

FACTORS AFFECTING ACADEMIC PERFORMANCE EFFECTIVENESS  
OF ACADEMIC STAFF AT PRIVATE UNIVERSITIES IN SHENYANG  
UNDER LIAONING PROVINCE

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Received : 19 March 2023

Revised : 27 June 2024

Accepted : 27 June 2024

## ABSTRACT

The objectives of this research were: (1) to determine factors affecting academic performance of academic staff at private universities in Shenyang under Liaoning Province, and (2) to propose a model of factors affecting academic performance effectiveness of academic staff at private universities in Shenyang under Liaoning Province.

The total population of this study included 7,267 academic staffs from the private university in Shenyang. Proportional stratified random sampling method was used to collected data, totaling 400 academic staffs which calculated from package software. The main instrument for collecting data was a 5- level rating scale questionnaire. Descriptive statistics and inferential statistics such as SEM. Statistical were used to prove the hypotheses and used in path analysis. Overall, of data analysis through the statistical package software.

Research results revealed that: 1) The effectiveness of academic performance of academic staff at private universities in Shenyang was moderate level. The factors affecting academic performance effectiveness were quality of work life, perceived organizational support, transformational leadership, job motivation, and job satisfaction, which had high level and 2) The factors affecting academic performance effectiveness of academic staff at the private universities in Shenyang with the statistically significant include quality of work life, perceived organizational support, transformational leadership,

job motivation, and job satisfaction, all together could exactly direct/indirect predict the academic performance effectiveness was at 51 percent.

**Keywords:** Factor affecting academic performance effectiveness, academic staff, universities in Shenyang, Liaoning province

## 1. Introduction

Most countries worldwide have been able to get significant economic growth due to their quality of education. Due to education helps individuals to become better and self-sufficient citizens. Therefore, any country's future depends on the standard of its education system, and the education system relies on the quality of academic faculty. If the quality of the academic staff is flawed, the educational system falls. Regina (2014) defined that the educational system can guide an individual towards obtaining knowledge, skills and capacities, positive thoughts, and skills needed to achieve success for living a purposeful life. Teachers are the pillars of the nation, who make the individuals' foundation strong. Further, Regina (2014) described that the universities' strong foundations are crucial in a higher level of the educational system and found that the latest knowledge, technology, and skills are required to prepare for leadership positions in every work of life equal and socially justifiable promotion.

Because of education is a fundamental position in formation of comprehensive national strength as mention above. Considered education as a key tool of cultivating the new generation ready to engage in social life, and it is also the key link to inherit and carry forward the production experience of human society. The new situation puts forward new and more urgent requirements for education in cultivating and creating a generation of high-quality new citizens in China. In the 21st century, art design education is an extremely important factor or tool in the development of education system. Specifically, "China's Education Modernization 2035" proposed to "comprehensively strengthen and improve the aesthetic education in schools". In the stage of higher education, the Ministry of Education issued the opinions on effectively strengthening the aesthetic education of higher education in the new era, which set the positioning, policies and responsibilities for the reform and development of aesthetic education in colleges and universities. Through a series of policy collaborative design, the basic structure is a step-by-step aesthetic education system, and a relatively perfect aesthetic education content and curriculum system are initially formed (YangYinqiao & JiangFenfen, 2020).

Therefore, art design education in the field of higher education and the opinions on deepening the reform of education and teaching to comprehensively improve the quality of compulsory education plays a crucial role, the lack of Chinese university art design education about quality effectiveness that caused from administration ability competence research and imperfect human resources system seriously restrict the development (Xining, Xing. 2021). How to identify what are important factors affecting art design education has become one of the urgent problems to be solved in the field of the new era of art Design Education in universities under Shenyang, Liaoning Provinces.

## 2. Research Questions

The main question needs to answer in this study is: what factors effect or influence on the effectiveness of academic staffs' performance at private university in Shenyang, Liaoning province?

## 3. Research Objectives

- (1) to determine factors affecting academic performance effectiveness of academic staff at private universities in Shenyang under Liaoning Province, and
- (2) to propose a model of factors affecting academic performance effectiveness of academic staff at private universities in Shenyang under Liaoning Province.

## 4. Research Hypotheses

Theoretically relevant factors examined and found to have a direct or indirect effect on the effectiveness of academic staffs' selected performance include: (1) quality of work life, (2) perceived of organizational support, (3) transformational leadership, (4) job motivation, and (5) job satisfaction. By a job satisfaction was shown as a mediating effect. Hypotheses, therefore, needs to approve were as follow:

Hypothesis 1: Quality of working life directly affects the effectiveness of academic.

Hypothesis 2: Recognition of organizational support directly affects the effectiveness of academic.

Hypothesis 3: Transformational leadership directly affects the effectiveness of academic.

Hypothesis 4: Job motivation directly affects the effectiveness of academic.

Hypothesis 5: Job satisfaction directly affects the effectiveness of academic staff.

Hypothesis 6: Quality of work-life directly affects job satisfaction of academic.

Hypothesis 7: Quality of working life indirectly affects academic performance effectiveness through job satisfaction

Hypothesis 8: Recognition of organizational support directly affects job satisfaction.

Hypothesis 9: Recognition of organizational support indirectly affects academic performance effectiveness through job satisfaction.

Hypothesis 10: Transformational leadership directly affects job satisfaction of academic staffs.

Hypothesis 11: Transformational leadership indirectly affects academic performance effectiveness through job satisfaction

Hypothesis 12: Job motivation directly affects job satisfaction of academic staffs.

Hypothesis 13: Job motivation indirectly affects academic performance effectiveness through job satisfaction

## 5. Research Method

### 5.1 Research Design

The quantitative method was employed to propose the Structural Equation Modeling of factors affecting academic performance effectiveness of academic staff at private universities in Shenyang under Liaoning Province.

### 5.2 Population and Sample

Population used in this study was art teachers within seven comprehensive universities of Shenyang, Liaoning Province which includes of (1) Dalian Art College, (2) Liaoning Communication University, (3) College of Arts and Information Engineering, (4) Dalian Polytechnic University, (5) Haihua College of Liaoning Normal University, (6) He University, (7) Dalian University of Science and Technology, (8) Shenyang City University, (9) Shenyang Urban Construction University, (10) Liaoning University of International Business and Economics, total of 7,267 persons.

In this study, G\*Power software was used to determine the sample size. And the proportional stratified random sampling was employed to this study. As this study had multiple observed variables to define the latent variables, a large sample size was needed. In this study, since there were 22 observed variables, the sample size should be at least somewhere between 110 and 220. For this study, 400 valid questionnaires were

obtained, which is much larger than the suggested 110 or 220, including 345 that stated in an initially.

### 5.3 Research Instruments

Research Instruments for this research are as follows:

**Part 1:** is a question about the personal data of the respondents using a closed-ended question, each question has multiple options. but could choose only one answer, namely gender, age, education, academic position etc.

**Part 2-6** are questions about factors influencing operational effectiveness, academic aspects of university staff. It is a 5-level rating scale questionnaire about the latent variable of Quality of work life, Transformational leadership, Job motivation, Job satisfaction.

**Part 7:** Is a question about academic performance effectiveness of academic staff.

Questionnaire quality have checked by 5 experts in management to check the accuracy of the objectives. Content and language used and reported as – Objective Congruence (IOC). Included the reliability test, Cronbach's alpha coefficient was used to determine the accuracy and reliability that it was at an acceptable level. (Suchart Prasit Ratasin, 2001: 248-257).

### 5.4 Data Collection

Step 1: Request permission and request letter to collect data for research to the Bangkokthoburi University (BTU).

Step 2: Selection the coordinating teachers to help assist in coordinating data collection in each institution. Those will be oriented to understand the details of the questionnaire administration and data collection.

Step 3: Carry out data collection with the selected samples by sending questionnaires to the coordinator teacher who will help for collect data with the selected samples in each school/college/department.

### 5.5 Data Analysis

**5.5.1** Descriptive statistic to describe the variables using frequency, percentage, mean, and standard deviation

**5.5.2** Correlation analysis between independent variables to study the relationship among variables for Multicollinearity check.

**5.5.3.** Data analysis to answer research hypothesis the values used to check the harmonization and coherence of the structural equation model with the empirical data include: Chi Square test, Goodness – of – Fit Index (GFI), Adjusted Goodness-of-Fit Index (AGFI), Root Mean Square Error of Approximation (RMSEA), Comparative Fit Index (CFI), Normed Fit Index (NFI), SRMR (Standardized Root Mean Square Residual) is a value that indicates the size of the average remainder based on comparison with empirical data.

**5.5.4** Interpreting and Modifying the Model) in the analysis of linear structural equations. Upon examining the model, it was found that the model is not yet in harmony with the empirical data. The model will be adjusted by considering (1) theoretical feasibility and related research papers, and (2) considering the model adaptation index. (Modification Indices), and then start analyzing the data from the first step.

## 6. Conclusion of research findings

### 1. Quantitative Data Analysis

The results of the analysis of factors influencing the effectiveness of academic staff performance found that “Factors of quality of work life” as a whole were at a high level. When considering each aspect, it was found that the fair remuneration, advancement and job security the average is at a high level. Meanwhile safe working conditions, opportunities to develop competency, balance in life and family was at a moderate level,

Factors perceived organizational support as a whole found that the average is at a high level. When considering each aspect, it was found that the aspect of justice, coupled with the support of the superiors and in terms of awarding and organizing suitable working environment the mean was also at a high level.

The overall transformational leadership factor found that the average is at a high level. when considering each aspect. It was found that the influence in ideology motivation and individualized consideration the average was at a high level.

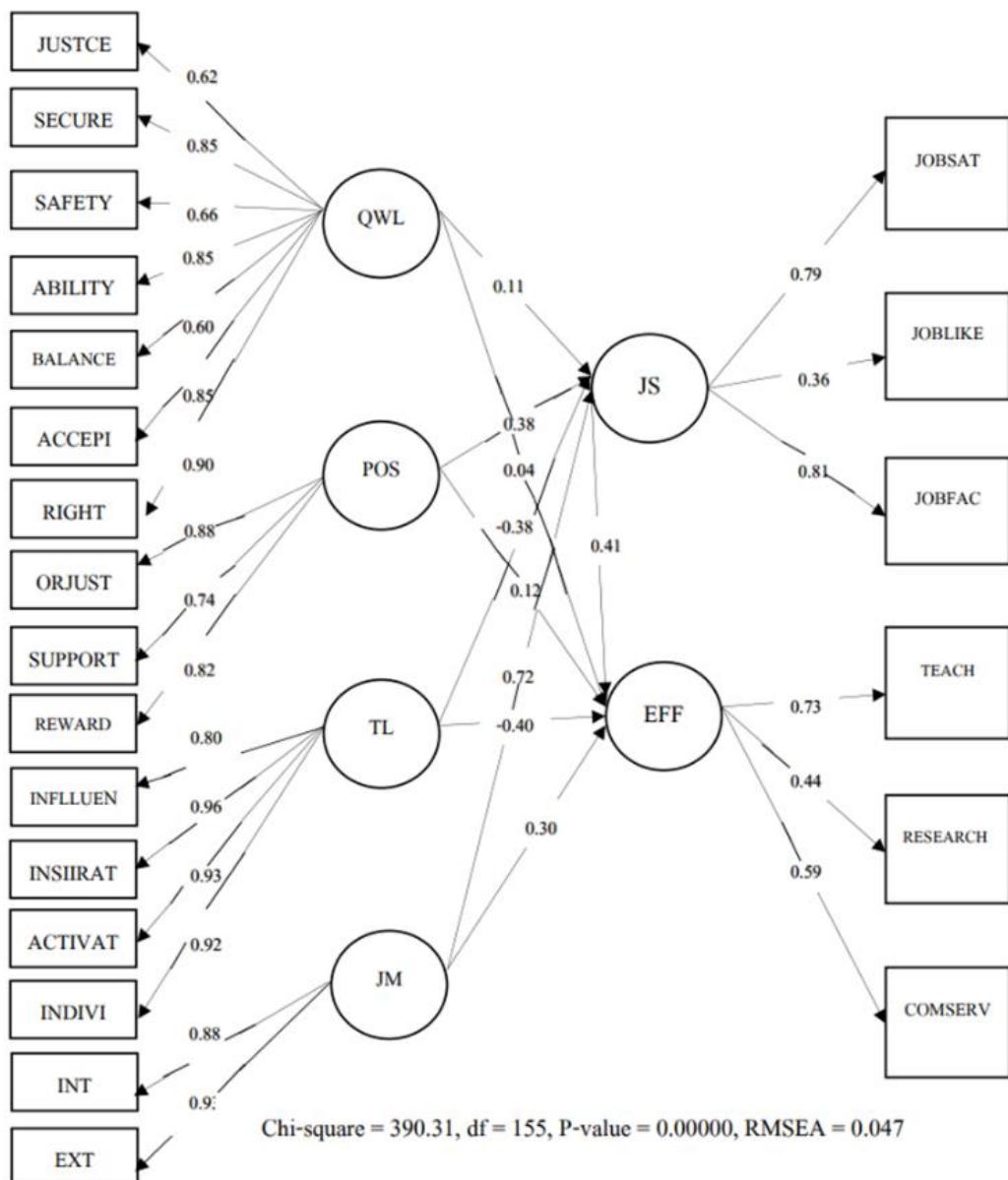
Job motivation factors, Overall, it was found that the average is at a high level. When considering each side, it was found that the factors within the event available at the internal and external factors were at a high level.

Job satisfaction factor found that the average was at a high level. When considering each side, it was found that satisfaction with the job was at a medium level. Generally

liked the nature of the work being done was at average level. However, like to work in this faculty/institute the average was at a high level.

The last, effectiveness of academic staff performance as a whole found that only average was at moderate. When considering each aspect, it was found that the teaching aspect was at a high level, meanwhile research and academic service were only at moderate level.

## 2. The results of the hypothesis testing



Chi-square= 390.31, df=155, P-value = 0.00, GFI = 0.95, AGFI = 0.92 CFI = 0.99, NFI = 0.99, TLI 0.99, RMR = 0.03, and RMSEA=0.047

**Figure 1:** Hypothetical Structural Equation Model, showed the factors that influence the effectiveness of academic staff performance (final adjustment).

The results of data analysis from the index used to check the consistency. after structural equation adjustment, it was found that  $\chi^2/df = 2.52$ , GFI = 0.95, AGFI = 0.92, RMSEA = 0.047, CFI = 0.99, NFI = 0.99, TLI 0.99, and RMR = 0.03 considering that all consistency indices were all criteria values. In addition, in order to make the Structural Equation Modeling more complete, the researcher will the data analysis results are presented as follows:

The predictive coefficient ( $R^2$ ) of the exogenous observed variables inspirational motivation had the highest predictive coefficient equal to 0.90, followed by intellectual stimulation, external factors taking into account the personal rights, the predictive coefficients were 0.89, 0.84 and 0.80 respectively.

Accuracy or the predictive coefficient ( $R^2$ ) of the endogenous observed variables, working preference in the Faculty/Institution had the highest predictive coefficient equal to 0.65, followed by job satisfaction. and teaching effectiveness was equal to 0.62 and 0.52 respectively.

Component weight or factor loading value of latent variables, it was found that quality of work life: personal rights aspect had a highest weight value ( $\lambda_x = 0.90$ ), balance in life and family was weighted minimal ( $\lambda_x = 0.60$ ).

Perception organization support had a weight value the highest ( $\lambda_x = 0.88$ ), the perception of supervisor's support had a lowest value ( $\lambda_x = 0.74$ ).

The transformational leadership found that the inspiration motivation aspect had the highest weight ( $\lambda_x = 0.96$ ), and the idealized influence had the lowest weight ( $\lambda_x = 0.80$ ).

Job motivation variables in terms of external factors, there was a weight value the most component ( $\lambda_x = 0.93$ ) and internal factors has the lowest weight ( $\lambda_x = 0.85$ ).

Job satisfaction variables, it was found that the preference for working in the Faculty/Institution, the weight of components was the highest ( $\lambda_x = 0.81$ ) and in terms of job preference. has the least weight ( $\lambda_x = 0.36$ ).

The academic performance effectiveness, in term of teaching side the component weight was the highest ( $\lambda_x = 0.73$ ), and the research side had the lowest component weight ( $\lambda_x = 0.44$ ).

Conclusions from the analysis of the overall measurement model, have an acceptable level of precision. The researcher presents the path analysis results of the influencing factor Structural Equation Modeling. The effectiveness of academic performance staff as follows:

The predictive coefficient ( $R^2$ ) of the Structural Equation Modeling, it was found that variable of: quality of working life, perceived organizational support, transformational leadership, job motivation, and job satisfaction can together explain the variance of academic performance effectiveness was at 51%. and the results of the hypothesis test can be summarized as Table 1:

**Table 1:** Summary of results from hypothesis testing.

Hypothesis	Result
1. The quality of work life directly affects the academic performance effectiveness of academic staff	Not in accordance with the assumptions.
2. The perception organizational support directly affects the academic performance effectiveness of academic staff	Not in accordance with the assumptions.
3. Transformational leadership direct effect the academic performance effectiveness of academic staff	According to the assumptions.
4 . Job motivation directly affects the academic performance effectiveness of academic staff	According to the assumptions.
5 . Job satisfaction directly the academic performance effectiveness of academic staff	According to the assumptions.
6. Quality of working life directly affects job satisfaction of academic staff	Not in accordance with the assumptions.
7 . Quality of work life indirectly affects academic performance effectiveness of academic staff through job satisfaction	Not in line with the assumptions.
8 . Perception organizational support directly affects job satisfaction of academic staff	According to the assumptions.
9 . Perception organizational support indirectly affects the academic performance effectiveness of academic staff through job satisfaction	According to the assumptions.

Hypothesis	Result
1 0 . Transformational leadership direct effect on job satisfaction of academic staff	According to the assumptions.
1 1 . Transformative leadership indirect effect on academic performance effectiveness of academic staff through job satisfaction	According to the assumptions.
1 2 . Job motivation directly affects job satisfaction of academic staff.	According to the assumptions.
13. Job motivation indirectly affects academic performance. Effectiveness of academic staff through job satisfaction	According to the assumptions.

In conclusion, hypotheses that have proven factors influencing academic performance effectiveness consists of 9 items, divided into 6 items that directly affect and 3 items that indirectly affect.

## 7. Discussion

(1) Quality of working life directly affects the academic performance effectiveness of the academic staff with no statistical significance. In generally when mention the quality of work life, if personnel have a good quality of work life will make them satisfied in the effectiveness of the work, the development of the quality of work in the organization, the idea, creativity in work and dedication to work to achieve the organization's goal of reducing transfer and resignation. Hackman and Suttle (1977) stated that having a good quality of life not only gives people satisfaction but also affects to social and environmental conditions various productive economy and most importantly, the quality of work life will lead to job satisfaction and organizational engagement contributes to lower absenteeism, turnover and accident rates. which the results of this study were inconsistent with the findings of some study that reported by Beh & Rose (2007), which found that quality of work life was positively correlated with work performance.

(2) Perception of the organizational support should increase efficiency academic practice with no statistical significance. The organizational support makes employees willing to put in effort and dedicate their time working for the organization to receive various awards from the organization through social exchange as positive perceptions about the employment relationship led to more productive behaviors. The results of this

study are inconsistent with the findings of Rhoades & Eisenberger (2002) which found that perceptions organizational support is fairness, supervisor support, and organizational rewards and the environment in favorable job conditions have a direct correlation with job performance.

(3) Transformational leadership directly affects academic performance effectiveness of statistically significant with staffs in a negative direction. Higher performance is due to changes in employee values, attitudes, and motivations by gradual stimulation from low to high levels (Bass, 1985). Follower's success including willingness to put extra effort in work, satisfaction with leaders recognizing the importance of performance and perceived achievement at work.

(4) Job motivation directly affects to academic performance effectiveness of academic staff with statistical significance. Job motivation is extremely important for both personal and organizational performance (Addison and Brundrett, 2008), while Shaari, Yaakub and Hashim (2002) show that highly motivated individuals have a tendency to perform well at work and to be more responsible and diligent. Likewise, Halepota (2005) argues that incentives make employees work better, thereby resulting in higher productivity.

(5) Job satisfaction directly affects academic performance effectiveness of academic staff with statistical significance. Due to job satisfaction is one of the factors that will enable the organization to work productively. If individuals are satisfied with their job responsibilities, it will lead to high productivity and an organization with increased turnover. A person's job satisfaction is not static and changes with the circumstances of the job, work and other factors within organization, changes in job satisfaction will affect behavior of individuals over time. Mega Fisher & Menghetti (2010) stated that job satisfaction is an important factor affecting work behavior and organizational performance. Therefore, job satisfaction was clearly correlated with the pattern of behavior.

(6) Quality of work life directly affects employee satisfaction at academic work with not statistically significant. Improving the quality of work life. It is one way to develop an organization. which is regarded as having an impact directly with workers in the organization. The executives should pay attention and pay attention to the personnel in the organization is considered a very important resource that the organization has. Hackman & Suttle (1977) said that having a good quality of life not only makes people

satisfied but also sends effect on social conditions environment, economy, various products and most importantly, the quality of work life will lead to.

(7) The quality of work life indirectly affects academic performance effectiveness of the academic staff through job satisfaction with no statistical significance. Because the results of the study in this research found that quality of life in work directly affects job satisfaction of academic with no statistical significance. It is inconsistent with some results of the study as the Augustine Acheampong, Musa Ahmed Muhammed and Kingsley Agyapon. (2016) they reported that although much research found that the quality of work life possibly direct on academic performance, however some did not always the case.

(8) Perceived organizational support directly affects work satisfaction of university staff significantly. It is what the organization expresses by giving benefits in return satisfied employees, such as recognition and praise compensation increase promotion, information and other assistance necessary to help work better which is what employees want organizations feel connected and supportive to them. The results of this study are consistent with the results of the study of Rhoades & Eisenberger (2002) that found that the perception of support from the organization is fairness support from supervisors and receiving awards from the organization and environment in favorable job conditions are directly related to job satisfaction.

(9) The perceived organizational support indirectly affects the academic performance effectiveness of academic staff through job satisfaction with statistical significance. It can be explained that because the perception of support from the organization directly affects job satisfaction is consistent with Azadehand & Ahranjani (2014), Farooqui & Nagendrab (2014), Huang et al., (2013) Springer (2010) that job satisfaction affecting the performance of employees. They were explained that perception organizational support as a resulted in job satisfaction at a high level that encouraged efficiency in the work itself.

(10) Transformational leadership directly affects employee job satisfaction. Academic university Rajabhat University in Thailand is statistically significant, with a negative direction. Higher performance results from change employee values, attitudes, and motivations by gradual stimulation from low to high levels (Bass, 1985, p. 32). amount of follower success both willingness to put extra effort into work Leader Satisfaction Recognizing the importance of performance and perceived success at work (Bass as cited in Krishnan, 2005, p. 14). Pianella (2014) examined the impact of transformational

leadership on job satisfaction of nurses. The results of the study revealed that transformational leadership delivered directly on job satisfaction of nurses. The head nurse with transformational leadership will be able to motivate subordinates to achieve the goals of the department and have a good working attitude in addition, it also affects the intention to serve patients. quality of care.

(11) Transformational leadership indirectly affects academic performance effectiveness of academic staff through work satisfaction with statistical significance with a negative direction. Explained from the results of this research study found that transformational leadership has a negative direct effect on academic job satisfaction, it will have consequences, namely, the effectiveness of work is reduced, this is in line with Stewart's (1996) idea that resistance to change affects job satisfaction, leading to dissatisfaction. And the effectiveness of work is reduced, may be the staff anti-change manner resulting in a negative impact on the results academic work through the feeling of dissatisfaction resulting in various behaviors that do not want to work for achieve the goals that the leader or supervisor wants them to be.

(12) Job motivation has a direct effect on job satisfaction with statistical significance. Job motivation to work is an expression of the emotional state of the person towards the stimuli and then appears. It is behavior towards the goal of satisfying or dissatisfied emotions (McClelland, 1961). The results of this study are consistent with the concept of Ghafoor (2014) found that work motivation with 6 questions about work effort, work effectiveness, work participation, dedication to work working beyond workload and happiness at work.

(13) Job motivation indirectly affects the academic performance effectiveness of academic staff through job satisfaction with statistical significance. It can be explained that the motivation is a background for a person to act in order to describe the duties that have been set and when accomplished, one will feel pride and satisfaction in the work which will affect the effectiveness of the organization to succeed in the future.

## 8. Recommendations

### 1. Policy recommendations

(1) From research findings that the effectiveness of academic performance of academic staff was influenced by job satisfaction variables both direct and indirect influence.

(2) Based on the findings of transformative leadership roles that affect negative direct effects on both job satisfaction and academic performance effectiveness of academic staff with statistically significant. Therefore, the university should have to change the organizational management policy in command line by reducing the administrators' role of transformative leadership behaviors to reduce resistance to change.

(3) From the finding on the quality of work life the university should have a policy, especially in terms of welfare that is higher than the basic standards that university staffs should receive, this included creating stability in the career by setting a clear career path and individual developing plan to clear and concrete to achieve academic position or academic performance.

(4) From the findings about the perception of support from the organization indirectly affecting academic performance effectiveness through job satisfaction, the university should have a fair administration policy or good governance, that can be inspected, which will make academic staff satisfied with their work.

(5) The findings on operational effectiveness, particularly in research, that found that were at low level, should regulate research policies by integrating missions, research, academic service, and teaching into concrete.

## 2. Practical recommendations

(1) Teaching side should use information technology to help reduce the burden of various administrative tasks that are not related to academic performance in conjunction with the management system effective management or increasing the number of support lines which, when compared to the number academic staff have a very low proportion. Causing teachers to bear some of the workload such as preparing documents for quality assurance, including the workload that is not related or not directly responsible, should reduce the teaching workload since the number of teaching hours per week is currently at an average which more than standard. In addition to the various administrative tasks that must be done, it makes it impossible to manage time for research or writing textbooks efficiently.

(2) In terms of research, the academic staff should go to the area to find research problems. and explore the needs of local to solve problems. If this kind of research can be done, it will affect research, service, academic and teaching that truly meets the needs. With an experienced teacher as the head team and set goals for research work and doing academic work.

(3) Academic service that should emphasize the integration of research that answers local problems, encouraging personnel to go out for academic services. To external agencies, being a consultant to both public and private agencies to create acceptance.

(4) In term of job security whether in the matter fair employment contract various welfare better than the social security system that is currently received. Although some places have other welfare such as group accident insurance, etc., but it is still unclear.

(5) Work motivation because the motivation to work will encourage working people feel satisfied with their work. This will increase productivity in work.

(6) Build morale and morale in work in order to reduce pressure by using contracts hired as a tool.

(7) Clear division of workload according to staff aptitude, not everyone has to do everything the same.

(8) Administrators 'leadership is important to help followers work efficiently, however the executives should understand their work and help promote to support employees or subordinates to work and build good working relationships.

### **3. Recommendation for Further Research**

(1) This Structural Equation Modeling process can be explaining the variation in effectiveness of academic performance about 51%. There were other factors involved such as work participation variables, organizational management, self-development management, governance morale and encouragement, professional attitude, organizational commitment, relationship in the organization, etc., which those who are interested can use to create a perfect model to do research related to the effectiveness of academic performance.

(2) From the research results, it can be seen that the effectiveness of academic performance in research is the lowest level when comparison with teaching and academic service. So, in-depth results able to study qualitatively on this issue. that there will be a way to add research effectiveness.

(3) This Structural Equation Modeling, there was a variable of job satisfaction as a variable. To study the indirect influence on academic performance effectiveness, the mediator variable for study, interested in studying, may use other variables such as political factors. organizational loyalty, organizational commitment, good membership

behavior, etc., to obtain the best model for the study of academic performance effectiveness.

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