

# RELATIONSHIP BETWEEN JOB SATISFACTION AND PERFORMANCE AMONG SECONDARY SCHOOL TEACHERS IN OHAOZARA LOCAL GOVERNMENT AREA OF EBONYI STATE

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## **Abstract**

*This study was carried out to examine the relationship between job satisfaction and job performance among secondary school teachers in both public and private schools in Ohaozara Local Government Area of Ebonyi State. The population of the study was 198 teachers. It was a descriptive survey research. Questionnaire was used to solicit information directly from the respondents. Data were also collected on the performance of students in each of the affected schools in their Senior School Certificate Examination (SSCE) during the five years preceding this study. This study was guided by two null hypotheses. A negative correlation between job satisfaction and performance was got in public schools while it was positive in private schools. The study ended with some recommendations.*

## **Background to the Study**

One of the major concerns of employers of labour all over the world is how to motivate workers for increased productivity. A happy and satisfied worker is said to be highly motivated and productive. The concept of motivation for workers seems not to have gained much grounds with employers of labour in both the private and public sectors in Nigeria; though the private sector is better off in many respects in this regard. Motivation for workers is either not seen as important or is out rightly ignored by all concerned. This lack of concern for the well being of workers is evident in the frequent long drawn out industrial disputes between workers and management in both sectors.

In the last thirty years, Nigeria is said to have witnessed more industrial unrest than ever before. Almost all strikes embarked upon by workers during this period were hinged on demands for improved pay and other conditions of service. Those demands have been consistently ignored by the authorities in most cases.

In the educational sector, industrial unrest have assumed much proportions. The just ended six months Academic Staff Union of universities (ASUU) strike was

called for improved remuneration and infrastructural facilities on university campuses, secondary and primary schools have not fared better. In Nigeria it is a common Phenomenon that teachers of post primary schools and primary schools are always on strike due to non- payment of their salaries.

It has been noted that this poor practice of delay in the payment of teachers' salaries is most common in the Southern Zones of Nigeria where there is a large teaching work force. It is necessary therefore that a quick solution be found to this perennial problem so that a permanent damage is not done to the teaching profession.

Education is the bedrock of a nation's development. The teacher is therefore crucial to both the educational and technological development of any country. His well being and the need to keep him highly motivated cannot be overemphasized. Teaching as a job in today's Nigeria runs short of meeting the expectations and values of the teacher in Nigeria. Nobody in both government and the society appears bothered seriously about the plight of teachers.

From time to time government rolls out new programmes and teachers are expected to play their roles in helping to achieve the aims and objectives of such programmes without any incentives to motivate them. In 1977, the Federal Government of Nigeria for the first time produced a policy on Education for the whole country. This policy was aimed at developing the industrial and technological base of this country. It brought about major innovations in secondary school education. These include the extension of secondary education by one year which then brought it to six years duration and also made a clear cut division between junior and senior secondary classes.

The new policy also introduced new subjects into the curriculum called vocational subjects such as Introductory Technology which includes technical drawing, metal and woodwork, typing and shorthand, Home Economics for both boys and girls etc.

Graduates of junior secondary Schools who do not perform well are expected to move to vocational schools while those who did well move on to senior secondary for academic work.

The Continuous Assessment method was also introduced along with these changes. Though implementation of this policy has not been 100 percent successful due to inability of government to provide vocational schools or centres and trained manpower to handle such schools or centres. It is the school teacher who continued to move the programme along its course. The teacher has been the prime mover of all it has taken to realize some of the fine objectives of this policy.

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The 1977 policy meant more work for the teacher. He has to mark on a regular basis monthly tests which are collated as continuous assessment scores and are added up to make up final results. This is in addition to coping with the large number of enrollments in the classes.

Thus, teachers have had to carry extra burdens of work without commensurate increases in pay. The policy did not come out with any new incentive for teachers except the opportunity for N.C.E. and grade II teachers to upgrade their certificates through part-time courses. In many cases, teachers are over worked due to shortage of manpower in some subject areas. Government appears unable to hire more hands due to lack of funds to foot the resultant increase in wage bills facilities in schools are also almost non existent or in very poor shape. Some private schools appear to be doing well in terms of provision of facilities; others are completely fraudulent in setting up schools.

In a survey conducted by the “World Conference of Organization of the Teaching Profession” (WCOTP) in 23 African Countries and reported by Fafunwa (1980) it was observed that teachers in these countries often do not have a salary which keeps them contented or enable them maintain a standard of life comparable to that of others having the same qualification. These apart, the study also observed that the teacher often has to work in conditions which would daunt even the barest of spirits.

In public schools in Nigeria, Teachers are known to have remained on one grade level for upwards of ten years and more. According to George (1977) if one does not receive promotions at work he will become dissatisfied with his job. Fasanmi and Oniti (1992) corroborate this view in their findings. In their study, they found out that when people work and are not promoted, they become dissatisfied and will under perform their functions or fail to discharge their duties effectively. This aptly describes the situation in our schools today.

Indeed, schools today have become “a complex organization”. The task of the school heads and their teachers have become increasingly complex and demanding due the rapid rate of expansion of secondary school enrolment in Nigeria. This problem is further compounded by inadequacy of facilities such as classrooms, furniture and personnel. It can be seen easily from the general poor state of affairs in the schools that both teachers and facilities are in a bad state needing urgent rehabilitation.

Having taught in public secondary schools in Ebonyi State, the researcher has a first hand experience of the deep frustration experienced by the school teachers. As Josephson, Eric and May (1973) put it, it requires considerable strength of

character to give optimum output in the face of serious frustration. The trend in schools where teachers hardly go to classes to teach is therefore not surprising. Teachers now simply put in their minimum efforts in order to collect their meager salaries.

Government appears unwilling to improve their lot, hence the continued state of decay in the schools. The main thrust of this study therefore is to determine if this dissatisfaction of teachers has any significant bearing on the students / teachers performance.

### **Statement of the Problem**

The level of decadence in the educational system can be traced to the total neglect of teachers and schools by the government. It is common knowledge that most public schools are in a poor state both in terms of facilities and quality of teaching and learning taking place. In spite of this, government appears to have no immediate plans to improve the lot of the teachers and facilities in the schools. The objective of this study therefore is to determine the level of motivation and feeling of job satisfaction of teachers in Ohaozara Local Government Area of Ebonyi State, and to find out what relationship if any, the level of motivation and job satisfaction of teachers may have on their performance. Teachers' performance will be determined by the performance of their students in senior school certificate Examination. Answers will therefore be sought to the following questions:

1. Is there a relationship between job satisfaction and performance?
2. Are teachers in private schools more highly motivated than their counterparts in the public schools?

### **Purpose of the Study**

The main purpose of this study is to find the relationship between job satisfaction and teachers' performance.

### **Significance of the Study**

It is hoped that the findings of this study will reveal.

1. The relationship between job satisfaction of teachers and the performance of the students of such teachers in the Senior School Certificate Examination.
2. The need to improve or provide infrastructure in schools.
3. The need to improve the remuneration of teachers. When the recommendations of this study are put to work, both the teachers, students, government and parents will smile as it will bring back the lost quality of secondary school education in Ohaozara L.G.A of Ebonyi State and beyond.

### **Scope of the Study**

This study is limited to teachers in both public and private secondary schools in Ohaozara L.G.A of Ebonyi State.

### **Operational Hypothesis**

Two null hypotheses guided the study.

**Ho<sub>1</sub>**. There will be no relationship between the levels of job satisfaction of teachers in a school and the performance of such a school in the senior school certificate examination.

**Ho<sub>2</sub>** There will be no significant difference in the level of motivation of teachers in public schools and those in private schools.

### **Review of Related Literature**

A lot has been said and written by Nigerians at various fora on the general poor attitude to work of the average Nigerian worker. In spite of this, not much thought has been given to investigate this problem and seek solutions to it, as the attitude to work of many Nigerians is said not to have changed positively.

Scholars in other parts of the world however, have done a lot of research work in this area and have propounded theories on motivation, job satisfaction and performance of workers. These studies range from the classical studies of Abraham Maslow (1954) Herzberg (1959) Alderfer (1972) to the recent studies carried out in Nigeria by Ejiogu (1985). A review of these studies reveal that job satisfaction and its relationship to performance is a complex issue, and that job satisfaction and dissatisfaction are not opposite on the same scale but are rather two separate dimensions. Also found to be closely related to the concept of job satisfaction is motivation which determines the degree of performance of an individual.

### **Theories of Job Satisfaction**

One of the earliest theories of job satisfaction was propounded by Abraham Maslow in 1954. He theorized the existence of a needs hierarchy. He classified five basic categories of needs in order of importance as follows:

1. Physiological needs
2. Security and safety needs
3. Love and social needs.
4. Ego and esteem needs and
5. The need for self actualization.

Another major study carried out on job satisfaction and performance was by Herzberg and his colleagues in 1959. This theory is known as the two factor theory or motivator-hygiene theory.

According to this theory, those which relate to one's satisfaction are in qualitative terms different from those which are associated with job dissatisfaction. He identified five factors as determinants of satisfaction, these factors he labeled motivators or satisfiers. They are:

1. Achievement
2. Personal growth and advancement
3. Recognition
4. Responsibility and
5. The work itself. On the other hand he identifies six factors, which he called hygiene factors, and they are:
  1. company policy
  2. working conditions
  3. Security
  4. Supervision
  5. Inter personal relations
  6. Pay

Herzberg concluded that the first set of factors which he called motivators are closely associated with job satisfaction and that if a manager wanted to provide incentives to motivate his workers, he should build these kinds of satisfaction into the job. The second set of factors which he called hygiene factors while being possible sources of irritation and dissatisfaction were not capable of producing satisfaction. Herzberg characterized people as either “hygiene seekers” or “Motivation seekers”. To him improving extrinsic factors like pay and fringe benefits may eliminate dissatisfaction but will not produce satisfaction, and that only attention to the intrinsic ingredients can bring satisfaction, raise motivate and increase productivity.

### **The Expectancy Theory of Motivation**

Motivation according to Koontz (1993) refers to the entire class of drives, desires, needs, wishes and similar force. A motivator then is something that influences an individual’s behaviour. Satisfaction on the other hand refers to the contentment experienced when a want is satisfied.

According to Vroom’s (1964) Expectancy theory, people will be motivated to do things to reach a goal if they believe in the worth of that goal and if they can see that what they do will help them in achieving it.

### **Research Methodology**

#### **Research Design:**

This is a correlational study which seeks to establish among other things what relationship if any exists between job satisfaction and performance among teachers in both public and private secondary schools in Ohaozara L.G.A of Ebonyi State.

#### **Population of the Study**

This study was carried out among secondary school teachers in Ohaozara LGA of Ebonyi State with a population size of 198 teachers.

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**Instruments for Data Collection**

A questionnaire was used to collect data directly from teachers. The questionnaire has two sections of A and B. section A dealt with factors which influence motivation while section B dealt with financial and job status index.

**Validity and Reliability of the Instrument**

The questionnaire was drawn mainly from Mores indexes of employee satisfaction. Mores indexes of employee satisfaction measure the degree of satisfaction that individuals obtain from the various roles they play in an organization. Each index has four items that are answered on a four point scale.

According to Miller (1977) Mores indexes report relationship between the indexes and various working conditions background factors such as sex, education, age and various supervisory practices. The intrinsic job satisfaction, financial and job status indexes both form the interrelations of the total index scores and from the item analysis appear to be significantly interrelated. No split half or test retest reliability are reported in Mores indexes. Internal consistency of the scale is attested to by the average intercorrelation of items. Intercorrelations ranging from  $r = .35$  to  $r = .43$  are reported.

**Method of Data Collection**

The researcher personally went to each of the affected school and administered all the questionnaires on the teachers. The researcher collected the records of subjects analysis of the Senior School Certificate Examination from the school principals after administering the questionnaires.

**Method of Data Analysis**

For data analysis the Pearson Product Moment Correlation Coefficient was used to analyze  $H_{01}$ , while the t- test was used to test  $H_{02}$ . The correlation formula used is the pearson product moment correlation coefficient given as:

$$r = \frac{(x-x)(y-y)}{\sqrt{\sum (x-\bar{x})^2 \sum (y-\bar{y})^2}}$$

The t- test formula used is the separate variance t, model given as

$$t = \frac{\bar{x} - \bar{y}}{\sqrt{\frac{S^2}{N_1} + \frac{S^2}{N_2}}}$$

**Method of Data Analysis**

Data for this study were collected from 140 teachers from 9 public schools and 58 teachers from 3 private schools in Ohaozara LGA of Ebonyi State. Thus, a total of 198 teachers were used in this study. The data presentation and analysis were presented in tables 1, 2 and 3 below according to the hypotheses that guided the study.

**Table 1: Level of Motivation and Satisfaction of Teachers and School Performance**

S/N	Public Schools	Level of Motivations	Level of Job Sat.	2006	2007	2008	2009	2010
1.	G.S.S Okposi	75	90	79	90	80	80	83
2.	Isi Okposi High School	36	84	82	65	seized	78	82
3.	Ezi Okposi High School	40	90	32	38	25	25	34
4.	Enechi Akuma High School	21	92	64	62	64	52	60
5.	Federal Govt. College Okposi	25	75	60	58		49	72
6.	Govt. Sec. Sch. Ugwulangwu	80	100	57	48	68	45	70
7.	Comp. Sec. Sch. Ugwulangwu	72	77	98	86	90	96	81
8.	C.S.S Uburu	28	78	60	70	66	58	61
9.	G.S.S Uburu	66	73	74	48	49	63	52
<b>Private Schools</b>								
10.	Zenith Sec. Sch. Okposi	90	85	97	95	95	91	96
11.	Urban Sec. Sch. Okposi	94	88	90	86	88	80	88
12.	Good Foundation Sec.School Okposi	46	85	88	74	82	84	90

Table 1: is an illustration of the computation of the raw scores into percentage in the areas of level of motivation and job satisfaction along side the performance of each school in SSCE for a period of five years (see table 2). Table 2 is a further illustration of and computation of figures in table 1 to determine the correlation between job satisfaction and performance. The Pearson Product Moment Correlation Coefficient was used to determine this relationship. The correlation between job satisfaction and teachers' performance of their students in the SSCE across the 5 years under review was found to be - 03401. This signifies a negative correlation.

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**Table 2: Illustration of Job Satisfaction and School Performance**

Sch	Column A			Column B			Year 2006	Column C			Year 2007	Y	$\bar{Y}Y$	$\bar{Y}Y^2$	$(\bar{X}-\bar{X})(\bar{Y}-\bar{Y})$
	X	$\bar{X}-\bar{X}$	$(\bar{X}-\bar{X})^2$	Y	$\bar{Y}-\bar{Y}$	$(\bar{Y}-\bar{Y})^2$	$(\bar{X}-\bar{X})(\bar{Y}-\bar{Y})$	Y	$\bar{Y}-\bar{Y}$	$(\bar{Y}-\bar{Y})^2$	$(\bar{X}-\bar{X})(\bar{Y}-\bar{Y})$	Y	$\bar{Y}Y$	$\bar{Y}Y^2$	$(\bar{X}-\bar{X})(\bar{Y}-\bar{Y})$
S1	90	5.33	28.41	79	9.83	96.63	52.39	90	23.5	552.25	125.26	82.4	15.81	249.96	84.27
S2	84	-0.67	0.45	82	12.83	169.1	8.596	65	1.5	2.25	-1.005	76.75	10.16	103.23	6.81
S3	90	5.33	28.41	83	13.83	191.27	73.71	28-28.5	812-25	151.91	31	35.59	12.66	65	189.69
S4	92	7.33	53.73	64	5.17	26.73	37.896	62	-4.5	20.25	39.99	60.4	-6.19	38.32	45.37
S5	75	9.67	93.51	60	9.17	84.09	+88.67	58	-8.5	72.25	56.09	58.8	7.79	60.68	75.33
S6	77	7.67	58.83	98	28.83	831.17	-221.13	86	19.5	380.25	-149.57	90.2	2361	557.43	181.09
$\bar{X}$	$\bar{X}=84.67$		$\Sigma 263.34$			$\Sigma 1394.5$	$\Sigma 52.852$	$\bar{Y}=66.5$		$\Sigma 1839.5$	$\Sigma 161.12$	$\bar{Y}=66.59$		$\Sigma 2276.27$	$\Sigma 263.36$

### **Explanation of Table 2**

Job satisfaction and school performance to determine the relationship between teacher's job satisfaction and student's performance in the SSCE, the level of correlation between job satisfaction on one hand and corresponding school performances on the other was determined. This was done using the Pearson product moment correlation coefficient formula.

Correlation was determined between the level of job satisfaction and school performance in the SSCE in the 2006 and 2007 school year under study (see table 3) and then between job satisfaction and the average performance across the five years used for the study.

In the procedure from table 2 (A) X stands for the level of job satisfaction derived by the teachers. The mean of these was found to be 88.67 the third column  $(X-\bar{X})$  was subtraction of the sum from corresponding X (job satisfaction score). The square of the values in the third column was put in the fourth i.e.  $(X-\bar{X})^2$  correspondingly. The sum of these squares was found to be 263.34.

The whole process was repeated replacing job satisfaction score by performance of corresponding schools in the Senior School Certificate Examination and representing the column by Y,  $Y-\bar{Y}$   $(Y - \bar{Y})^2$  were calculated accordingly in columns 6 and 7 respectively and then the sum  $(Y - \bar{Y})$  was found to be 1394.5

Now, the numerator of the formula demands the sum of  $(X-\bar{X})(Y-\bar{Y})$ . In column 8 the product of  $(X-\bar{X})$  and its corresponding  $(Y-\bar{Y})$  was entered i.e. 5.33 X 9.83 went into slot 1 in column 8 etc. The sum of all entries in column 8 was then found to be -52.852. These values i.e. Sum of  $(X-\bar{X})(Y-\bar{Y}) = -52.852$ ,  $(X-\bar{X})^2 = 263.34$  and sum of  $(Y-\bar{Y})^2 = 1394.5$  were finally put in the formula and the correlations was found to be -0.0872.

This suggests that a negative correlation exist between job satisfaction level and performance level at the Senior School Certificate Examination. The entire calculation was repeated for year 2 and correlation was found to be -0.23 i.e. the value now being the performance level at the Senior School Certificate Examination in the 2<sup>nd</sup> year.

Taking Y- value to be average performance score during the 5 years correlation was also determined between the job satisfaction level and average performance through the 5 years. This was found to be -0.3401. Thus  $H_{01}$  = there will be no relationship between the level of job satisfaction of teachers in a school and the performance of that school in the SSCE is retained.

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**Table 3: Illustration of level of motivation of teachers in public and private schools in percentage and computation of t**

S/N	Public Schools	Level of Motivations %	F	FX	X <sup>2</sup>	X <sup>2</sup> F
1.	G.S.S Okposi	75	20	1500	5625	112500
2.	Isi Okposi High School	36	19	684	1296	24624
3.	Ezi Okposi High School	40	20	800	1600	32000
4.	Enechi Akuma High School	21	14	294	441	6174
5.	Federal Govt. College Okposi	25	16	400	625	1000
6.	Govt. Sec. Sch. Ugwulangwu	80	05	400	6400	32000
7.	Comp. Sec. Sch. Ugwulangwu	72	18	1296	5184	93312
8.	C.S.S Uburu	28	13	364	784	10192
9.	G.S.S Uburu	66	15	990	4356	65340
<b>Total</b>			140	6728	26311	386142
<b>Private Schools</b>						
10.	Zenith Sec. Sch. Okposi	90	20	1800	8100	162000
11.	Urban Sec. Sch. Okposi	94	19	1786	8836	167884
12.	Good Foundation Sec. School Okposi	40	19	874	2116	40204
<b>Total</b>			58	44160	190052	370088

From data on table 3: The expected t was found to be 1.96 while the calculated t was = 0.03996. Since the calculated t is less than the expected t the Ho<sub>2</sub> that states that there will be no significant difference in the level of motivation of teachers in public schools and those in private schools is retained. Result of the test is not significant, therefore there is no significant difference in the level of motivation of teachers in public schools and those in private schools.

**Discussion of Results**

The first hypothesis tested shows that there is no relationship between the level of job satisfaction of teachers in a school and the performance of such a school in the senior school certificate Examination. From the data collected when initially computed into percentages, there appeared to be a general high level of job satisfaction among teachers in the nine public schools involved in the study. The

average being 84% the average performance of the same schools in the SSCE does not measure up equally. In some schools, such as Ezi Okposi High School, the average job satisfaction level of the teachers is 90% but the average performance level of the students in that school for five years is 30%.

The three private schools involved in the study recorded a correspondingly high performance level at the SSCE against a high job satisfaction level. It would seem that in all the public schools, the teachers are interested in teaching or are satisfied with teaching as a job, but this does not correlate with their performance when the Pearson  $r$  was computed.

Poor performance of students in public schools could be as a result of poor selection of students, poor motivation of students, poor teaching of the students and poor provision of school materials by the concerned authorities.

All the private schools have a clear consistency of high job satisfaction matched with high performance. This can be described to good personnel practice, good selection of the students leading to good response to teacher activity which in turn motivates the teachers to perform. The selection process into a school is important as invariably, it can eliminate all those students who cannot benefit from secondary education and who may over populate the class rooms and therefore overburden the teacher and could in effect reduce the performance level of a school in a public examination such as SSCE Examinations.

Looking at the data collected as regards the second hypothesis which states that there will be no significant difference in the level of motivation of teachers in public schools and those in private schools the result obtained is unexpected. While there is a constant high level of motivation in all the private schools ranging from 85% and above, in the public schools, the level of motivation in some of the schools is as low as 21%, 25%, 28% etc, in some of the public schools, it is as high as 80%.

After the calculation of  $t$ , it became clear that there is no significant difference between the motivational levels of teachers in public schools and those in private schools. Calculated  $t$  was 0.3996 while expected  $t$  was 1.96. The calculated  $t$  was much less than the expected  $t$ . It is therefore surprising that the levels of motivation in public and private schools are not significantly different even though private schools are better managed than public schools.

### **Summary, Conclusion and Recommendation**

The main thrust of this study was to find the relationship if any between job satisfaction and performance of teachers in Ohaozara L.G.A. of Ebonyi State. Maslow, Herzberg etc theories were used in this study to ascertain the motivational needs of workers and what may lead to the general satisfaction of the workers.

Data for the study were collected using questionnaire. Data collected were analysed using Pearson product moment correlation coefficient and  $t$ -test.

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**Results Obtained Revealed that:**

1. High level of motivation and job satisfaction among teachers in a school do not necessarily produce students with a correspondingly high performance level in the SSCE in public schools.
2. Students in private schools perform better than students in public schools.
3. There is no significant difference in the level of job satisfaction of teachers in public schools and those in private schools.

In conclusion, this study is of the view that high motivational and job satisfaction level alone among teachers do not necessarily bring about high performance level among their students. Other factors contribute, such as the selection process into the school.

**Finally, the Following Recommendations are Made**

1. Proper selection of students into senior secondary schools should be done.
2. Students should be adequately motivated by their parents and the school authority through adequate discipline.
3. Teachers should teach their students very well.
4. The school principals should ensure that there is a high level of discipline in schools among students and teachers.

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