

Determinants Of Youth Job Satisfaction In Mauritius

Medha Kisto

Abstract: This paper investigates the determinants of job satisfaction in Mauritius based on primary data which were sourced through survey among 500 youth workers across the island in 2014. The purpose of this study is to explore the association between job satisfaction and selected demographic, education and employment variables. Both qualitative and quantitative analyses were done. Results indicated significant relationships between job satisfaction and demographic variables, job variables and mismatch variables, but we find that job satisfaction among youth is explained by different set of variables respectively for males and females and for the whole sample. From the key findings and analysis from the factor analysis showed that factors affecting the respondent current job satisfaction can be grouped under three categories namely socio-economic shocks and demographic indicators, social evils and psychological well-being. Thus, these findings have implications for future research on job satisfaction among youth.

Keywords: Factor Analysis, Job satisfaction, Mauritius, Multiple response, Ordered Logit Model, Ranking and Scoring, Youth

1. INTRODUCTION

The study of job satisfaction is a topic of wide interest for people who work in organisations and people who study them. Job satisfaction describes how content an individual is with his or her job. Thus, job satisfaction simply shows how people value monetary and non-monetary returns to their jobs according to their own personal expectations, tastes and preferences. In short, it defines the extent to which individuals are satisfied with their jobs: the happier the workers, the more satisfied they are with their jobs. There are a variety of factors that can influence a person's level of job satisfaction namely leadership and social relationships, the level of pay and benefits, the perceived fairness of the promotion system within a company, the quality of the working conditions and the job itself (the variety of tasks involved, the interest and challenge the job generates, and the clarity of the job description/requirements). Successful integration of youth into the labour market is very important for the society, organisations and young people. Over the past economic crisis, the youth labour market has worsened, due to lack of working places and inappropriate employment conditions. More recently, in the research paper of the International Labour Organisation, 19.7 per cent of employed youth expressed dissatisfaction about their working conditions in Egypt as majority of young workforce tends to secure temporary assignments. These young workforces also tend to be vulnerable as they are less likely to be members of the unions and hence they are unable to secure market rate salaries and improved working conditions. Moreover, many researchers have attempted to identify the various components of job satisfaction ranging from gender earnings gap to educational level achievement but few researchers have looked at the job satisfaction among youth. Similarly, research and analysis of job satisfaction of youth is limited in Mauritius.

It is important to note that the Mauritian youth are among the most vulnerable groups in the labour market. Thus, this study is targeted to reflect situation of youth in the context of their work satisfaction in Mauritius. The aim of this study is to disclose the determinants of job satisfaction gender wise and among the whole sample of young people below 25 years of age in the Island. This study attempts to investigate the above objective by using the primary datasets and employing the random sampling technique. An ordered logit model was applied among all the participants in the survey and gender wise to determine factors youth job satisfaction. The ranking and scoring analysis is employed to determine factors affecting youth during their unemployed period, using Microsoft Office 2010. Finally, the factor analysis was used to investigate factors affecting the youth current job satisfaction level in Mauritius. Following this introduction, the rest of the paper is organised as follows: section 2 explains the term job satisfaction, reviews the theories of job satisfaction and summarises the factors and consequences of job satisfaction. Based on the proposed conceptual framework, section 3 elaborates on the methodology, while section 4 reports and discusses the empirical results. Finally section 5 concludes the paper.

2. LITERATURE REVIEW

2.1 Introduction

Job satisfaction indicates how people value the whole package of both the monetary and non-monetary returns from their jobs based on their personal tastes, preferences and expectations. It is an individual's feeling regarding his or her work, and it may be used to understand the effects of workers' education on utility from work and, ultimately, on general welfare of individuals. The term Job satisfaction was brought to the limelight by Hoppock (1935), describing job satisfaction as "any combination of environmental, physiological and psychological circumstances that led the person to truthfully say: I am satisfied with my job." Several dimensions of job satisfaction have been recognised by major writers, namely chance for advancement, rapport with supervisors and co-workers, satisfaction with the work itself, wages, and recognition. Each dimension contributes to the individual's overall feeling regarding his job, but it should be noted that the word 'job' can be defined differently by different people.

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2.2 Theories of job satisfaction

Job outcomes include both intrinsic work outcomes (which are objects or events which follow from the employee's, own efforts, not requiring the involvement of any other person) and extrinsic work outcomes (which are objects or events which follow from the employee's own efforts in conjunction with other factors or persons not directly involved in the job itself). The distinction between these two outcomes is important for understanding the reactions of people towards their jobs. Job satisfaction depends on both outcomes and how the job holder views those outcomes. Furthermore, these outcomes can take different values (positive, negative or neutral) depending on the level of importance the person attaches to it. An array of theories is available to explain the issue of job satisfaction. But, most of the debates start with Maslow's theory of 'Hierarchy of Needs' (1943), where the story begins with the idea of 'scientific movement' or 'Taylorism' by Frederick W. Taylor (1911), which treats human being as 'Economic-man' where 'Money' is the biggest motivator for job satisfaction. But, Elton Mayo & Associates (1924-33) challenged the latter work during the 'Hawthorne Studies' about the nature of human beings, identifying multiple factors that contribute to the motivation and satisfaction of workers, including

personal morale, positive interrelationships, management founded on the understanding of individual and group behaviour through interpersonal skills namely motivating, counselling, leading and communicating (Wehrich & Koontz, 1999). Job satisfaction theories are commonly grouped either according to the 'nature of theories' or their 'chronological appearance', but, according the standard classification, there are two main types: namely the content and process theories. Both content and process theories attempt to explain the work situations based on the 'human behaviour.'

I. Content Theories

According to Luthans (2005), content theories stress on recognising the drives, incentives/goals, needs and prioritisation of the individual to get satisfaction. Experts have been preparing multiple lists of biological, psychological, social and higher level needs of human beings. Interestingly, almost all the researchers categorise these needs into primary, secondary and high level employee requirements, which need to be fulfilled for the worker to be motivated and satisfied. Table 1 summarises the theories falling under content theories.

Table 1: Content Theories	
Maslow's Theory of Motivation/Satisfaction (1943)	Maslow highlights the elements of an overall theory of human motivation and viewed human motivation in terms of a hierarchy of five elements, namely physiological needs (food, clothing, shelter, sex), safety and security needs (physical protection), belongingness and love needs (develop close associations with others), esteem needs (prestige given by others) and the need for self-actualisation (self-fulfilment and accomplishment through personal growth). According to axioms of Maslow's hierarchy, workers in modern societies (technologically advanced societies) have basically satisfied their physiological, safety and belonging needs. As such, they will be motivated by the needs for self-esteem, esteem of others, and then self-actualisation, provided that these needs are present at work and the job itself should be meaningful and motivating.
Herzberg's Two Factor theory (Herzberg et al., 1959)	This theory identifies certain factors as job satisfiers (motivators) and job dissatisfiers (hygiene factors). Herzberg argued that motivators (achievement, advancement, recognition and responsibility) are related to the job contents while hygiene factors are concerned with the job context, where these factors do not 'motivate/ satisfy' but rather 'prevent dissatisfaction' and these factors are contextual namely administration, company policy, interpersonal relations, supervision, salary, supervisor, and working conditions. The Herzberg Motivator- Hygiene theory is an extension of the work of Maslow.
Theory X and Theory Y (Douglas McGregor, 1960)	McGregor observed how managers handle employees and proposed that the manager's view about the nature of human being is founded on a group of assumptions, namely Theory X (negative view of Human-being) and Theory Y (positive view of Human-being). He also found that these 'assumptions' influences managers behaviour toward their subordinates about different employees (Robbins, 1998).
Theory of Needs - Achievement Theory (McClelland & David, 1961)	This theory postulates that some people have a compelling drive to succeed and therefore strive for personal achievement rather than the rewards of success themselves. This theory focuses on the achievement motive, also known as 'achievement theory', and is founded on achievement (the drive to excel and achieve beyond the standards of success), power (the desire to have an impact, to be influential, and to control others) and affiliation motives (the desire for having friendly and close interpersonal relationships).
Alderfer's ERG theory (1969)	Alderfer explored Maslow's theory and linked it with practical research. He regrouped Maslow's list of needs into three classes of needs: Existence (physiological and security needs), Relatedness (social and esteem needs) and Growth (self-actualisation), thus named it the ERG theory. He also suggested a range of needs rather than hierarchical levels or two factors of needs.

II. Process Theories

Process theories are more concerned with 'how the motivation takes place' and according to Luthans (2005), the concept of 'expectancy' from 'cognitive theory' has a mammoth role in the process theories of job satisfaction. Thus, these theories strive to explain how needs and goals are fulfilled and accepted cognitively (Perry et al., 2006). Table 2 details the process theories.

Equity theory (J. Stacy Adams, 1963)	This theory suggests that employees balance what they put into the job (input) against what they get from the job (outcome) and compare this input- outcome ratio with other workers. It is primarily a motivation theory which highlights some important issue regarding the causes of satisfaction /dissatisfaction. Under this theory, a person's satisfaction is determined by his perceived equity of his input-output balance compared to that of others' input-output balance.
Vroom's Expectancy Theory (1964)	This theory is based on three major variables namely valance (strength of an individual's preference for a particular output), expectancy (probability that a particular effort will lead to a particular first-level outcome) and instrumentality (the degree to which the first-level outcome will lead to a desired second-level outcome). This theory challenges management to demonstrate employees that extra effort will reap commensurate

	reward.
Goal Setting theory (Locke, 1968)	Locke (Late 1960s) asserted that intentions can be a major source of motivation and satisfaction (Shajahan & Shajahan, 2004). Some specific goals (intentions) lead to increased performance. 'Specific hard' goals produce a higher level of output than 'generalised' goals of 'do your best'. Furthermore, people will do better when they get feedback on how well they are progressing toward their goals. These feedbacks identify discrepancies between what they have done and what they want to do. Moreover, Robbins (2005) finds that challenging goals with feedback work as motivating forces.
Porter/Lawler Expectancy Model (1968)	Porter and Lawler stress that this theory is about the mental processes regarding choice and explain the processes that the individual undergo to make choices. In this model, 'effort' (force or strength of motivation) does not lead to performance directly, but it is rather moderated by the 'abilities and traits' and the 'role perceptions' of an employee. However, the 'abilities and traits' and 'role-perceptions' of employee will affect the efforts used for performance. Motivation is found to be influenced by numerous interrelated cognitive factors, for example motivation results from the 'perceived effort-reward probability.' While Wehrich & Koontz (1999) find that 'satisfaction' does not depend on performance but is rather determined by the 'probability of receiving fair rewards', Luthans (2005) discovers that 'perceived equitable rewards' determine 'job-satisfaction' of the workforce.
Job Characteristics Theory (Hackman & Oldham, 1975-76)	This theory proposes three psychological states of a job holder which result in improved work performance, internal motivation, and lower absenteeism and turnover. The motivated, satisfied, and productive employee is one who experiences meaningfulness of work performed, experiences responsibility for work outcomes, and has knowledge of the results of the work performed. According to Hackman and Oldham, there are five core dimensions of job characteristics, namely <ol style="list-style-type: none"> 1) Autonomy (the degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the processes to be used to carry out the task), 2) Skill variety (the degree to which the job holder make use of different skills and talents to carry out a range of diverse activities), 3) Task feedback (the individual is being given clear and direct information about the effectiveness of his or her performance based on the work activities done), 4) Task identity (the degree of which the job requires completion of a whole and identifiable piece of work that has been assigned to the individual and this will enable the employer to have visible outcome of his or her employee), and 5) Task significance (the degree to which the job has a significant impact on the work or lives of other people either in the immediate organisation or in the external environment).

2.3 Factors of Job Satisfaction

Job enrichment, quality of work life (total life space, good managerial relations, fair and adequate compensation, work environment) and the role of managers are among the factors which influence job satisfaction. 'Enriched' jobs are those jobs where the employee has prospects for achievement, advancement, growth, recognition and responsibility. In addition, workers are involved in production of goods or services from beginning to end. Furthermore, these types of jobs have five main working scopes, namely autonomy, feedback, skill variety, task identity, and task significance. These components lead to critical psychological states of meaningfulness of work, knowledge and responsibility of work outcomes, which ultimately contribute to high quality performance, low absenteeism, and high motivation level, hence increasing job satisfaction. By providing a high quality of work-life (QWL) environment, the level of job satisfaction among workers will increase, hence performing at maximum level. A QWL environment may contain either routines jobs or enriched jobs, and this can be achieved by a determined effort from skilled managers or concerned executives or simply by having good management. Employees look for jobs where they are allowed to use the skills that are unique and special to them, as well as allowing them to be in relationships with one another at the work place. The key elements of QWL which influence employees directly are employee benefits, in terms of fair and adequate compensation, good managerial relations, safe and healthy work environment, opportunities to develop human capacities by performing meaningful work or suggesting new ways of doing job tasks, opportunities to improve knowledge/ skills and abilities, social relevance (including pride in both the job and the employers), and total life space where employees have the ability to balance the demands

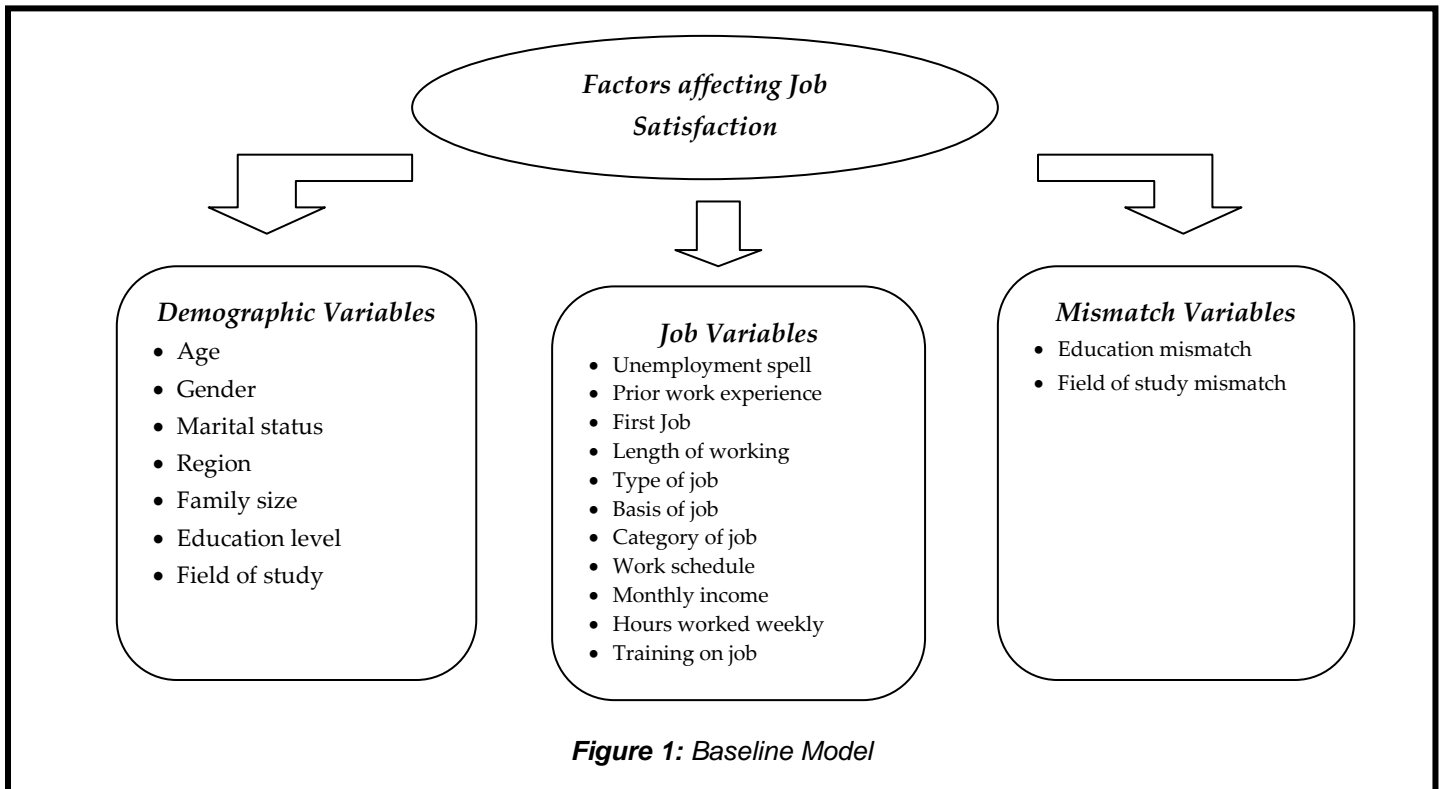
of home and work. Moreover, Singh and Chhabra (1998) define QWL as a multi-faceted concept, where the employee's activities become essential in the work environment. This is achieved by implementing procedures or policies, namely autonomy, recognition, belonging, progress and development and external rewards which in turn reduce the work routine and bring more rewards for the employee as well as for the company. Furthermore, the role of managers is important as management needs proper information on their employee, which will enable them to understand the employees' problem and allow them to make sound decision in solving and also preventing upcoming problems. Newstorm and Keith (1999) state that information on their employees can be gathered through job satisfaction surveys, where employees report their state of mind towards their occupations and work environment. Ultimately, these individual responses are combined and analysed.

2.4 Consequences of job satisfaction

To start with, job satisfaction has an effect on productivity. Though the relationship between these two is not definitely established, in the long-run, job satisfaction leads to a rise productivity level. Employee turnover has an impact on job satisfaction. Whenever an employee leaves the organisation, management needs to find new employee in order to their daily activities, as absenteeism affects the company as well as the level of job satisfaction. Moreover, excessive turnover in terms of additional overtime, interrupted schedules, lengthy training times, mistakes and not having knowledgeable employees can be very costly for the employer. High employee turnover disrupts normal operations, causes morale problems, and increases the cost involved in selecting and training replacements. Employment opportunity also influences turnover. Thus, the

employer needs to minimise turnover in order to make employees feel satisfied in their jobs. Furthermore, dissatisfied employees are more likely to take days off from their work. Absenteeism can be classified as voluntary or involuntary where the employee get sick or having family issues such as sick children, death in the family, and other personal reasons. Involuntary absenteeism is unavoidable and understandable. Employee, who considers their job to be important, will have regular attendance. It should be noted that, absenteeism is high when satisfaction is low, and poor safety practices have a negative consequence on the level of job satisfaction. When workers are discouraged with their jobs, company or supervisors, they are more liable to experience accidents. Dissatisfaction with fringe benefits, chances for promotion, job security, treatment by supervisors and wages are among the reasons which encourage employees to join unions. Job dissatisfaction can also have an impact on the tendency of actions taken within the union, such as filing grievances or striking. Additionally, job stress affects the level of job satisfaction. It threatens and disturbs the person's equilibrium which leads to inner state changes among the employee. Prolonged stress can cause serious ailments, namely blurred vision, dermatitis, heart disease, lower back pain, muscle aches and ulcer. Chronic job-dissatisfaction is a powerful source of job stress and employees might not find short term solutions to escape from this type of stress. An employee trapped in a dissatisfying job might either quit the job or

result in high absenteeism and tardiness, thus, these employees are costly for the company in terms of time lost due to frequent absences and increased payments towards medical reimbursement. As a matter of fact, job satisfaction is under the influence of a series of factors such as advancement opportunities, management, salary, the nature of work, work conditions and work groups. These factors have detrimental costs on the employee. Bearing in mind the above factors, the following proposed conceptual framework was developed to explain factors affecting job satisfaction among youths in Mauritius. Figure 1 provides a clear picture of factors affecting job satisfaction in Mauritius. Taking into account factors that are well anchored in the Mauritian society, our model consists of individual characteristics of the youth which is represented by age, gender, marital status, region and education among others, it can be determined that job variables are one important aspect in the youth labour market in Mauritius and mismatch variables consist of education mismatch and field of study mismatch. The empirical analysis on the topic of job satisfaction at work is getting wider attention at this time. While job satisfaction is a major concern in today's organisations, most of the empirical analyses focus on labour force, but there is little research concerning young employees. Since no attention has been given by the researchers on job satisfaction in Mauritius; the current paper will attempt to fill the gaps in literature by identifying factors affecting job satisfaction among youths in Mauritius.



3. Methodology

A cross-sectional survey design utilising questionnaires was selected to fulfil the research objectives. A well-structured questionnaire is used which contains questions on general profile of the respondent, about their past unemployment period, present employment situation and

assessment about their job satisfaction. The survey involved the random sampling technique among youth, out of which a total of 500 youth were surveyed in 2014. To determine factors affecting youth during their unemployed period, the ranking and scoring will be used, where ranking basically means positioning numerous options in order of

importance, value or preference while scoring means assigning values to different options, based on some convenient scale. These techniques are simple and highly visual ways to discuss and investigate different alternatives. Additionally, using the Statistical Package for the Social Sciences (SPSS) software version 21, the factor analysis will be used to analyse factors affecting the youth current job satisfaction based on Likert scale. The factor analysis is a statistical and data-reduction technique used to identify factors clarifying the deviation between measures. It requires two stages namely the factor extraction for decision-making on the number of factors underlying a set of measured variables; and factor rotation for the interpretation of factors and decision-taking on the number

of underlying factors. Furthermore, to determine factors affecting job satisfaction among youth in Mauritius, an ordered logit regression model will be adopted using the SPSS and finally data analysis will be done using Microsoft Office 2010. Ordered models are used to evaluate the relationships between an ordinal explained variable which is categorically ordered and a set of explanatory variables. In ordered models, a basic score is estimated as a linear function of a set of cut points and the explanatory variables. In our example, the dependent variables have five ordered categories namely very dissatisfied, dissatisfied, neutral, satisfied and very satisfied. Therefore, we will have four cut points to divide the curve into five sections. For this work, the following equation is used.

$$\text{Job Satisfaction}_i = \int (\text{demographic variables, job variables, mismatch variables})$$

Taking these factors into consideration, the following ordered logit model is developed.

$$\begin{aligned} \text{Job Satisfaction}_i = & \beta_0 + \beta_1 \text{Age} + \beta_2 \text{Gender} + \beta_3 \text{Marital Status} + \beta_4 \text{Region} + \beta_5 \text{Family Size} + \beta_6 \text{Education Level} \\ & + \beta_7 \text{Field of Study} + \beta_8 \text{Unemployment Spell} + \beta_9 \text{Prior Work Experience} + \beta_{10} \text{First Job} \\ & + \beta_{11} \text{Length of Employment} + \beta_{12} \text{Type of Organisation} + \beta_{13} \text{Basis of Job} + \beta_{14} \text{Category of Job} \\ & + \beta_{15} \text{Work Schedule} + \beta_{16} \text{Monthly Income} + \beta_{17} \text{Hours Worked Weekly} + \beta_{18} \text{Training on Job} \\ & + \beta_{19} \text{Education Mismatch} + \beta_{20} \text{Field of Study Mismatch} + U_1 \end{aligned}$$

Where:

Job Satisfaction is the dependent variable with five outcomes:

Job Satisfaction_i = 1, if $\text{job satisfaction}^* \leq \mu_1$, indicating the youth is very dissatisfied

Job Satisfaction_i = 2, if $\mu_1 \leq \text{job satisfaction}^* \leq \mu_2$, indicating the youth is dissatisfied

Job Satisfaction_i = 3, if $\mu_2 \leq \text{job satisfaction}^* \leq \mu_3$, indicating the youth is neutral

Job Satisfaction_i = 4, if $\mu_3 \leq \text{job satisfaction}^* \leq \mu_4$, indicating the youth is satisfied

Job Satisfaction_i = 5, if $\text{job satisfaction}^* \geq \mu_4$, indicating the youth is very satisfied

μ_1, μ_2, μ_3 and μ_4 are jointly estimated threshold values. β_0 is the intercept term while $\beta_1, \beta_2, \dots, \beta_{20}$ are the estimated coefficients. Age is a continuous variable and represents the age of the youth. Gender is 1 for female respondent and 0 for male respondent. Marital Status is 1 if the youth is single and 0 otherwise. Region denotes the location where the youth is presently living, dummy being 1 for rural region and 0 for urban region. Family Size is a continuous variable. Education Level considers the youth's level of education namely incomplete secondary, higher school certificate, tertiary, professional certificate and vocational qualification. Field Of Study of the respondent consists of a series of 8 dummy variables. Unemployment Spell is a continuous variable, indicating the number of months the youth has been unemployed, while Prior work experience is 1 if the youth has ever worked before, 0 otherwise. First job is 1 if it's the first job for the youth, 0 otherwise. Length of employment is a continuous variable, indicating the number of months the youth has been working in the current job. Type of organisation consists of a series of 3 dummies, and basis of job is 1 if the youth is working on a full time basis and 0 otherwise. Category of job has a set of 8 dummies, while work schedule includes a series of 3 dummy variables. Monthly Income has a series of 3 dummies. Hours worked weekly are a continuous variable, indicating the number of hours that the youth worked during a week. Training on job is 1 if the youth benefited from any training in the current job and 0 otherwise. Both education

mismatch and field of study mismatch include a series of 3 dummy variables and U_1 is the stochastic error term.

4. Data Analysis & Findings

The survey results show that 56.20% of youths are satisfied with their job, while 8% have no opinion regarding their job. The lion's share of respondents is made up of female youths in all categories of job satisfaction, where 36.20% are satisfied, 9.20% are dissatisfied, 8.20% are very dissatisfied, 5.20% are very satisfied and 4.60% are neutral regarding their job. Predominantly, the participants are 23 years old, and 86.60% are single. Very few youths (13.40%) tend to marry at an early age in Mauritius. Looking at the distribution of educational attainment, 36.60% of young individuals have attained tertiary education, 22.60% have attained secondary education, 20.80% have not completed their secondary education, and 12% have attained vocational education, while only 8% of youths have professional qualifications. The highest percentage of youths in all categories of level of education is satisfied with their current job. We further note that the majority of youths (22.80%) have studied social sciences. We also notice that the majority of youths' parents have attained only secondary education. Furthermore, parents and other personal networks such as friends or relatives play an important role in supporting youths while making the decision on what to study. We note that 21.60% of the youths consider the decision of their parents on what to study, while only 3.80% of students rely on their teacher's

opinion, even though this is a potential source of information about higher education and the real job market. In our sample, 37.80% of the youths are under-educated, while 45.20% of the youths acknowledge that their education is matched to the required educational level, and 17.00% of the youths are over educated. Looking at the incidence of field of study, 35.40% of the youths found their

current job slightly relevant to their area of education, while 33.40% found their job to be irrelevant to their field of study, and 31.20% found their job moderately relevant to their field of study. But the incidence of field of study varies across incidence of education and the highest percent of youth in all categories of field of study mismatch are matched educated, as reported in Table 3.

Table 3: Cross- tabulation: Incidence of Field of Study* Incidence of Education

		Incidence of Field of study			
		Irrelevant field of study	Moderately relevant	Slightly relevant	Grand Total
Incidence of Education	Matched	14.80%	15.80%	14.60%	45.20%
	Over educated	7.00%	2.60%	7.40%	17.00%
	Under educated	11.60%	12.80%	13.40%	37.80%
	Grand Total	33.40%	31.20%	35.40%	100.00%

Source: Survey Data, 2014

Among the 500 participants, 72.40% of youths have been unemployed for a short time period, i.e. less than 12 months. The experience of unemployment is very difficult on young people. They have psychological, social and economic difficulties. Further to this, respondents were given five options and had to rank in order of preference the factor that affected them during their unemployment period. A system of score point was adopted so that the most significant to the least significant factor could be

established. To ensure that an efficient statistical analysis of data, a score/point system was used whereby, when an option is ranked first, the score it gets is 10, when it is ranked second it gets a score of 8, third gets a score of 6, fourth gets a score of 4 and the one ranked last earns a score of 2. From the calculation of scores, it can be clearly seen that Option 3 is ranked 1st, Option 2 is ranked 2nd, Option 5 is ranked 3rd, Option 4 is ranked 4th, while Option 1 is ranked last. The pie chart below sums up the results.

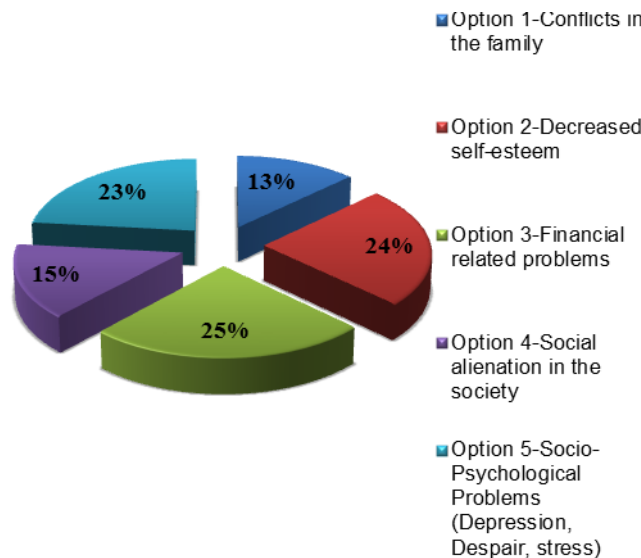


Figure 2: Difficulties experienced by youth during their unemployment period

Source: Survey Data, 2014

Figure 2 confirms that youths mainly encounter financial problems. This was followed by decreased self-esteem, socio-psychological problems, social ailment and health problems. In terms of experience, 67.20% of employed youths had working experience, among which 3.00% had worked for 6 months, while 31.20% had worked between 6 to 10 months. We further note that 73% of employed youths reported their current employment as not being their first choice of career, but 41.20% of them are satisfied with their job while 9.40% are dissatisfied. According to our statistics,

merely 62.40% of respondents reported that the current employment is their first job. The reasons given for this were: 15.60% of respondents were not satisfied with the job, 10.40% of the respondents came to the end of their contract (in other words it was a temporary job), 4.80% of respondents found their job frustrating, while 3.40% resumed their studies/training, and 3.40% was laid off by their employees. Out of the 67.20% employed youths who had prior experience, 14.20% are over-educated while 23.80% are under-educated and 29.20% are matched

educated. Around 80.60% of the respondents indicated that they worked in the private sector, while 12.20% worked in parastatal organisations, with 7.20% working in the public sector. 74.80% of respondents worked on a full-time basis while 25.20% worked part-time. In addition, 56.40% of respondents worked daytime hours, while 23% worked on swing shift hours and 20.60% worked in evening hours. According to our statistics, 70.80% of the respondents worked on a temporary contract compared to 28.20% who said they had a permanent job. Further, respondents were asked about the three main reasons behind their job choice. A single table was created based on responses to ten variables and table below summarises the multiple-

responses results. The N column indicates how many respondents mentioned each response, while the percent column indicates what percentage of the total number of responses mentioned is contained in each category. The percent of cases indicates what percentage of respondents used responses of each given type and since respondent can select more than one category, the total of percent of cases will be over 100% and the column percent of cases is used for interpretation. In our case, since respondents were asked to give three reasons behind their job choice, this percentage should equal to 300%, as summarised in table 4.

	N	Percent	Percent of cases
Avoid being unemployed	437	29.10%	87.40%
To gain experience	280	18.70%	56.00%
Lack of job alternatives	237	15.80%	47.40%
Salary offer	151	10.10%	30.20%
Proximity to native place	105	7.00%	21.00%
Firm reputation	97	6.50%	19.40%
Interesting tasks	93	6.20%	18.60%
Convenient employment conditions	69	4.60%	13.80%
Job security	31	2.10%	6.20%
Total	1500	100.00%	300.00%

Source: Survey Data, 2014

As shown in the above table, "avoid being unemployed", "to gain experience" and "lack of job alternatives" are among the most commonly mentioned reasons behind the youths' job choice, while "interesting tasks", "convenient employment conditions" and "job security" are among the least-mentioned reasons for job choice among youths. While examining the method used to obtain employment, 42.80% were referred by friends or relatives, 34.20% applied in person, 20.20% applied online, and 2.80% applied through the public service commission. Looking at job primary activity of respondents, 22.80% worked in financial & insurance activities, 22.40% worked in administrative & support service, and 19.20% worked in BPO/customer service, while the three least category of job where the respondents worked were: 4.60% in professional, scientific and technical activities, 6.40% in information & communication, and 7% in accounting/auditing/finance. 49.80% of respondents earned between Rs.12,500 –

Rs.22,500, while 47.20% earned less than Rs.12,500 and 3% youth earned more than Rs.22,500. An in-depth analysis was done on the monthly income of youths, and it was noted that the majority of youths were very satisfied and 28.60% of satisfied youths earned between Rs.12,500 – Rs.22,500, while 6.20% very dissatisfied earned less than Rs.12,500. Further to this, 77% of youths reported that they benefited from training in their current employment, among which 40.40% received mentoring training (on-the-job training), 26.40% received training in new technologies, 6.40% received apprenticeship training and 3.80% received accounting and book keeping training. We also attempt to enquire about the respondents' intention to leave their current employment in the next 12 months. The highest percentage of youth intend to stay in their current employment due to appropriate working hours, salary and physical working environment as shown in Table 5.

	N	Percent	Percent of Cases
Appropriate working hours	346	27.30%	82.00%
Salary	213	16.80%	50.50%
Physical working environment	181	14.30%	42.90%
Working conditions	156	12.30%	37.00%
Appropriate compensation	114	9.00%	27.00%
Work load	114	9.00%	27.00%
Opportunity for advancement	99	7.80%	23.50%

Job security	27	2.10%	6.40%
Gain experience	16	1.30%	3.80%
Total	1266	100.0%	300.0%

Source: Survey Data, 2014

The survey further reveals that 15.60% of youths prefer to leave their current employment and the main reasons for youths to leave their employment were: extreme time

pressures and deadlines, no opportunities for promotion, and lack of respect from management, as reported in Table 6.

	N	Percent	Percent of Cases
Extreme time pressures & deadlines	43	18.40%	55.10%
No opportunities for promotion	43	18.40%	55.10%
Lack of respect from management	32	13.70%	41.00%
Low wages	30	12.80%	38.50%
Work does not match my level of qualification	26	11.10%	33.30%
Poor working conditions	23	9.80%	29.50%
Too much fluctuations in workload	23	9.80%	29.50%
No job security	8	3.40%	10.30%
Work require too many hours	6	2.60%	7.70%
Total	234	100.0%	300.0%

Source: Survey Data, 2014

Further, we used the factor analysis which attempts to identify a small set of factors that represents the underlying relationships among a group of related variables. It analyses the factors affecting the respondent current job satisfaction based on the Likert scale. The factor analysis

involves two steps; the first one is to assess the data and to extract the factors while the second one is to rotate the factors. The mean response suggests that the factor lies between a mean of 2.5 and 3.5. The table below summarised the results for factor analysis.

Analysis and Tests	Implications
Reliability Statistics	The Cronbach alpha coefficient which is an indicator of internal consistency of the scale is used for establishing scale reliability. A value of Cronbach alpha above 0.50 can be used as a reasonable test of scale reliability. In our case the Cronbach alpha is 0.624 for 16 items.
KMO and Bartlett's Test	The next step is to look for the KMO value. In other words this value is closer to 1; factor analysis should yield distinct and reliable factors. The Bartlett's test is significant ($p=.000$) with KMO value of 0.683.
Communalities	The result of the communalities shows that all the variables are well and completely fitted with the factor solution, and none could be dropped from the analysis. The total variance explained is 73.52%, and seven components explain or capture the remaining components.

Source: Authors' compliance

Further, we proceed with the component matrix which contains the loadings of each variable onto each factor. Since, the Kaiser's criterion has been criticised as it fails to eliminate many factors in some situations, the parallel analysis is done to confirm the number of components to be extracted. Having the results of the parallel analysis it is

being compared with those of the Eigen value. If the value of Eigen is larger than the parallel analysis, then the factor is retained, while if the Eigen value is less than the parallel analysis, the factor is rejected. Thus, the comparison of Eigen values and the values obtained from parallel analysis is given in Table 8.

Component number	Actual eigen value from PCA	Criterion value from parallel analysis	Decision
1	3.599	1.3183	Accept
2	2.268	1.2487	Accept

3	1.680	1.1983	Accept
4	1.640	1.1547	Accept
5	1.493	1.1154	Accept
6	1.232	1.0775	Accept
7	1.216	1.0417	Accept
8	0.920	1.0079	Reject

Thus, the results of parallel analysis retain only seven factors for further investigation. Components 1, 2, 3, 4, 5, 6 and 7 explain or capture much more of the variance than the remaining components. To help in the interpretation, the varimax rotation is performed. The seven components explain a total of 73.52% of the variance, meaning 73.52% of the total variation in factors affecting the respondent

current job contentment is explained by cumulative effect of the 7 components extracted. Next we proceed with the second step of factor analysis, i.e. the rotation of factors and the rotated component matrix is obtained, as shown in Table 9. This matrix is particularly important for interpretation.

	Component						
	1	2	3	4	5	6	7
Communication with your co- worker	.959						
Communication with management	.944						
Relationship with superiors	.915						
Working hours	.378						
Salary		.945					
Fringe benefit, contingent rewards		.942					
Job security		.348					
Overall satisfaction with your job			.888				
Company culture			.787				
Independence of decision making				.870			
Physical working environment				.707			
Content of work					.884		
Workload					.664		
Recognition of superiors						.922	
Social security(insurance)							.971
Possibility of promotion							.238
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. Rotation converged in 6 iterations.							

Source: Author's computation obtained from SPSS 21.0

Table 9 shows the loading of the factors into 7 principle components. Before rotation, most variables loaded highly onto the first and second factors, however, the rotated component matrix has clarified things considerably. The first group can be grouped under socio-economic shocks and demographic indicators, whereas the second

component encompasses the social evils, while the last group can be grouped under youth psychological well-being. These results will be highly useful in the following chapter for policy recommendations. Table 10 presents the regression estimates for job satisfaction among youth.

Number of Observation: 500			
Variables	Estimate	Standard Error	P-value
Age	-.145	.062	.019**
Gender	-.140	.194	.468
Marital Status	-.284	.293	.333
Region	.303	.207	.144
Family Size	.034	.088	.704
Educational Level- Incomplete Secondary	-2.077	.807	.010**

Education-Higher School Certificate	-1.717	.771	.026**
Education-Tertiary	-.487	.724	.501
Education- Professional Certificate	-.508	.834	.542
Field of Study- Administration/ Management	-.211	.417	.613
Field of Study- Applied Science	-.434	.639	.497
Field of Study- Banking/ Finance	-.187	.469	.690
Field of Study- Formal Science (Mathematics, Statistics)	-.713	.607	.240
Field of Study- Humanities, Literature, Arts	.320	.269	.233
Field of Study- Natural Science (Chemistry, Physics)	.693	.301	.021**
Field of Study- Pre-vocational & Technical	-1.478	.702	.035**
Unemployment Spell	.023	.015	.116
Prior Work Experience	.294	.208	.158
First Job	-.364	.206	.077*
Length of Employment	.002	.013	.909
Type of Organisation- Parastatal organisation	-.722	.443	.100*
Type of organisation- Private sector	-.290	.380	.446
Basis of job	-1.346	.421	.001***
Category of Job- Accounting/ Auditing/ Finance	-.922	.632	.145
Category of Job- Administrative & Support service activities	-.853	.563	.129
Category of Job- BPO/ Customer service	-.715	.587	.223
Category of Job- Financial & Insurance activities	-.507	.570	.373
Category of Job- Hotels/ Tourism/ Travel	-.869	.628	.166
Category of Job- Information & Communication	-.468	.666	.482
Category of Job- Marketing/ Sales	-.784	.634	.216
Work Schedule- Daytime Hours	.018	.264	.944
Work Schedule- Evening hours	.779	.425	.067*
Monthly income- Less than Rs.12,500	-.643	.558	.250
Monthly income- Between Rs.12, 500- Rs.22,500	-.626	.542	.248
Hours Worked Weekly	.076	.029	.009**
Training on Job	-.501	.223	.025**
Education Mismatch- Undereducated	-.254	.332	.445
Education Mismatch- Matched	.173	.311	.578
Field of Study Mismatch- Irrelevant field of study	.025	.231	.914
Field of Study Mismatch- Slightly relevant	.622	.228	.006**
Cut1	-6.298	2.008	.002**
Cut2	-5.691	2.004	.005**
Cut3	-2.800	1.989	.159
Cut4	-1.836	1.989	.356
Pseudo R-Square			
Cox and Snell	.161		
Nagelkerke	.174		
McFadden	.068		
Pearson Chi- Square	1889.172		.313

(Note: ***significant at 1%, **significant at 5%, *significant at 10%)

Source: Author's Computation

From Table 10, according to the results in terms of diagnostic statistics, the model appears to be well-specified as it is jointly significant at 10 per cent level according to the Pseudo R-square (McFadden) test. The Pearson Chi-square is 1889.17 with 1860 degree of freedom. This model tells us that some of the independent variables have a significant effect on youth job satisfaction in Mauritius. Moreover, the estimated coefficients only can be interpreted regarding which job satisfaction category they can be placed. In other words, any increase/decrease in independent variables increases/reduces the likelihood of the youths to be placed at higher levels of job satisfaction in Mauritius. Examining the results given in Table 11, independent variables, namely age, education level (incomplete secondary school, higher school certificate), field of study (natural science, pre vocational), first job, type of organisation (parastatal organisation), basis of job, training on job, work schedule, hours worked weekly and field of study mismatch (slightly relevant) are found to be statistically significant. Surprisingly, gender does not affect job satisfaction; this supports the work of Pugliesi (1995). The findings on age is contrary to those of Hulin and Smith (1965), Lee and Wilbur (1985), Pugliesi (1995), Sandkam (1996), Ting (1997), Mack (2000) and Brief and Weiss (2002), where they found a positive relationship between job satisfaction and age. This study concludes that older youth workers are less satisfied with their employment situation in Mauritius. Therefore, job satisfaction decreases from a certain age onwards. Not surprisingly, educational attainment and job satisfaction are linked. The negative mark of the coefficient indicates that the lower level of education (incomplete secondary and higher school certificate) has a negative impact on job satisfaction among youth; this finding is in accordance with other literature, which found a negative relationship between education and job satisfaction (Lincoln and Kalleberg, 1990). Moreover, Lee & Wilbur (1985), Mottaz (1984), Ting (1997) found that employees with more education have higher levels of job satisfaction compared to employees with less education, while Clark (1997), Clark and Oswald (1996), Sloane and William (1996) suggest that higher levels of education are

associated with lower levels of job satisfaction and individuals tend to be less satisfied with their job as they have greater expectations compared to those with lower levels of education. But in our findings, youths with incomplete secondary are mostly affected; it put the youth on a lower level of job satisfaction. It was further noted that having studied natural sciences impacted positively on job satisfaction, while having pre-vocational education had a negative impact on job satisfaction. Looking at job variables, we observe that variables, namely 'first job', 'type of organisation', 'basis of job' and 'training on job' appear to be negatively linked to job satisfaction among youth in Mauritius. In other words, youths working for the first time, youth working on a full time basis, youths working in the evening and youths who obtained training in their current job are less likely to be satisfied with their working lives. In addition, Mauritian young employees working in parastatal organisation are less likely to be satisfied with their job. Further to this, employees are satisfied with the number of hours worked weekly. It was also observed that working evening hours has a positive effect on youth job satisfaction. Field of study - slightly relevant variable positively affect job satisfaction, this finding is consistent with the work of Allen and van der Velden (2001), where they found that skill mismatches has a positive effect on job satisfaction. Youths with slightly relevant field of study mismatch reported to be more satisfied with their job. Thus, skill mismatches account for a considerable part of the effects of job quality indicators. The estimated cut points tell us how to interpret the score, all the cuts points are negative and therefore, the threshold parameter of our model is between -6.298 and -1.836. The following summarises the five possible values for the dependent variables.

$$\begin{aligned} \text{Job Satisfaction}_i &= 1, \text{if job satisfaction}^* \leq -6.298 \\ \text{Job Satisfaction}_i &= 2, \text{if } -6.298 \leq \text{job satisfaction}^* \leq -5.691 \\ \text{Job Satisfaction}_i &= 3, \text{if } -5.691 \leq \text{job satisfaction}^* \leq -2.800 \\ \text{Job Satisfaction}_i &= 4, \text{if } -2.800 \leq \text{job satisfaction}^* \leq -1.836 \\ \text{Job Satisfaction}_i &= 5, \text{if job satisfaction}^* \geq -1.836 \end{aligned}$$

The estimated coefficients for job satisfaction by gender are displayed in Table 11.

Variables	Female		Male	
	Estimate	P-value	Estimate	P-value
Age	-.203	.010*	.123	.325
Marital Status	-.377	.265	.507	.531
Region	.435	.100*	.029	.941
Family Size	-.001	.991	.241	.227
Educational Level- Incomplete Secondary	-1.771	.089	-2.593	.100*
Education-Higher School Certificate	-1.610	.112	-1.961	.191
Education-Tertiary	-.576	.545	-.088	.951
Education- Professional Certificate	-.578	.590	-.031	.985
Field of Study- Administration/ Management	.360	.515	-1.299	.092*
Field of Study- Applied Science	-.387	.644	-.614	.593
Field of Study- Banking/ Finance	.045	.937	-.157	.877

Field of Study- Formal Science (Mathematics, Statistics)	-.577	.431	.011	.994
Field of Study- Humanities, Literature, Arts	-.121	.734	.972	.040**
Field of Study- Natural science (Chemistry, Physics)	.661	.098*	.928	.080*
Field of Study- Pre-vocational & Technical	-1.230	.163	-1.966	.161
Unemployment Spell	.025	.185	.017	.538
Prior Work Experience	.162	.562	.302	.440
First Job	-.334	.200	-.146	.717
Length of Employment	-.005	.757	.018	.553
Type of Organisation- Parastatal organisation	-1.019	.056*	-.200	.836
Type of organisation- Private sector	-.464	.321	-.017	.983
Basis of job	-1.814	.001**	-.538	.493
Category of Job- Accounting/ Auditing/ Finance	-.711	.366	-1.403	.270
Category of Job- Administrative & support service activities	-1.197	.091*	-.192	.877
Category of Job- BPO/ customer service	-.723	.342	.154	.903
Category of Job- Financial & Insurance activities	-.847	.234	.483	.695
Category of Job- Hotels/ Tourism/ Travel	-.960	.226	-.176	.894
Category of Job- Information & communication	-.815	.344	.400	.765
Category of Job- Marketing/ Sales	-1.085	.179	.064	.961
Work Schedule- Daytime Hours	.456	.204	-.720	.126
Work Schedule- Evening hours	1.495	.007**	-.294	.716
Monthly income- Less than Rs.12,500	-1.050	.096*	.422	.792
Monthly income- Between Rs.12, 500- Rs.22,500	-1.465	.016*	1.084	.495
Hours Worked Weekly	.111	.003**	.014	.792
Training on Job	-.481	.100*	-.900	.021**
Education Mismatch- Undereducated	-.058	.891	-.531	.410
Education Mismatch- Matched	.467	.226	-.484	.438
Field of Study Mismatch- Irrelevant field of study	-.044	.884	-.264	.541
Field of Study Mismatch- Slightly relevant	.656	.025*	.101	.808
Cut1	-7.151	.004	.173	.969
Cut2	-6.597	.008	.968	.827
Cut3	-3.571	.147	4.186	.346
Cut4	-2.353	.339	4.955	.265
Pseudo R-Square				
Cox and Snell	.177		.321	
Nagelkerke	.192		.346	
McFadden	.077		.148	
Pearson Chi- Square	1250.157	.049	662.824	.345
Number of Observations	317		183	

(Note: ***significant at 1%, **significant at 5%, *significant at 10%)

Source: Author's Computation

The model tells us that some of the independent variables have a significant effect on male/female youth job satisfaction in Mauritius. Any increase/decreases in independent variables increases/reduces the likelihood of the male/female youth to have higher levels of job satisfaction in Mauritius. All the cuts points for female workers are negative; therefore, the threshold parameter of our model is between -7.151 and -2.353, while all the cuts points for male employees are positive, therefore, the

threshold parameter of our model is between 0.173 and 4.955. Surprisingly, marital status is not correlated with job satisfaction. As stated by Herzberg (1968), job satisfaction for women depends upon different factors compared to men. In our findings, looking at the estimated coefficients for female youths, explanatory variables, namely age, region, education level (incomplete secondary), field of study (natural sciences), type of organisation (parastatal organisation), basis of job, category of job (administrative

and support service activities), work schedule (evening hours), monthly income (less than Rs.12,500, between Rs.12,500 and Rs.22,500), hours worked weekly, training on job and field of study mismatch (slightly relevant) are statistically significant, while the results for male youths confirms that explanatory variables, namely education level (incomplete secondary school), field of study (administrative/ management, humanities/literature/arts and natural sciences) and training on job are statistically significant. There is a weak effect from age for female employees. Since this variable has a negative impact on working lives among female employees, the probability of being 'satisfied' with their employment situation is less than for relatively older female workers, this finding was also found in the work of Moguerou (2002), where he indicated that females are less satisfied with their job but he also pointed out that female are mostly less satisfied in the middle of their careers. Further to this, the findings in the study show that the variable 'region' influences female workers' probabilities of being satisfied with their job. The variable 'region' is positively linked to job satisfaction among female employees. With respect to the education variable, the results showed that both female and male youths with incomplete secondary level reduces the likelihood of youth to have higher levels of job satisfaction in Mauritius, this finding is consistent with the findings of Shallal (2011), where he found that employed females who are educated below secondary level are less satisfied with their jobs compared to those who are educated beyond the secondary level. Further to this, both employed female and male youths having studied natural sciences (chemistry, physics) have a higher job satisfaction level. But the results also showed that male youths having studied humanities/literature/arts are more likely to have a higher job satisfaction level, while male youths who have studied administration/management are more dissatisfied with their jobs. Looking at job variables, we observe that variables namely 'category of job-administrative & support service activities', 'type of organisation', 'basis of job' and 'training on job' appear to be negatively linked to job satisfaction among female youths in Mauritius, while 'work schedule - evening hours' and 'hours worked weekly' positively correlate with job satisfaction among female employees. In other words, female employees in the administrative and support services are less satisfied with their employment compared to employed male youths. Further to this, employed females in parastatal organisation and females employed on a full-time basis express themselves as being less satisfied with their jobs. We further observe a weak effect from both females and males being trained in their current employment. In other words, youths who obtained training in their current job are less satisfied with their employment. On the other hand, female employees are more satisfied with their hours worked weekly and it should be noted that 61.51% of female employees worked between 25 – 40 hours weekly in this study. Furthermore, employed females working in the evening are more satisfied with their current employment. Additionally, monthly income has a significant effect on female job satisfaction. Female youths earning between Rs.12,500 and Rs.22,500 are less satisfied with their current employment compared to those earning less than Rs.12,500. We further observe that female youths express

themselves as significantly more satisfied with their job when they have slightly relevant field of study mismatch. Thus, skill mismatches appear to exert a positive strong influence on job satisfaction among female employees.

5. Conclusion

Since little research has been conducted on youth job satisfaction, this study represents an initial step toward gaining thorough understanding of how job satisfaction impacts this population in Mauritius. In line to this, the contribution of this paper is twofold. We first disclose the determinants of job satisfaction among all participants in the survey, and secondly we attempt to examine factors affecting job satisfaction gender wise. Some major conclusions can be drawn from this study on job satisfaction among young employees in Mauritius. Using different analysis techniques, the results from the sample of 500 young employees of different age and of different educational levels in both urban and rural areas across the Island, proves that explanatory variables namely age, education level, field of study, first job, type of organisation, basis of job, training on job, work schedule, hours worked weekly and field of study mismatch are found to be statistically significant. Results from the ordered logit model across gender shows that explanatory variables namely age, region, education level, field of study, type of organisation, basis of job, category of job, work schedule, monthly income, hours worked weekly, training on job and field of study mismatch are statistically significant for female, while the results for male youth confirms that explanatory variables namely education level, field of study and training on job are statistically significant, thus inconsistent were found gender wise. The factor analysis concludes that factors affecting the respondent current job satisfaction can be grouped under three categories namely socio-economic shocks and demographic indicators, social evils and psychological well-being. Based on such information, new policies and interventions could be developed to decrease dissatisfaction among young employees. More generally, we find that job satisfaction is explained by different set of variables respectively for male and female, therefore results from this study should not be generalised to other populations. There is the need for future research in this area, especially in the emerging sectors to identify implications on employment outcomes, emergence of new careers and skill requirements in order to combat job dissatisfaction that often leads to high employee turnover in the field.

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