

Work Values and Job Adjustment of Primary School Teachers in Minna Metropolis: Implications for Counselling

Ibrahim Nuhu Saidu,

Department of Counselling Psychology,

Ibrahim Badamasi Babangida University, Lapai, Niger State Niger.

Abstract

This study is a descriptive survey aimed at finding out the work values and job adjustment of primary school teachers in Minna Metropolis: Implications for counselling. Four research hypotheses were tested in this study. The population of the study consisted of 3,284 primary school teachers in Minna Metropolis of Niger State. The sample size was made up of 346 primary school teachers representing 10% of the population in Minna Metropolis of Niger State, Nigeria. Simple random, stratified and proportionate sampling techniques were used for the study. The instrument used for data collection were two sets of instruments tagged Work Value Inventory (IWV) with reliability index of 0.82 and Job Adjustment Questionnaire (JAQ) with reliability co-efficient of 0.84. However, a pilot test was done and split-half method was used and a reliability index of 0.77 was obtained. The data collected were analysed using t-test and Pearson Product Moment Correlation coefficient statistics at 0.05 level of significance. The findings indicated no significant difference in the work values of new and experienced primary school teachers. However, a significant difference in the level of job adjustment of male and female primary school teachers and a significant relationship between work values and job adjustment of primary school teachers. Based on the findings of the study, it was recommended that, in-service training for primary school teachers should be organised so as to improve their knowledge on work values and job adjustment and lastly, counsellors should be employed by government to help address issues arising from primary school teachers work values and job adjustment.

Introduction

In Nigeria today, it has been observed that people or teachers' disposal to their jobs no longer produce optimum result as it used to be in the past. Work in the past during the 60's and 70's was seen as a tool for survival and fulfillment, but in recent times, it has turned in the opposite direction as a result of increased affluence and as such; this has brought about a poor adjustment of primary school teachers to their jobs.

Segun and Ajani (2015) reported that a lend credence to this through a survey that was carried out. The researchers asked the workers if they would carry on working if it were not financially necessary and found out that 31 percent of men and 34 percent of women would stay in their present job; while 35 percent of men and 29 percent of women would work, but they would try to change their works. The implication of this, is that 65 percent of workers are fulfilled in their work places without much financial implication, while 64 percent of workers would still work without financial implications; but they are already on the work turnover list, hence, such workers will have a poor disposition towards their job, they are already at the verge of exit in their work place for a better job offer elsewhere.

Job adjustment in a given environment is largely determined by the value attached to the job. It is an indication that the productivity of the employee is traceable to the work environment and basically attached to the benefits and values derived from the works or job assigned (Sin, 2003). For instance, some jobs are risky, yet the work environment and benefits are not commensurate with the risks attached to the job. In such an environment, the employees tend to work cautiously to safeguard themselves at the detriment of the organizational aims, goals and objectives (Lin, 1990).

Based on these developments, many primary school teachers have considered it as a norm to changing jobs from time to time in order to meet up with their desired work value. Money and Graham (1999) work is viewed as an interaction between a teacher, his or her assignments or responsibilities in the work environment. Okpara (2007) work is seen as a means of realising

individual's personal goals and values. In another development, work is seen as a means of livelihood.

According to Lu and Lin (2002) work is seen as a means of self-expression and self-actualisation. This implies that your work can speak volumes about you. Work can also be a means of identity sometimes. From surveys carried out in the western world to investigate workers work values and their jobs, two points were clearly made; Sin (2003) observed that working is more than for mere survival as believed by some. He noted that money is important, but there are other things people want from their jobs. He also observed that a number of surveys carried out in developed countries have found that having interesting or challenging work and working in a good work environment are more important than pay.

Smith and John (1999) asserted that, significant proportions of employees are not happy with their jobs. Some employees leave home for work as a matter of necessity and not wanting to be seen as a liability. While the relationship between job satisfaction and turnover is often studied, less research work has been done on the relationships between personal values, job adjustment, dissatisfaction and turnover. Caldwell (1991) most employers do not consider employees' point of view when it comes to job satisfaction, it does not matter to them if the job is fulfilling to the worker, and neither do they consider the future that lies ahead in the job as it affects the employees. Employers have shown a whole lot of indifference to these important topics.

However, it will be necessary for us to understand what values are. This inner driving force may help to explain job adjustment or mal-adjustment especially when there are discrepancies between personal works values and work environments. Individuals choose jobs and people do work. Hence, work values, the fulfillments of personal aspirations and subjective evaluations may exert stronger effects than objective work characteristics such as pay (Tans & Feij, 2001). In recent times people often gravitate towards jobs that fit their wants and needs, since there is no satisfaction derived in their work place which in turn hampers the competencies and

commitment of such individual to his or her career. Personal values which are expected from the job, but when not realizable or achievable, results into psychological distress that in turn may have costly consequences for human resources management. Thus, work value and adjustment are key concerns to any organisation. Smith and John (1999) an individual or employee is willing to put in his or her best at work, such as time, efforts, interest and commitment but where discrepancies between expected occupational values and actual values experienced exists, this will be the determining factor for job adjustment in the work place, because the greater the discrepancies, the lower the job satisfaction.

Lin (1990) showed that college graduates' experienced discrepancies between expected and actual job values and the discrepancies affected their career exploration. Miltra, Jenkins and Gupta (1992) suggest that when an individual cannot use their work value in a particular job, this failed expectation would cause feelings of dissatisfaction that may cause them to withdraw from work through absenteeism, lateness, tiredness and intentions to leave (Sin, 2003) and they may experience negative emotions such as jealousy and envy that may in turn affect the performance of co-workers. Also, large discrepancies between work value and work environment are major restrictions on career development.

In line with these, it will be necessary to note the work adjustment expected of an employee. Judges and Durham (1997), work adjustment is the process of achieving a positive result towards the degree of responsiveness of an employer to meeting the requirement of the employer and employee. The degree to which the requirements of both are met may be called "correspondence". But how many employee and employer relationship had been able to meet up at the point of "correspondence"?

Work Values

One of the most prominent and influential writers on values and value systems is Rokeach as quoted by Segun and Ajani (2015) defines a value as 'an enduring belief'. Central to these

definitions is the fact that values and value systems are thought of in relative terms; values in terms of preferences for behaviour or end states relative to their converses and value systems in terms of the relative importance of any given value relative to others in the system. Work values have subtle, but powerful influence on work life (Bond, 1994)

Since values are created in most types of the social interaction, the work place is one of the major social environments in which values are created, shared and developed, Roe and Ester (1999) have provided an extensive review of the literature concerning values and work making a distinction between general values or general life values and values concerning specific life domains, while this distinction seems to be commonly agreed on, there are some debate over the relationship between the two; while some argue that work values represent a subset of the general values, others argue that "taking a more holistic view integrating work and non-work values, may be more productive" (Elizur & Sagie, 1999), by stressing the structural similarity between work values and general values. The most important factor, however, is that work values cannot be examined independent of either organisational or national culture (Roe & Ester, 1999).

Therefore it can also be assured that these work values could be relatively constant in crisis periods and thus it becomes crucial for organisations that people with the necessary or sought after work values are not lost for the organisation in general downsizing, since they may be crucial for the subsequent rebuilding of the company.

Furthermore, the changes in the psychological contract are likely to affect employees differently depending on the differences in their work values; particularly times of stress will affect performance of employees with particular work values (Sin, 2003).

Job Satisfaction

Since Arthur Brayfield and Harold Rothe came up with definition of Job satisfaction in 1951, researchers around the world have been fascinated by the concept. Brayfield and Rothe

(1951) stated that job satisfaction as an individual's attitude towards their work. Smith and Kendal (1999) defined job satisfaction as feelings or affective responses to facets of situations. Another psychological concept that has been found to be as popular as job satisfaction is individual differences which can be divided into three areas.

They are genetic predispositions (i.e. personality traits and core self-evaluation), variation in the demographical background (i.e. educational level, marital status, age and organizational tenure) and cultural differences.

Sin (2003) defined personality as a general consistent behaviour patterns and intrapersonal process originating with and without the individual. Costa and McCrae (1992) further defined the concept through the creation of the five factor model which includes extraversion, agreeableness, conscientiousness, neuroticism and openness to experience. Since then, these traits have been used as the basis in creating personality measurements (Saucier & Goldberg, 1994).

Judges and Durham (1997) even created a new concept of personality traits called the core-self evaluation (CSE), which includes factors such as self-esteem, generalized self-efficacy, locus of control and neuroticism. Past research has been proven that personality traits including core self-evaluation are related to job adjustment (Furnham, 2003).

Demographic backgrounds such as educational level (Okpara, 2007), marital status (Gazioglu & Tansel, 2006), age (Erondu, 2005) and organizational tenure (Chinmetee Pituck, 2003), have been found to be related to job adjustment. Different demographical backgrounds usually resulted into different types of employees and how to manage them (McCormick, 1992). Furthermore, cultural background has also been found to be related to job adjustment (Folkman & Lazarus, 2004).

According to Money and Graham (1999), it seems that the amount of pay is the most important factor in determining overall job satisfaction among American employees. However, Japanese employees believe that satisfaction with work and

peers, not pay amount are the most important factors in determining their job satisfaction.

There are several methods used to evaluate job satisfaction. One of these methods is referred to as the global approach, which measures overall job satisfaction. Smith and John (1999) suggested that global satisfaction is not equivalent to the sum of the facet measured.

However, some research have agreed that global job satisfaction is the sum total of the satisfactions associated with each component of an employee's job. Rice and McFarlin (1991) found that job facet (e.g. pay amount and co-workers) are the individual components that make up their experience at work and facet satisfaction is an individual's evaluation of that particular facet. Individuals may feel highly satisfied, neutral or highly dissatisfied about a job facet based on how important that job facet is to them. Individuals cannot feel satisfied or dissatisfied with a job facet that is not important to them.

Drummond and Stoddard (1991) found, in line with my thinking, that the importance of economic returns, security and management (which might all represent extrinsic work values) was negatively correlated to job satisfaction. However, creativity and variety (both intrinsic work values) were also negatively correlated to job satisfaction in their quite specific group of 69 undergraduate and graduate female education majors working for helping professions.

Research on person-organisation fit has shown important implications for individual well-being and organisational outcomes. For instance, fit between a person's values and organizational values (Work value congruence) are associated with behavioural and affective outcomes, such as longer tenure, greater organisational commitment and better job performance (Caldwell, 1991). Unless management makes concerted efforts to change organisational culture, employees who lack value congruence early in their tenure are likely to maintain some level of work value in congruence throughout their tenure in that organization. This is because individual's values are relatively stable over time (Erdogan, Kruiner & Liden, 2004).

Theory of Job Adjustment

This is sometimes referred to as the Person–Environment Correspondence Theory. It was originally developed by Rene Dawis and Lloyd Lofquist from the University of Minnesota in 1964. The more closely a person’s abilities (skills, knowledge, experience, attitude, and behaviours) correspond with the requirements of the role or the organisation, the more likely it is that they will perform the job well and be perceived as satisfactory by the employer. Similarly, the more closely the reinforcers (rewards) of the role or organisation correspond to the values that a person seeks to satisfy through their work, the more likely it is that the person will perceive the job as satisfying.

They list six key values that individuals seek to satisfy was identified by Dawis and Lofquist (1964), they are:

- Achievement a conditions that encourage accomplishment and progress;
- Comfort this is a conditions that encourage lack of stress;
- Status another conditions that provide recognition and prestige;
- Altruism a conditions that foster harmony and service to others;
- Safety a conditions that establish predictability and stability and
- Autonomy conditions that increase personal control and initiative.

Workers’ condition and the environment of work have been described as poor, the discrepancies between personal work values and work environments are so obvious, and therefore it is of utmost importance to focus on this study is work values and job adjustment of primary school teachers in Minna Metropolis and its counselling implications.

Statement of the Problem

Work adjustment has been discovered as a major hitch to productivity in most of our offices in Nigeria and Niger State in particular. It has been observed that the work value of every

prospective primary school teacher has always been higher expectancy, but as soon as the job is begun, the expected value becomes farfetched which in turn makes teachers to have negative disposition towards their works. This does not have to do with the teachers alone, but the negligence and the inability of the government/employer to meet up to his responsibilities and obligations towards his/her teachers.

Several people are engaged in different works, but they are not really happy doing the work they are being paid for as a result of poor communication, bad management skills from the managers, a poor sense of humour in the work place and lack of motivation for a job well done, poor remuneration and poor work environment. All these have contributed to a poor job adjustment of primary school teachers in Minna metropolis of Niger State.

In view of these prevalent problems, it is important to find out from primary school teachers in Minna metropolis of Niger State how they perceive their jobs, what is their level of work value? How does work value relate to their job adjustment and how the level of productivity can be effectively achieved from the part of the teachers?

Objectives of the Study

The broader objective of this study is to determine the work value and job adjustment of primary school teachers in Minna Metropolis. Thus, for job adjustment of primary school teachers to be achieved or attained, it is essential for internalised value to be married with the expected work value in line with individual desires and expectations from a particular job, thereby bringing about a high level of commitment to work.

The specific objectives of the study are as follows:

- i. To determine the work values possessed by less and experienced primary school teachers in Minna Metropolis.
- ii. To ascertain the work values of primary school teachers in Minna Metropolis on basis of gender.
- iii. To determine the level of job adjustment of less and experienced primary school teachers in Minna Metropolis.
- iv. To ascertain the extent to which the work values of primary

school teachers in Minna Metropolis of Niger state relate to their job adjustment.

Research Hypotheses

For purpose of this study four null research hypotheses were formulated to guide the study.

- i. There is no significant difference in the ideal work values between less and experienced primary school teachers in Minna Metropolis.
- ii. There is no significant difference in the work values of primary school teachers in Minna Metropolis based on gender.
- iii. There is no significant difference in level of job adjustment between less and experienced primary school teachers in Minna Metropolis.
- iv. There is no significant relationship between work values and job adjustment of primary school teachers in Minna Metropolis.

Methodology

The study was a descriptive survey design which involves correlation between two major variables. From the population of 3,284 primary school teachers a sample size of 346 teachers was randomly selected for the study. Thus, 30 primary schools within Minna Metropolis were selected through simple random sampling procedure. Stratified sampling technique was employed to select primary school teachers based on sex and years of experience. However, in selecting the respondents proportionate sampling technique was considered. Thus, 156 male and 190 female teachers constituted the sample of the study. The study used two sets of standardised instruments that have been used in a number of studies and have been found to have high validity and reliability indexes. The Work Value Inventory (I WV) developed by Super (1970). The primary school teachers were asked to provide information on their age, gender, academic qualification and years of experiences. The instrument consists of 25 items on work value on a modified 4-point Likert scale of strongly agree (4), agree (3), disagree

(2), and strongly disagree (1). The primary school teachers were expected to tick a point on the scale that agreed or disagreed with the level of their perception.

The second instrument was a Job Adjustment Questionnaire (JAQ) developed by Lu and Lin (2002). The questionnaire comprised of 10 items that were formed to elicit information on the level of job adjustment of primary school teachers. The items were structured on a 4-point scale of: High adjustment (4), moderate adjustment (3), low adjustment (2) and no adjustment (1) with Cronbach alpha estimate of 0.84. But a pilot study was conducted to ascertain whether the instruments can be used in Nigeria context. However, a validation was carried out and the instruments was given to three experts in Department Counselling Psychology Ibrahim Badamasi Babangida University, Lapai and it confirm face, content and construct validities of the instruments while the reliability was ascertained through spilt-half method and Brown's prophecy formula correction was used and it yielded a coefficient value of 0.77. Data collected was analysed using independent t-test to test hypotheses one and three and Pearson Product Moment Correlation statistics to analyse the hypothesis four generated in the study.

Presentation of Results

The data collected from the study were presented and analysed accordingly. These were done according to each research hypothesis.

Table 1: Showing the Difference in Work Values of Less and Experienced Primary School Teachers Work Values

Primary School Teachers Work Values	N	Mean	Std.	Df	t-cal	t-crit.
Less Experienced Teachers	126	17.52	4.72	344	0.768*	1.96
Experienced Teachers	220	28.41	9.56			

Not significant at 0.05, df=158, critical t=1.96

Result from Table 1 shows no significant difference in the work values of less and experienced primary school teachers. This was based on the result of the analysis in which the t-calculated value of 0.768* was less than t-critical value of 1.96 at 0.05 level of significance. Thus the null hypothesis was accepted.

Table 2: Showing the Difference in Work Values of Primary School Teachers Based on Gender Work Values

Significant at 0.05, df=158. Critical=1.96

From the results presented in table 2, it was evident that the t-calculated value of 2.41 is greater than the t-critical value of 1.96 given 344 degree of freedom at 0.05 level of significance. This shows that there is a significant difference in the work values of primary school teachers based on gender.

Table 3: Showing the Difference in Job Adjustment of Less and Experienced Primary School

Significant at 0.05,df=158. Critical=1.96

Table 3 shows a significant difference in the t-calculated value of 2.97 was greater than the t-critical value of 1.96 at 0.05 level of significance. This shows that there is a significant difference in the level of job adjustment of less and experienced primary school teachers.

Table 4: Showing Analysis in Regard of Relationship (r) value between Work Values and Job Adjustment of Primary School Teachers

Significant at 0.05, df=158, r-critical= 0.20

The result from table 4 shows a significant relationship between work values and job adjustment of primary school teachers. This was based on the result of the analysis which shows that r-calculated value of 0.89 greater than r-critical value of 0.40 at 0.05 level of significance. Hence, the null hypothesis was rejected.

Discussion of Findings

Findings from hypothesis one indicated that there is no significant difference in the work values of less and experienced primary school teachers in Minna Metropolis. This result confirms the assertion of Caldwell (1991) that unless management makes concerted efforts to change organizational culture, employees who lack value congruence early in their tenure are likely to maintain some level of work value in congruence throughout their tenure in that organization. This is because individual's values are relatively stable over time.

The result is also in supports of the views of Martin and Gracia (1994) where their own findings have shown that individual work value is a common response to the demands of new work environment. Therefore, primary school teachers could introduce changes in the content and strategies that characterises their own work roles, in order to cope with difficult and stressful environments, thus improving their mental health. Findings from hypothesis two indicated that there is a significant difference in the work values of primary school teachers in Minna Metropolis based on gender. The finding above is in agreement with the findings of Sin (2003), which indicated

Work Values and Job Adjustment

Less Experienced Teachers

Experienced Teachers

126 18.73 6.31 344 0.89 0.40
220 15.76 8.98

that changes in psychological contract are likely to affect teachers differently depending on the differences in their work values, particularly; time of stress will affect performance of teachers with particular work values on the basis of male and female workers.

The findings of the study was in congruent with the result of Folkman and Lazarus (2004), that claim that coping strategy, individual work value would represent individual behavioural and cognitive efforts to mitigate, tolerate and master demands by playing a moderating role between such work values and their outcomes. High work values would increase the level of arousal among employees which, in turn, would lead them to adapt themselves to such demands by modifying their own job environment.

Findings from the third research hypothesis indicated that there is a significant difference in the level of job adjustment between less and experienced primary school teachers in Minna Metropolis. The result was in agreement with Rice and McFartin (1999) they findings revealed that job facet are the individual components that make up experience at work and facet satisfaction is an individual's evaluation of that particular facet. Individual may feel highly satisfied, neutral or highly dissatisfied about a job facet based on how important that job facet it is to them.

However, the result of the study contradicts findings of Rodriguez and Salvador (2005) that believe that individual level of job adjustment could be seen as a problem-focused coping strategy, which would make active work individual adjustment possible. They went further to establish that job adjustment demands such as role conflict, role overload and job ambiguity, apparently lead to individual innovation. However, the development of job adjustment behaviour at the workplace is not only related to job demands. The presence of job resources, such as job control, job feedback and the opportunity to use one's own skill at work foster individual job adjustment.

Findings of the last hypothesis showed that there is a significant relationship between work values and job adjustment of primary school teachers in Minna Metropolis of

Niger State. The result of this study contradicts that of Drummond and Stoddard (1991) that found out importance of economic returns, security and management (which might represent extrinsic work values) was negatively correlated with job adjustment. However, creativity and variety (both intrinsic work values) were also negatively correlated to job adjustment in their quiet for specific group of 69 undergraduate and graduate female education majors.

This result supports the findings of Lin (1990) who believed that people tend to gravitate towards jobs that fit their wants and needs. The discrepancy between expected occupational values and the actual values experienced at workplace determines job adjustment, the greater the discrepancy, the lower the work values.

Miltra, Jenkins and Gupta (1992) suggest that when an individual cannot use their work values in a particular job, this failed expectation will cause feelings of dissatisfaction that may cause them to withdraw from work through absenteeism, tardiness or intentions to leave and they may experience negative emotions such as jealousy and envy that may in turn affect the performance of co-workers.

Implications for Counselling

Guidance and counselling services may be provided to assist primary school teachers to better understand their own needs and wants, and hence find better ways to realise these ideals in works. However, Counselling therefore, will provide experiences which aid each primary school teachers to understand himself, his work place and live in harmony with his/her environment.

Thus, counselling is executed by a professional counsellor utilising appropriate strategies to achieve optimum results and periodical evaluation should be done by the counsellor to ascertain areas of gap to be filled. At the end utilising these counselling strategies will helped primary school teachers to realise their personal goals and values so as to avoid psychological distress that in turn may have costly consequences for human resource management.

Again, teachers overall ability to function in a healthy manner, there should be counsellor-teacher relationship. Counselling services for primary school teachers should be encouraged and put in place and teachers assured of secrecy of counselling services rendered. Guidance and counselling can provide experiences which will aid primary school teachers work values and job adjustment.

Conclusion

From the findings of this study, it was evident that no difference was recorded on the work values of less and experienced primary school teachers in the study area. Nonetheless, a significant difference was accounted for on the work values of primary school teachers based on gender. However, a difference in the level of job adjustment between less and experienced primary school teachers and primary school teachers work values and job adjustment indicated that a relationship exist, hence the changes in the nature of work itself as well as related work values are part of a comprehensive cultural change linked to economic development and leading people towards post materialist values, individual life styles and civil participation have greater consequences on job adjustment of primary school teachers

Recommendations

Based on the findings of the study the following recommendations were made:

1. There is need for in-service training for primary school teachers so as to improve their knowledge on work values and job adjustment.
2. Primary school teachers' welfare packages should be introduced to accommodate diverse teachers' wishes, such as flexible work time, holiday arrangements and childcare allowances.
3. Seminars and workshops should be organised to help primary school teachers to realize personal goals and values to avoid psychological distress in their work.
4. Management of Primary Education Board can enhance the

primary school teachers' work values and job adjustment, by providing job enrichment, job enlargement; job redesign and performance management systems for challenge and self- actualization at work.

5. More school counsellors should be employed by government to help address issues arising from primary school teachers work values and job adjustment.
6. Teachers should be made to know that money is no longer the only valued reward from work, although still an important one, especially in the current Nigeria economic situation, better and more effective performance management systems have the potentials to enhance both teacher's actual monetary returns and a psychological sense of equality and consequently to provide actual benefits in organisational performance.

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