

Examining Job Satisfaction Through Herzberg's Two-Factor Theory: A Case Study of Engineering Faculty and Staff

Prince Rhomel V. Pillagara, RME¹, Angelica T. Pangilinan, RME², Noel T. Florencondia³, Marvin O. Mallari⁴

¹College of Engineering and Computer Technology, Wesleyan University-Philippines Cabanatuan City, Nueva Ecija

²College of Engineering, Tarlac State University Romulo Blvd. Tarlac City, Tarlac

^{3,4}Faculty of Graduate Studies Department, Nueva Ecija University of Science and Technology, Nueva Ecija, Philippines

ABSTRACT: This case study explores the levels and determinants of job satisfaction among engineering faculty and staff from two academic institutions in Central Luzon: Wesleyan University-Philippines and Tarlac State University. Guided by Herzberg's Motivation-Hygiene Theory, the research aims to identify the key motivators and hygiene factors that influence employee satisfaction, job performance, and organizational commitment. A descriptive-evaluative design with a quantitative approach was employed, involving structured surveys distributed to a purposive sample of 15 participants—7 from Tarlac State University College of Engineering Mechanical Engineering department and 8 from Wesleyan University-Philippines, College of Engineering and computer technology. Statistical analysis using SPSS revealed that salary, career development opportunities, and administrative policies significantly affect job satisfaction levels. A strong positive correlation between length of service and salary was observed, underscoring institutional recognition of tenure. The findings emphasize the dual importance of intrinsic and extrinsic factors in promoting academic workplace fulfillment. The study recommends reviewing compensation structures, enhancing professional growth initiatives, and improving administrative processes to strengthen employee satisfaction and retention in higher education settings.

KEYWORDS: Employees, job satisfaction, employee job satisfaction, employee satisfaction gap, and statement of the problem, Institutional Policies, Salary and Tenure Correlation.

I. INTRODUCTION

Employees are the intellectual core of higher education institutions, whose engagement and satisfaction influence not only student outcomes but also institutional performance and reputation. In the context of engineering education, where academic rigour, research demands, and technical teaching converge, job satisfaction becomes a decisive factor in ensuring long-term commitment and instructional quality.

Job satisfaction has long been studied as a multi-dimensional construct influenced by both intrinsic and extrinsic factors. Among the most enduring theories in this domain is Herzberg's Two-Factor Theory, which classifies workplace factors into "motivators" (e.g., recognition, achievement, and meaningful work) and "hygiene factors" (e.g., salary, supervision, and work conditions) (Herzberg, 1959). While motivators are linked to higher satisfaction, deficiencies in hygiene factors may result in dissatisfaction even when intrinsic motivation is high.

In modern workplaces—particularly in project-oriented or technically driven environments—leadership style has emerged as a critical determinant of job satisfaction. Transformational leadership, which promotes trust, vision, and employee development, is increasingly seen as essential in academic institutions. As emphasized by Aduna et al.

(2023), transformational leaders who display traits such as being performers, visionaries, and community-builders are effective in fostering motivation and aligning team members with organizational goals. Their findings affirm that strong leadership behavior significantly affects employee morale and productivity across professional sectors, including education.

Further support for this view comes from Ladores et al. (2023), who found in their study of the Philippine construction industry that leadership styles significantly impact employee job satisfaction and organizational commitment. The authors emphasize that ineffective administrative management leads to lower engagement and poor communication, resulting in decreased overall organizational performance. Their research also highlights the crucial role of emotional intelligence and leadership behavior in enhancing employee loyalty and cohesion, which can be readily applied to the academic context.

Moreover, according to Hacker and Roberts (2003), transformational leaders are not only goal-oriented but also adept at balancing current realities with visionary thinking. In academic settings, this could translate into leaders who empower faculty through autonomy, recognize their contributions, and encourage innovation in teaching and

research. These factors align closely with Hackman and Oldham’s Job Characteristics Model, which underscores the importance of task significance, autonomy, and feedback for employee engagement (Hackman & Oldham, 1980).

In the Philippine educational sector, particularly in private institutions, issues such as limited career advancement, perceived salary inequity, and unclear administrative policies have been consistent themes in job satisfaction research (Donthu et al., 2022). These systemic issues underline the importance of empirical investigations that use robust theoretical frameworks to inform leadership practices and HR strategies.

Thus, this case study investigates the job satisfaction levels of faculty members at the College of Engineering and Computer Technology of Wesleyan University-Philippines, applying Herzberg’s Two-Factor Theory and integrating leadership behavior perspectives from recent empirical studies. The goal is to assess how both internal motivators and institutional support systems affect faculty engagement, retention, and performance.

The main objective of this study is to assess the overall job satisfaction of faculty members within the College of Engineering and Computer Technology at Wesleyan University-Philippines. Guided by Herzberg’s Motivation-Hygiene Theory, the research seeks to uncover key factors influencing satisfaction and how these relate to individual and institutional performance. In pursuit of this aim, the study specifically endeavors to answer the following questions:

1. What are the demographic characteristics of the respondents based on:
 - a. Sex,
 - b. Age bracket,
 - c. Highest academic qualification attained,
 - d. Duration of service within the institution, and
 - e. Current salary range?
2. Evaluate faculty perceptions regarding professional growth and support systems;
3. Determine the relationship between years of service and compensation;
4. Assess the presence and impact of Herzberg’s motivator and hygiene factors on faculty job satisfaction;

II. MATERIALS AND METHODS

A. Research Design

This study employed a descriptive-evaluative research design aimed at gaining a deeper understanding of the factors influencing job satisfaction and overall workplace well-being among faculty members. Preliminary groundwork involved a thorough review of relevant literature highlighting the importance of employee satisfaction in academic environments. The central focus was to evaluate the job satisfaction levels of engineering instructors at the College of Engineering and Computer Technology, Wesleyan

University–Philippines, using Herzberg’s Motivation-Hygiene Theory as the primary analytical lens.

B. Sampling Technique

A purposive sampling technique was employed to select participants who were best positioned to provide meaningful insights into their work experiences. The sample consisted of 15 respondents drawn from two institutions: the College of Engineering and Computer Technology at Wesleyan University-Philippines and the Mechanical Engineering Department of Tarlac State University. Participants included a mix of faculty and administrative staff: one college dean, one college secretary, three program heads, and ten full-time and part-time engineering instructors. The selection ensured diversity in roles while maintaining relevance to the study’s objectives.

C. Data Gathering Instrument and Statistical Tools

Data were collected through a structured survey questionnaire composed of two main sections. The first section gathered demographic information such as sex, employment status, length of service, highest educational attainment, salary range, and access to career development opportunities.

The second section focused on assessing job satisfaction levels using Herzberg’s Two-Factor Theory as the guiding framework. It included key dimensions such as institutional policies, supervisory practices, compensation, interpersonal relationships, working conditions, job content, recognition, responsibility, and opportunities for advancement. Participants responded to each item using a binary scale format (“Yes” or “No”), which captured the extent of their agreement with various workplace-related statements.

The study was conducted within the context of two private higher education institutions: the College of Engineering and Computer Technology at Wesleyan University-Philippines in Cabanatuan City, Nueva Ecija, and the Mechanical Engineering Department of Tarlac State University in Tarlac City, Tarlac.

For data analysis, both descriptive and inferential statistical methods were employed. Descriptive statistics—including frequency counts and percentage distributions—were used to summarize demographic data and response patterns. To examine potential relationships and levels of significance between variables, One-Way ANOVA and Spearman Rank-Order Correlation were applied, using the latest version of SPSS software.

III. RESULTS AND DISCUSSION

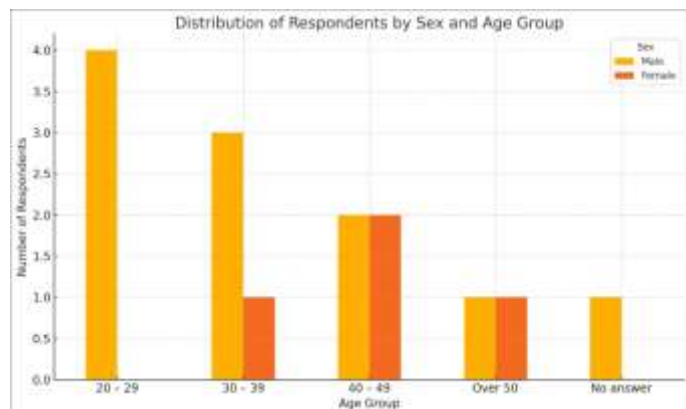
A. Respondents’ Demographic Profile

The respondents consisted of a total of 15 selected engineering faculty and staff—8 from Wesleyan University-Philippines and 7 from the Mechanical Engineering Department of Tarlac State University

Concerning the respondents’ age group, three age clusters (20 – 29 years old, 30 – 39 years old, and 40 – 49 years old) were equally represented with each having 4 respondents

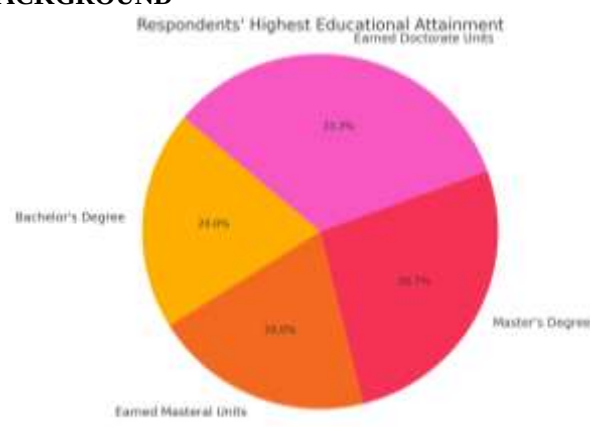
(26.67%) while 2 respondents fall under the over 50 years old cluster. Sex and age classification data were summarized in Table I.

TABLE I. RESPONDENTS’ SEX AND AGE GROUP PROFILE



The respondents’ educational background as shown in Table II was impressively varied. Three individuals, representing 20% of the sample, have completed their bachelor's degrees. Similarly, another three have pursued some graduate coursework, though they haven't yet earned their master's degrees. Moving up the educational ladder, four of our colleagues hold master's degrees, comprising 26.7% of the group. The highest educational achievement within our group belongs to five individuals who have undertaken doctoral studies but haven't secured the doctoral title, making up 33.3% of the sample. Overall, a substantial 66.7% of the group has at least reached the master's level in their educational pursuits. This spread of educational levels speaks volumes about the diverse academic qualifications present, with a significant number holding or pursuing advanced degrees.

TABLE II. RESPONDENTS’ EDUCATIONAL BACKGROUND



As shown in Table III, most respondents have been in service for 8 to 17 years, indicating a majority of mid-career professionals. A few are relatively new, with 2 respondents having 3 years or less, and another 2 with 4 to 7 years. Only

3 respondents have served for more than 18 years, while 2 did not indicate their years of service.

This mix of early, mid, and long-term tenures provides a balanced view of how job satisfaction may vary depending on experience, which supports the study’s findings that longer service often relates to higher salary and stronger job stability.

TABLE III. RESPONDENTS’ YEARS OF SERVICE

Number of Years of Service	Frequency
3 years and below	2
4 to 7 years	2
8 to 12 years	3
13 to 17 years	3
18 to 22 years	1
23 to 27 years	1
28 to 32 years	1
No answer	2

As presented in Table IV, the salary distribution among respondents varies, with the highest concentration observed in the ₱20,001–₱22,000 and ₱28,001–₱30,000 brackets, each comprising three respondents. Other salary ranges, such as ₱12,000–₱14,000, ₱22,001–₱24,000, and ₱30,001–₱32,000, are represented by two respondents each, while a few falls within higher or lower ends of the scale.

This range indicates diverse compensation levels, which may reflect differences in tenure, rank, or employment status. These findings support the study’s conclusion that salary is positively correlated with length of service, underscoring the role of tenure in shaping job satisfaction.

TABLE IV. RESPONDENTS’ SALARY RANGE

Salary Range	Frequency
P 12000- P 14000	2
P 18001- P 20000	1
P20001 - P 22000	3
P 22001 - P 24000	2
P 26001 - P 28000	1
P 28001 - P 30000	3
P 30001 - P 32000	2
P 32001 - P 34000	1

B. Respondents’ Career Growth and Opportunity

The potential for career growth was assessed using three criteria as shown in Fig. 1. Firstly, regarding adequate opportunities for professional development and growth within the institution, 13 out of 15 participants felt it truly

presented a career advancement opportunity. This indicates that the majority of the respondents have a positive outlook on the opportunities in the workplace. For the second criterion, which asked whether they received feedback on their performance, the responses were more mixed. Eleven people agreed that they received feedback that was beneficial for their careers, while 4 disagreed. This shows although present, performance feedback was differently perceived and viewed by the respondents. The third criterion, which asked if they had attended any training or development programs in the past year, had identical responses to the second criterion, with 73% agreeing and 27% disagreeing. This shows that not all the respondents were not given opportunities for career development programs.

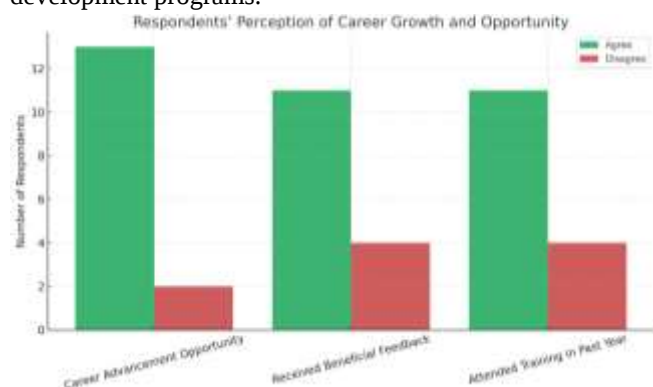


Fig. 1. Respondents’ Job Career and Opportunity Perception

C. Salary Amount and Length of Service

To examine the relationship between salary and length of service among the selected engineering faculty and staff from Wesleyan University-Philippines and the Mechanical Engineering Department of Tarlac State University, a Spearman correlation analysis was conducted. The results revealed a correlation coefficient of $R = 0.902$ at $p < 0.05$, indicating a strong and statistically significant positive relationship. This suggests that faculty and staff with longer tenure tend to receive higher salaries, reinforcing the role of institutional loyalty and experience in influencing compensation. The finding also supports the broader conclusion of this study—that both tenure and salary are key factors contributing to overall job satisfaction.

D. Respondents’ Level of Job Satisfaction

1) *Company and Administrative Policies:* Assessing the respondents' perception of company and administrative policies, results showed that the respondents generally had favorable approval. The first criterion, "Does the practice have a policy manual?" A strong majority—13 people—supported it, while only 2 did not, resulting in an 87% approval rate. For the second criterion, "Are the policies easy to understand?" the approval was also high, with 12 agreeing and 3 disagreeing, translating to 80% in favor. However, the third policy, "Do employees perceive the policies as fair?" had a more divided response: 8 agreed and 7 disagreed, giving

an approval rate of just over half at 53%. This pattern was somewhat consistent across other policies as well. The fourth policy, "Are all persons in the practice required to follow the policies?" matched the second in terms of approval, with 12 in favor and 3 against. The fifth policy, "Do employees have easy access to the policies?" showed a near-even split similar to the third policy. For the sixth policy, "Do employees have input into the policies?" the agreement slightly improved, with 9 in favor and 6 against, making the approval rate 60%. This ratio was the same for the seventh policy. Finally, the eighth policy, "Is there a higher consensus on the policies?" saw a bit more agreement, with 10 supporting it and 5 opposing, resulting in an approval rate of about 67%. These results indicate that although administrative policies exist, the respondents could not generally agree on their fairness due to a lack of employee participation in its creation.

2) *Supervision:* Respondents’ perceptions of supervision revealed mixed opinions. For the first criterion, “Do the practice's supervisors possess leadership skills?”, 9 respondents agreed, while 6 disagreed, reflecting a 60% approval rate. The second criterion, “Do the supervisors treat individuals fairly?”, showed lower agreement, with only 5 respondents agreeing and 10 disagreeing, indicating a 67% disapproval rate. On the question of trust, “Do employees feel that they can trust their supervisors?”, responses were nearly balanced, with 8 agreeing and 7 disagreeing.

For the remaining two criteria—“Do the practice’s supervisors use positive feedback with employees?” and “Is there a consistent, timely, and fair method for evaluating individual performance?”—9 respondents supported each, while 6 disagreed, resulting in a 60% approval rate for both. These findings suggest that while many respondents recognize the leadership capabilities of their supervisors, concerns remain regarding fairness, trust, and consistency in supervisory practices.

3) *Salary:* The respondents’ assessment of salary and related compensation practices revealed a predominantly negative perception across all five criteria. For the first item, “Are the practice’s salaries comparable to what other offices in your area are paying?”, only 4 out of 15 respondents (27%) agreed, while 11 (73%) disagreed, indicating a perceived lack of salary competitiveness. Similarly, for the second item on the comparability of benefits, 6 respondents (40%) expressed agreement, whereas 9 (60%) did not, suggesting moderate dissatisfaction with the benefits offered.

The third criterion, “Do employees feel they are being paid fairly?”, received the most unfavorable response, with only 1 respondent (7%) agreeing and 14 (93%) disagreeing—indicating a widespread perception of pay inequity. On the question of whether there is a balanced approach to compensation, 5 respondents (33%) agreed, while 10 (67%) disagreed. Lastly, only 3 respondents (20%) agreed that clear policies exist regarding salaries, raises, and bonuses, while 12 (80%) disagreed, highlighting concerns over transparency and structure.

Overall, these findings suggest that a majority of the participants perceive their compensation packages as inadequate and lacking transparency. The consistent disagreement across items underscores the importance of revisiting salary structures and developing well-communicated compensation policies to enhance job satisfaction and institutional trust.

4) *Interpersonal Relations*: Respondents’ perceptions of interpersonal relations in the workplace were generally positive. For the first criterion, “Do individuals have opportunities to socialize during the workday?”, 12 out of 15 respondents (80%) agreed, while 3 (20%) disagreed. The second criterion, which assessed the presence of camaraderie and teamwork, received even stronger support, with 13 respondents (87%) agreeing and only 2 (13%) disagreeing. The third item, “Does the practice effectively deal with disruptive individuals?”, showed slightly less consensus, with 11 respondents (73%) in agreement and 4 (27%) in disagreement. While still favorable, this result suggests some room for improvement in managing workplace conflicts. Overall, the findings indicate that interpersonal relationships among colleagues are viewed positively, contributing to a collaborative and socially supportive work environment.

5) *Working Conditions*: Respondents’ assessment of workplace conditions revealed a generally unfavorable outlook. For the first criterion, “Does your practice’s equipment (e.g., computers, tools) work properly?”, 5 out of 15 respondents (33%) agreed, while 10 (67%) disagreed, indicating widespread dissatisfaction with equipment functionality. The second criterion, “Is the facility clean and up to date?”, received even lower approval, with only 3 respondents (20%) agreeing and 12 (80%) disagreeing. The third and fourth criteria, “Are office conditions comfortable?” and “Do individuals have adequate personal space?”, yielded identical responses. In both cases, 5 respondents (33%) agreed, while 10 (67%) disagreed, highlighting concerns over workplace comfort and spatial adequacy.

These results suggest that the working environment is perceived as suboptimal, with issues related to equipment reliability, cleanliness, comfort, and personal space likely contributing to dissatisfaction among faculty and staff.

6) *Work Itself*: The respondents’ assessment of the nature of their work yielded highly favorable results. For the first criterion, “Do employees perceive that their work is meaningful?”, 14 out of 15 respondents (93%) agreed, while only 1 (7%) disagreed, indicating a strong sense of purpose among participants. Similarly, for the second and third criteria—“Do they communicate to individuals that their work is important?” and “Do they look for ways to streamline processes and make them more efficient?”—the same distribution was observed: 14 respondents (93%) responded positively, while 1 (7%) did not. These findings reflect a clear and consistent perception among the respondents that their roles are meaningful and valued, and that continuous

improvement in work processes is encouraged within their respective institutions.

7) *Achievement*: Respondents’ perceptions of achievement in the workplace revealed a mix of agreement and concern across four criteria. For the first criterion, “Do individuals have clear, achievable goals and standards for their positions?”, 12 out of 15 respondents (80%) agreed, while 3 (20%) disagreed, indicating a strong level of clarity and goal-setting among employees.

In contrast, the second criterion, “Do individuals receive regular, timely feedback on how they are doing?”, received notably less support. Only 3 respondents (20%) agreed, while 12 (80%) disagreed, highlighting a significant gap in performance feedback practices. The third criterion, “Are individuals’ talents being utilized?”, showed a more balanced response, with 8 respondents (53%) agreeing and 7 (47%) disagreeing. This indicates a near-even divide in perceptions of whether skills are being fully recognized and applied. Finally, the fourth criterion, “Are individuals adequately challenged in their jobs?”, garnered the highest level of agreement, with 12 respondents (80%) affirming this and 3 (20%) expressing otherwise.

Overall, the data suggests that while respondents feel challenged and have clearly defined goals, the lack of regular feedback remains a critical area for improvement in fostering a stronger sense of achievement.

8) *Recognition*: The respondents’ assessment of workplace recognition revealed a generally positive perception. The criterion “Do you recognize individuals for their major accomplishments on the job?” received the highest approval, with 13 out of 15 respondents (87%) agreeing and only 2 (13%) disagreeing. This strong consensus underscores the importance placed on acknowledging significant contributions within the workplace. Similarly, two other criteria—“Do you recognize individuals’ small victories?” and “Do you give employees recognition in a timely and meaningful way?”—both received favorable responses. In each case, 12 respondents (80%) agreed and 3 (20%) disagreed, indicating that informal, timely, and consistent recognition is highly valued by the participants. However, the fourth criterion, “Is there a formal program for recognition, such as ‘Employee of the Month’?”, yielded a more divided response. Only 7 respondents (47%) supported the relevance of formal recognition programs, while 8 (53%) disagreed. This suggests a lesser preference for structured or institutionalized forms of recognition, in contrast to more personal or immediate forms of acknowledgment.

Overall, the findings indicate that while the participants strongly value recognition in the workplace, they place greater emphasis on informal, meaningful gestures over formal award systems.

9) *Responsibility*: This aspect of the assessment was positively perceived by the respondents. The criterion “Do individuals feel they have ownership of their work?” received

strong support, with 13 out of 15 respondents (87%) agreeing and only 2 (13%) disagreeing. This indicates a high level of perceived autonomy and accountability among participants. Similarly, the criteria addressing “Whether employees are given sufficient freedom and authority to carry out their responsibilities” and “Whether they are provided with opportunities for added responsibility (beyond additional tasks)” were both favorably rated. Each received 13 affirmative responses (87%) and 2 dissenting responses (13%), suggesting that respondents viewed both aspects as well-practiced within their work environments.

Overall, these results indicate that workplace responsibility is effectively implemented, with employees feeling empowered and trusted to manage their roles independently and with increased accountability when appropriate.

10) *Advancement*: Respondents’ perceptions of job advancement were generally favorable, particularly in relation to loyalty and professional development. The criteria “Do you reward individuals for their loyalty?” and “Do you support continuing education and personal growth?” received strong approval, with 13 out of 15 respondents (87%) agreeing and only 2 (13%) disagreeing. This reflects a clear consensus on the value of institutional support for employee commitment and long-term development. However, the remaining two criteria—“Do you reward individuals for their performance?” and “Do you promote from within, when appropriate?”—elicited more divided responses. Only 7 respondents (47%) agreed with each, while 8 (53%) disagreed, indicating more varied perceptions regarding merit-based advancement and internal promotion practices. Overall, while the majority of respondents expressed positive views on advancement opportunities, particularly in terms of loyalty and educational support, the mixed responses related to performance rewards and internal promotions suggest areas where policies may need to be clarified, communicated more effectively, or more consistently applied to enhance perceptions of fairness and career progression.

IV. CONCLUSION AND RECOMMENDATIONS

From the data gathered and statistical treatment the following conclusions were drawn:

1. Job satisfaction is strongly influenced by both motivator and hygiene factors. The study supports Herzberg’s Two-Factor Theory, revealing that elements such as achievement and recognition contribute significantly to satisfaction, while issues related to salary and administrative policies can lead to dissatisfaction.
2. Faculty and staff generally feel fulfilled by their work. Respondents expressed a strong sense of purpose and accomplishment in their roles and appreciated being recognized for their contributions. This

highlights the importance of intrinsic motivators in the academic setting.

3. Concerns remain around salary and administrative practices. While many aspects of the work environment were seen positively, compensation and clarity in policy implementation were noted as areas needing improvement.
4. A strong positive correlation exists between length of service and salary. The statistical analysis showed that faculty and staff with longer tenure tend to receive higher pay. This reflects the institutions’ recognition of loyalty and long-term service as valuable contributions.
5. Both Wesleyan University-Philippines and Tarlac State University demonstrate a culture of valuing commitment. The correlation between tenure and compensation aligns with institutional values that prioritize sustained performance and dedication.

Based on the results of the findings of this study, the following are the recommendations:

1. *Reevaluate and Strengthen Salary Structures*
Given the expressed dissatisfaction with current compensation, it is recommended that both institutions conduct a comprehensive review of their salary schemes. Ensuring that pay scales are competitive, transparent, and aligned with faculty qualifications, responsibilities, and years of service will help reinforce a culture of fairness and recognition.
2. *Improve Administrative Policies and Support Systems*
Enhancing administrative efficiency and responsiveness is crucial in addressing concerns related to policy implementation and institutional support. Streamlining procedures, clarifying existing policies, and fostering open communication channels can contribute to a more supportive and satisfying work environment.
3. *Invest in Professional and Career Development Opportunities*
To sustain and further improve motivation, institutions should continue to provide structured opportunities for professional growth. Initiatives such as mentorship programs, research grants, training workshops, and support for continuing education can empower faculty members to grow personally and professionally within the academic community.

ACKNOWLEDGMENT

The researchers wish to express their sincere gratitude to the faculty members and staff of the College of Engineering and

Computer Technology at Wesleyan University-Philippines and the Mechanical Engineering Department of Tarlac State University for their invaluable participation and support in the completion of this research. Your time, insights, and cooperation were instrumental in making this study possible. To God be the Glory!

REFERENCES

1. Aduna, J. R., Agustin, E. J. T., Canonero, C. M. D., Florencondia, N. T., & Natividad, L. O. (2023). *Assessment of transformational leadership characteristics for the leaders of ECSD Design + Build*. *Engineering and Technology Journal*, 8(1), 1940–1943. <https://doi.org/10.47191/etj/v8i1.14>
2. Bass, B. M., & Avolio, B. J. (1994). *Improving Organizational Effectiveness through Transformational Leadership*. Sage Publications.
3. Donthu, D., Adipudi, V. S., & Kalvakolanu, S. (2022). *Antecedents of Job Satisfaction among Engineering Faculty*. [Published Study].
4. Hackman, J. R., & Oldham, G. R. (1980). *Work Redesign*. Addison-Wesley.
5. Herzberg, F. (1959). *The Motivation to Work*. John Wiley & Sons.
6. Locke, E. A. (1976). *The Nature and Causes of Job Satisfaction*. In M. D. Dunnette (Ed.), *Handbook of Industrial and Organizational Psychology*. Rand McNally.
7. Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2017). *Human Resource Management: Gaining a Competitive Advantage* (10th ed.). McGraw-Hill Education.
8. Robbins, S. P., & Judge, T. A. (2019). *Organizational Behavior* (18th ed.). Pearson.
9. Spector, P. E. (1997). *Job Satisfaction: Application, Assessment, Causes, and Consequences*. Sage Publications.