



Team work and performance appraisal as predictors of job satisfaction of secondary school teachers in Obio/Akpor local government area of rivers state

Dr. Glory N Amadi, Dr. Hanson Manuabuchi Ukaegbu

Department of Educational Psychology, Guidance and Counselling, University of Port Harcourt, Choba, Port Harcourt, Nigeria

Abstract

This study investigated the extent team work and performance appraisal predicted job satisfaction of secondary school teachers in Obio/Akpor Local Government Area of Rivers State, Nigeria. Correlation design was adopted for the study. Three research questions and three null corresponding hypotheses guided the conduct of the study at 0.05 alpha level. A sample of 250 public school secondary teachers was drawn from the population through simple random sampling technique. Two instruments which are Human Resources Practices Questionnaire (HRPQ) and Teacher' Job Satisfaction Inventory (TJSI) were used for data collection. Simple and multiple regression statistics were used for data analysis. All data were subjected to analysis using statistical package for social science (SPSS). Results showed that; team work and performance appraisal collectively and independently predicted job satisfaction of secondary school teachers in the locale of the study. Based on the findings, three recommendations were made which are: Regular assessment of teachers' performance should be practiced by school administrators; teachers should ensure that they establish good working relationship with their colleagues for cross fertilization of ideas and maximum productivity; upward review of teachers' salaries in Nigeria should be carried out by government.

Keywords: team work, performance appraisal, teachers, predictors, job satisfaction, Rivers State

Introduction

Job satisfaction refers to the attitudes and feelings people have about their jobs. Positive or favourable attitudes about the work and the work environment indicate job satisfaction, and the inverse, referring to negative or unfavourable attitudes towards the work indicate job dissatisfaction. Zembylas and Papanastasiou (2016) ^[19] stated that teacher job satisfaction is a function of the perceived relation between what one wants from teaching, and what one perceives teaching is offering to a teacher. This implies that job satisfaction refers to the overall attitude, views of teachers toward their working conditions and profession.

Teachers are the most important resources in a school. They are one of the key figures for any change (for example, educational reforms) needed in schools. The provision of a high quality education system depends on high quality teachers. High teacher morale, relevant subject knowledge, and the teachers' specialized teaching skills (pedagogical knowledge) are central to quality teaching and learning. Hence, Majasan (2015) ^[19] defined a teacher as, one who teaches (especially with young ones), builds up, instructs, trains and guides them for healthy growth and stable adult life. His job goes beyond teaching into moulding young lives, guiding youth, motivating students and general character training. This implies that a teacher is one whose profession includes teaching, instructing, impacting knowledge, innovations, and guiding learners to pass through the learning process. A teacher is a classroom practitioner, the one who translates educational philosophy and objectives into knowledge and skills.

During formal instruction, teachers facilitate learning in

students in the classroom. To realize this, one of the important keys to providing education in the schools is teachers. Hence, teachers play the most decisive position in influencing social and economic development of the students. They are expected to devote themselves professionally, providing knowledge, skills and attitude.

Teachers' satisfaction is one of the determinant factors for students to benefit from the educational system. Teachers act as role-models, since they are the pillars of the society who help the students, not only to grow, but also to be the potential leaders of the next generation and to shoulder the responsibility of taking their nations ahead. Components of teachers' job satisfaction include pay package, organizational policy and administration, promotion opportunities, supervision, workplace relationship, working conditions, etc.

Satisfaction with the teaching component has important consequences, it means that the teachers are happy, devoted and committed, and it also helps them to bring their best qualities to their schools, so that students, parents, and the society may benefit from their services. Teachers, like other employees have moral obligation for overall development of their country. In order to achieve that, they want to be professionally effective and satisfied on their job. As indicated by Jaiyeoba and Jibril (2008) ^[5], satisfied teachers are important for any educational system. The success or failure of the education system depends mainly on satisfied teachers, but also on satisfied school managers and administrators. Teachers, specifically, spend a great amount of time with their students in class, and hence they have a significant impact on students' achievement.

Teamwork is the process of working collaboratively with a

group of people in order to achieve a goal. Teamwork is often a crucial part of any organization, as it is often necessary for colleagues to work well together, trying their best in any circumstance. Teamwork means that teachers will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between teachers. The values of teamwork in achievement of teachers' job efficiency and enlargement in schools are unquestionable whereas, these values would not be achieved unless teamwork is effectively practiced within the school. Teamwork can also help with the accomplishment of the organizational duties.

Performance appraisal is mainly concerned with the individual's performance and development. It is used to ensure that the employee's activities and outcomes are congruent with the organization's goals, by focusing on future performance planning and improvement rather than on retrospective performance appraisal. This requires management to act as partners within a framework in which they and the employees together can achieve the results required. For this to occur, managers need a clear understanding of the ways in which performance appraisal can help the organization. In addition, such appraisals can be used as feedback to individuals in order to influence and enhance subsequent performance.

From the foregoing therefore, it is very clear that the educational advancement of a nation to a very large extent depends on the effectiveness of the teachers; and teachers cannot be effective if they are not satisfied with their job. Hence, this present study was carried out to ascertain the extent to which team work and performance appraisal contribute to teachers' job satisfaction in Obio/Akpor Local Government Area of Rivers State.

Empirical Literature Review

Ijigu (2015) ^[4] in his research on the effect of selected human resource management practices on employees' job satisfaction in Ethiopian public banks revealed that bundles of HRM practices mainly recruitment and selection, training and development, performance appraisal and compensation package are positively related to employee job satisfaction. The study employed a sample of 225 bankers selected from five notable banks in the area. Simple random sampling technique was used for the selection, while a self-structured questionnaire was utilized for data collection. Data were analyzed using mean, standard deviation and Pearson correlation.

Khan, Ahmad, Aleem and Hamed (2011), in their study which investigates the effects of pay, promotion, job safety and security, working conditions, job autonomy, relationship with co-workers, relationship with supervisor and nature of the work, relationship with supervisor, nature of the work; significantly affect the level of job on job satisfaction and employee performance revealed that facets of job satisfaction such as pay, promotion, job safety and security, working conditions, job autonomy, relationship with co-workers satisfaction. A sample of 518 employees was selected for the study using multi stage and simple random sampling techniques. PPMC, mean and standard deviation were used for data analysis. All data were subjected to analysis at 0.05 level of probability. Vikram and Sayeeduzzafar (2014) ^[18],

examined training, performance appraisal, team work and compensation and found that they have significant impact on job satisfaction.

Furthermore, Ray and Ray (2011) ^[16] explored the impact of HR practices on employees' job satisfaction in the context of selected iron and steel firms of India and found that factors like performance appraisal, participation in decision making, training and development, empowerment, compensation influencing human resource management (HR) practices have significant association with job satisfaction (JS). Katz and Khan (2014) in their study which examined and analyzed the impact of human resource management practices on job satisfaction of private sector banking employees found that performance appraisal has significant impact on job satisfaction. They found that performance appraisal played a role which can motivate the employees which tents bring about satisfaction.

Osibanjo, Kehinde and Abiodun (2012) ^[13] examined the effect of human resources management (factors) on employees' job satisfaction using data collected from two banks in the Nigerian banking industry. The study attempts to determine the effect of training and development on employee job satisfaction; to determine the influence of working conditions on employee job satisfaction and to determine the impact of human resources factors on employee job satisfaction. The survey instrument used in the collection of data was the questionnaire. The population of the study covered the entire staff of Access and Eco banks and the sample size of 200 employees were selected, using the simple random sampling techniques. Correlation and regression analysis was adopted and the data generated was in line with the objectives of the study. The hypotheses were tested, and valid result was achieved that is, human resources management has an effect on employee job satisfaction. This suggests that for organization to develop, it must invest more in the human capital.

Shahabipour (2015) ^[17] carried out a study aimed at investigating the relationship between teamwork and employees' job satisfaction in technical and vocational schools in Yasuj city. Research method in this study was correlational type. A sample size of 300 people was used for the study. The data collection tool was a questionnaire of team work and job satisfaction (researcher made). To analyze the data, Pearson correlation coefficient and multiple regressions were used. The results showed that there was a significant relationship between teamwork with employees' job satisfaction in technical and vocational schools in Yasuj city. Also, there was a significant relationship between variable dimensions of teamwork (communication, trust, responsibility, purpose) with employees' job satisfaction, according to the correlation test.

Ng'eny (2016) ^[12] undertook a study geared towards investigating the effect of team work on job satisfaction at Kenya power pension fund. To achieve the objective of the study, the study adopted a descriptive survey design to determine the effect of team work on job satisfaction. The target population of the study included the 52 staff (managers and non-managers) of Kenya Power Pension Fund. The study used primary data which was collected by a semi-structured questionnaire. The data was collected from managers and non-managers using a drop and pick-later method. Data was

analyzed using descriptive statistics and regression analysis. The study found out that there is a significant relationship between job satisfaction and team communication and a unit increase in team communication leads to an increase in the job satisfaction.

Musriha (2013) ^[11] examined the influence of teamwork, working environment on job satisfaction and job performance of Clove Cigarette Factories in East Java, Indonesia. This study was a survey research used for the explanatory or confirmatory purpose. The research was used to test several hypotheses by explaining the effects of variables or causal relationship among variables through hypothesis testing. This research was conducted at the cigarette factories in East Java which covered 200 cigarette rollers as respondent. The sample was drawn using proportional random sampling method. Data were obtained by distribution and collection of the returned questionnaires and then analyzed using Structural Equation Model. Five hypotheses were proposed in the study where four hypotheses had significant effects and one hypothesis had non-significant effect. The hypotheses that had significant influences were including: the effect of teamwork on job satisfaction, the effect of teamwork on job performance, the effect of work environment on job performance, the effect of job satisfaction on job performance. The hypothesis having non-significant impact is the effect of work environment on job satisfaction. Relationship model between variables under study showed that teamwork and work environment were significantly correlated with job satisfaction and job performance of the cigarette rollers in three clove cigarette factories in East Java. Finding of the research are explained as follows: work environment have no direct significant effect of cigarette role on job satisfaction.

Lankau (2016) ^[7] investigated the relationship of four teamwork dimensions with job satisfaction with a sample of 440 hospital employees. The four teamwork dimensions (team spirit, team workload sharing, team social support, and team cooperation) were significantly related to various attitudinal outcomes, including job satisfaction. More specifically, both team spirit and team social support were positively related to job satisfaction. Therefore, Lankau (2016) ^[7] concludes that increased team spirit and social support within teams were associated with increased job satisfaction.

Furthermore, Loyd (2015) ^[8] explored the relationship between teamwork and job satisfaction among student affairs administrators. Three components of job satisfaction (intrinsic satisfaction, extrinsic satisfaction, and interpersonal satisfaction) and nine components of teamwork (a clear elevating goal, results-driven structure, competent team members, unified commitment, collaborative climate, shared standards of excellence, external support, recognition, and principled leadership) were studied to examine the correlation between teamwork and job satisfaction. Findings resulted in all three components of job satisfaction and all nine components of teamwork were positively correlated. In addition, all of the intrinsic and extrinsic satisfaction correlations were significant to each of the nine teamwork components.

Ping, Hank and Robert (2015) ^[14] carried out a study to explore the causal relationship among temporary employees' training, job satisfaction, affective commitment, and employee

perceived service quality based on Kirkpatrick's four-level training model. Through training reaction and training learning, trainees would modify their behaviors and change their results accordingly. Job satisfaction was used to indicate training behavior, and affective commitment and employee perceived service quality were used to measure training results. The hypotheses were tested on a sample of 114 college students interning at an American hospitality company for a six-month period. Exploratory factor analysis was performed to identify five factors, and confirmatory factor analysis was conducted to analyze whether the factorial structure could be retrieved in the college intern sample. The findings from structural equation modelling supported that training was positively related to affective commitment and employee perceived service quality respectively. In addition, job satisfaction was positively associated with affective commitment. The research results highlighted that employers should implement training and use it as a strategic practice to improve the outcomes for both temporary employees and organizations.

Raja, Mohsin and Moazzam (2016) ^[15], studied the influence of training and development on employee performance through job satisfaction. 115 copies of questionnaires were distributed among employees i.e. executives and managers of telecom companies in Abbottabad, Haripur and Mansehra of which 105 were returned. Convenience sampling technique was used for data collection. The response rate was 91%. The finding of the study showed positive impact of training and development and job satisfaction with employee performance. Training and development will lead to higher job satisfaction level in employees and they will fulfil their duties with a great deal of responsibility with best performance.

Adesola, Oyeniyi and Adeyemi (2013) ^[1] examined the relationship between staff training and job satisfaction among Nigerian banks employees with special reference to the selected banks in Osogbo metropolis. Structured questionnaire was used to collect data from eighty (80) respondents through simple random sampling method. Pearson product moment correlation coefficient was employed to know the relationship between staff training and job satisfaction, while multiple regression was used to determine the effect of the independent variable on the dependent variable. The result showed that staff training has positive significant relationship with job satisfaction.

Chumo, Gregory, William, Duncan and Aloys (2015) ^[2] investigated the effects of job training practices on employee satisfaction at Kapsara tea factory Kitale, in Trans-Nzoia County. The prime aim of this study was to find out the tea workers perception on effects of on the job training on both male and female workers, in tea production sector. A sample of sixty workers from Kapsara Tea Factory was selected using random sampling technique i.e. Human Resource Managers, line managers, supervisors and junior employees. Among the selected members 35 were male and 25 were female workers. The study used closed-ended questionnaires to get answers of the research questions. The study applied a descriptive research design to establish the relationship between variables. Copies of questionnaires were used to collect data and later on analyzed using inferential statistics and presented in frequency tables. A sample size of 30 respondents from a population of

60 workers was selected and 30 questionnaires were issued to the respondents. From the data analysis, it was evident that training through mentorship has a great impact on the job satisfaction and retention of the employees.

Danica (2016) [3] carried a study to explore the link between job satisfaction and organizational performance and to determine if there is an empirically provable relationship between these two variables, and the direction and the intensity of this relationship. Empirical research was conducted on a research sample of 40 large- and medium-sized Croatian companies, with 5806 employees surveyed. The results of this study show the existence of a clear link between employees' job satisfaction and organizational performance in both directions, but with pretty weak intensity. Detailed analysis showed that the connection between job satisfaction and organizational performance is stronger than the connection between organizational performance and job satisfaction. It could be stated that job satisfaction determines organizational performance, rather than organizational performance determining job satisfaction.

Moses and Geoffrey (2015) [10] undertook a study to determine the influence of performance appraisal on bank workers' performance in 10 selected commercial banks in Trans-Nzoia County, Kenya. The study adopted descriptive survey research design. A total of 178 research subjects was drawn from the target population using the stratified and the simple random sampling technique. 120 respondents' questionnaires were completed and returned. This represents 67 percent response rate. Data analysis was done through descriptive statistics, specifically use of frequencies and percentages. Data was presented in frequency tables and Chi Square method was used for testing the hypothesis. The findings show that: there is a significant relationship between performance appraisal and workers' performance.

Research Methodology

Correlational research design was used for the study. Kpolovie (2010) defined this design as an investigation of the magnitude and direction or nature (positive or negative) of relationship that exists between a dependent variable (criterion variable) and one or more independent variables (predictor variables).

A sample of 250 public secondary schoolteachers was selected for the study through simple sampling technique. Two instruments were used for data collection namely Human Resources Practices Questionnaire (HRPQ) and Teachers' Job Satisfaction Inventory (TJSI). Items on the two instrument were presented as statements to which the respondents were instructed to indicate their levels of agreement or disagreement on a four-point modified Likert type rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), weighted 4 points, 3 points, 2 points and 1 point respectively. Face and content validities were ensured. The reliabilities of the HRPQ and TJSI were determined by the researcher through Cronbach Alpha and test-retest respectively. However, the overall reliability coefficient of HRPQ was given at 0.71, while teamwork subscale was 0.69, performance appraisal was 0.73. On the other hand, TJSI reliability coefficient was given at 0.72. Simple and multiple

regression statistics were used for data analysis at 0.05 level of significance.

Results and Discussion

Research Question One: To what extent do teamwork and performance appraisal predict job satisfaction among secondary school teachers?

Table 1: Multiple Regression Analysis on the Extent Team Work and Performance Appraisal Predict Job Satisfaction of Secondary School Teachers

Model	R	R square	Adjusted R Square	Std. Error of Estimate
1	.634 ^a	.402	.517	12.23458

Table 1 reveals that the computed regression coefficient R is .634 while the squared regression value was computed to be .402. This implies that teamwork and performance appraisal jointly contribute to secondary school teachers' job satisfaction by 40.2% as indicated by the coefficient of determinism. Therefore the remaining 59.8% is contributed by other factors.

Hypothesis One

Team work and performance appraisal taken jointly do not significantly predict job satisfaction of secondary school teachers.

Table 2: ANOVA Associated with Multiple Regressions on Joint Contribution of Team Work and Performance Appraisal to Job Satisfaction of Secondary School Teachers

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	145.887	2	78.534	.356	.000 ^b
Residual	113456.035	247	105.112		
Total	113601.922	249			

Table 2 shows the sum of squares as 145.887 and 113456.035 while mean squares are 78.534 and 105.112. With degree of freedom of 2, 247, F calculated value of .356 associated with multiple regression is significant at .000 when subjected to an alpha level of significance of .05. Therefore, the null hypothesis is rejected. By implication, teamwork and performance appraisal jointly significantly contribute to job satisfaction of secondary school teachers in Obio/Akpor Local Government Area of Rivers State.

Research Question Two

To what extent does team work predict job satisfaction of secondary school teachers?

Table 3: Simple Regression Analysis on the Extent Teamwork Contributes to Job Satisfaction of Secondary School Teachers

Model	R	R square	Adjusted R Square	Std. Error of Estimate
1	.705 ^a	.497	.247	12.45327

Table 3 shows that the computed regression coefficient R is .705 while the squared regression value is computed to be .497. This means that teamwork contributes to job satisfaction of secondary school teachers by 49.7% as indicated by the coefficient of determinism. Therefore, the remaining 50.3% is

contributed by other factors.

Hypothesis Two

Teamwork does not significantly contribute to job satisfaction of secondary school teachers.

Table 4: T-test Associated with Simple Regression Analysis on the Extent Teamwork Contributes to Job satisfaction of Secondary School Teachers

Model	Unstandardized Coefficients		Standardized Coefficient	T	Sig
	B	Std Error	Beta		
Constant	38.118	1.475		33.876	.000
Teamwork appraisal	1.475	.313	.561	.523	.001

Table 4 shows that standardized beta coefficient is .561. The t-calculated value of .532 associated with simple regression is significant at .001 when subjected to alpha level of significance of .05. Therefore, the null hypothesis is rejected. This implies that there is a significant contribution of teamwork to job satisfaction of secondary school teachers in Obio/Akpor Local Government Area of Rivers State.

Research Question Three

To what extent does performance appraisal predict job satisfaction of secondary school teachers?

Table 5: Simple regression Analysis on the Extent Performance Appraisal Predicts Job Satisfaction of Secondary School Teachers

Model	R	R square	Adjusted R Square	Std. Error of Estimate
1	.471 ^a	.222	.392	11.56734

Table 5 shows that the computed regression coefficient R is .471 while the squared regression value is computed to be .222. This implies that performance appraisal contributes to job satisfaction of secondary school teachers by 22.2% as indicated by the coefficient of determinism. Therefore, the remaining 77.8% is accounted for by other factors.

Hypothesis Three

Performance appraisal does not significantly predict job satisfaction of secondary school teachers

Table 6: T-test Associated with Simple Regression Analysis on the Extent Performance Appraisal Contributes to Secondary School Teachers' Job Satisfaction

Model	Unstandardized Coefficients		Standardized Coefficient	T	Sig.
	B	Std Error	Beta		
Constant	37.252	2.321		31.435	.000
Performance appraisal	1.236	.126	.522	.157	.000

Table 6 shows that standardized beta coefficient is .522. The t-calculated value of .157 associated with simple regression is significant at .000 when subjected to alpha level of significance of .05. Therefore, the null hypothesis is rejected. The implication of this is that there is a significant contribution of performance appraisal to job satisfaction of secondary school teachers in Obio/Akpor Local Government Area of Rivers State.

Discussion of Findings

Contribution of Team Work and Performance Appraisal to Teachers' Job Satisfaction

Table 1 reveals that the computed regression coefficient R is .634 while the squared regression value was computed to be .402. This implies that teamwork and performance appraisal jointly contribute to secondary school teachers' job satisfaction by 40.2% as indicated by the coefficient of determinism. Therefore the remaining 59.8% is contributed by other factors.

More so analysis of data on hypothesis one (Table 2) revealed that team work and performance appraisal jointly contribute significantly to teachers' job satisfaction. This present finding is in agreement with Ray and Ray (2011) ^[16] whose study on the impact of human resources practices on employee's job satisfaction found that performance appraisal, participation in decision making, team, and work have significant association with job satisfaction. Vikram and Sayeeduzzafar (2014) ^[18] also found that training, performance appraisal, team work and compensation have significant impact on job satisfaction.

Contribution of Teamwork to Teachers' Job Satisfaction

Table 3 shows that the computed regression coefficient R is .705 while the squared regression value is computed to be .497. This means that teamwork contributes to job satisfaction of secondary school teachers by 49.7% as indicated by the coefficient of determinism. Therefore, the remaining 50.3% is contributed by other factors.

More so, analysis of data on hypothesis two (Table 4) showed that team work contributes significantly to teachers' job satisfaction in Obio/Akpor Local Government Area of Rivers State. This finding suggests that there is a greater result when employees work as a team one. This present finding lends credence to Khan, *et al.* (2011) and Shahabipour (2015) ^[17] whose study revealed that there was a significant relationship between variable dimensions of teamwork with employees' job satisfaction.

Contribution of Performance Appraisal to Teachers' Job Satisfaction

Table 5 shows that the computed regression coefficient R is .471 while the squared regression value is computed to be .222. This implies that performance appraisal contributes to job satisfaction of secondary school teachers by 22.2% as indicated by the coefficient of determinism. Therefore, the remaining 77.8% is accounted for by other factors.

More so, analysis of data on hypothesis three (Table 6) revealed that performance appraisal contributes significantly to teachers' job satisfaction in Obio/Akpor Local Government Area of Rivers State. This finding agrees with Katz and Khan (2014) who in their study to examine the impact of human resources management practices on job satisfaction of private sector banking employees found that performance appraisal has significant impact on job satisfaction. Ijigu (2015) ^[4] had earlier found that performance appraisal is positively related to employees' job satisfaction.

Recommendations

Based on the findings and conclusion of this study, the

following relevant recommendations were made:

1. Regular assessment of teachers' performance should be practiced by school administrators.
2. Teachers should ensure that they establish good working relationship with their colleagues for cross fertilization of ideas and maximum productivity.
3. Upward review of teachers' salaries in Nigeria should be carried out by government. More so efforts should be made to ensure that teachers' welfare is given adequate attention.

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