary schools in Rongai District of Nakuru County Kenya using multiple regression models. Further the study developed parsimonious models to determine how job-related factors influenced job satisfaction among middle level managers in secondary schools in Rongai District. Based on the survey findings the study made the following conclusions:

- The study concluded that job-itself factor and opportunity for advancement significantly influenced job satisfaction among middle level managers in secondary schools. It is evident that, 24.2% of variation in job satisfaction can be explained by the job-itself variables while 5% of variation in job satisfaction is explained by opportunities for advancement in the job.
- The study also concluded that among all the reflected job related factors combined, job itself and opportunities to advance were the factors which influenced most job satisfaction among middle level managers. In particular, pride in the job itself and opportunity for advancement significantly influenced job satisfaction.

9. Recommendations

In view of the conclusions, this study advances the following recommendations.

- Schools should provide good working conditions by providing adequate and proper facilities for middle level managers. The employees should be comfortable in order to efficiently and effectively discharge their duties. Such a move will ensure a high job satisfaction.
- The study also recommends that clear opportunities to advance and promotion policies should be put in place so that middle level managers know clearly their career path and this will motivate them in their job.

- It is recommended that during the recruitment of principals, more opportunities should be given to those who have served as Deputy Principals or Heads of Departments.
- The Deputy principals and heads of departments should not be given several tasks to perform as this tends to lower their job satisfaction levels.

10. References

1. Armstrong M. (2006) A hand book o f Human Resource management practice Gopsons Papers Ltd, Noida
2. Blake A. Gray P. and Boreham, N. (2006). Job satisfaction among newly qualified teachers in scotland. Paper presented at an annual conference of British education research Ass. Sept 2006
3. Fraenkel, J. R. & Wallen, N. E. (1976). How to Design and Evaluate Research in Education(4th ed.). San Francisco: McGraw Hill.
4. Geert, Devos, Hester & Hulpia (2009): Exploring the link between distributed leadership and job satisfaction of leaders: Educational studies 35:2, pp 153-171
5. Ghazi, R. & Khan U. (2008): Measuring job satisfaction: Influence of gender and school location. The S. U. Journal of Education Vol XXXVII, 2007-2008 pp 17-30
6. Hannum, E. & Sergent, T. (2003). Keeping Teachers Happy. Job Satisfaction among Primary School Teachers in Rural China. University of Pennsylvania.
7. Herzberg F. W., Mausner, B. & Snyderman B. (1959). The motivation to work, Wiley New York
8. Jenkinson, R. & Chapman W. (1990): Job satisfaction of Jamaican elementary school teachers' international review of education. Pp 299-313
9. Keyes, M.W., Maxwell,C.H & Copper,C.A.(1999).”Spirituality? It’s the Core of My Leadership”: Empowering Leadership in an Inclusive Elementary School.Journal of Leadership for Effective and Equitable Organizations Vol 35 No 2 202-237.
10. Kipkebut, D. J (2010) Organisational Commitment and Job satisfaction in higher educational institutions: Kenyan case unpublished thesis university of Middlesex
11. Lambert, E. G. (2003) Justice in corrections. An exploratory study of the impact of organizational justice on correctional staff. Journal of criminal justice, 31, p. 155_168
12. Malik M. Nawab, S. Nalem, B. & Danish Q. (2010) Job satisfaction and organizational commitment of university teachers in public sector of Pakistan. International journal of business and management Vol. 5 No 6 June 2010
13. Ministry of Education (2009): Rongai District Education Sector Strategic Plan 2009-2013
14. Mugenda, O.M & Mugenda, A.G (1999). Research Methods: Quantitative and Qualitative Approaches. Nairobi, ACTS press.
15. Nevil, A. (2004) Valuing and supporting teachers: A survey of teacher satisfaction, dissatisfaction, morale and retention in an English local education authority
16. Ngo, H., Foley, S.. & Loi, R. (2005). Work Stressors and Turnover Intentions: A study of
17. Professional Clergy in Hong Kong. International Journal of human Resource Management
18. Nkapa, N. (1997). Educational research for modern scholar. Enugu, Nigeria: Fourth Dimension Publishers.
19. Harris, I (2006) Job satisfaction change over decades. Online Available [http:// accounting.smartpros.com](http://accounting.smartpros.com)
20. Rode, J. C. (2004). Job satisfaction and life satisfaction revisited: A longitudinal test of an integrated model. Human Relations, Vol 57(9), 1205-1230.
21. Sharon, A. Devaney & Zhan (2003). Job satisfaction of recent graduates in financial services. Purdu university.
22. Sidel, S. (2009) Does school context matter? Relations with teacher burnout and job satisfaction. Teaching and teacher education Vol 25 issue 3 April 2009. p 518-524
23. Society for HRM (2009) Employee job satisfaction: Understanding the factors that make work gratifying.
24. Scarpello V. & Campbell, J.P (1983) Job satisfaction; are all the parts there? Personnel psychology, Vol. 36, p. 577-680
25. Zechmeister B.E & Schauhnessy J.J (1992) A practical introduction of Research methods in psychology. McGraw Hill Inc. New York