

Work Orientation, Job Satisfaction and Professional Success of Graduates from African Universities

Harald Schomburg

1. Introduction

Work orientation and job satisfaction are often seen as key factors to explain organisational behaviour. As individual attitudes they might define the graduates' selection of employers and work places. From the employers' viewpoint these individual attributes could be considered as important factors of job performance and commitment. According to the well known content theory of work orientation, one would expect a kind of hierarchy of orientations like in Maslow's theory of motivation (1954) and Herzberg's (1959) 2-factor theory of work orientation and job satisfaction. In Herzberg's theory a distinction was made between lower level related factors ("hygiene factors") like salary, job security, interpersonal relations, working conditions, status, and the higher "motivational" factors like achievement, recognition, work itself, responsibility and advancement. Although there seems to be little empirical evidence in later research for the distinction between two factors, both, Maslow's motivation theory and more specifically Herzberg's 2-factor theory underline the relevance of elements beyond the simplified *homo oeconomicus*. The content of work, the use of acquired knowledge and skills and also altruistic values like the relevance of the work for the development of the country should be taken into account especially in the area of work of graduates from higher education. On the other side, in many African countries graduates are facing a situation of relatively low salary, insecure employment and bad physical working conditions. Under these circumstances, which are quite different from the situation in most of the industrialized countries, the question arises, how – in the view of the graduates – the intrinsic ("work itself") and extrinsic factors ("income") of work orientation are related to each other.

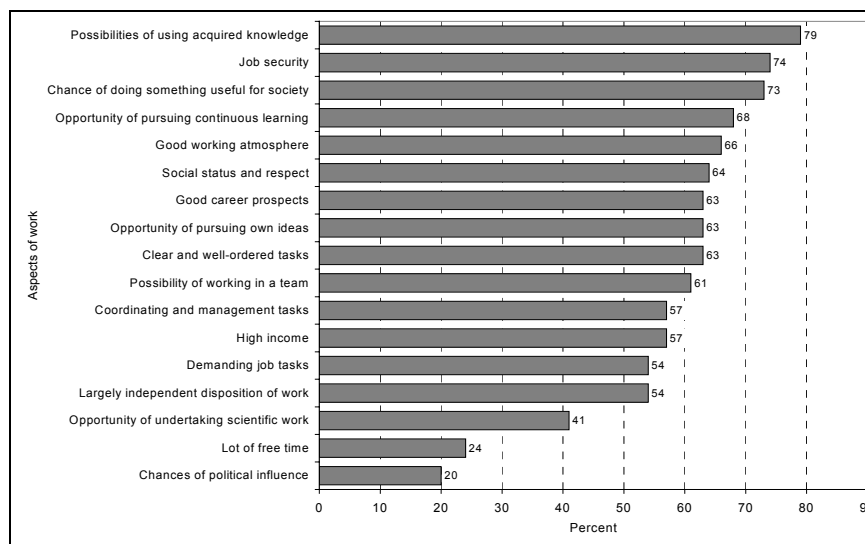
In many of the graduate surveys which were mainly conducted during the 1980s and reported by Sanyal (1987), the items "work orientation" and "job satisfaction" were included. But since that time, the operational definitions and the data analysis differed from study to study, thus it is not possible to directly compare their results. The AAU studies, for the first time, provide the possibility for a systematic comparison of work orientation and job satisfaction of graduates from institutions of higher education from different countries.

Beside the analysis of the work orientation of graduates, this chapter provides a broader range of subjective indicators of professional success: general job satisfaction, job satisfaction with different characteristics of the professional situation, fulfilment of early expectations, use of knowledge and skills acquired and appropriateness of the position to the level of education.

2. Work Orientation

In the AAU graduate surveys, a common instrument comprising 17 items, was used to measure the work orientation of graduates. Among other things they were asked: "How important are the different characteristics of an occupation for you personally?" A five point answer scale was given from 1 = "very important" to 5 = "not important at all".

Figure 1: Work Orientation of Graduates from African Universities (percent responses 1 and 2)



Question 36: How important are the different characteristics of an occupation for you personally? Scale from 1 = very important to 5 = not important at all.

As Figure 1 shows, intrinsic as well as extrinsic aspects of work are important for most of the graduates. The most important aspect is the "possibility of using acquired knowledge" (79%), indicating a key element of a professional orientation. Next comes "job security" (74%) which is seen as an important context factor of work. Very important is also another element of the ideal classical profession, the "chance of doing something useful for society" (73%). But also the key extrinsic elements like "good career prospects" (63%), "high income" (57%), "social status and respect" (64%) are important for more than 50 percent of the graduates. "Lot of free time" (24%) and "chance of political influence" (20%) are only for rather few graduates important aspects of their work.

Sometimes it is argued that women and men have very different work orientations which could explain the differences in their professional success. From the findings of the AAU graduate surveys this view is not supported. As Table 1 shows, there are hardly any significant differences between male and female graduates concerning work orientation. This is the same regarding the field of study or sector of employment.

Table 1: Work Orientation by Gender (percent; responses 1 and 2)

	Male	Female	Total
Possibilities of using acquired knowledge	79	78	79
Job security	74	76	74
Chance of doing something useful for society	74	72	73
Opportunity of pursuing continuous learning	69	67	68
Good working atmosphere	66	67	66
Social status and respect	65	63	64
Clear and well-ordered tasks	62	66	63
Opportunity of pursuing own ideas	63	62	63
Good career prospects	63	63	63
Possibility of working in a team	61	61	61
High income	57	58	57
Coordinating and management tasks	58	55	57
Largely independent disposition of work	54	52	54
Demanding job tasks	56	49	54
Opportunity of undertaking scientific work	42	35	41
Lot of free time	23	27	24
Chances of political influence	20	19	20
Count (n)	(3712)	(1338)	(5050)

Question 36: How important are the different characteristics of an occupation for you personally? Scale from 1 = very important to 5 = not important at all.

In general, the differences by field of study are not very significant (see Table 2), but some remarkable differences should be noted regarding contrasting groups and aspects of work:

- Graduates from health sciences seem to be more ambitious than the other fellow students. Their level of motivation is higher in many respects.
- On the other side, graduates from the field of education and agriculture have a lower level of motivation compared to the average.
- The biggest differences regarding the aspects of work are visible in the "opportunity of undertaking scientific work". Graduates from health sciences, natural sciences, agriculture, and engineering are clearly more motivated for research work than are the others.

Table 2: Work Orientations by Field of Study (percent; responses 1 and 2)

	Field of Study							Total	
	Bus	Soc	Eng	Edu	Hum	Agri	Nat	Health	
Possibilities of using acquired knowledge	82	79	81	78	75	77	77	92	79
Job security	75	77	70	77	69	64	69	78	74
Chance of doing something useful for society	69	74	68	75	76	74	72	84	73
Opportunity of pursuing continuous learning	67	75	66	65	66	65	73	81	68
Coordinating and management tasks	61	65	68	52	58	58	53	63	58
Good working atmosphere	73	71	70	61	62	56	65	80	65
Social status and respect	73	75	63	58	61	58	63	79	64
Good career prospects	69	72	59	58	62	57	63	85	63
Clear and well-ordered tasks	69	66	65	61	61	63	60	81	63
Opportunity of pursuing own ideas	71	64	65	59	62	60	64	73	63
Possibility of working in a team	62	69	50	59	60	61	62	65	61
High income	69	64	62	50	51	47	55	64	56
Largely independent disposition of work	67	52	44	51	53	50	53	71	54
Demanding job tasks	60	62	61	48	52	49	55	62	54
Opportunity of undertaking scientific work	47	33	62	31	28	56	57	81	41
Lot of free time	19	18	27	29	28	25	21	16	24
Chances of political influence	20	19	25	19	25	16	14	22	20
Count (n)	(684)	(698)	(320)	(1526)	(502)	(339)	(473)	(78)	(4620)

Question 36: How important are the different characteristics of an occupation for you personally? Scale from 1 = very important to 5 = not important at all.

The result of rather small differences in the work orientation of graduates holds true if we look at the sector of employment, the work tasks, the cohort, and the age of the graduates.

Three major dimensions of work orientation of graduates from institutions of higher education in Africa can be identified according to the result of the factor analysis (see Table 3):

- Status/career: "high income", "good career prospects", "social status and respect", "job security"
- Work content: "chance of doing something useful for society", "demanding job tasks"
- Autonomy: "Opportunity of undertaking scientific work", "possibilities of using acquired knowledge", "largely independent disposition of work".

Table 3: Factors of Work Motivation (main component analysis; varimax rotated factor loadings; only factor loadings greater than 0.5 are reported)

	Status/career	Work content	Autonomy
High income	.82505		
Good working atmosphere	.76875		
Good career prospects	.71538		
Social status and respect	.71128		
Job security	.57196		
Opportunity of pursuing own ideas	.56293		
Opportunity of pursuing continuous learning	.55749		
Possibility of working in a team		.79870	
Chance of doing something useful for society		.71903	
Coordinating and management tasks		.63269	
Demanding job tasks		.53547	
Opportunity of undertaking scientific work			.76173
Largely independent disposition of work			.70945
Clear and well-ordered tasks			.58749
Possibilities of using acquired knowledge			.52770

3. Job Satisfaction

Job satisfaction can be seen as a key indicator of professional success. Of course, it is a subjective indicator not showing the elements of the objective situation which is taken into account by the individual graduate. The subjectivity of this indicator is in fact not a weakness but allows to compare individuals even if we know nothing about their job orientation. The AAU graduate survey provides information on the general job satisfaction of the graduates ("Altogether, to what extent are you satisfied with your professional situation? Please take also into

account in your statement any professional sidelines. Scale of answers from 1 = to a very high extent to 5 = not at all.) as well as on the job satisfaction with different characteristics of the professional situation.

The general level of job satisfaction is not very high: 42 percent of the graduates reported to be satisfied (scale-points 1 and 2 of the 5 point scale) which corresponds to an arithmetic mean of 2.8. Not to be satisfied was reported by 21 percent of the graduates (scale-points 4 and 5 of the 5 point scale). Table 4 shows the differences in the general job satisfaction by country, which are especially in the comparison between Tanzania and Kenya rather big. Graduates from the University of Dar Es Salaam reported a higher job satisfaction (52% satisfied) than those from the University of Nairobi and the Kenyatta University (34% satisfied). To interpret these differences, one has to take into account that the graduates from the University of Dar Es Salaam studied Business while the graduates from the two Kenyan universities studied Education. This different educational background might therefore explain the differences between the countries. Indeed, if we analyse the differences in the general job satisfaction by field of study we can find similar results between graduates from Business (51% satisfied) and Education (34% satisfied).

Table 4: General Job Satisfaction by Country (percent; arithmetic mean)

General job satisfaction	Country						Total
	Nigeria	Ghana	Uganda	Tanzania	Kenya	Malawi	
1 to a very high extent	13	11	11	12	7	10	11
2	29	37	30	40	27	31	31
3	34	39	35	36	39	33	36
4	13	9	16	9	15	14	13
5 not at all	11	4	8	4	11	11	9
Total	100	100	100	100	100	100	100
Count (n)	(2476)	(876)	(359)	(293)	(955)	(456)	(5415)
Arithmetic mean	2.8	2.6	2.8	2.5	3.0	2.8	2.8

Question 35: Altogether, to what extent are you satisfied with your professional situation? Please take also into account in your statement any professional sidelines. Scale from 1 = to a very high extent to 5 = not at all.

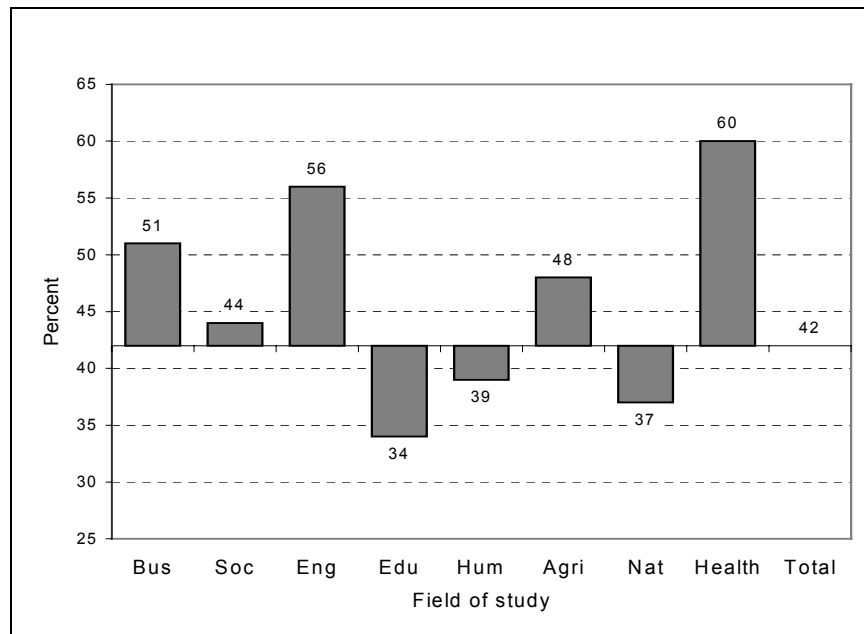
The highest level of job satisfaction according field of study was reported by graduates from Health Science (60 %), Engineering (56%) and Business (51%), while a relative low job satisfaction was indicated by graduates from Natural Sciences (37%), Education (34%) and Humanities (39%).

Table 5: General Job Satisfaction by Field of Study (percent; arithmetic mean)

General job satisfaction	Field of Study								Total
	Bus	Soc	Eng	Edu	Hum	Agri	Nat	Health	
1 to a very high extent	13	11	11	9	11	14	14	24	11
2	38	33	45	25	28	34	23	36	31
3	36	39	31	37	34	31	37	33	36
4	9	12	9	17	14	13	12	5	13
5 not at all	4	4	3	12	12	7	14	3	9
Total	100	100	100	100	100	100	100	100	100
Count (n)	(778)	(767)	(308)	(1494)	(532)	(326)	(525)	(76)	(4806)
Arithmetic mean	2.5	2.7	2.5	3.0	2.9	2.7	2.9	2.3	2.8

Question 35: Altogether, to what extent are you satisfied with your professional situation? Please take also into account in your statement any professional sidelines. Scale from 1 = to a very high extent to 5 = not at all.

Figure 2: Job Satisfaction, by Field of Study (percent of graduates with high job satisfaction)



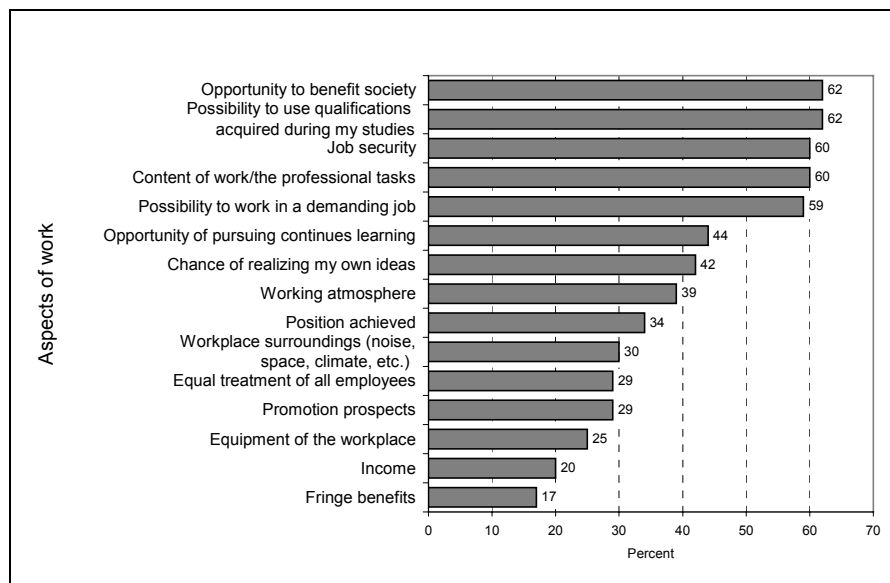
Question 35: Altogether, to what extent are you satisfied with your professional situation? Please take also into account in your statement any professional sidelines. Scale from 1 = to a very high extent to 5 = not at all.

Satisfaction with Characteristics of the Professional Situation

The satisfaction with the different characteristics of the professional situation shows a very clear pattern: graduates are rather satisfied with the content of their work, the demanding character of their work, the use of qualifications acquired during studies, the opportunity to benefit society and job security (more than 60% of the graduates are satisfied with each of these aspects) while working conditions and status aspects, especially the income and the fringe benefits, are not valid as being satisfying (see Figure 3).

Graduates in health related fields had the highest rating for the content of work/professional tasks, followed by graduates in engineering. These are fields in which professionalism is a very important characteristic. They were followed by graduates in Business and Law, Education, and Social Sciences, fields that also demand professionalism to a certain extent. Graduates in fields of study like Humanities and Arts, Natural Sciences and Agriculture rated this characteristic relatively lower than their counterparts.

Figure 3. Satisfaction with Characteristics of the Professional Situation (percent of graduates with high job satisfaction)



Question 34: To what extent are you satisfied with the following characteristics of your professional situation? Scale from 1 = to a very high extent to 5 = not at all.

The highest rating of the possibility to use qualifications acquired during studies is given again by graduates in Health related field, followed by graduates in Engineering and in Education and finally by graduates in Business and Law. Indeed, one cannot perform as a medical doctor or as an engineer or an accountant without using the technical knowledge acquired during study. Graduates in Humanities and Arts and in Social Sciences rated this characteristic relatively lower, perhaps because their work assignments are not as clearly related to a defined set of knowledge and qualifications. One would have expected a higher rating of this characteristic from graduates in Natural Sciences as well as from graduates in Agriculture, because their work would usually require use of specialized knowledge in the respective fields.

Again, graduates in Health related fields rated best the characteristic "opportunity to benefit society". These graduates directly deal with human beings, and the impact of what they do is almost immediate. Therefore they get a lot of satisfaction from seeing a positive impact resulting from their work. Graduates in Business and Law as well as graduates in Engineering rated this characteristic lowest.

Only a minority of graduates were satisfied with the fringe benefits and the income. Teachers were the most unsatisfied with the fringe benefits which they received from their employers. This may be a reflection of the general complaint in Africa that teachers usually are the lowest paid. Most of them are employed by the state government where salaries and benefits are generally the lowest as will be discussed later in this chapter. Also the graduates in Natural Sciences rated poorly the fringe benefits. Similar are the ratings for "income". Again this was lowest rated by Education and by Natural Science graduates. In relative terms, graduates in Engineering and Graduates in Business and Law showed less dissatisfaction with their incomes than other graduates.

Table 6: Satisfaction with Characteristics of Professional Situation by Field of Study (percent; responses 1 and 2)

	Field of Study								Total
	Bus	Soc	Eng	Edu	Hum	Agri	Nat	Health	
Possibility to use qualifications acquired during my studies	65	58	66	64	54	64	57	83	62
Opportunity to benefit society	55	64	58	63	65	66	61	87	62
Content of work/professional tasks	61	58	63	60	58	61	55	75	60
Job security	54	61	57	69	51	56	54	54	60
Possibility to work in a demanding job	66	66	69	49	57	63	56	71	59
Opportunity of pursuing continues learning	40	51	37	41	50	52	44	56	44
Chance of realizing my own ideas	47	42	54	35	44	44	40	56	42
Working atmosphere	47	39	43	36	35	34	36	57	39
Position achieved	38	35	42	29	36	36	35	46	34
Workplace surroundings (noise, space, climate, etc.)	35	36	33	26	27	24	32	31	30
Equal treatment of all employees	26	30	31	30	31	25	30	39	29
Promotion prospects	34	29	38	23	28	31	29	43	29
Equipment of the workplace	30	32	36	15	26	22	27	31	25
Income	26	22	29	14	23	21	16	29	20
Fringe benefits	20	18	25	12	19	20	16	34	17
Count (n)	(791)	(790)	(313)	(1541)	(550)	(333)	(546)	(78)	(4942)

Question 34: To what extent are you satisfied with the following characteristics of your professional situation? Scale from 1 = to a very high extent to 5 = not at all.

Table 7 clearly indicates the relationship between work orientation and job satisfaction: a higher level of job satisfaction in all the different aspects is related with a higher level of work motivation. This relationship is especially high with respect to intrinsic work aspects like the content of work, the use of acquired skills and demanding work tasks, but it is also significant regarding the status aspects (income and promotion prospects) and the working conditions. These findings could be explained by two totally different hypotheses: according to the *selection hypothesis* one could assume that graduates with a high level of motivation are looking for related jobs and are able to get them. This hypothesis is based on the assumption that work orientations are attributes of the personality of the graduates which stays stable over time. The opposite hypothesis is the socialisation hypothesis which argues that the work motivation is influenced by work experiences. Work orientations in this view are not stable personality attributes but reflections

of the objective work situation. A low work motivation would be a sign of relatively bad working conditions according to the socialisation hypothesis.

Table 7: Selected Work Orientations and Related Job Satisfaction (percent)

Work orientation	Important (%)	Satisfied (%)	Job satisfaction
Possibilities of using acquired knowledge	79	62	Possibility to use qualifications acquired during my studies
Chance of doing something useful for society	73	62	Opportunity to benefit society
Job security	74	61	Job security
Demanding job tasks	54	59	Possibility to work in a demanding job
Opportunity of pursuing continuous learning	68	44	Opportunity of pursuing continues learning
Opportunity of pursuing own ideas	63	41	Chance of realizing my own ideas
Good career prospects	63	29	Promotion prospects
High income	57	20	Income

Four major dimensions of job satisfaction could be identified according to the result of the factor analysis (see Table 8):

- *Status/career*: "Income", "Fringe benefits", "Promotion prospects", "Position achieved"
- *Work content*: "Content of work/the professional tasks", "Possibility to use qualifications acquired", "Possibility to work in a demanding job"
- *Context*: "Workplace surroundings (noise, space)", "Equipment of the workplace", "Equal treatment of all employees", "Working atmosphere "
- *Autonomy*: "Opportunity to benefit society", "Chance of realizing my own ideas".

These four factors of aspects of work are all positively correlated with the general job satisfaction, but which dimension is the most relevant? In order to answer this question, multiple regression (OLS) analysis was applied with general job satisfaction as the dependent variable and the four factors of aspects of work as independent variables. The regression analysis was conducted for each country separately in order to find out if the relevance of the different aspects for job satisfaction is equal in the different African countries.

In four of six African countries, the most relevant aspect which explains the general job satisfaction is the work content. Only in two of six countries, status and career aspects are most relevant. In all countries, both dimensions – work content and status – are more important than the physical working conditions or the work autonomy.

Table 8: Factors of Job Satisfaction (main component analysis; varimax rotated factor loadings; only factor loadings greater than 0.5 are reported)

	Status/career (1)	Work content (2)	Physical working conditions (3)	Autonomy (4)
Income	.83			
Fringe benefits	.77			
Promotion prospects	.73			
Position achieved	.61			
Content of work/the professional tasks		.79		
Possibility to use qualifications acquired		.78		
Possibility to work in a demanding job		.66		
Workplace surroundings (noise, space, cl)			.84	
Equipment of the workplace			.66	
Equal treatment of all employees			.61	
Working atmosphere			.48	
Opportunity to benefit society				.87
Chance of realizing my own ideas				.51

The results are giving some support for the hypothesis that graduates from higher education institutions from different African countries have rather similar concepts of a satisfying job. Both, the intrinsic aspects of the work as such, which can be seen as an attribute of professionalism, and the extrinsic aspect of status/income/career are relevant for graduates.

Table 9: Explanation of Job Satisfaction, by Country (stand. regression coefficients, OLS regression)

	Country					
	Nigeria	Ghana	Uganda	Tanzania	Kenya	Malawi
Work content	.382	.439	.381	.493	.276	.547
Status/career	.449	.413	.289	.359	.450	.419
Physical working conditions	.187	.225	.046	.106	.265	.259
Autonomy	.113	.134	.156	.000	.154	.217
R-square	.405	.409	.214	.388	.334	.542

4. Subjective Indicators of Professional Success

The analysis of the work orientation and the job satisfaction of graduates from higher education institutions in Africa shows a high level of "professional orientation" in the sense that key elements of the orientation of classical professionals like medical doctors are highly valued by the graduates (see Abbot 1988). But to what extent are graduates working "study related" and do they have a position which they rate as "appropriate"? These two dimensions of the relationship between study and work (vertical and horizontal) are often seen as key indicators of professional success. Table 10 suggests that the majority of employed graduates can use the knowledge and skills acquired during the course of studies (70%). Position and status were rated from the majority as "appropriate to the level of education" (60%) and more than 50 per cent of them reported that they were able to realize their career plans.

A high use of knowledge and skills was reported especially by graduates from Tanzania, Kenya and Nigeria (more than 70%), while only 49 per cent reported this in Uganda. The use of knowledge and skills seems to depend to some extent on the field of study. Graduates from health and education related fields reported a higher level of use of knowledge and skills than graduates from the other fields.

With regard to the appropriateness of position to level of education and the degree of realisation of career expectations the differences between countries are less pronounced.

Table 10. Close Relationship between Study and Work by Country (percent; responses 1 and 2)

	High use of knowledge and skills (1)	Appropriate position (2)	High realisation of career expectations (3)
Nigeria	74	64	55
Ghana	63	62	52
Uganda	49	55	41
Tanzania	77	58	66
Kenya	76	52	52
Malawi	60	55	55
Total	70	60	54

(1) Question 31: When you look at your current work tasks altogether: to what extent do you use the knowledge and skills acquired during your course of studies? Scale from 1 = to a very high extent to 5 = not at all.

(2) Question 32: To what extent is your position and status appropriate to your level of education? Scale from 1 = completely appropriate to 5 = not at all appropriate.

(3) Question 30: To what extent have you been able to realize the career you expected at the time of graduation? Scale from 1 = to a very high extent to 5 = not at all.

All three indicators of professional success do not show significant changes over time when we compare the different cohorts of graduates. In contrary to the public debate on the changes in the relationships between study and work in the process of the expansion of higher education, the data of this graduate survey do not provide signals for growing skill-mismatch or over-education. This becomes more apparent when we look at the amount of graduates who reported to use the knowledge and skills they acquired during the course of studies (=indicator for skill-mismatch) to a "low extent" and to have a position which is "not appropriate" to their education (=indicator for over-education) (see Table 11).

The amount of skill-mismatch is very low among graduates in Africa (only 10%) while almost every fifth graduate reported to work on a "not appropriate" position. There are some differences by country but the general finding that "appropriateness" seems to be more widespread than skill-mismatch holds true for all countries in the study.

Table 11: Low Relationship between Study and Work by Country (percent; responses 1 and 2)

	Low use of knowledge and skills (1)	Not appropriate position (2)	Low realisation of career expectations (3)
Nigeria	10	18	19
Ghana	10	16	19
Uganda	19	20	32
Tanzania	5	14	7
Kenya	5	23	19
Malawi	15	25	24
Total	10	19	19

(1) Question 31: When you look at your current work tasks altogether: to what extent do you use the knowledge and skills acquired during your course of studies? Scale from 1 = to a very high extent to 5 = not at all.

(2) Question 32: To what extent is your position and status appropriate to your level of education? Scale from 1 = completely appropriate to 5 = not at all appropriate.

(3) Question 30: To what extent have you been able to realize the career you expected at the time of graduation? Scale from 1 = to a very high extent to 5 = not at all.

There might be quite different reasons and causes which could explain *why* graduates are not working in an appropriate position. In the public debate about job chances for higher education graduates very often only limitations of the demand side in a narrow sense are considered. It is assumed that all graduates have more or less the same work orientations and share the same idea of an "appropriate position". The possibilities of individual differences as well as the aspect of career dynamics in the first years after graduation are often ignored.

In this study the graduates were asked why they are working in a job which is not linked to their study. Table 12 shows that only 24 percent (of those with a "not appropriate job") referred to the limitations of the labour market ("I could not find any job closely linked to my study"). The vast majority mentioned "good reasons" which are in accordance with their career plan ("In doing this job I have better career prospects", 16%) or their specific work orientation ("My current job provides the opportunity for part-time/flexible schedules, etc.", 16%; "My current job allows me to take into account family needs", 12%; "My current job provides the opportunity to work in a locality I prefer", 11%).

Table 12: Reason for Taking up Employment Rarely Linked to Studies
(percent; multiple responses)

	Percent
I could not find any job closely linked to my study	24
In doing this job I have better career prospects	16
My current job provides the opportunity for part-time/flexible schedules etc.	16
At the beginning of the career envisaged I have to accept work hardly linked to my study	14
My current job allows me to take into account family needs	12
My current job provides the opportunity to work in a locality I prefer	11
My current job ensures a higher income	6
My current work is very satisfactory	4
I prefer an occupation which is not closely connected to my studies	2
I prefer a job not clearly linked to my studies	1
I was promoted to a position less linked to my studies than my previous positions	2
Other	10
Not applicable (I consider my job linked to my studies)	17
No answer	15
Total	149
Count (n)	(1013)

Question 33: If you consider your employment and work hardly being linked to your knowledge and your level of education: why did you take it up? Multiple reply possible. Here the results are presented only for graduates which ticked the answers 4 or 5 (=not appropriate position) in the question 32. See previous table for further information.

5. Conclusion

The analysis of the relationships between higher education and work is often focussed on objective criteria like income and employment conditions. In this chapter results from graduate surveys from six African countries were presented which

for the first time allows to take into account also the view of the graduates in a genuine comparative perspective.

For most African graduates intrinsic as well as extrinsic aspects of work are important. At the top of their work orientations are:

- possibilities of using acquired knowledge
- job security
- the chance of doing something useful for society.

The job satisfaction with these most important aspects of work is relative high while the level of job satisfaction with income and fringe benefits is very low.

References

- Abbot, A. (1988). *The System of Professions*. Chicago: University of Chicago Press.
- Maslow, A.M. (1970). *Motivation and Personality*. 2nd Ed. New York, London: Harper & Row.
- Herzberg, F. et al. (1959) *The motivation to Work*. 2nd Ed. New York: John Wiley & Sons.
- Sanyal, B. C. (1987) *Higher Education and Employment. An International Comparative Analysis*. London. The Falmer Press.
- Sverko, B. and Vizek-Vidovic'. V. (1995). „Studies of the Meaning of Work: Approaches, Models, and Some of the Findings“. In Super, D. E. and Sverko, B. eds. *Life Roles, Values, and Careers: International Findings of The Work Importance Study*. San Francisco: Jossey-Bass Inc. Publishers, pp 3-21.
- Super, D. E. and Sverko, B. (eds) (1995). *Life Roles, Values, and Careers: International Findings of The Work Importance Study*. San Francisco: Jossey-Bass Inc. Publishers.