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An Investigation into Job Satisfaction among Senior Staff of the University of Education, Winneba, Ghana

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Abstract:

The purpose of the study was to find out the level of job satisfaction among senior staff of the University of Education, Winneba, Ghana. The research design was a descriptive survey and stratified random sampling was used to select a sample of 155 respondents. Questionnaire was used as data collection instrument. Results of the study showed that majority of the staff of the university generally perceived that job satisfaction and adequate rewards lead to high productivity and that the nature of job, accomplishment of a given task and the supervision style of head of department were the most serious determining factors of senior staff level of job dissatisfaction in the university. It also revealed that improvement in salary and conditions of service would promote high level of job satisfaction among senior staff. From the findings, it was recommended that the management of the university should critically look at conditions of service of senior staff by instituting attractive packages to increase their level of job satisfaction.

Keywords: *University, Senior Staff, Job Satisfaction, Job Dissatisfaction, Motivation*

1. Introduction

Work provides people with daily meaning and daily bread (Cole, 2004). It is an intrinsic part of most people who get identity from it (Bruce & Blackburn, 1992). Job satisfaction is important to the employees as it allows meaning to their life values and fulfillment. It also serves as a crucial and an influential factor for the employers to attract and retain capable and competent employees in their organization. Job satisfaction has been a major concern to management although it is not directly linked to high job performance and high level of productivity (Goodwin, 1995).

The reasons for studying job satisfaction may range from practical to humanistic (Daft & Noe, 2001). On the practical side, there has been a persistent belief among supervisory and managerial personnel that a strong causal relationship exists between satisfaction and work performance. There is a considerable interest in understanding job satisfaction so that strategies could be devised to increase it. This is based on the assumption that increased job satisfaction would lead to increased worker productivity (Cranny, Smith & Stone, 1992). The study of job satisfaction has implications for job-related behaviours for the productivity and profitability of organizations. This is because greater understanding of job satisfaction becomes more important when organizations are facing rapid changes (Smith, 1992).

On the humanistic side, there are two main reasons for studying job satisfaction. The first is related to certain humanitarian values because individuals out of necessity spend a considerable portion of their working lives in the work environment. In the humanistic view, much of life would be miserable if the work place offers no opportunity for satisfaction. Job satisfaction is a function of a variety of features of the work environment and this is critical in determining a number of important outcomes. The second humanistic reason for studying job satisfaction is its relationships to physical and mental health (Daft & Noe, 2001; Smith, 1992).

The study was guided by Herzberg (1959) two factor theory of job satisfaction. Herzberg (1959) two factor theory argues that workers or employees are motivated by internal values rather than values external to their work. In other words, the theory posits that motivation to work is internally generated and this is propelled by variables that are intrinsic to the work. These intrinsic variables include achievement, recognition, the work itself, responsibility and opportunities for advancement or promotion. Conversely, certain factors induce a dissatisfying experience among workers or employees. These are non-job related variables also known as extrinsic variables. These extrinsic variables such as organizational policies, salary, co-worker relationships, supervision and work environment are determinants of job satisfaction (Armstrong, 2006).

House and Wigdor (1967) argued that a given factor might be the cause of job satisfaction for one person but job dissatisfaction for another person. Also, a given factor could be the source of both satisfaction and dissatisfaction within the same sample of

people. They therefore conclude that Herzberg's two-factor theory oversimplified the sources of job satisfaction and dissatisfaction. On the basis of the divergent findings from the above studies on job satisfaction, it appears the issue remains inconclusive. Also, from the foregoing theoretical and empirical review, it has been observed that little attempt has been devoted to exploring factors that contribute to job satisfaction among senior staff within the Ghanaian universities.

2. Job Satisfaction

Several variables of job satisfaction may influence the performance of employees in an organisation. Brudney and Coundry (1993) have explained different job satisfaction variables that affect the performance of employees. They conclude that factors such as pay, promotion, relationship with co-workers and working conditions affect the performance of employees. Similarly, Alamdar et al. (2012) in a study on the impact of job satisfaction on employees' performance in Pakistan found that job satisfaction directly affects the performance of employees thereby resulting in the increase in their level of productivity. This implies that when workers are satisfied, they show a high level of commitments to their jobs.

Studies have shown that the better performance of the workforce is the result of their level of job satisfaction (Souise-Posa, 2000). The output and productivity of an organisation is measured in terms of the performance of its work force (Currall et al, 2005). This explains why in the labour market, there is high demand for highly skilled, trained and qualified employees. Nanda and Browne (1977) in a study investigated important employee indicators at the hiring stage. They concluded that level of job satisfaction and motivation affects the employee's performance and productivity. Similarly, Meyer (1999) in a study found that low level of job satisfaction adversely affects employee's commitment and this eventually affects the organisational objectives and performance.

The productivity and performance of subordinates can be improved with managerial actions and supervision. The recognition of achievements by supervisors, leads to job satisfaction which positively affects performance. Brunetto and Farr-Wharton (2002) in a study concluded that supervision increases the level of job satisfaction which affects the performance of public sector employees. Okpara, (2004) in a study of IT managers found that job satisfaction among managers can be increased with the help of supervision. Contrarily, Brown and McIntosh (2003) indicated that social relation and supervision has little influence on job satisfaction and performance of employees at the work place. It was further found that job satisfaction is not the result of satisfaction with supervisors (Roelen et al., 2008).

3. Nature of Job Dissatisfaction

It is difficult to find out exactly what makes people feel satisfied or dissatisfied about their job can become a multi- faceted issue because some employees may be satisfied with a few aspects of their work but dissatisfied with other aspects (Mullins, 2002). Factors which have been identified that make workers to hold positive or negative perceptions of their jobs include pay, the work itself, promotion, supervision and working conditions (Baron & Greenberg, 2003). Monetary rewards play a very influential role in determining job dissatisfaction. Arnold and Feldman (1996) indicated that pay or salary can have a powerful effect on determining job satisfaction or dissatisfaction of workers. This is because human beings have multiple needs and money provides the means to satisfy these needs. Furthermore, the desire for money stems from people's wish to satisfy their physical and security needs (Locke, 1976). Therefore the concept of pay or money may have different meanings to different individuals. Chung (1977) indicated that if salaries are not market related it can lead to dissatisfaction and discontent. Workers may be discontent with the fact that their experience and qualification is not consistent with their earnings.

The work itself plays a critical role in determining how satisfied or dissatisfied a worker is with his or her job. Arnold and Feldman (1996) indicated that employees should be entrusted with some autonomy in how they carry out their tasks which would lead to their job satisfaction. This would bring about individuality and sovereignty in performing a job. Moreover, some staff members may view their job as tedious and less stimulating. Nel et al. (2004) in a study concluded that people would rather prefer a job that is interesting, challenging and would create opportunities for self-actualization and recognition.

The level of promotion has a stronger impact on job satisfaction as compared to recognition and achievement. Promotion to the next level would result in positive changes such as pay, autonomy and supervision (Arnold & Feldman, 1996). Hoy and Miskel (1991), however, warn that those top achievers promoted too quickly can result in dissatisfaction amongst loyal, intelligent but less creative senior workers. Locke (1976) submitted that the wish to be promoted stems from the desire for psychological growth, the desire for justice and the desire for social stays. Management should therefore bear in mind that promotion can serve as a very positive motivating tool in ensuring that the employee attains goals at a higher level.

Baron and Greenberg (2003) concluded that poor supervision in the education sector brings about job dissatisfaction. Some workers complained that their seniors lack human relations and supervisory skills. The literature shows that there are favouritism and inequities at management level. According to Baron and Greenberg (2003), if workers view their superiors as fair, competent and sincere, the level of job satisfaction would be high. In contrast, workers who perceive their employers as unfair, incompetent and selfish would experience job dissatisfaction.

The worker would rather desire working conditions which would result in greater physical comfort and convenience. The absence of such working conditions can impact poorly on the workers' mental and physical well-being (Baron & Greenberg, 2003). Robbins (2001) indicated that working conditions would influence job satisfaction because employees are concerned with a comfortable physical work environment. In turn this would render a more positive level of job satisfaction. Arnold and Feldman (1996) contend that factors such as temperature, lighting, ventilation, hygiene, noise, working hours, and resources constitute an important aspect of working conditions. Educators may feel that poor working conditions would adversely affect performance since their jobs are mentally and physically demanding.

4. Measures to Promote Job Satisfaction

Several authors and researchers linked how job satisfaction can be promoted to the working environment. Spector (2008) in a study concluded that work environment is critical in promoting job satisfaction of employees. Factors such as fair promotion system, job autonomy, leadership behaviour and relationship with co-workers are also dominant in determining how job satisfaction can be promoted. Brewer, Marmon & Coates (2000) in a study suggested that employees should be involved in the decision-making process in order to promote higher level of job satisfaction. Kuo et al (2010) argued that employee's commitment and loyalty toward an organisation are significantly influenced by job characteristics like work redesign and employee self-governed. Smith (1993) in a study found that autonomy of employees played a significant role in promoting job satisfaction. Autonomy refers to the capacity of the rational individual to take decision independently (Smith, 1993).

Several researchers have established that environmental factors are important determinant of job satisfaction. The level of salary, promotion, appraisal system, climate management and relation with co-workers are the crucial factors in promoting job satisfaction of employees (Lambert, Hagan & Barton, 2001). Schermerhorn, Hunt and Osborn (2005) indicated that factors like pay, promotion and satisfaction with co-workers promote job satisfaction level among employees in an organisation. Padilla-Valez (1993) argued that socialization and interaction among employees can be used to promote job satisfaction. According to him, performance can be improved and absenteeism can be decreased by the help of socialization and interaction among employees.

5. Statement of the Problem

An organisation's very survival rests heavily on its ability to attract and retain qualified workers and an organization that is known to mistreat its personnel would have difficulty in drawing the best people to staff its positions (Vecchio, 1991). Public institutions of higher learning seem to be faced with labour turnover. This is because there appears to be a lack of creativity and originality as senior staffs are expected to work within the confines of the laid down procedures. For example, the duties of senior staff are stipulated in the Revised Unified Scheme of service for senior staff of the Universities in Ghana.

In most well structured institutions of higher learning in Ghana, there appears to be a number of challenges which hinder avenues for promotion. In the first place there is the difficulty of obtaining study leave for further studies. Secondly, there is also the problem of social relationships, leadership style, poor working conditions and ineffective communication channels which serve as a disincentive to motivation and job satisfaction among senior staff in public universities. In the University of Education, Winneba, for instance, it appears the administrators do not acknowledge the contributions of senior staff. This results in low morale in job performance which in turn affects productivity.

The researchers' interaction with some senior staff, students and comments by some administrators of the university show that most workers do not report to work early and they also vacate their offices when it is about time for lunch. Seemingly, workers do not perform the duties of their colleagues who are engaged in other assigned duties elsewhere. Students also complain bitterly about the reception given to them by both the senior and junior staff. There appears to be poor reception to visitors and excessive red-tapeism in the university. These and other problems seem to militate against job satisfaction among senior staff of the University of Education, Winneba. There are questions as to how motivational factors instituted in the university have satisfied senior staff as well as promoting efficiency at the work place. Much of the evidence to this questions is anecdotal hence the need to investigate factors influencing job satisfaction among senior staff of the University of Education, Winneba.

6. Purpose of the Study

The purpose of the study was to examine the factors that promote job dissatisfaction among senior staff. It also investigated the effects of job satisfaction on performance of senior staff. Finally, the study examined the measures that promote job satisfaction among senior staff of the University of Education, Winneba.

7. Research Questions

The study sought to answer three main research questions.

- What is the perception of senior staff of the University of Education, Winneba of how job satisfaction influences performance?
- What is the nature of job dissatisfaction among senior staff of the University of Education, Winneba
- What is the perception of senior staff of the University of Education, Winneba of how job satisfaction can be promoted?

8. Methodology

The descriptive survey was the design used for the study. The purpose of descriptive survey is to observe, describe and document aspects of a phenomenon as it naturally occurs (Fraenkel & Wallen, 2003). Considering the nature of this study, the researchers selected conditions that already existed for analysis of their relationship without manipulating any of the variables of the study.

9. Population and Sample

The data for the study came from a stratified sample of senior staff of the University of Education, Winneba on the three campuses namely Ashanti Mampong, Kumasi and Winneba. A sample of 155 respondents was selected from a population of 255. Based on the number of senior staff, each campus was given a quota. For instance, Winneba campus had 105, Kumasi campus had 34 and Ashanti Mampong campus had 16. For gender representation in the sample, separate lists were prepared for both males and females and stratified samples of males and females were randomly selected. Table 1 appendix 1 shows the various categories.

10. Instrument

Data were collected through a self-designed validated questionnaire. The questionnaire had five sections. The first section elicited information on respondents' demographic characteristics such as age, gender, academic qualification, professional status and level of job experience. The second section, which was designed in the form of a 4 point Likert scale, ranging from very satisfied, satisfied, dissatisfied and very dissatisfied was used to elicit information on factors that promote the level of job satisfaction of senior staff in the university and information on achievement, recognition, work itself, responsibility, advancement, interpersonal relationships, working conditions, supervision, salary among others were considered.

The third section elicited information on the perception of respondents on how job satisfaction affects performance in the university. The fourth section which was an opened-ended question sourced for information on challenges staff face in the performance of their duties. Finally, section five elicited information on the perception of respondents on how job satisfaction could be promoted in the university. The internal consistency of the instrument was assessed using the Cronbach's alpha statistic. A reliability coefficient of 0.75 was obtained.

11. Data Collection Procedure

The data for the study were gathered personally from the three campuses of the University of Education. The data collection was carried out in two stages. Stage one, which was the administration of the questionnaire, took three weeks to complete and Stage two, which was the collection stage also took three weeks to complete. In order to collect data from the campuses, permission was first sought from the Registrar using an introductory letter to introduce the researchers. On each campus, permission was granted before questionnaires were distributed to the respondents. Instructions on how respondents were to complete the items were clearly explained to them. After three weeks of distribution of the questionnaires, completed questionnaires were personally retrieved from the respondents. In all, data collection took six weeks and the response rate was 100%.

12. Results and Discussion

The data obtained were analysed using descriptive statistics. The descriptive statistics namely frequencies, percentages, means and standard deviations were used to analyze data pertaining to Research Questions 1, 2 and 3. Also the mean of means was used as the cut-off point for the various research questions.

12.1. Research Question 1

What is the perception of senior staff of the University of Education, Winneba on how job satisfaction affects performance? The perception of senior staff on how job satisfaction affects performance in the University of Education, Winneba is presented in Table 1. Results indicated that majority of the senior staff of the university generally perceived that job satisfaction leads to high productivity [M=3.63], Adequate rewards lead to high productivity [M=3.57] and Poor conditions of service in the university leads to industrial unrest [3.49].

The foregoing gives credence to Alamdar et al. (2012) whose study indicated that the impact of job satisfaction on employees' performance directly affects them positively thereby resulting in increase in their level of productivity. It is also intimated that absence of good working conditions can impact negatively on the workers' mental and physical well-being (Baron & Greenberg, 2003) and therefore (Robbins, 2001) poor conditions of service would influence job satisfaction because employees are concerned with a comfortable physical work environment. It is possible that, educators may feel that poor working conditions would adversely affect performance since their jobs are mentally and physically demanding.

Statement	Mean	Std. Dev
Job satisfaction leads to high productivity	3.63	0.535
Adequate rewards lead to high productivity	3.57	0.624
Poor conditions of service in the university leads to industrial unrest	3.49	0.784
Job satisfaction leads to increase senior staff morale in the university	2.99	0.483
Skills acquired on the job leads to high productivity	2.95	0.481
Job satisfaction leads to a low turnover rate in the university	1.55	0.807
Mean	3.03	0.31

Table 1: Perception of Senior Staff on how Job Satisfaction affects Performance

Source: Survey Data, 2010, n=1

12.2. Research Question 2

What factors promote job dissatisfaction among senior staff of the University of Education, Winneba? The contributions of each of the selected factors to the promotion of job dissatisfaction among senior staff of the University of Education, Winneba are shown in Table 2. As shown in Table 2, the factors that promote job dissatisfaction among senior staff in the university ranged from the most to least. The 'nature of the job' with a mean of [3.19] which is consistent with (Arnold & Feldman, 1996) assertion that employees should be entrusted with some autonomy in how they carry out their tasks which would lead to their job satisfaction since the work itself plays a critical role in determining how satisfied or dissatisfied a worker is with his or her job. Besides it would bring about individuality and sovereignty in performing a job. Again 'Accomplishing a given task' [3.14] was found to be a very important factor that could lead to dissatisfaction. This is in line with Nel et al., (2004) whose study concluded

that people would rather prefer a job that is interesting, challenging and would create opportunities for self-actualization and recognition. If the work does not provide opportunities that would bring about individuality and sovereignty in performing a job interest and self actualisation [2.86] are likely to be compromised. Again 'Interpersonal relationship with co-workers' [2.97], and 'Work environment' with the least score of [2.62] underscore the assertion by (Armstrong, 2006) in relation to co-worker relationships and work environment that are determinants of job satisfaction which might be the cause of job satisfaction for one person but job dissatisfaction for another person (House & Wigdor, 1967). Given the 'Supervision style of head of Department' [2.83], the current study is consistent with (Brunetto & Farr-Wharton, 2002) who concluded that the nature of supervision affects the performance of public sector employees.

Statement	Mean	St. Dev
Nature of job	3.19	0.774
Accomplishing a given task	3.14	0.694
Interpersonal relationship with co-workers	2.97	0.350
Recognition of efforts by superiors	2.87	0.621
Opportunities for creativity and innovativeness	2.86	0.777
Supervision style of head of Department	2.83	0.520
Clearly defined tasks	2.78	0.550
Level of responsibility the job gives	2.77	0.622
Acquisition of new skills (thro in service training)	2.75	0.677
Opportunities for promotion	2.75	0.761
Level of participation in decision making process	2.74	0.635
Flow of communication in the university	2.72	0.619
Opportunities for further training and development in the university	2.71	0.624
present salary	2.63	0.799
Work environment	2.62	0.696
Mean	2.82	0.52

Table 2: Factors which Promote Job Dissatisfaction
Source: Survey Data, 2010, n=155

12.3. Research Question 3

What is the perception of senior staff of the University of Education, Winneba on how job satisfaction can be promoted? The perception of senior staff on how job satisfaction can be promoted in the University of Education, Winneba is shown in Table 3.

As table 3 shows, 47 (30.3%) of the respondents expressed the view that an improvement in salary and other benefits would go a long way in improving job satisfaction among senior staff of the University of Education, Winneba. The results of this study showed that, the nature of job, accomplishing of a given task and interpersonal relationships with co-workers made the greatest contributions to the promotion of job dissatisfaction among senior staff of the University of Education, Winneba. This finding is consistent with some previous studies such as Arnold and Feldman (1996) and Nel et al (2004) that the nature of job is critical because people would rather prefer a job that is challenging and interesting so as to create opportunities for recognition and self-actualization. Another factor that promoted job dissatisfaction among senior staff of the University of Education, Winneba was accomplishing of a given task. Accomplishment is a measure of the opportunities of the employee who uses full capabilities and makes a worthwhile contribution. It includes the successful completion of a job, solutions to problems and seeing the results of one's work. This finding supports the finding of Armstrong (2006) that achievement is an important factor that contributes to overall job satisfaction of individuals in an organization.

The findings of the current study showed that satisfaction at work increases productivity. This is because a worker who is provided with all the necessary basic tools needed for work and is financially catered for puts in all efforts to help sustain his or her organisation. Herzberg's (1959) two-factor theory suggests that administration should give attention to both motivating and hygiene factors in order to promote job satisfaction. It follows that an improvement in hygiene factors such as salary and other working conditions will lead to a highly motivated work force. The present study therefore gives credence to the study conducted by Alamdar et al (2012) which suggested that job satisfaction affects the performance of employees thereby resulting in the increase of their productivity. Arnold and Feldman (1996) contended that a worker who is justifiably rewarded is satisfied and productive. To buttress this, Piaget in his study of how children learn pointed out that at the pre-operational stage (2 years), children learn well when whatever they do is rewarded. Satisfaction is a necessary factor in motivation, therefore, when workers are motivated, they are moved to work. For workers to achieve high productivity in their organisations, management should institute attractive policies that aim at motivating them to work and achieve the goals of the organisation.

Finally, the findings of the study show that majority of senior staff of the University of Education, Winneba are of the perception that job satisfaction could be improved through increase in salary and other allowances as well as provision of housing facilities in the university. As working conditions exert influence on job satisfaction, employees are concerned with a comfortable physical working environment. The finding of this study is consistent with (Spector, 2008) which concluded that work environment is

critical in promoting job satisfaction among employees. Similarly, staff involvement in decision making process; increase in opportunities for further training and development and effective communication flow were perceived as factors that could promote job satisfaction in the university. Employees' involvement in the decision making process is generally conceived as critical in promoting their level of job satisfaction. The present study therefore supports the findings of Brewer et al (2000) which suggested that employees should be involved in the decision-making process in order to promote their level of job satisfaction.

Suggestions	Frequency	Percentage
Increase in salary and other benefits	47	30.3
Provision of accommodation for senior staff	31	20
Provision of adequate working conditions/equipment	26	16.8
Staff involvement in decision making process	22	14.2
Increase in opportunities for further training and development	16	10.3
Effective communication flow in the university	13	8.4
Total	155	100

Table 3: Perception of Senior Staff on how Job Satisfaction could be promoted

13. Conclusion

This study has revealed that factors that promote job dissatisfaction among senior staff in the University of Education, Winneba range from the most to the least. Senior staffs in the university were dissatisfied with the nature of their job, the rate at which they accomplish a given task and interpersonal relationships that exist in the university. The current study has also shown that job satisfaction greatly affects performance positively and that a satisfied worker is productive at the work place. The study finally revealed that an improvement in salaries and other working conditions would boost the morale of senior staff to give off their best.

14. Recommendations

Based on the findings of this study, it is recommended that the management of the University of Education, Winneba takes a critical look at the conditions of service of senior staff by instituting attractive packages in order to increase their level of job satisfaction. The senior staff in the university must be made to feel that they matter in the institution. The management of the university has to adopt the cooperative style as an administrative support system so as to make the staff feel satisfied with the environment in which they work.

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