

# A STUDY OF JOB SATISFACTION OF MALE AND FEMALE TEACHERS IN RELATION TO THEIR PERSONALITY AND SENSE OF HUMOR

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**Abstract:** As everyone knows, job is the integral part of one's life and dissatisfaction in that can hamper our personal life's peace also. So, it become utmost important for everyone i.e. employees and employers to have satisfaction in their respective jobs as it help in enhancing productivity and efficiency of all which fosters the concerned organisation to achieve heights. Whole lot of factors attributed towards job satisfaction but in this respective research paper, the researcher has taken two factors i.e. Personality and Sense of Humor to determine the relation of these variables with Job Satisfaction and also to determine whether these variables has played any significant role in predicting job satisfaction. The researcher has taken the sample size of 600 senior secondary school teachers (both male and female) of Jhajjar, Rohtak and Sonapat districts of Haryana. Correlation and Regression analysis were used as statistical techniques which showed that positive and significant relation existed of personality and sense of humor with job satisfaction in overall sample, male and female teachers. Further, regression analysis resulted that significant role existed of both independent variables in predicting dependent variable in overall sample, male and female teachers.

**Key Words:** Job Satisfaction, Personality, Sense of Humor, Senior Secondary School Teachers (Male & Female teachers).

## 1. INTRODUCTION

As globalisation has made a tremendous impact on almost all spheres of our lifespan and so education is no exemption. The growing demands of globalisation has also touched the education system and it put forward whole lot of challenges in front of it. The quality and standard of education is primarily hinge on the eminence and competency of the educators. They are the one which goes about as turn for the transmission of information and specialized aptitudes from age to age and assist by keeping the light of human progress flourishing.

The most significant factor to be engaged is the teacher's replica as far as his/her quality, instructive capability, proficient preparing and the position he/she occupies in the school just as in the communal. It has been seen that even the best educational plan and the absolute best prospectus stay dead except if it is enlivened by the correct techniques for instructing and the correct sort of educators. Thus, one can say that without educators/teachers, there is no importance of classrooms, syllabus, curriculum, teaching materials, methods and techniques.

So, keeping in view this thing, one can conclude that it's important to have satisfaction of teachers in their respective jobs.

### 1.1 JOB SATISFACTION

The concept, "Job Satisfaction" not only contributed towards professional growth of the employees and employers but it also impacts the general life of them. Thus, in order to have contented and happy human being along with satisfied employees, one should highlight the conceptual framework of Job Satisfaction, its dimensions etc.

- "Robbins and Judge, 2007; George and Jones, 2005: Job Satisfaction can also be defined as a worker's emotional response to different job-related factors resulting in finding pleasure, comfort, confidence, rewards, personal growth and various positive opportunities, including upward mobility, recognition and appraisal done on a merit pattern with monetary value as compensation."

### 1.2 DIMENSIONS OF JOB SATISFACTION

It includes the following two types –

- **Intrinsic Satisfaction-** They are artefacts or instances which tail from the person's individual endeavours, not necessitating the association of some other person.

- **Extrinsic Satisfaction-** These include some external factors that induce one to achieve satisfaction level. These are things or instances which tail from the employee's individual endeavours comparable to different elements or people not straightforwardly associated with the job itself.

### 1.3 PERSONALITY

The term Personality is derivative of a Latin word 'Persona' which means the mask that has been worn by a Roman actor. So, it refers to the outward aspect of the individual. In simple language, by personality, we mean the totality of everything that individual possess- his ethical, emotional, mental, physical, social and spiritual makeup. Thus, "personality is certainly not a fixed state yet a unique one which consistently changes because of relation with environment".

- **G.W. Allport:** Personality is a dynamic organisation within the individual of those psycho-physical systems that determine his unique adjustment to the environment.

### 1.4 CHARACTERISTICS AND NATURE OF PERSONALITY

- It is somewhat inimitable & explicit in an individual. No two persons will behave precisely in the same way.
- It is a unique association inside the individual, not the static one.
- It is the outcome of both heredity & environment.
- It incorporates every one of those psycho-physical frameworks that decide his one of a kind changes in accordance with nature.
- Personality is the final result of the way toward learning and procurement of experiences. In this way, these contribute towards the development and improvement of personality.
- It functions as a unified whole which comprises of all the behaviour forms i.e. cognitive, affective & psycho-motor domains.
- It is the countenance of human's internal life; it does not attribute to animals.
- Personality shows the prediction as what an individual will do in a given circumstance.
- It described the integrated system of adjustment particularly to social environment.
- Personality is predictable and persevering.
- Under certain conditions like passing of a parent, character might be modified by significant life occasions.

### 1.5 SENSE OF HUMOR

**Dwight. D. Eisenhower** rightly quantified that, A Sense of Humor is part of the art of leadership, of getting along with people, of getting things done. There's a belief that life whether on personal or professional front is always serious, it's a "sense of humor that acts like a wagon without springs which is used to fly in the sky in a happy mood". It is extra than just being funny, it's a multidimensional means that has been used to accomplish several purposes that lighten up the person's life. Thus, humor is the way out to lessen up the stress, help in balancing the work and personal life issues.

### 1.6 REASONS TO INCLUDE HUMOR IN WORKPLACE

- To address confrontational subjects in an easy way.
- Help in keeping the audience or the listener engaged.
- Release tension and stress in the work and at the workplace, therefore it acted as stress buster.
- Inclusion of humor in your work leave permanent and memorable effect on others.
- Inclusion of humor by you will make people enjoy working with you.
- Humor acts as key ingredient in creative thinking and promote problem solving ability.
- It puts other at ease, therefore acceptable on humanitarian grounds.
- Help in building trust.
- It boosts up the morale.
- The one who uses humor tend to more approachable.
- Help in increasing productivity.
- A component of humor will aid in tumbling despair and apprehension while growing life/personal satisfaction.
- Utilization of humor inside work environment reduces monotony, work disappointment.
- Inclusion of humor encourages work communication and declines societal detachments ensuing better quality work relations.
- Humor strengthened the relations with higher management, subordinates and co-workers which indicate workplace harmony.
- Humor encourages slackening, lessening stress & handling job-associated disappointments.
- The one who uses humor at workplace will have higher level of organisational devotion & job satisfaction.

- The inclusion of humor in one's personality brings a value add above his/her other skills.
- Inculcate positivity in the workplace environment.

## 2. REVIEW OF RELATED LITERATURE:

**Goetz, et.al. (2016)** studied for evaluating the primary care physician's satisfaction in their jobs in Switzerland along with the exploration of associations between individual characteristics, general job satisfaction & the satisfaction in various facets of job involved in the practices, separated by gender. Data collection was done from "91 primary care practices in which 176 primary care physicians were working through cross-sectional study which was based on job satisfaction survey. It was calculated by means of Warr Cook-Wall Job Satisfaction Scale having 10 items". In it, stepwise linear regression analysis was used which is also separated by gender. Findings showed that they "reported most significant level of satisfaction with opportunity of working technique (mean=6.45) & the least for a considerable length of time of work (mean=5.38) & pay (mean=5.49)". Besides, female physicians were related higher in some aspects of job satisfaction than their male counterparts. Stepwise regression analysis showed that for male physicians, chance to practice capabilities showed ( $\beta=0.644$ ) uppermost association & for female, income ( $\beta=0.773$ ) to overall job satisfaction. **Srivastava, S., & Chabra, S. (2012)** studied to find out whether gender or educational qualification like NET & Ph.D. have influence on teacher educator's job satisfaction. Descriptive study technique was utilized by applying standardized job satisfaction scale as an exploration instrument. Test size comprised of 80 teacher educator's working in self-financing college were haphazardly chosen. "The investigation revealed that teacher educators are satisfied with their job, with gender not impacting the degree of job satisfaction altogether & qualification having a significant impact." **Hadiningrat, J.K., Luddin, M.R., & Suyatno, T. (2018)** "studied the impact of leadership, personality & job satisfaction on diplomat performance in the Ministry of Foreign Affairs of the Republic of Indonesia". Path Analysis method with survey was used as a research methodology in testing the hypothesis. Simple random sampling was used on 657 young diplomats as population from which 158 diplomats were taken as a sample. Data analysis & interpretation showed that: \* Job performance is positively affected by leadership. \* Diplomat performance is positively affected by personality & job satisfaction. \* Job satisfaction is positively affected by leadership & personality. **Ranasinghe, V.R., & Kottawatta, H.K. (2016)** discussed "the impact of Big Five personality traits on their job satisfaction of male & female teachers". Sample of 229 school teachers comprising of 45% males & 55% female teachers were used. "A questionnaire (short-form) developed by Weiss, et.al. in 1967 was used for measuring job satisfaction & Big Five Inventory developed by McCrae & John in 1992 was applied to evaluate the big five personality traits. The study found that there exists strongly direct association & effect of big five personality traits on their job satisfaction in both male & female educators". **Abzari, et. al. (2013)** explored the relation of humor with job satisfaction. 382 nurses were randomly selected from Isfahan's hospital in Iran. Two separate questionnaires were used during this study. "Sense of Humor Questionnaire constructed by Sadat Khoshouei, et. al. (2009) was used for measuring humor containing 25 items having five subscales. Further, Weiss, et. al. (1967) & Eskildsen, et. al. (2010) developed a questionnaire having 3 subscales for estimating job satisfaction". Testing of hypotheses were done through Structural Equation Modeling. "The findings showed that correlation coefficient turned out to be 0.43, 0.73 & 0.68 for compensation, feeling about the job & organizational climate respectively along with its significant effect on job satisfaction. Also, humor influences on job satisfaction with substantial path coefficient at 0.71". The finding exhibited that humor could be measured as an analyst for job satisfaction. **Fields, J.P. (2011)** studied was to "determine if teacher's job satisfaction was greater when working for principals with high perceived use of humor. The research also studied the effects of principals' usage of humor on perceived leadership effectiveness & level of personal relationships". Collection of data was done through survey on 36-questions by including "796 educators in a public-school system in Northeast Tennessee, from this, 450 completed surveys (56%) were returned". The main results from this study were: (I) teachers thought that humor usage was appropriate by principals in the schools. (II) teachers working under principals who use humor have significantly higher job satisfaction level as compared to when who were not using humor. (III) teachers have significantly higher personal relations with the principals who perceived humor. (IV) teachers reported that principals who used humor on regular basis has significantly higher leadership effectiveness. All these findings were significant at 0.01 level.

## 3. STATEMENT OF THE PROBLEM:

"A Study of Job Satisfaction of Male and Female Teachers in Relation to Their Personality and Sense of Humor."

### 3.1 . OPERATIONAL DEFINITIONS OF THE KEY TERMS:

#### ● Job Satisfaction

"Job Satisfaction is the combination of physiological, mental and environmental conditions that cause an individual reliably to state". "I am satisfied with my job" – Hoppock. In the current investigation, it has been estimated through various viewpoints, i.e. intrinsic & extrinsic aspects of the job: pay, promotional paths & administration situations, physical offices, institutional strategies and arrangements fulfilment with the authorities, fulfilment with societal

position & family assistance, compatibility with the pupils and relationship with the colleagues. In it, "Job Satisfaction refers to the scores obtained by senior secondary school teachers in the Job Satisfaction Scale by Madan and Malik (2019)".

#### ● **Personality**

"Personality is the dynamic organization within the individual of that psychological system that determines his unique adjustment to the environment." According to the current investigation, among the numerous individual contrasts in human psychology & research, there exist common differentiations: two sorts particularly the introversion & the extroversion type. The introvert is one who goes from lively association in the objective world to an innermost universe of thought and creative mind and maintains a strategic distance from social circumstances, energy and solid incitement. The extrovert then again, is all the more properly regulated by objective information, is responsive instead of reflective. He/she is progressively friendly, additionally cordial and increasingly dynamic. In it, "Personality refers to the scores obtained by senior secondary school teachers in the Introversion-Extroversion Inventory (I.E.T) developed by Aziz and Gupta (2011)".

#### ● **Sense of Humor**

It is characterized as such a catch of all terms to allude to ongoing individual contrasts in a wide range of conduct, encounters, influences, perspectives and capacities identifying with entertainment, chuckling, facetiousness, etc. In the existing study, "Sense of Humor refers to the scores obtained by senior secondary school teachers in the Teacher Sense of Humor Scale by Malik and Kapoor (2014)".

### **3.2. OBJECTIVES OF THE STUDY**

- To acknowledge correlation of Personality and Sense of Humor with Job Satisfaction of senior secondary school teachers in overall sample, male & female teachers.
- To identify the role of Personality and Sense of Humor in predicting Job Satisfaction of senior secondary school teachers in overall sample.
- To identify the role of Personality and Sense of Humor in predicting Job Satisfaction of senior secondary school teachers in male teachers.
- To identify the role of Personality and Sense of Humor in predicting Job Satisfaction of senior secondary school teachers in female teachers.

### **3.3 HYPOTHESES OF THE STUDY**

- There exists no significant correlation of Personality and Sense of Humor with Job Satisfaction of senior secondary school teachers in overall sample, male & female teachers.
- There exists no significant role of Personality and Sense of Humor in predicting Job Satisfaction of senior secondary school teachers in overall sample.
- There exists no significant role of Personality and Sense of Humor in predicting Job Satisfaction of senior secondary school teachers in male teachers.
- There exists no significant role of Personality and Sense of Humor in predicting Job Satisfaction of senior secondary school teachers in female teachers.

### **3.4 VARIABLES USED**

#### ● **Dependent Variable**

- Job Satisfaction

#### ● **Independent Variables**

- Personality
- Sense of Humor

### **4. METHOD OF THE STUDY: Descriptive Survey Method**

**4.1 SAMPLE** - A "Multi-Stage Stratified Random Sampling Technique will be utilized to choose a sample of 600 teachers from Private Senior Secondary Schools of rural & urban areas of Jhajjar, Rohtak and Sonapat districts of Haryana state."

**4.2 STATISTICAL TECHNIQUES USED** - Pearson Product Moment Correlation & Regression Analysis.

### 4.3 TOOLS TO BE EMPLOYED

- Job Satisfaction Scale will be constituted and standardized by the investigator with the help of the Supervisor. (Job Satisfaction Scale)
- Introversion-Extroversion Inventory (I.E.I) developed by Aziz and Gupta (2011).
- Teacher Sense of Humor Scale (TSHS) developed by Malik and Kapoor (2014).

### 5. ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

#### Concerned Objective:

- To acknowledge correlation of personality & sense of humor with job satisfaction of senior secondary school teachers in overall sample, male & female teachers.

#### Concerned Hypothesis:

- There exists no significant correlation of personality & sense of humor with job satisfaction of senior secondary school teachers in overall sample, male & female teachers.

#### Correlation Studies of Personality & Sense of Humor with Job Satisfaction

Table No. 1 Correlation Coefficient (r)

Variables	Personality & Sense of Humor (Independent Variables)		
	Total Males (300)	Total Females (300)	Overall Sample (600)
Job Satisfaction (Dependent Variable)	0.253*	0.142**	0.212*

0.05 Level of Significance = 0.088 & 0.01 Level of Significance = 0.115 at df (598)

0.05 Level of Significance = 0.113 & 0.01 Level of Significance = 0.148 at df (298)

\*Correlation is significant at 0.01 level \*\*Correlation is significant at 0.05 level

As the above table specify, correlation value in overall sample of personality & sense of humor with job satisfaction is 0.212 which is significant at 0.01 level, therefore, null hypothesis is rejected at 0.01 level. Thus, “there exists positive & significant correlation”. In male teachers, correlation value is 0.253 which is significant at 0.01 level, therefore null hypothesis is rejected. So, “there exists positive & significant correlation of personality & sense of humor with job satisfaction”. In female teachers, correlation value turned out to be 0.142 which is significant at 0.05 level. So, null hypothesis is rejected. So, “there exists positive & significant correlation of personality & sense of humor with job satisfaction”.

#### Regression Analysis

Above correlation analysis depicted the correlation of personality & sense of humor with job satisfaction but this does not specify how much & how well independent variables are having a logical bearing on dependent variable i.e. job satisfaction, for this regression analysis is done.

#### Concerned Objective:

- To identify the role of personality & sense of humor in predicting job satisfaction of senior secondary school teachers in overall sample.

#### Concerned Hypothesis:

- There exists no significant role of personality & sense of humor in predicting job satisfaction of senior secondary school teachers in overall sample.

Table (a) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.212 <sup>a</sup>	0.045	0.042	14.870

a. Predictor: (Constant) – Personality, Sense of humor

**Table (b) ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6225.168	2	3112.584	14.075	0.000
	Residual	132023.897	597	221.146		
	Total	138249.065	599			

0.05 Level of Significance = 3.01 & 0.01 Level of Significance = 4.65 at df 2/597

**Table (c) Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1(Constant)	70.541	5.184		13.594	0.000
Personality	0.185	0.054	0.139	3.423	0.001
Sense of Humor	0.115	0.034	0.137	3.373	0.001

From the above regression summary table, it is clear that the total variance in job satisfaction as explained by personality & sense of humor is 4.5% which is known as coefficient of determination. The regression is significant at 0.01 level as F-value is greater than p-value, so, null hypothesis is rejected. Thus, “there exists significant role of both independent variables in predicting dependent variable”. From the coefficient table, if personality goes for increase one unit, job satisfaction will increase by 0.185 units & 0.115 units in case of one unit increase in sense of humor.

**Concerned Objective:**

- To identify the role of personality & sense of humor in predicting job satisfaction in male teachers.

**Concerned Hypothesis:**

- There exists no significant role of personality & sense of humor in predicting job satisfaction in male teachers.

**Prediction of Job Satisfaction by Personality & Sense of Humor as Predictors in Male Teachers**

**Table (a) Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.253 <sup>a</sup>	0.064	0.058	16.836

a. Predictor: (Constant) – Personality, Sense of humor

**Table (b) ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5775.559	2	2887.779	10.188	0.000
	Residual	84187.108	297	283.458		
	Total	89962.667	299			

0.05 Level of Significance = 3.03 & 0.01 Level of Significance = 4.68 at df 2/297

**Table (c) Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1(Constant)	63.974	8.309		7.669	0.000
Personality	0.287	0.088	0.186	3.273	0.001
Sense of Humor	0.143	0.055	0.147	2.592	0.010

As  $R^2$  indicates the proportion of variation in the dependent variable that is due to variation in independent variable. So,  $R^2 = 6.4\%$  shows the contribution of both independent variables on dependent variable. In the ANOVA table, F-value is greater than p-value, therefore null hypothesis is rejected at 0.01 level. Thus, “there exists significant role of personality & sense of humor in predicting job satisfaction”. Unstandardized B coefficient value shows the degree of change in job satisfaction for one unit change in personality & sense of humor which are 0.287 & 0.143 units respectively.

**Concerned Objective:**

- To identify the role of personality & sense of humor in predicting job satisfaction in female teachers.

**Concerned Hypothesis:**

- There exists no significant role of personality & sense of humor in predicting job satisfaction in female teachers.

**Prediction of Job Satisfaction by Personality & Sense of Humor as Predictors in Female Teachers**

**Table (a) Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.142 <sup>a</sup>	0.020	0.013	12.370

a. Predictor: (Constant) – Personality, Sense of humor

**Table (b) ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	929.969	2	464.985	3.038	0.049
	Residual	45451.827	297	153.036		
	Total	46381.796	299			

0.05 Level of Significance = 3.03 & 0.01 Level of Significance = 4.68 at df 2/297

**Table (c) Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1(Constant)	79.327	6.176		12.845	0.000
Personality	0.076	0.063	0.070	1.201	0.231
Sense of Humor	0.075	0.040	0.110	1.877	0.062

$R^2 = 2.0\%$  which shows the percentage of variation in dependent variable due to variation in personality & sense of humor. The regression is significant at 0.05 level, so, null hypothesis is rejected. Thus, “there exists significant role of both independent variables in predicting job satisfaction”. From coefficient table, it is highlighted that one unit increase in personality & sense of humor will increase job satisfaction by 0.076 units & 0.075 units respectively.

## 6. FINDINGS OF THE RESEARCH STUDY:

- There exists significant & positive correlation of personality & sense of humor with job satisfaction.
- The total variance in job satisfaction as explained by personality & sense of humor is 4.5% which is significant. Further, if personality & sense of humor goes for increase one unit, job satisfaction will increase by 0.185 units & 0.115 units respectively.
- The total variance in job satisfaction as explained by personality & sense of humor is 6.4% in male teachers & 2.0% in female teachers which are significant. Further, if personality goes for increase one unit, job satisfaction will increase by 0.287 units in male teachers & 0.076 in female teachers. In the same way, if sense of humor goes for increase one unit, job satisfaction will increase by 0.143 units in male teachers & 0.075 units in female teachers.

## 7. CONCLUSION:

The researcher has concluded that personality and one's sense of humor has played significant role in attaining satisfaction in job. The person having extrovert personality has more job satisfaction comparatively to one's having introvert personality. Further, one's having good sense of humour or having humorous nature will attain high job satisfaction. Thus, the employer has to put additional efforts in the form of environmental setup and relationship building that will help them to groom their personality along with humorous environment as these will enhance their job satisfaction which paved the way towards increase in the efficiency.

## 8. IMPLICATIONS OF THE STUDY:

- As study showed that extrovert person has high job satisfaction than introvert, therefore some sort of interactive sessions, seminars, conferences etc. should be arranged that should only cater to the introvert employees.
- Finding showed that females are more satisfied than males, therefore organization will arrange some extra-curricular or co-curricular activities for teachers also for grooming their personality.
- Good, friendly and humorous relationship should be built up among employer-employees and employees-employees as one having high level of humor has high job satisfaction.
- Authorities can identify the causes of stress, built humorous environment as a preventive measure to help teachers to cope up with stress.

## 9. SUGGESTIONS:

- For better and authentic results, similar study can be carried out on a large sample also.
- The present study has been conducted on sr. sec. school teachers only. For generalization of the research findings, the study would be extended to the teachers teaching in elementary level schools, colleges etc.
- As current study was conducted on rural & urban teachers of Jhajjar, Rohtak and Sonipat districts, so same study can be done by taking rural & urban areas of Delhi state.
- This study was conducted on school teachers only. Alike study may be directed on other professionals also etc.

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