

Job Satisfaction Among Teachers Of Private Engineering Colleges In Rayalaseema Region, Andhra Pradesh – A Study

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INTRODUCTION

The efficiency of any organization is largely dependent on the satisfaction of the employees in their job. Job satisfaction is a combination of psychological, physiological and environmental factors that makes a person to feel, “*I am happy at my job*” (Hoppock, 1935). Robbins (1998) defined job satisfaction as, “*the willingness to exert high level of efforts towards organizational goals*”. Job satisfaction has been considered as a state where people are induced to work efficiently and effectively, are prepared to work in the same organization, accept the changes without any resistance and promote the image of the concern more happily. Mamoria, (2007) stated that job satisfaction is an emotion, a feeling and a matter of perception. It focuses on general attitudes of individual employees at work. It arises from the employees' appraisal of experience at work, it involves likes and dislikes as well as needs and wants, which are internal and external to the employees. It may be important to distinguish between positive and negative aspects of job satisfaction. Herzberg et al. (1959) stated that job satisfaction is due to good experiences, and that these are due to achievement, recognition, the work itself, responsibility and advancement. Dissatisfaction is due to bad experiences and that these are due to supervisors, fellow workers, company policies, working conditions, and personal life. The consideration of the factors separately for job satisfaction and job dissatisfaction was also supported by Brickley, Smith, and Zimmerman (1996). According to Lawler (1977), Job satisfaction has a profound effect on both the individual employee and the society as a whole. Further, he added that the employees' decisions about whether they will go to work on any given day and whether they will quit are affected by their feelings of job satisfaction and job dissatisfaction. Knowing whether or not employees are satisfied, however, does not provide sufficient information for dealing with the consequences of job dissatisfaction (Davis & Newstrom, 1989; Lawler, 1977; Mowday, 1984; Porter & Steers, 1977). Instead, a thorough understanding of factors which lead to job satisfaction and dissatisfaction is required (Davis & Newstrom, 1989; Mowday, 1984; Berns, 1989). Judge, Hanisch, and Drankoski (1995) were of the view that it was imperative for human resource managers to be aware of those aspects within an organization that might impact most employees' job satisfaction, and to enhance these aspects because, in the long run, the results will be fruitful for both the organization and the employee. Rosnowski and Hulin (1992) submitted that the most informative information to have about an employee in an organization was a valid measure of their overall level of job satisfaction. The views expressed by Ivancevich. C and Payne (1980) also stated that greater job dissatisfaction of the employee leads to increased absenteeism, increased frequency of drinking and smoking, increase in negative psychological symptoms and reduced aspirations and self esteem.

SIGNIFICANCE OF THE STUDY

The teaching field is not an exception to the job satisfaction phase. Job satisfaction in a college environment is the feeling with which teachers as individuals and as groups respond to their job requirements. It is a state of healthy balance in the college, in which teachers make their respective contributions to achieve the goals set by the college management. With the government policy of privatization and liberalization, a large number of engineering colleges were established. As a result of increase in number of colleges, the competition also developed. These colleges try to snatch each other's piece of share in a cut throat competition. The trend in the establishment of engineering colleges in Andhra Pradesh has been showing an uptrend. In a competitive environment, every college is interested to improve its position to create a strong base for its survival. The competition was developed in terms of attracting a large number

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of students to fill up the seats and getting high pass percentage etc. In recent days, the college management views also changed. To attract the students, they force the teachers to work for more number of hours with the same salary and also, responsibilities were allocated to get high level of pass percentage in their concerned subjects. All these factors create dissatisfaction and cause emotional burnout of the teachers. Hence, a study has been made to know the level of satisfaction and the study also endeavors to know about the factors that create satisfaction and dissatisfaction in the teachers.

STATEMENT OF THE PROBLEM

Every organization should have policies to accomplish the personnel objectives and organizational objectives. Continuous updating and monitoring of these policies are essential to keep the pace with the change in time and to avoid dissatisfaction among employees. In this study, attention was focused on various factors which are directly and indirectly related to the job and to the organization. These factors include relationship with superiors, attitude of the management, job security, promotional policies, pay scale, individual development, opportunity for promotion, flexible working hours, career development and work load etc.

This study is based on the teachers working in private engineering colleges. The need for the study is to ascertain some factors related to job satisfaction and job dissatisfaction and to find out the level of job satisfaction of the teachers. The present study will help to develop more appropriate strategies for the job satisfaction among the teachers and these could be incorporated into a well designed set of human resources policies for better performance of teachers.

OBJECTIVES OF THE STUDY

The purpose of the study was to investigate specific factors associated with job satisfaction and dissatisfaction of male and female teachers of engineering colleges in Rayalaseema, Andhra Pradesh. In addition, this study is sought to determine the level of job satisfaction of male and female teachers and also, married and unmarried teachers. The following research objectives had been formulated to guide the study:

1. To measure the level of job satisfaction of the teachers.
2. To identify the causes and consequences of job satisfaction and job dissatisfaction.
3. To suggest suitable measures to improve the job satisfaction.

METHODOLOGY ADOPTED

To satisfy and to meet the objectives of the study, both qualitative methodology and quantitative techniques had been used. The study had been conducted at various engineering colleges located at different districts in Rayalaseema region in Andhra Pradesh state. With reference to the sample, the teachers were selected from colleges and were classified into three categories. The categories were Assistant Professors, Associate Professors, and Professors. A total of 50 colleges were located in the region, out of the 50 colleges, 15 colleges were randomly selected to conduct the study. It was decided to cover 10 respondents from each college. The data were systematically collected during the period from April 2010 to June 2010. Due to non availability of required number of teachers in different categories, maintaining uniformity was not possible. However, one or two variations with a sample of 150 respondents in all the categories were possible. A total of 150 teachers from all categories were covered for the study.

DATA SOURCES

Both primary and secondary data were collected for the study. The primary data were collected by conducting a sample survey of teachers working in private engineering colleges. A well prepared, structured questionnaire was designed and used for the collection of primary data. The secondary data were collected from Journals, magazines, reports, and other books on Job Satisfaction.

HYPOTHESES

A study conducted by **Bhuyan.B and Choudhury.M (2003)** on job satisfaction of the college teachers indicated that there is a significant difference in the job satisfaction of male and female teachers, between married and unmarried teachers and also among experience of the college teachers. Against this background, the following research

hypotheses had been formulated.

✿ **H₀1:** The job satisfaction between the teachers of low educational qualifications and the teachers of high educational qualifications will be different.

✿ **H₀2:** The job satisfaction between the teachers with few years of service (less experience) and the teachers of more years of service (more experience) will be different.

✿ **H₀3:** The job satisfaction between male and female teachers will be different.

✿ **H₀4:** The job satisfaction between married and unmarried teachers will be different.

STATISTICAL TOOLS FOR ANALYSIS

The primary data collected has been sorted, classified, and tabulated in a format and analyzed by appropriate statistical tools like Mean, Standard Deviation and Chi square test using MS excel.

RESULTS AND DISCUSSION

Table 1: Demographic Profile Of The Respondents

1.Gender	No of Respondents	Percentage
a) Male	112	74.6
b) Female	38	25.4
Total	150	100
2.Age		
(a) Less than 25 Years	56	37.4
(b) 25-35 Years	45	30.0
(c) 35-45 Years	33	22.0
(d) Above 45 Years.	16	10.6
Total	150	100
3.Marital status		
(a) Married	68	45.4
(c) Unmarried	82	54.6
Total	150	100
4.Educational Qualifications		
(a) Graduate	86	57.4
(b) Postgraduate	45	30.0
(c) Ph.D. and Others	19	12.6
Total	150	100
5. Teaching Experience		
(a) 0 - 5 Years	83	55.3
(b) 6 - 10 Years	52	34.7
(c) 10- 15 Years	15	10.0
Total	150	100
6. Designation		
(a) Asst. Professor	90	60.0
(b) Assoc. Professor	45	30.0
(c) Professor	15	10.0
Total	150	100

The Table 1 reveals that nearly 74.6 percent of the respondents were male and the rest, 25.4 percent were female.

Nearly 37.4 percent of the respondents came under age group of less than 25 years, 30 percent of the respondents were between 25 - 35 years, 22 percent of the respondents were between 35- 45 years and only 10.6 percent of the respondents were above 45 years of age. Majority of the respondents fell under the age group of less than 25 years, followed by the age group of 25-35 years. Married respondents comprised of 45.4 percent of the total respondents and unmarried respondents comprised of 54.6 percentage. An analysis of educational qualifications of respondents indicated that 57.47 percent were graduates, 30 percent were post graduates, and the remaining, 12.6 percent were Ph.D. and others. Similarly, an analysis of the teaching experiences of the respondents revealed that 55.3 percent of the respondents were having an experience of less than 5 years , 34.7 percent were having 6 - 10 years' of experience and 10 percent of the respondents were having 10-15 years' experience. With respect to the designation, a large number of respondents i.e., 60 percent belonged to the grade of Assistant Professor, 30 percent belonged to the Associate Professor grade, and the remaining 10 percent belonged to the Professor grade.

MEASURING THE LEVEL OF JOB SATISFACTION

To ascertain the level of job satisfaction, Likert's summated scale was selected with 4 points as 3- strongly agree, 2- agree, 1- disagree and 0- strongly disagree. To analyze the relationship between the background characteristics and level of job satisfaction, descriptive methods like Mean, Standard Deviation had been used. The level of job satisfaction of the employees may be Low or Normal or High. With a view to find out the level of job satisfaction of sample teachers, 25 statements related to job factors had been adopted i.e. the scale consisted of 25 statements with 4-points. The highest possible score by the individual was 75. On the basis of job satisfaction score, the sample respondents were divided into three groups i.e. Low, Normal and, High (Table.2). Those who scored between 0 and 25 were identified as having Low job satisfaction, those who scored between 26 and 50 were identified as having Normal job satisfaction, and those scoring between 51 and 75 were identified as having a High level of job satisfaction .

Table 2: Level of Job Satisfaction

Level of job satisfaction	No of Respondents	Percentage
Low (0-25)	93	68.0
Normal (26-50)	38	25.3
High (51 - 75)	19	12.7
Total	150	100.0

CAUSES OF JOB SATISFACTION AND JOB DISSATISFACTION

To find out the causes of job satisfaction and job dissatisfaction, the surveyed data were analyzed by descriptive statistics i.e., Mean and Standard Deviation (see Exhibit 1 and 2). The factors that lead to job satisfaction are mainly based on good experiences and that these are due to motivators i.e. *Achievement, Recognition, The Work Itself, Responsibility And Advancement*. Although, a single motivator may cause job satisfaction, usually all these factors combine and satisfy the employee. Different factors that lead to job dissatisfaction are mainly based on the bad experiences and that these are due to many factors i.e. attitude of supervisors, fellow employees, company policies, working conditions, and personal life. If any one of these factors is present, the employee gets dissatisfaction and if all

**Exhibit 1: Causes Of Job Satisfaction
And Their Consequences**

Causes	Consequences
1. Achievement	1.High job performance
2. Recognition	2.Reduced social problems
3. The work itself	3.Lower absenteeism
4. Responsibility	4.Lower staff turnover
5. Advancement	5.Fewer grievances
	6.Effective cost
	7.Improved productivity

**Exhibit 2: Causes Of Job Dissatisfaction
And Their Consequences**

Causes	Consequences
1. Supervisors	1.Lack of pride in teaching
2. Fellow workers	2.High rate of absenteeism
3. Company policy	3. High staff turnover.
4. Working conditions	4.Decreased motivation
5. Personal life	5.Increased psychological, behavioral & health problems
	6.Emotional burnout
	7. Raised anxiety and depression.

these factors act on the employees, they quickly become dissatisfied. To analyze the causes of job satisfaction and job dissatisfaction, 4- point Likert's summated scale, ranging from 4- strongly agree, 3- agree, 2- disagree, 1- strongly disagree had been selected. The following Tables (3 and 4) show the analysis of result on causes of job satisfaction and job dissatisfaction. The score was analyzed using Mean, Standard deviation, and was ranked to determine the extent to which it is consistent.

Table 3 : Analysis Of The Causes Of Job Satisfaction

Sl. no	Cause	Mean	Rank	SD
1.	Recognition	2.54	1	0.981
2.	Achievement	2.52	2	0.974
3.	Advancement	2.47	3	0.967
4.	Responsibility	2.45	4	0.966
5.	The work itself	2.42	5	0.964

The Table 3 reveals that most of the respondents have the ability and skill to work, but the skill is not properly recognized in the colleges. Hence, recognition obtained a highest mean of 2.54 and was ranked number 1. The other causes which occupied 2nd and 3rd ranks were achievement and advancement, followed by responsibility and the work it self.

Table 4: Analysis Of The Causes Of Job Dissatisfaction

Sl. no	Cause	Mean	Rank	SD
1.	College policy and administration	2.56	1	0.8935
2.	Personal life	2.49	2	0.9465
3.	Working conditions	2.40	3	0.9412
4.	Supervisors	2.36	4	0.9299
5.	Fellow workers	2.34	5	0.9340

The Table 4 reveals that college policy and administration were the important factors causing job dissatisfaction with a mean of 2.56 (Rank 1) followed by personal life, working conditions, supervisors, and fellow workers.

CONSEQUENCES OF JOB SATISFACTION AND JOB DIS SATISFACTION

A number of consequences can result from job satisfaction and job dissatisfaction. Some of the favorable consequences from job satisfaction include improvement in productivity, high job performance, reduced social problems, lower absenteeism, lower staff turnover, fewer grievances and effective reduction in wastage, etc. Similarly, a number of consequences do arise from job dissatisfaction. These include lack of pride on job, high rate of absenteeism, high staff turnover, decreased motivation, increased psychological, behavioral, health problems and emotional burnout etc. In the present study, an attempt has been made to know the consequences of job satisfaction

Table 5: Analysis Of The Consequences Of Job Satisfaction

Consequences	No. of respondents(n =150)	Percentage
1. Lower staff turnover	82	54.67
2 High job performance	75	50.00
3. Fewer grievances	60	40.00
4. Improved productivity	54	36.00
5. Lower absenteeism	35	23.34
6. Reduced social problems	32	21.34
7. Effective cost control	29	19.34

and job dissatisfaction and how they affect the respondents. To analyze the consequences of job satisfaction and job dissatisfaction, Dichotomous (Yes / No) type questions had been framed and analyzed. The analysis is shown in Table 5 & Table 6.

Table 6 : Analysis Of The Consequences Of Job Dissatisfaction

Consequences	No. of respondents (n =150)	Percentage
1. Decreased motivation	91	60.67
2. High staff turnover	87	58.00
3. Lack of pride in teaching	76	50.61
4. High rate of absenteeism	73	48.67
5. Raised anxiety and depression	49	32.67
6. Emotional burnout	45	30.00
7. Increased psychological, behavioral and health problems	38	25.34

It is clear from the Table 5 that a majority of respondents (54.67 percent) were of the opinion that job satisfaction in the field of education leads to lower staff turnover, followed by high job performance, (50 percent), fewer grievances (40 percent), improved productivity(36 percent), lower absenteeism (23.34 percent), reduced social problems (21.34), and effective cost control(19.34).

Table 7: Educational Qualifications And The Level Of Job Satisfaction

level of job satisfaction	Educational qualifications			Total
	Graduate	Postgraduate	Ph.D. and others	
Low	53	28	12	93
Normal	22	11	05	38
High	11	06	02	19
Total respondents	86	45	19	150

An analysis of the consequences of job dissatisfaction in the field of education reveals that a majority of respondents i.e., 60.67 percent stated that they lacked interest in their job, followed by high staff turnover (58.00 percent), lack of pride in teaching (50.61 percent), high rate of absenteeism (48.67 percent), raised anxiety and depression (32.67 percent), emotional burnout (30 percent), increased psychological, behavioral and health problems (25.34 percent).

Table 8 : Chi - Square Test Of Educational Qualifications And The Level Of Job Satisfaction

O	E	O-E	(O-E)(O-E)	(O-E)(O-E)/E
53	53.3	-0.3	0.09	0.0017
22	21.9	0.1	0.01	0.0005
11	10.9	0.1	0.01	0.0009
22	27.9	-5.9	34.81	1.2477
11	11.4	-0.4	0.16	0.0140
6	5.7	0.3	0.09	0.0158
12	11.8	0.2	0.04	0.0034
5	4.81	0.19	0.0361	0.0075
2	2.41	-0.41	0.1681	0.0698
Chi - square value =				1.3612
Df = (r-1)(c-1) =(3-1)(3-1) = 4				

TESTING OF HYPOTHESIS: 1

❖ Null hypothesis: The job satisfaction will not be the same between the teachers of lower educational qualifications and the teachers of higher educational qualifications (Table 7).

❖ Alternative hypothesis: The job satisfaction will be the same between the teachers of low educational qualifications and the teachers of higher educational qualifications.

Table 9: Teaching Experience And The Level Of Job Satisfaction

level of job satisfaction	Teaching experience			Total
	0-5 Years	5-10 Years	10-15 Years	
Low	50	32	11	93
Normal	22	13	03	38
High	11	07	01	19
Total respondents	83	52	15	150

Table 10: Chi - Square Test Of Teaching Experience And The Level Of Job Satisfaction

O	E	O-E	(O-E)(O-E)	(O-E)(O-E)/E
50	51.5	-1.5	2.25	0.0437
22	21	1	1	0.0476
11	10.5	0.5	0.25	0.0238
32	32.2	-0.2	0.04	0.0012
13	13.2	-0.2	0.04	0.0030
7	6.59	0.41	0.1681	0.0255
11	9.3	1.7	2.89	0.3108
3	3.8	-0.8	0.64	0.1684
1	1.9	-0.9	0.81	0.4263
Chi - square value = 1.0504				
Df = (r-1)(c-1) = (3-1)(3-1) = 4				

❖ **Interpretation 1:** For 4 degrees of freedom, chi square value at 5% level of significance was 9.5. The calculated value of chi square was 1.3612, which is less than the table value of chi square at 5% level of significance. **Thus, the null hypothesis is accepted.**

TESTING OF HYPOTHESIS: 2

❖ Null hypothesis: The job satisfaction will not be the same between the teachers of few years of service (less experience) and the teachers of more years of service (more experience) (Table 9).

❖ Alternative hypothesis: The job satisfaction will be the same between the teachers of few years of service and

Table 11: Gender And The Level Of Job Satisfaction

level of job satisfaction	Gender		
	Male	Female	Total
Low	70	23	93
Normal	28	10	38
High	14	05	19
Total respondents	112	38	150

the teachers of more years of service.

Table 12 : Chi - Square Test Between Gender And The Level Of Job Satisfaction

O	E	O-E	(O-E)(O-E)	(O-E)(O-E)/E
70	69.44	0.56	0.3136	0.0045
28	28.37	-0.37	0.1369	0.0048
14	14.18	-0.18	0.0324	0.0023
23	23.56	-0.56	0.3136	0.0133
10	9.63	0.37	0.1369	0.0142
5	4.82	0.18	0.0324	0.0067
Chi - square value = 0.0459				
Df = (r-1)(c-1) = (3-1)(2-1) = 2				

Table 13 : Chi - Square Test Between Marital Status And The Level Of Job Satisfaction

Marital status and the level of job satisfaction			
level of job satisfaction	Marital status		
	Married	Unmarried	Total
Low	44	49	93
Normal	17	21	38
High	07	12	19
Total respondents	68	82	150

❖ **Interpretation 2** : For 4 degrees of freedom, chi square value at 5% level of significance was 9.5. The calculated value of chi square was 1.0504, which is less than the table value of chi square at 5% level of significance. **Thus, the null hypothesis was accepted.**

TESTING OF HYPOTHESIS: 3

❖ **Null hypothesis:** The job satisfaction will not be the same between the male and female teachers (Table 11).

❖ **Alternative hypothesis:** The job satisfaction will be the same between the male and the female teachers.

Table 14

O	E	O-E	(O-E)(O-E)	(O-E)(O-E)/E
44	42.16	1.84	3.3856	0.0803
17	17.22	-0.22	0.0484	0.0028
7	8.61	-1.61	2.5921	0.3011
49	50.84	-1.84	3.3856	0.0666
21	20.78	0.22	0.0484	0.0023
12	10.39	1.61	2.5921	0.2495
Chi - square value = 0.7026				
Df = (r-1)(c-1) = (3-1)(2-1) = 2				

❖ **Interpretation 3** : For 2 degrees of freedom, chi square value at 5% level of significance was 5.9915. The calculated value of chi square was 0.0459, which is less than the table value of chi square at 5% level of significance. **Thus, the null hypothesis is accepted.**

TESTING OF HYPOTHESIS: 4

❖ **Null hypothesis:** The job satisfaction will not be the same between married and unmarried teachers (Table 13).

❖ **Alternative hypothesis:** The job satisfaction will be the same between the married and unmarried teachers.

❖ **Interpretation 4 :** For 2 degrees of freedom, chi square value at 5% level of significance was 5.9915. The calculated value of chi square was 0.7026, which is less than the table value of chi square at 5% level of significance. Thus, the null hypothesis is accepted.

CONCLUSIONS AND SUGGESTIONS

Job satisfaction is the primary requirement of teachers for effectively discharging their duties and responsibilities to attain the stated goals. An analysis of the surveyed data indicates that demographically, the teachers working in various engineering colleges located in Rayalaseema region were majority male teachers as evidenced by the number of males included in the study. The level of satisfaction of teachers was low, which implies that there may be some system which fails to take into consideration the perceptions of large number of teachers. For job satisfaction, the various factors like recognition, achievement, advancement, responsibility and work are important. The study reveals that recognition was the most satisfying factor for faculty. With regard to recognition, the college managements must carefully evaluate and upgrade the reward system that is being followed in the colleges, to meet the needs of teachers working in the present environment.

Similarly, an analysis of the factors causing job dissatisfaction reveals that college policy and administration was the most dissatisfying factor. As the relation between teachers and managements of the colleges plays an important role in job satisfaction, any dissatisfaction among the teachers may lead to inefficiency and a depressed attitude. The feeling of the teachers is that the dissatisfaction would become a major problem, which may lead to behavioral changes and would finally affect the effectiveness of teaching. Hence, the managements of the colleges must initiate steps and plans for appropriate concrete measures to enhance the college policies and administration to suit the satisfaction of the teachers, so that they can effectively discharge their responsibilities.

The demographic characteristics of the teachers were related with overall job satisfaction, which implies that the job satisfaction is different between the teachers of low educational qualifications and the teachers of high educational qualifications, and also between the teachers of few years of service (less experience) and the teachers of more years of service (more experience). The study also reveals that the level of satisfaction is different for male and female teachers and also for married and unmarried teachers.

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