

**AN ASSESMENT ON THE EFFECT OF EDUCATION LEVEL
ON THE JOB SATISFACTION FROM THE TOURSİM
SEKTÖR POINT OF VIEW**

**EĞİTİM SEVİYESİNİN İŞ TATMİNİ ÜZERİNDEKİ ETKİSİNİN TURİZM
SEKTÖRÜ AÇISINDAN DEĞERLENDİRİLMESİ**

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ABSTRACT: The aim of this study is to analyze the effect of education level on the job satisfaction. The relationships between the educational level and job satisfaction were tested with hypotheses; H_0 : There isn't a relationship between education level and job satisfaction. H_1 : There is a relationship between education level and job satisfaction. To measure job satisfaction, a questionnaire comprising a slightly modified form of a popular job satisfaction questionnaire was used. The study was conducted on a total of 600 workers, working in 30 four and five stars hotels. All of the questionnaires were picked up because the questionnaires were administered individually by the students of tourism department. 69 percent of the responses were taken from graduated and vocational school students of higher education, 31percent from primary and secondary schools. Consequently, a positive relationship was found between job satisfaction and education level. The results suggest that managers should find new methods to increase education level of their staff and develop work context parallel to education level.

Key words: *Satisfaction, job satisfaction, worker satisfaction, tourism sector, education level.*

ÖZET: *Bu çalışmanın amacı, eğitim seviyesinin iş tatmini üzerindeki etkisini analiz etmektir. Eğitim seviyesi ve iş tatmini arasındaki ilişki belirlenen hipotezlerle test edilmeye çalışılmıştır. Hipotez; H_0 : Eğitim düzeyi ile iş tatmini arasında ilişki yoktur. H_1 : Eğitim düzeyi ile iş tatmini arasında ilişki vardır şeklinde oluşturulmuştur. İş tatminini değerlendirmek için, bilinen ve araştırma konusu ile uyumlaştırılmış bir anket kullanılmıştır. Çalışma, dört ve beş yıldızlı otuz otel işletmesinde görev yapan 600 işgören üzerinde yapılmıştır. Anketler turizm bölümü öğrencileri tarafından yüz yüze yapıldığı için tamamının geri dönmesi sağlanmıştır. Çalışmaya katılanların % 69'unu üniversite mezunları, % 31'ini ise ilköğretim mezunları oluşturmuştur. Araştırma sonucunda eğitim düzeyi ile iş tatmini arasında pozitif bir ilişki bulunmuştur. Sonuç olarak, işletme yöneticileri işgörenlerinin eğitim düzeylerini artırmakla birlikte eğitim düzeylerine paralel olarak çalışma şartlarını da geliştirmelidirler.*

Anahtar kelimeler: *Tatmin, iş tatmini, işgören tatmini, turizm sektörü, eğitim seviyesi.*

1. Introduction

Today, the problems of the employee are the most prominent matters in the establishments. Uneasiness, unhappiness and the lack of motivation are the most prior ones among these problems. Because the unhappy employee can not focus on his work. On the other hand, the one who is pleased with his work would be peaceful, happy and naturally can be motivate on his work. Then this will lead employee to work more efficiently and stimulate his work for his establishment for a bigger income.

Previous studies showed that happy workers are the ones who work efficiently. Having a higher morale of workers affects the efficiency of them. If the worker is satisfied with his work, he will have a positive mood and have wish for accomplishing his work (Davis, 1988).

Providing workers' satisfaction leads to product higher quality goods and services, and then this will cause the customer's satisfaction to increase and finally support the competition power of the establishment and raise the income (Tütüncü, 2001). The raise of the competition throughout the world requires the managers of the establishments not overlook the quality and the element of man who will provide the quality.

The management which primarily focuses on getting the job done is now looking for the meeting the needs of the employees, after realizing the importance of the element of the man. This has got a vital importance for the touristic establishments which have a service character. Because of the service that the man provides and the human relations define the quality of the service. The satisfaction of the people varies according to the behaviours, manners appearance and the attitudes of the people who provide the service. The satisfaction of the customer consists of inner customer satisfaction (workers) and the outer customer (tourists) satisfaction. The satisfaction of the outer customer depends on the satisfaction of the inner customers (Bailey and Dandrade, 1995)

Being successful in the competitive markets depends on the level of the satisfaction of the workers in the establishments. The satisfaction or dissatisfaction of the workers affects the performance of the organisation. Also the job satisfaction provides positive attitudes and behaviours of the workers (Organ, 1997). One of the most important factors which affects the behaviours of the workers in the establishments is the feeling of the working satisfaction, that is to say, job satisfaction. The presence of the job satisfaction in the establishment not only provides a lot of positive contributions, reduces the stress and increase the adherence of the workers to the establishments, but also raises the efficiency and the quality. The dissatisfaction of the job causes breaking or leaving the job or going to work late and unnecessary extravagances etc., which lead undesired costs that the establishment never wants to meet (Wilkinson, 1992).

It is difficult to state an inclusive and conclusive definition of job satisfaction here, due to a range of conceptualizations of the construct in the literature. Some theorists view it as the broad positive emotional reactions and attitudes an individual has towards their job, brought about by a comparison between actual and desired or anticipated outcomes (Locke, 1978; Oshagbemi, 1999). Others have viewed it as a

two-dimensional construct consisting of a ‘satisfaction–lack of satisfaction’ dimension and a ‘dissatisfaction–lack of dissatisfaction’ dimension (Winefield, Tiggemann, & Goldney, 1988); or as ‘intrinsic satisfaction’ and ‘extrinsic satisfaction’ dimensions (Warr, Cook, & Wall, 1979). More recently, the discussion has concerned whether job satisfaction is a global concept or composed of facets of satisfaction with various aspects of the job (Oshagbemi, 1999; Scarpello & Campbell, 1983; Wanous, Reichers, & Hudy, 1997).

According to a recent study (Sousa-Poza & Sousa-Poza, 2000), the most likely workplace determinants of job satisfaction are whether the employee (1) finds the job interesting; (2) has good relationships with management; (3) has a high income (more important for males than females); (4) can work independently; (5) has good advancement opportunities and (6) good relations with colleagues.

In order to an organization to be successful, job satisfaction of the employees should be provided permanently. Job satisfaction is defined as “the reaction of the individual to the working environment” (Berry, 1998). Wage, promotion possibility employee benefits, director, colleagues, conditions of employment, communication, security, efficiency and employment pattern are among the variables that affect employee’s thought about the work. All of the variables affect job satisfaction in different ways.

Different theories have been improved about job satisfaction. Locke’s (1969) opinion stated as “discrepancy theory”, suggests that job satisfaction grows out of the feeling that what things the individual think as important for himself, not meeting the need of the individual. According to this theory, the importance that an individual attach to a variable is relevant to how much he wants it. Discrepancy theory suggests that dissatisfaction appears when the individual got less than he wanted (Berry, 1998). Lawler suggests that job satisfaction must be considered in an instinctive frame. According to this view, job satisfaction appears as a result of what the individual deserves and gets. In other words, if an individual can’t get what he/she deserves, job dissatisfaction appears (Lawler, 1994).

Job satisfaction is concerned with the total of attitudes towards the various aspects of the work and in what extend the results obtained meet the expectations. Providing the satisfaction of the employees in the company is one of the most important tasks of the management. Satisfaction brings forth (produces) the reliance, devotion and improved quality in the output gained in the end (Tietjen, 1998). Directors want the job satisfaction of their employees to be high to achieve their aim and to be successful. Therefore, they make an effort in respect of their opportunity and experience (Akıncı, 2002). First of all, it is necessary to have knowledge of factors that affect the job satisfaction in order to provide and to raise the job satisfaction. Which is an important factor to achieve the individual and organizational aims. Employee’s genetic tendency, family reasons, education level, culture, job experience, social organism and environment take an active part in job satisfaction (Eren, 1996).

Job satisfaction results are so important because they affect employee’s physical and mental health, the working environment and efficiency of the organization, comfort, economic development, disposal and social dissipation of the society (Erdoğan, 1994).

The importance of job satisfaction in terms of individual and organizational results is too big to ignore. Especially for companies taking part in tourism sector in order to reach their estimated long-lasting aims, qualified working power has great importance. The behaviour and attitudes of those employing in labour-focused tourism sector have more importance when they are compared to those employing in other sectors. In an atmosphere where customers requesting and buying the service and employers providing the service face one another, it is not possible for an employer who is demotivated to provide a satisfactory service for his customers. Customer satisfaction is directly related to employer satisfaction. Therefore, firstly the employer should be satisfied.

In this study, by stating the importance of job satisfaction in terms of establishments, the influence of employer education statuses over job satisfaction and also employer satisfaction has been studied. Although many variables are supposed to be influential over job satisfaction, in this study the influence of education status over employer satisfaction has been studied.

2. Hypothesized Model

The present study has been focused on examining the relationships between job satisfaction and education level.

3. Education Level and Job Satisfaction

To determine the relationship between education level and job satisfaction, the data have been divided into two groups according to the education level. The first group graduated from university or vocational schools. The second group is from primary and secondary school.

Previous studies have found that education increases job satisfaction. The provision of training will foster an increase in professionalism and further exploitation of management methods, whereas a lack of training can cause frustration and lack of job satisfaction (Wright and Davis, 2003). Well-trained individuals know the scope expectations and dept of their jobs and will be able to add building blocks to their professionalism as they progress through their careers (Priti, 1999). Training is therefore critical for human resource planning, and marketing management.

Bluedorn (1982) highlighted demographic characteristics such as race, age, education and payment that affect job expectations and environmental opportunities, which ultimately influence turnover and job satisfaction. Price and Mueller (1986) stated that various job factors such as payment, promotion, opportunity and general training increas job satisfaction and subsequent intentions to stay. However, some physical factors, management behavior and income affect the relationship between education and job satisfaction.

In this regard, Podsakoff and Mackenzie (1997) suggested that contextual performance increases employees' job satisfaction by making work context more pleasant and supportive. This is consistent with the description by Scotter, Borman,

Motowidlo and Cross (1993-2000) of contextual performance as a category of behavior that is valuable to organizations because it helps supports and maintains the psychological and social context in which task activities are performed. Both approaches agree that employees with more effective contextual performance are likely to be more satisfied with their jobs.

In this study only one hypothesis has been constituted between education level and job satisfaction.

H₀: There isn't a relationship between education level and job satisfaction.

H₁: There is a relationship between education level and job satisfaction.

4. Research and Data Collecting

To measure job satisfaction, a questionnaire comprising a slightly modified form of the job satisfaction questionnaire of Oswald Neuberger and Mechthild Allerbeck (1978) has been used. The questionnaire comprises one of the most popular measures of job satisfaction and has been found to produce highly reliable results. The questionnaire used in this study includes 100 questions and employed nine variables designed to measure satisfaction with respect to different components of employees' overall job satisfaction, namely;

1. Co-workers
2. Supervision/Supervisor
3. Job content
4. Physical conditions/working facilities
5. Organization and management
6. Opportunities for development
7. Income (wage and salary)
8. Working hours
9. Job security.

In the questionnaire, these variables include 81 questions. The other 19 questions were also asked related to employees' demographic characteristics such as age, gender, education level etc.

The population for this study is comprised of tourism industry employees in the country (Turkey). A total of 600 questionnaires were administered thirty 4* and 5* hotels from İstanbul, Ankara, İzmir, Antalya, Bursa, Trabzon and Adana in 2003. All of the questionnaires were picked up because the questionnaires were administered individually by the students of tourism department. Of the responses 416 (69 percent) graduated from university and vocational schools of higher education, 184 (31 percent) from primary and secondary schools. Sample characteristics are shown in table 1.

Table 1. Frequencies and Percentages of Some Descriptive Statistics

Subscale	Bachelor's Degree and Technical School or Some College		Less Than High School and High School or Equivalent	
	Frequency	Percent	Frequency	Percent
Gender				
Female	196	47	56	30
Male	220	53	128	70
Age				
Less than 20	28	06	8	04
21-25	188	45	60	33
26-34	136	33	64	35
35-40	36	10	48	26
41-50	28	06	-	-
More than 50	-	-	4	02
Educational Level				
Less than high school	-	-	28	15
High School or equivalent	-	-	156	85
Technical School or Some College	272	65	-	-
Bachelor's degree	144	35	-	-
Professional Training				
Trained	320	77	64	35
Non-trained	96	23	120	65

5. Data Analysing Results

To study the effect of education level on the job satisfaction one hypothesis has been constructed. Then, Pearson's correlation has been computed to test the hypothesis. Investigations were made, not only on overall job satisfaction in relation to education, but also satisfaction with present payment, promotions/opportunities for development and the physical conditions/working facilities which exist in the organizations. Descriptive statistics were also have been computed to examine the job satisfaction levels across the different classifications of workers and some demographic variables such as age, gender, education level, etc. in the organizations.

Table 2. Differences in Job Satisfaction Across, Gender and Age (n= 600)

RESPONDENTS		JOB SATISFACTION				
		N	Mean*	SD	F	P
GENDER	Female	252	3.05	0.86	3.28	0,018**
	Male	348	2.85	0.73		
AGE	Less than 20	36	2.13	0.85	2.86	0.033**
	21 - 25	248	2.51	0.75		
	26 - 34	200	3.57	0.78		
	35 - 40	84	4.03	0.63		
	41 - 50	28	4.28	0.69		
	More than 50	4	4.13	0.73		

* 1= strongly disagree, 2= disagree, 3= undecided, 4= agree, 5= strongly agree

** p< 0.01 (The difference is meaninful).

According to this table, when the ages of the people who answered this survey are taken into account, as it's seen in the table, it's clear that, the workers who are less than 20 and between 21 and 25 are not satisfied with their jobs, the workers in other

age groups are satisfied with their jobs. As there can be various factors which can cause job dissatisfaction for the workers who are in sub age groups, it is because of the feature of the tourism sector, the hard work and tiring jobs to do are mainly done by the young workers.

One-way ANOVA survey has been done in order to focus on the relation between the job satisfaction level and the ages of the workers and the results in table 2 have been obtained. As it's seen in the table, a reasonable relation has been found between the job satisfaction level, the ages and the sex of the workers (For age $F=2.86$, $p=0.033$, For sex $F=3.28$, $p=0.018$).

Table 3. Mean Scores, Standard Deviations and Reliabilities of Job Satisfaction Survey Subscales (n=600)

Subscale	Mean Score*	Standard Deviation	Reliability
Work content and context	3.86	0.79	0.81
Supervision/supervisor	3.84	0.99	0.78
Physical conditions/working facilities	4.43	0.92	0.83
Co-workers	4.32	1.05	0.82
Administration	3.77	0.83	0.76
Payment /income	3.73	1.17	0.85
Working hours	4.34	1.09	0.84
Promotions/opportunities	3.66	1.05	0.75
Job security	4.83	0.61	0.86

* 1= strongly disagree, 2= disagree, 3= undecided, 4= agree, 5= strongly agree

The subscales used in this study were work content and context, supervision, physical conditions, co-workers, administration, payment/income, working hours, promotion/opportunities and job security. Mean scores, standard deviations, and reliabilities for the subscales are shown in table 3. The job security, physical conditions and co-workers subscales have the highest mean scores, 4.83, 4.43 and 4.32, respectively. Reliabilities have been calculated for all subscales. All of the nine subscales have reliability coefficients greater than 0.70 which is suggested by the authorities.

Table 4. Means, Standard Deviations and Correlations Between Subscales (Variables)

SUBSCALE	M	SD	1	2	3	4	5	6	7	8	9
Work content and ontext	3.86	0.79	(0.81)								
Supervision/supervisor	3.84	0.99	0.46	(0.78)							
Physical conditions	4.43	0.92	0.53	0.29*	(0.83)						
Co-workers	4.32	1.05	0.48	0.41	0.28*	(0.82)					
Administration	3.77	0.83	0.54	0.39	0.41	0.47	(0.76)				
Payment /income	3.73	1.17	0.49	0.37	0.43	0.38	0.47	(0.85)			
Working hours	4.34	1.09	0.43	0.36	0.38	0.46	0.53	0.26	(0.84)		
Promotions/opportunities	3.66	1.05	0.37	0.34	0.46	0.42	0.52	0.25	0.33	(0.75)	
Job security	4.83	0.61	0.55	0.49	0.47	0.51	0.48	0.28	0.39	0.57	(0.86)

* significant at $p = 0.01$

Cronbach's alphas (reliability) of each subscale measured are shown in the parentheses. Scale reliability of the questionnaire instrument has been assessed with a statistical computation called Cronbach's alpha; when a number of questions are intended to ask about the same thing, Cronbach's alpha can measure question relatedness. The higher the alpha, (at least 0.75) the more related the questions are and can therefore be treated as one variable.

Table 5. Job Satisfaction Degree According to the Educational Level

EL**	JS*									
	5	%	4	%	3	%	2+1	%	Total	%
Less than high school	9	9.8	11	6.5	5	9.2	3	1.0	28	4.6
High School or equivalent	27	29.8	63	36.8	13	24.0	53	19.0	156	26.0
Technical School or Some College	41	45.0	71	41.5	24	44.6	136	47.0	272	45.4
Bachelor's degree	14	15.4	26	15.2	12	22.2	92	33.0	144	24.0
Total	91	100.0	171	100.0	54	100.0	284	100.0	600	100.0
General JS Degree (%)	15		29		09		47		100	

1= strongly disagree, 2= disagree, 3= undecided, 4= agree, 5= strongly agree

*JS: Job satisfaction

**EL: Educational level

According to the table 6, it's clear that there is a statistically reasonable relation between the degree of the job satisfaction and the education level of the workers. After finding out this relation, workers were divided into two groups who included sample and t-test was used in order to determine the relation in various education levels. The two groups which constituted the sample; the first group was less than high school, high school or equivalent the second group was technical school or some college and Bachelor's degree. The results which show the results of the t-test in table 6, are confirming the results in table 5 as the level of job satisfaction in the low education level group (1st group) is higher than in the high education level group (2nd group), ($t=3.23$, $p<0.01$).

Table 6. The Relationships Between The Education Level and Job Satisfaction (n=600)

Job Satisfaction	Educational Level				
	Less Than High School And High School or Equivalent (First Group)		Bachelor's Degree And Technical School or Some College (Second Group)		
	Mean**	Std. Deviation	Mean	Std. Deviation	t
	3.57	0.73	2.61	0.67	3.23*

*= $p<0.01$

**Likert scale where 5 is strongly agree, 1 is strongly disagree.

According to hypothesis, there is a positive relationship between the educational level and job satisfaction. Pearson correlation has been computed to test hypothesis. The hypothesis investigated the relationship between job satisfaction and education level. Positive relationship has been found between education level and job satisfaction

connected with supervisor ($r=0.167$, $P<0,001$), work content ($r=0,194$, $P<0,001$), work conditions ($r=0,227$, $P<0,001$), administration ($r=0,163$, $P<0,001$), opportunities for development ($r=0,171$, $P<0,001$) income ($r=0,178$, $P<0,001$), co-workers ($r=0,104$, $P<0,001$). Thus the results supported the hypothesis, namely that the relationships between job satisfaction and education level would be positive.

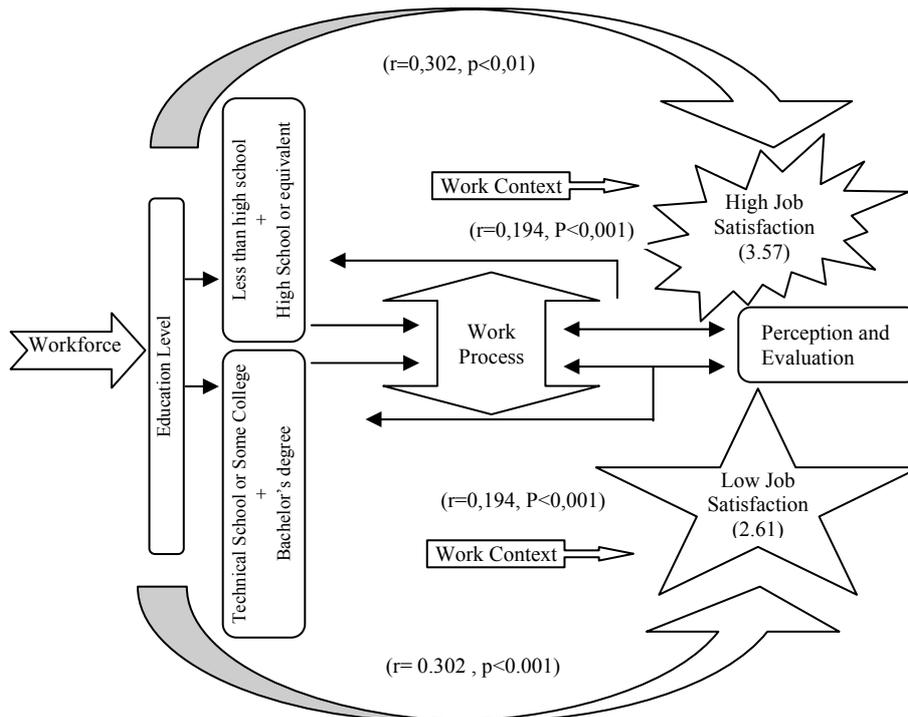


Figure 1. The Process of the Relationship Between Education Level and Job Satisfaction

6. Discussion and Conclusion

The study reported here addressed the issue of job satisfaction in some 4* and 5* hotels enterprises in Turkey. We draw on prior conceptual evidence to develop and test hypothesis that examine the influence of education level on job satisfaction.

The results would make several contributions to the literature. First, the study develops teoretically important and relevant linkages between education level and job satisfaction related to work context. Second, the study emphasized a positive relationship between education level and job satisfaction.

Our findings demonstrated a positive relationship between education level and job satisfaction related to work context ($r=0,302$, $P<0,001$). The job satisfaction of employees was measured by some criteria. These criteria were related to supervisor, job content, work conditions, administration, income, opportunities for development and co-workers. This study suggest that if these criterias unsuitable/suitable job satisfaction of high education level workers decrease/increase (Figure 1).

This finding is not surprising, as a person with a higher education level may easily percept and evaluates the improper work context connected with anthropometrics, physical, psychological factors that affect his mental and physical health negatively, as observed figure 1. This leads to the general conclusion that if education level of staff is high, administration should improve work context.

Job satisfaction is good not only for employees but also employers, too. It increases productivity and decreases staff turnover. An organization's policies, if unclear or unfair, can stand in the way of employee satisfaction. Although employees do want to be paid fairly for their work, money is not an effective way to motivate individuals. Money is important every time but, if the workers aren't paid according to its marginal contribution, it affects the of the workers' efficiency negatively through the process. Employees need a reasonable amount of social interaction on the job. Employees also need some degree of personal space, which diffuses tension and improves working conditions.

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