International Journal of Engineering & Technology, 7 (3.30) (2018) 453-457

International Journal of Engineering & Technology

Website: www.sciencepubco.com/index.php/IJET

Research paper

The Relationship between Professional Competence and Productivity and its Impacts on Teachers' Job Satisfaction at Junior High School Rawajitu Timur Lampung

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Abstract

Teachers' job satisfaction is an interesting and imperative issue for both teachers and educational institutions. Job satisfaction enhances the quality of teacher's life. As for the educational institutions, the stability of job satisfaction level will establish a balance between and smoothness of productivity and professional teachers' competence. This study identifies the relationship between professional competence and teachers' productivity and its impacts on teachers' job satisfaction. Using questionnaires as the research instrument, this quantitative study revolves around the context of Rawajitu Timur Lampung. For this study, 44 teachers from three different high schools were selected as the respondents. A descriptive analysis generated revealed high levels of professional competence, teachers' productivity, and teachers' job satisfaction. Using Pearson correlation, the result showed that there was a significant positive relationship between professional competence and teachers' productivity towards teachers' job satisfaction, respectively. In addition, multiple regression analysis revealed that the combination of professional competence and teachers' productivity increased teachers' job satisfaction. The finding demonstrated the area of teachers' job satisfaction and related factors to fathom greater the relationship between teachers' professional competence and productivity. Taking into account the results of the study, educational institutions may boost teachers' professional competence and productivity to nurture job satisfaction.

Keywords: *Professional Competence; Teachers' Productivity; Teachers' Job Satisfaction*.

1. Introduction

Teachers play a vital role in the nation as they epitomise the ideal morality to the society. In tandem, teachers transform ideas into ideals and spread knowledge and wisdom into eternity. Teachers' competence and productivity are deemed essential for today revolutionary era. A competent teacher is able to forecast the students' future, inspire them, provide relevant knowledge and skills, and thus develop their potentials to the utmost. Teacher's competence refers to the acquisition and demonstration of the composite skills required for students' learning. This consists of introducing a lesson, probing questions, explaining, reinforcing, understanding child psychology, recognizing behaviour, managing classroom and guiding students' learning (1);(2);(3).

The organisation ascertains the ongoing and continuous professional development in teacher's competence. (2) Asserts teaching competence as the state of demonstrating skills, abilities or aptitudes in the adequate execution of a learning task. Apart from improving the performance of the teachers, the competency when translated into actual practice will also help in raising the status of the teachers in the society. In order to develop productivity, the competent teachers demand conducive working atmosphere to demonstrate their abilities and capabilities.

Teacher's productivity is recognized as one of the most imperative elements contributing to the success of the educational institution. (2) Defines productivity as the quality or power that when generated brings more output and creativity and generates profits. Thus, productivity is related to creativity. Teachers who have high work productivity will be able to produce a good output. To develop high productivity, teachers must have expertise, high motivation, creativity and smartness. The productivity of teachers will be acknowledged if they can produce good works, knowledgeable graduates, and improve the quality of school. Teachers' productivity is closely associated with their job satisfaction. Job satisfaction is something subjective to imagine. This is because each individual's job satisfaction is different. Furthermore, job satisfaction depends on the level of one's productivity. If one enjoys doing a job, thus the productivity increases and likewise if one does not enjoy it, therefore productivity drops. Job satisfaction is also associated with teachers' competence in their tasks (2); (1). Heavy workload forces teachers to side line their core duty, which is teaching. The impact of this heavy workload put teachers in a lot of grievances.

Job satisfaction is the affective orientation that a teacher has towards his work. It can be considered as an overall feeling about the job or as a related constellation of attitudes about various aspects of the job (4). There is a growing evidence that current trends in employment conditions may have negative effects on job satisfaction and may deteriorate the physical and mental health of employees (3). Affective disposition on job satisfaction consists of two faces: positive affectivity and negative affectivity. High energy, eagerness, and pleasurable involvement represent positive affectivity while distress, unpleasant involvement, and nervous-

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ness show negative affectivity (1). For teachers who are satisfied with their work, they will have a positive perception of the job. Competence and productivity of teachers are the heights to which the education system can lift (5).

The quality of an education system relies on the competence, productivity, motivation and satisfaction of the teachers (6); (1); (3). An effective and competent teacher will obtain desired learning outcomes if he or she feels satisfied in the profession (6). Job satisfaction is the foundation of the competency for all professionals. Therefore, teachers' job satisfaction needs to be taken into consideration as it is the most important asset of the society. Teachers' integrity and devotion depend on the satisfaction of service conditions, status and other factors affecting their duties.

1.1. Research Objectives

In this study, there are four objectives intended to be studied:

1. To know the level of professional competence, productivity, and teachers' job satisfaction in Junior High School at Rawajitu Timur Lampung.
2. To analyse the relationship between professional competence and teachers' job satisfaction in Junior High School at Rawajitu Timur Lampung.
3. To analyse the relationship between productivity and teachers' job satisfaction in Junior High School at Rawajitu Timur Lampung.
4. To analyse the impacts of the relationship between professional competence and productivity on teachers' job satisfaction in Junior High School at Rawajitu Timur Lampung.

2. Literature Review

According to the literature of management by numerous scholars, job satisfaction (dependent variable) is influenced by professional competence and teachers' productivity (independent variable).

2.1 Concept of Professional Competence

Professional competence comprises four domains in understanding teachers' success. Based on several definitions, competence can be defined as the combination of skills, knowledge, attitudes, and motivational variables that form the basis of mastery in specific situations (1); (2); (3). According to these definitions, skills, knowledge, attitudes, and motivational characteristics are not innate, but learnable and thus teachable.

There are several internal aspects that are beyond knowledge in determining teachers' success. These aspects include teachers' beliefs, work-related motivation, and the ability for professional self-regulation. Teachers' beliefs are implicit or explicit conceptions about school and learning related matters that influence their perceptions of the environment and their behaviours (7). Hence, teachers' belief is of paramount importance in moulding teachers' professionalism.

2.2 Concept of Teachers' Productivity

Teachers' productivity is the potential or power generated by individuals who use maximally to achieve output that is more creative, generative, and generate profit or usefulness (8); (9). However, teachers' productivity on the other hand could be described as the duties performed by a teacher at a particular period in the school system to achieve the desired goal.

Productivity on part of the teachers is determined by their level of participation in the day to day running of the school, regularity in school, class attendance, student's level of discipline, and proper use of instructional materials to facilitate learning process. It is noted that teachers behave differently under different situations. Principals can therefore encourage effective productivity of their teachers by identifying their needs and trying to satisfy or meet them through appropriate, relevant and adequate motivational strategies (8); (10); (11).

2.3 Concept of Teachers' Job Satisfaction

Job satisfaction has been defined as an attitude, which results from balancing and summation of many specific experiences in connection to the job. According to (12), job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job experiences. Teachers who are satisfied with their institutions will have an impact on the smoothness of teaching and learning activities in schools and thus, improving the quality of services to students.

The combination of environmental, individual and psychological factors contributes to job satisfaction. The environment refers to communication, employee recognition and so on (13), while individual factors consist of emotions, genetics and personality (14). On the other hand, psychological factors in nature include one's life, family and community (15).

The conceptual framework below represents the influence of the relationship between professional competence and teachers' productivity towards job satisfaction:

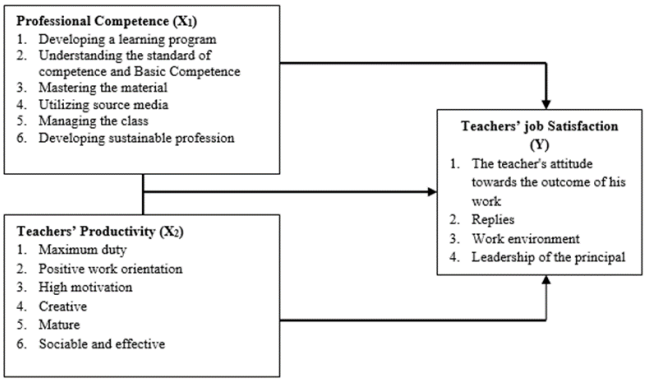


Figure 1: Conceptual Framework of the study

2.4 Correlation between Professional Competence and Teachers' Job Satisfaction

Competence is the principle of the characteristics demonstrating the way to behave, think, equate a situation and support for a long duration of time. One's attitude in the development of competence will sustain the significance of teachers' professionalism (16). Satisfaction can be indicated through the quality of service as empirical evidence showed that the creation of satisfaction is reflected in the quality of services that include interpersonal quality, technical quality, environmental quality, and the quality of the administration which is a representation of competence (17).

2.5 Correlation between Teachers' Productivity and Teachers' Job Satisfaction

There are three factors influencing the productivity attributes: knowledge, skills, and motivation. According to (18), knowledge refers to what is held by employees, skill is the ability to do the job and motivation is encouragement and enthusiasm to do the work. However, there is another factor affecting a person's productivity, which is the role of perceptions. In addition, (19) define productivity as a means to gain better results from the organizations, teams and individuals with a way to understand and manage the performance. Job satisfaction is therefore a function of what one wants from one's job and what one perceives it as offering. Organizational effectiveness is developed by constructive or cooperative gestures of human potential enhanced by technology and resource.

2.6 Correlation between Professional Competence, Productivity and Teachers' Job Satisfaction

Job satisfaction is related to the workplace happiness. Undeniably, the satisfaction gained in a job is isomorphic with the happiness of life as a whole. (20) opined that there is a strong influence of competence and productivity towards job satisfaction. Prior to that, (17) believed that individual's high competency will result in high satisfaction of work. On top of that, motivation may also impact the creation of productivity and job satisfaction. As put forward by (21), when there is a high motivation at work, there will also be high job productivity and satisfaction. There are many ways to represent job satisfaction such as the quality of provided service and the advent of high intrinsic motivation (22); (23).

2.7 Previous Research

Job satisfaction has also been tied to professional competence in the literature. Specifically applied to ethical competence, (24) asserted that high job satisfaction influences the perceived competency of study. Similarly, (6) found a strong positive relationship between job satisfaction and clinical competency among professionals surveyed, and recommended that job satisfaction should be considered paramount when attempting to achieve competency in groups of professionals. Studying direct providers of care, (25) found that as job satisfaction increases, the quality of care and competence of the professional also increase.

In summary, previous literature finds that job satisfaction is a frequent and common outcome variable to competence, ethical behaviour (26) and work-related stress, pressure, and performance. Previous researches have also enlightened the importance of employees' job satisfaction such as (27) and (28). It is imperative that productivity leads to job satisfaction as well as the ability of the job requirement. In addition, those who perform well in their jobs and possess high productivity may gain higher job satisfaction.

3. Methodology

This study is a quantitative study, employing questionnaires as the research instrument. The population is teachers at Junior High Schools in Rawajitu Timur Lampung. It involved 80 teachers from three different schools. Using Slovin formula, 44 teachers were selected as the respondents via proportional cluster random sampling technique. There were three questionnaires employed in this study and each questionnaire consisted of 20 items, used to measure the level of professional competence, teachers' productivity and teachers' job satisfaction.

In the development process of the questionnaire, in order to ensure validity and reliability, the researcher reviewed the relevant literature and examined the questionnaires designed for similar purposes. The first draft of the teachers' questionnaire was developed considering the issues pointed in the literature. Two separate forms, content validation form and face validation form, were prepared. Then, the second draft of the questionnaire was piloted on 44 teachers and Cronbach's alpha coefficient was calculated. The Cronbach's alpha value for all the variables exceeded the minimum required value of 0.7 and hence, the scale of variables is highly reliable.

Table 1: The results of the reliability test

Variables	No. of items	Mean	Cronbach's alpha
Professional competence	20	4.28	.815
Teachers' productivity	20	4.17	.846
Teachers' job satisfaction	20	3.67	.825

Referring to Table 1, the Cronbach's alpha value for the three variables measured exceeded the minimum required value, indicating that the scale of the variables is highly reliable. Each item is measured using five-point Likert Scale (1- Totally Disagree, 2-Disagree, 3-Neutral, 4-Agree and 5-Totally Agree). Descriptive analysis (mean and standard deviation) described the level of professional competence, teachers' productivity and teachers' job satisfaction. On top of that, the level of mean score was interpreted into five ranges as shown in Table 2.

Table 2: Interpretation of the mean score

No.	Level	Mean Score
1.	**Very Low**	1.00 — 1.80
2.	**Low**	1.81 — 2.60
3.	**Moderate**	2.61 — 3.40
4.	**High**	3.41 — 4.20
5.	**Very High**	4.21 — 5.00

In greater details, a linear Pearson correlation test analysed the relationship between the independent variable component (professional competence and productivity) and dependent variable (teachers' job satisfaction). In addition, multiple regression analysis also revealed the combination of professional competence and teachers' productivity towards teachers' job satisfaction.

4. Results and Findings

4.1 Level of Professional Competence

Table 3. Descriptive statistics of the professional competence level

Construct/ Dimension	Mean	Standard Deviation
Developing a learning program	4.32	0.676
Understanding the standard of competence and basic competence	4.16	0.749
Mastering the material	4.30	0.732
Utilizing source media	4.26	0.736
Managing the class	4.26	0.736
Developing sustainable profession	4.36	0.640
Overall Average	4.28	0.712

Table 3 described the value of the professional competence level (mean=4.28; s.d.= 0,712). Based on Table 3, the level of professional competence is very high. The findings obviously showed that the professional competence at Junior High School in Rawajitu Timur Lampung is at a very high level.

4.2 Level of Teachers' Productivity

Table 4: Descriptive statistics of the teachers' productivity level

Construct/ Dimension of teachers' productivity	Mean	Standard Deviation
Good duty	4.39	0.649
Positive work orientation	4.17	0.796
High motivation	4.04	0.741
Creative	4.09	0.638
Mature	4.07	0.767
Sociable and effective	4.23	0.701
Overall Average	4.17	0.715

Table 4 described the value of the teachers' productivity level (mean= 4.17; s.d.=0,715). Based on Table 4, the level of teachers' productivity is high. The findings showed that the teachers' productivity in Junior High School in Rawajitu Timur Lampung is at a high level.

4.3 Level of Teachers' Job Satisfaction

Table 5: Descriptive statistics of the teachers' job satisfaction level

Construct/ Dimension of teachers' productivity	Mean	Standard Deviation
The teacher's attitude towards the outcome of his work	3.75	0.627
Replies	3.57	0.670
Work environment	3.60	0.657
Leadership of the principal	3.75	0.679
Overall Average	3.67	0.658

Table 5 described the value of the teachers' job satisfaction level (mean= 3.6; s.d.=0,658). Based on Table 5, the level of teachers' job satisfaction is high. The findings showed that the teachers' job satisfaction is at a high level.

4.4 The Relationship between Professional Competence and Teachers' Job Satisfaction

Table 6: Interpretation of the power of relationships

No	Level	The power of relationship
1	0	No relationship
2	>0-0.25	The relationship is very weak
3	>025-0.5	The relationship is enough
4	>0.5-0.75	The relationship is strong
5	>0.75-0.99	The relationship is very strong
6	1	The relationship is perfect

Source: Sugiyono (2015)

Table 6 shows that there is a significant relationship between professional competence and teachers' job satisfaction in Junior High School at Rawajitu Timur Lampung and the relationship is very strong (r. = 0.751, p < 0.05).

Table 7: The relationship between professional competence and teachers' job satisfaction

		Percentage Score of professional competence	Percentage Score of teachers' job satisfaction
Percentage Score of professional competence	Significant Pearson	1	0.751*
	Correlation(2-tailed)		0.000
	N	44	44
Percentage Score of teachers' job satisfaction	Significant Pearson	0.751	1
	Correlation(2-tailed)	0.000	
	N	44	44

* Correlation is significant at level α = 0.05 (2-tailed)

Based on table 7, the relationship between professional competence and teachers' job satisfaction can be seen when the value of Sig. <α, i.e. coefficient significance 0.000 <0.005. The analysis clearly shows that a strongly positive relationship exists between professional competence and teachers' job satisfaction, whereby correlation coefficient r = 0.751 (p<0.05) was generated.

4.5 The Relationship between Productivity and Teachers' Job Satisfaction

Table 8: The relationship between teachers' productivity and teachers' job satisfaction

		Percentage Score of Teachers' productivity	Percentage Score of teachers' job satisfaction
Percentage Score of teachers' productivity	Significant Pearson	1	0.757*
	Correlation(2-tailed)		0.000
	N	44	44
Percentage Score of teachers' job satisfaction	Significant Pearson	0.757	1
	Correlation(2-tailed)	0.000	
	N	44	44

* Correlation is significant at level α = 0.05 (2-tailed)

Based on table 8, the relationship between teachers' productivity and teachers' job satisfaction can be seen when the value of Sig. <α, i.e. coefficient significance 0.000 <0.005. The analysis clearly shows that a strongly positive relationship exists between professional competence and teachers' job satisfaction, whereby correlation coefficient r = 0.757 (p<0.05) was generated.

4.6 The Influence of Both Professional Competence and Productivity on Teachers' Job Satisfaction

Table 9: The influence of both professional competence and productivity on teachers' job satisfaction.

Model	R	r^2	FChange	Sig FChange	Conclusion
	0.824*	0.679	43.342	.000	Significant
Dependent Variable: Teachers' Productivity					

* Correlation is significant at level α = 0.05 (2-tailed)

Based on table 9, it can be seen that the value of Sig. F Change < α is 0.000 <0.005 and correlation coefficient r = 0.824. This finding indicates that there is a positive and significant influence of the relationship between professional competence and teachers' productivity on teachers' job satisfaction, and the value generated is very high.

4.7 Discussions

The analysis clearly shows that a very strong positive and significant relationship (0.751) exists between professional competence and teachers' job satisfaction. According to Ministerial Decree No.35/2010, there are 14 competency standards that should be met by teachers for their performance assessment. Professional competence plays an important role in improving teaching quality as stipulated by Act No. 14/2005, therefore pressure and support will result in the accountability and professional development of teachers. Teachers must have a good competence and ability to deliver a lesson well for it to be understood. (2) asserts that teaching competence is the state of demonstrating skills, abilities or aptitudes in the adequate execution of a learning task. Apart from improving the performance of the teachers, the competence when translated into actual practice will also help in raising the status of teachers in the society. If their social status is raised, teachers will feel satisfied with their job. Professional competence is very important for teachers to increase their job satisfaction.

A positive and significant relationship has been observed between productivity and teachers' job satisfaction with (r = 0.757). (3) claims that job satisfaction is sometimes associated with the size of a salary. However, it is neither the size of a salary nor the height of a position that determines a satisfaction, but it must be viewed from the person's point of view, whether they feel satisfied with the conditions they are getting now. Furthermore, (6) suggests that teachers' productivity may be evaluated in terms of what the teachers control and actually do in the classroom such as teaching effectiveness and classroom performance. Teachers should have productivity as (2) asserts productivity as the quality or power that when generated brings more output and creativity and generates profits. Thus, productivity is related to creativity. Teachers who have high work productivity will be able to produce a good output, create high productivity, be an expert, and be highly motivated, creative, and smart. The productivity of teachers will be escalated if they can produce good work, good graduates, and improve the school quality. It is associated with job satisfaction.

There is a positive and significant relationship between professional competence, productivity and teachers' job satisfaction with (r = 0.824) and p<0.05. Furthermore, the calculated determination coefficient equals to .679, it shows that 67.9 percent of teachers' job satisfaction can be explicated by professional competence and productivity and the remaining are affected by other factors and

variables. Teacher competence and productivity are significant factors in getting higher job satisfaction (4); (1); (3). The quality of the education system relies on the competence, productivity, motivation and satisfaction of the teachers (3). An effective and competent teacher will obtain desired learning outcomes if he or she feels satisfied with the profession. Job satisfaction is the foundation of the competency for all professionals. Therefore, teachers' job satisfaction needs to be taken into consideration as it is the most important asset of the society. Teachers' integrity and devotion depend on the satisfaction of their service conditions, status and other essential factors affecting their duties.

5. Conclusion

When teachers' satisfaction is fulfilled, they will demonstrate a lot of excitement and enthusiasm in helping their students obtain the intended academic goals. The findings of this study may assist in extending the notion of teachers' job satisfaction. To note, it may also be beneficial in designing and building professional development programmes that will boost teachers' confidence. This is deemed indispensable as it may help to improve the learning conditions. For that to take place, the educational institution plays a role to upgrade teachers' professional competence, productivity and job satisfaction to ensure better outcomes. It is crucial for the authorities and the teachers themselves to familiarize themselves with the significant role played by these three elements: job satisfaction, teachers' competence and teachers' productivity. To sum up, there exists an association between teachers' job satisfaction and teachers' professional competence and productivity, mediated by related factors, which shall be discovered by future research.

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