JOB SATISFACTION AND MOTIVATION LEVELS OF GRADUATE TEACHERS IN CAPE COAST, GHANA

Salome Amissah-Essel   &   Michael Agyei
University of Cape Coast, Ghana   *University of Cape Coast, Ghana*

Abstract

This study examined teacher motivation and job satisfaction among graduate teachers in Cape Coast, Ghana. Factors that affected teacher motivation and the sources of motivation in teaching were highlighted. Maslow's (1970) need satisfaction variables and Herzberg et al.'s (1959) man's work needs; "motivating factors" and "hygiene factors" formed the components of needs satisfaction in this study. The population consisted of 960 graduate teachers in 11 government senior high schools. The non-proportional quota and convenience sampling procedures were used to select 10 teachers from each school. Mertler's (2002) questionnaire on job satisfaction and perception of motivation among teachers was adapted and modified to solicit responses. Data were analysed using frequencies and percentages. The survey revealed that even though graduate teachers were somewhat satisfied with their jobs, they were un-motivated. Teachers who were dissatisfied with their jobs and were poorly motivated were not likely to perform effectively. The motivated group were most motivated by the job context and content. It was recommended that employers and policy makers should pay particular attention to the higher-order needs proposed by Maslow (1970) and Herzberg et al. (1959) for job satisfaction and motivation.

Key Words: Job satisfaction, Teacher motivation, Teachers salary, Single Spine Pay Policy.

Introduction

Henry Ford, an American Industrialist pointed out the importance of human resources by saying: "Take my business, burn up my building, but give me my people and I will build the business right back again" (Khan, Aslam & Lodhi, 2011, p. 12). He believed that with hard work and commitment, employees could change the fortunes of any institution, but if their needs are not identified

and satisfied, they can plunge the institution into a dike. According to Shah, Rehman, Akhtar, Zafar and Riaz (2012), the most common human resource management practices for retaining and motivating human capital in an institution are rewards and recognition. These practices when provided by the employer make the employee satisfied as well as highly motivated.

Job satisfaction refers to the individual matching of personal needs to the perceived potential of the occupation for satisfying those needs (Shah et al., 2012). Price (2001) defined job satisfaction as the affective orientation an employee has towards his or her work. To Ho, Chang, Shih and Liang (2009), job satisfaction can influence organisational commitment which is the prime area of research for the authors. From the foregoing it suffices to state that job satisfaction is crucial to the production outcomes, commitment levels and social integration of employees of an establishment. Disparities in salary structure between younger and experienced employees do not usually bring good results in organisations. Khan et al. (2011) indicated that young workers are satisfied with the salaries they have, but experienced workers are not paid according to their functions. Ho et al. (2009) hinted that the discrepancy of expectations of a person; what he or she wants and what he or she gains to a large extent determine the intensity of job satisfaction.

Job satisfaction can therefore be seen as the extent to which employees feel positively or negatively about different aspects of a job. These aspects include task orientation, laid down structures, timing, job conditions, compensation, and relationship with co-workers. Khan et al. (2001) reiterated that employee's satisfaction results in pleasant environment in an organisation; the higher the prestige of the job, the greater the job satisfaction (Peretomode, 1991; Whawo, 1993). Reis et al. (2000) contended that when teachers' needs are satisfied, it promotes their psychological well-being and enables optimal functioning and performance. They become well motivated and willing to offer their maximum best for the sustenance of their job. Job satisfaction therefore pivots on motivation.

Motivation relates to the willingness to exert high levels of effort toward organisational goals, conditioned by the ability to satisfy some individual needs (Robbins, 1991). It is the set of internal and external forces that initiate work-related behaviour and determines its form, direction, intensity and duration (Pinder, 1998). Motivation is a factor that exerts a driving force on our actions and work. A highly motivated team of employees helps in achieving the goals of an institution. Obisi (2003) reiterated that no matter how qualified and skilled an employee is, without adequate motivation, he or she would be like an engine without oil which will eventually break

down. Ifinedo (2003) pointed out that it is easy to spot a motivated worker: usually exhibiting high levels of agility, dedication, enthusiasm, focus, zeal, and general performance. He revealed that some of the indicators of motivated employees are their contribution to organisational objectives and goals.

Motivation can be divided into two types; intrinsic (internal) and extrinsic (external). Intrinsic motivation emanates from an interest or enjoyment in the task itself and exists within the individual. Intrinsically motivated individuals have a higher tendency to engage in a task willingly and to improve on their skills. Extrinsic motivation comes from outside of the individual or relies on external pressures or a desire for a reward. Research from different parts of the world indicates that the causes of dissatisfaction and demotivation are mostly outside the control of the teachers. These causes include rewards (e.g. money, grades) (Kilbride, 2013), salary and fringe benefits (Monyatsi, 2012), job security (Doyle & Kim, 1999), and promotion and training opportunities (Bennell & Acheampong, 2007). Kilbride pointed out that a cheering crowd and the desire to win a trophy are also extrinsic incentives.

This study was based on the content theories of motivation. The content theories included; Maslow's Hierarchy of Needs Theory, Herzberg, Mausner and Snyderman Two-Factor Theory, Alderfer's Existence-Relatedness-Growth (ERG) Theory and McClelland's Achievement Motivation Theory. These theorists believed in inner factors that motivate an individual and so formulated the assumption that individuals have set of needs or desires and outcomes which they embark upon with actions to achieve them (Kwarteng, Obeng-Mensah, & Bosompem, 2012).

The need satisfaction variables were divided into five areas based on Maslow's (1970) categorisation. They were physiological, security, social, self-esteem and self-actualisation needs. Herzberg, Mausner and Snyderman (1959) also contributed immensely to the literature on motivation. They categorised man's work needs into "motivating factors" (achievement, status, opportunity for advancement, responsibility, recognition, growth and job challenge) and "hygiene factors" (pay/salary and other benefits, job security, working conditions, company policy and administration, quality of supervision, and interpersonal relationships). When in place, the hygiene needs result in general satisfaction and prevention of dissatisfaction. The motivator needs also result in high motivation, high satisfaction and strong commitment. These areas of needs formed the components of needs satisfaction in this study.

The literature reviewed suggests a relationship between job satisfaction and motivation in any organisational set up. Ololube (2005) indicated a link between the two terms. He acknowledged that job satisfaction is one part of the motivational process. It is possible that an employee may display low motivation from the organisation's perspective yet enjoy every aspect of the job. This state represents high job satisfaction. A highly motivated employee might also be satisfied with every aspect of his or her job (Peretomode, 1991). Ubom (2001) did not find extrinsic incentives (merit pay or effective teaching rewards) to affect teacher job satisfaction and effectiveness among Nigerian teachers.

In a study on determinants of motivation of senior high school agricultural science teachers in the Central Region of Ghana, Kwarteng et al. (2012) indicated that teachers perceived an average level of motivation through job satisfaction, supervision, promotion and involvement in goal setting. The authors indicated a positive and significant relationship between motivation and work conditions, and recognition.

Teachers prefer to be in communities that are easily accessible and having better economic and social possession. They are happy with good pay, big schools where they have the chance of professional growth; where there is not much workload and where they get the administration's support (Sargtent & Hannum, 2005). Teachers may be considered as dissatisfied with their jobs if they have no hand in the formulation of policies in these jobs. If the teachers are satisfied, then they are to a greater extent committed and involved in their job. Job stress, unfriendliness, stance of incompetence in the classroom and un-conducive working conditions could be growing problems that keep teachers out of the profession (Engelkng, as cited in Shah et al., 2012). When the suitable psychological states are provided to employees, it helps to enhance high work motivation and work satisfaction, and these parameters depend upon job characteristics (Frase & Sorenson, as cited in Shah et al., 2012)

Teacher job dissatisfaction has received a lot of attention in Ghana due to the fact that schools witness inadequate teaching personnel, teacher strikes, absenteeism, molestation of teachers leading to requests for transfer, and vacation of post. Graduate teachers leave the profession for other jobs probably because of low motivation and lack of job satisfaction. These are not withstanding the fact that the teacher's level of zeal and devotion is one of the important factors that affect the learner's zest and motivation to learn (Dörnyei, 1998).

Purpose of the Study

The purpose of this study was to examine job satisfaction and motivation levels of graduate teachers in the Cape Coast Metropolis of Ghana. It focused on the assessment of the factors that affected the job satisfaction of teachers and explored the factors that served as motivating or un-motivating. The study was delimited to graduate teachers in public senior high schools in Cape Coast during the closing stages of the 2012/2013 academic year.

Research Questions

1. What are the factors that serve as motivating or un-motivating for graduate teachers in public Senior High Schools (SHS) in Cape Coast?
2. What is the overall level of motivation of graduate teachers in public SHS in Cape Coast with the implementation of the Single Spine Pay Policy (SSPP)?
3. What is the overall level of motivation and job satisfaction of graduate teachers in public SHS in Cape Coast?

Methodology

A survey research design was used in this study to investigate job satisfaction and motivation levels of graduate teachers. The population consisted of 960 graduate teachers teaching in public SHS in the Cape Coast Metropolis. These teachers have undergone programmes of study at the university and obtained various degrees and have been employed permanently by the Ghana Education Service (GES). A sample size of 110 participants was selected for the study from the 11 public SHS in the Cape Coast Metropolis. Fraenkel and Wallen's (2000) contention that a minimum sample of 100 participants was essential for descriptive studies if any meaningful inferences were to be drawn to generalise to the accessible population, justified the choice of the sample. The non-proportional quota and convenience sampling procedures were used to select 10 teachers from each school; five males and five females. These methods were used to ensure that smaller groups were adequately represented in the sample (Ogah, 2013).

Mertler's (2002) questionnaire on job satisfaction and perception of motivation among middle and high school teachers was adapted and used to solicit responses from the respondents. The questionnaire was developed with themes on the works of Maslow (1970) and Herzberg et al. (1959) which covered all the aspects of teacher-related motivation and job satisfaction factors. The questionnaire had a high reliability coefficient. An item on SSPP

public SHS to personally administer and obtain the opinions of the teachers over a three-week period. The questionnaires were given to ten teachers (5 males and 5 females) in each school who gave their consent to participate in the study.

Data Analysis

Three research questions were formulated to provide focus and direction to the study. The collected data were coded and analysed using the Statistical Package for Service Solutions (SPSS) version 20.0 software to generate frequencies and percentages, after screening to determine missing values and outliers. Based on the analysis and interpretation of data, conclusions were drawn and recommendations were made. Normality, through the use of histograms was also concluded. Frequency counts and percentage scores of the responses were computed. Conclusions were made based on the various frequencies and percentages.

Results

This section presents the results of the findings. It begins with a description of the demographic characteristics of respondents, shown in Table 1.

Table 1: Teacher Demographic Characteristics

Measures	Items	Frequency	Percent
Gender	Female	55	50
	Male	55	50
Age	21-25 Years	10	9.1
	26-30 Years	18	16.4
	31-35 Years	29	26.4
	36-40 Years	34	30.9
	41-45 Years	16	14.5
	46-50 Years	3	2.7
Years of teaching experience			
	1-5 Years	18	16.4
	6-10 Years	24	21.8
	11-15 Years	32	29.1
	16-20 Years	19	17.3
	21-25 Years	14	12.7
	26-30 Years	3	2.7

Table 1 indicates that 91 (82.8%) of the respondents were aged 21-40 years. Only 19 (17.2%) were above 40 years. About 80% (n = 89) of the teachers had been teaching for 6-25 years. This information indicates that although majority of the teachers were in their prime age, they had worked for a considerable length of time reminiscent of a job they were interested in or will remain in as a lifelong endeavour. The 16.4% (n = 18) were those who could probably exit the profession when prevailing conditions cannot sustain their interest, expectations and satisfaction as speculated by Ingersoll (as cited in Riggs, 2013) that 40-50% of teachers leave the classroom within their first five years.

Factors that Motivate or Demotivate Graduate Teachers in Public SHS in Cape Coast
To answer this research question, responses to questionnaire items 9a-10j were used. Details of the items that received the highest and two lowest ratings have been presented in Table 2.

Table 2: Respondents' Perception of Factors that are Motivating for Teachers

Response	HM F (%)	M F (%)	NMUm F (%)	Um F (%)	HUm F (%)
Interpersonal relationships with colleagues	14(12.7)	65(59.1)	12(10.9)	15(13.6)	4(3.6)
Sense of achievement	30(27.3)	48(43.6)	23(20.9)	7(6.4)	2(1.8)
Being selected as "Teacher of the Year" in the district	3(2.7)	65(59.1)	12(10.9)	21(19.1)	9(8.2)
Having students thank a teacher for aiding in the understanding of a difficult concept	9(8.2)	57(51.8)	23(20.9)	14(12.7)	7(6.4)
Sense of accountability	12(10.9)	53(48.2)	22(20)	18(16.4)	5(4.5)
Potential for professional growth	12(10.9)	51(46.4)	27(24.5)	13(11.8)	7(6.4)
Recognition	8(7.3)	51(46.4)	29(26.4)	13(11.8)	9(8.2)
Status	6(5.5)	47(42.7)	35(31.8)	17(15.5)	5(4.5)
Salary levels	15(13.6)	18(16.4)	29(26.4)	41(37.3)	7(6.4)
Disciplinary policies	-(-)	9(8.2)	61(55.5)	37(33.6)	3(2.7)

HM = Highly Motivating; M = Motivating; NMUm = Neither Motivating nor Un-motivating;
Um = Un-motivating; HUm = Highly Un-motivating
NOTE: Only the 11 highest and 2 lowest ranked responses were included in the table.

Out of the 28 variables of teaching related sources of job satisfaction and motivation related factors measured in this study, teachers were most motivated by both the job context and content. Being selected as "teacher of the year" in the district (59.1%, n = 65) and interpersonal relationships with colleagues (59.1%, n = 65) were the two topmost factors that motivated graduate teachers in public SHSs in Cape Coast. Over 2% and 12.7% respectively were highly motivated by the two constructs. Other factors that substantially influenced motivation of teachers were having students thank a teacher for aiding in the understanding of difficult concepts (51.8%, n = 57), and sense of accountability (48.2%, n = 53). They were however, not motivated by their salary levels (37.3%, n = 41) and disciplinary policies of the service (33.6%, n = 37).

Overall Level of Motivation of Graduate Teachers with the Implementation of the Single Spine Pay Policy
This was to find out whether teachers were motivated because they had been migrated unto the SSPP. Responses to item number 11 were used. Table 3 shows the responses to the item.

Table 3: Teachers' Motivation from the Current Salary on the Single Spine Pay Policy

Response	Frequency	Percent
Highly motivating	3	2.7
Motivating	19	17.3
Neither motivating nor un-motivating	35	31.8
Un-motivating	34	30.9
Highly un-motivating	19	17.3
Total	**110**	**100.0**

Table 3 indicates that a total of 53 representing 48.2% of the teachers mentioned that the SSPP was un-motivating and highly un-motivating. However, 31.8% (n = 35) of the teachers saw it as neither motivating nor un-motivating while 17.3% (n = 19) saw it as motivating. The neutral group took consolation in the increase in salary, but did not envisage any major advancement in their lifestyle. They could therefore not associate themselves with any motivationary stance. The result that graduate teachers in Cape Coast are not motivated by the implementation of the SSPP indicates that overall, their motivation level is low.

Overall Level of Motivation and Job Satisfaction of Graduate Teachers in Public SHS in Cape Coast

To answer this research question, responses to items 5-8 were used. Tables 4-7 show the responses to the questions.

Table 4: Teachers' Overall Level of Satisfaction with their Job

Response	Frequency	Percent
Very satisfied	12	10.9
Somewhat satisfied	68	61.8
Somewhat dissatisfied	26	23.6
Very dissatisfied	4	3.6
Total	**110**	**100.0**

Table 5: Teachers' Decision to Continue as Teachers if they had the Opportunity to Start a new Career

Response	Frequency	Percent
Yes	67	60.9
No[3]	43	39.1
Total	**110**	**100.0**

Table 6: Teachers' Opinion about whether their Co-Workers were Motivated

Response	Frequency	Percent
Yes	31	28.2
No	79	71.8
Total	**110**	**100.0**

Table 4 shows the response distributions of the overall level of teachers' job satisfaction. A total of 80 representing 72.7% of the teachers responded that they were satisfied, whilst 4 representing 3.6% responded that they were very dissatisfied with their job as teachers. Table 5 revealed that 67 (60.9%) responded positively to continuing as teachers if they had the opportunity to start a new career. The remaining 43 (39.1%) would look for new jobs. However, when asked whether they believed that the teachers with whom they worked were motivated, 79 (71.8%) responded in the negative (Table 6). In their estimation of the co-workers who were un-motivated, Table 7 revealed

that 71 (64%) indicated "more than 10". A little over 22% knew between 5-8 colleagues. The responses of the teachers revealed that even though graduate teachers were somewhat satisfied with their job as teachers, they were un-motivated.

Table 7: Teachers' Estimation of their Un-Motivated Co-Workers

Response	Frequency	Percent
1-2	7	6.4
3-4	3	2.7
5-6	13	11.9
7-8	12	10.9
9-10	4	3.6
More than 10	71	64.5
Total	**110**	**100.0**

Discussion of Results
The results of this study agreed with most of the findings associated with the relationship between job satisfaction, motivation and job performance (Ifinedo, 2003; Ubom, 2001). These results did not differ from previous works on job satisfaction and motivation of employees in general although the possibility of differences accorded job and needs satisfaction was sustainable. The results indicated that the satisfaction of man's needs (Maslow, 1970) and the hygiene and motivator factors (Herzberg *et al.*, 1959) were significant in influencing the job satisfaction and motivation levels of graduate teachers in SHS in the Cape Coast Metropolis of Ghana. For instance, teachers in this study were most motivated by both the job context and content. They preferred establishing coherent interpersonal relationships with their colleagues and receiving annual awards as teachers of the year in the district. Also, they considered having students thank a teacher for aiding in the understanding of a difficult concept, and having a sense of accountability as important factors that motivate them. Teachers would be satisfied if these factors were present in their teaching job and believed that they will be motivated. This result confirms Herzberg *et al.* (1959) that the hygiene factors and motivators were important in different ways and degrees in predicting teachers' job satisfaction. On the other hand they were un-motivated by their salary levels and disciplinary policies of the service. This confirms a report by Riggs (2013) that the expectations from teachers as compared to the amounts they are paid is reprehensible.

Teachers' salary on the SSPP was un-motivating and highly un-motivating to graduate teachers of SHSs in Cape Coast (48.2%, n = 53). The results agree with the study by Ubom (2001) who did not find extrinsic incentives (merit pay or effective teaching rewards) to affect teacher job satisfaction and effectiveness among Nigerian teachers. Research from different parts of the world has highlighted that the causes of dissatisfaction and demotivation such as rewards [e.g. money, grades] (Kilbride, 2013), and salary and fringe benefits (Monyatsi, 2012) are mostly outside the control of the teachers. Shah *et al.* (2012) however, identified increased pay as a key factor behind job satisfaction. This result implies that graduate teachers are not motivated even with the implementation of the SSPP and the subsequent increase in pay. This calls for further enhancement of the teacher's salary and the provision of attractive salary packages which will be competitive and comparable to other government departments.

Although the graduate teachers were satisfied with their job as teachers (72.7%), they were un-motivated (71.8%). Peretomode (1991) and Whawo (1993) have argued that the higher the prestige of the job, the greater the job satisfaction. However, according to Ololube (2005), many workers are satisfied in even the least prestigious jobs. That is, they simply like what they do.

Reis *et al.* (2000) were in agreement that when teachers' needs are satisfied, it promotes their psychological well-being and enables optimal functioning and performance. Teachers' failure to "glitter" should however, be expected if these environmental and personality factors are non-existent. Ubom and Joshua (2004) indicated that teachers are human beings with various needs to be satisfied, and failure to have such needs satisfied leads to frustration, nonchalant attitude towards work and rebellion. The needs of graduate teachers in Ghana should therefore not be compromised for any other thing if the future of the students they teach is paramount among the priorities of nation.

Conclusions and Recommendations
The responses of the teachers revealed that even though graduate teachers were somewhat satisfied with their job as teachers, they were un-motivated. Not even the introduction of the SSPP was motivating enough. Teachers who are dissatisfied with their jobs and are poorly motivated are not likely to perform well and may even behave unprofessionally. Those who were motivated were most motivated by the job context and content, that is interpersonal relationship with colleagues, recognition, and feedback from

students. Based on the above findings, it is recommended that employers and policy makers pay particular attention to the higher-order needs proposed by Maslow and Herzberg *et al.* for job satisfaction and motivation. Lastly, the Ministry of Education in conjunction with the Ghana Education Service should institute policies to adequately recognise or motivate teachers with annual material rewards and grant them study leave with pay to take up studies in institutions of higher learning.

References

Bennell, P., & Acheampong, K. (2007). *Teacher motivation in Sub-Saharan Africa and South Asia.* Educational Paper.

Dörnyei, Z. (1998). Motivation in second and foreign language. *Learning Teaching, 31*(3), 117-135.

Doyle, T., & Kim, M. Y. (1999). Teacher motivation and satisfaction in the United States and Korea. *MEXTESOL Journal, 23*(2); 35-48.

Fraenkel, J. R., & Wallen, N. E. (2000). *How to design and evaluate research in education* (4th ed.). Boston: McGraw Hill.

Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The motivation of works* (2nd ed.). New York, N.Y: John Wiley and Sons.

Ho, W. H., Chang, S. C., Shih, Y. L., & Liang, R. D. (2009). Effects of job rotation and role stress among nurses on job satisfaction and organisational commitment. *BMC Health Services Research, 9*(8), 1-10.

Ifinedo, P. (2003). *Employee motivation and job satisfaction in Finnish organisations: A study of employees in the Oulu Region, Finland.* Unpublished thesis, Master of Business Administration, University of London.

Khan, R. I., Aslam, H. D., & Lodhi, I. (2011). Compensation management: A strategic conduit towards achieving employee retention and job satisfaction in banking sector of Pakistan. *International Journal of Human Resources Studies, 1*(1), 2162-3058.

Kilbride, R. (2013). *Achievements.* Retrieved September 12, 2013, from www.slctech.org/~ rkilbride/game404/Class%20Notes/2013-01-30.htm

Kwarteng, J. A., Obeng-Mensah, A., & Bosompem, A. (2012). Determinants of motivation of senior high school agricultural science teachers in the Central Region of Ghana. *Journal of Arts, Science and Commerce, 3*(1), 18-31.

Maslow, A. H. (1970). *Motivation and personality* (2nd ed.). New York, NY: Harper and Row.

Mertler, C. A. (2002). Job satisfaction and perception of motivation among middle and high school teachers. *American Secondary Education, 31*(1), 43-53.

Monyatsi, P. P. (2012). The level of job satisfaction of teachers in Botswana. *European Journal of Educational Studies, 4*(2), 219-232.

Obisi, C. (2003). *Organizational behaviour: Concepts and applications*. Lagos: Malthouse Press.

Ogah, J. K. (2013). *Decision making in the research process: Companion to students and beginning researchers*. Legon-Accra: Adwinsa Publications (GH) Ltd.

Ololube, N. P. (2005). Benchmarking the motivational competencies of academically qualified teachers and professionally qualified teachers in Nigerian secondary schools. *The African Symposium, 5*(3), 17-37.

Peretomode, V. F. (1991). *Educational administration: Applied concepts and theoretical perspective*. Lagos: Joja Educational Research and Publishers.

Pinder, C. C. (1998). *Work motivation in organisational behaviour*. Upper Saddle River, NJ: Prentice-Hall.

Price, J. L. (2001). Reflections on the determinants of voluntary turnover. *International Journal of Manpower, 22*(7), 600-624.

Reis, H., Sheldon, K., Gable, S., Roscoe, J., & Ryan, R. (2000). Daily well-being: The role of autonomy, competence and relatedness. *Personality and Social Psychology Bulletin, 26*, 419-435.

Riggs, L. (2013). *Why do teachers quit*? Retrieved August 1, 2015, from http://www.the atlantic.com/education/archive/2013/10/why-do-teachers-quit/280699/

Robbins, S. (1991). *Organizational behaviour: Concepts, controversies and applications*. Englewood Cliff, NJ: Prentice Hall.

Sargtent, T., & Hannum, E. (2005). Keeping teachers happy: Job satisfaction among primary school teachers in rural Northwest China. *Comparative Education Review, 49*(2), 173-204.

Shah, M. J., Rehman, M. U., Akhtar, G., Zafar, H., & Riaz, A. (2012). Job satisfaction and motivation of teachers of public educational institutions. *International Journal of Business and Social Science, 3*(8), 271-281.

Ubom, I. U. (2001). *Value orientations, needs satisfaction and job performance of public servants in Akwa Ibom State*. A Ph. D. dissertation presented to the University of Calabar, Calabar, Nigeria.

Ubom, I. U., & Joshua, M. T. (2004). Needs satisfaction variables as predictors of job satisfaction of employees: Implications for guidance and counseling. *An On-Line Educational Research Journal, 4*(3), 1-7.

Whawo, D. D. (1993). *Educational administration: Planning and supervision*. New York, NY: John Wiley and Sons.