
The Impact of Educational Structure on Job Satisfaction of Employees in District and Zone Education Office

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To cite this article:

Demie Bedada, Tadesse Bekele, Tadesse Regassa. The Impact of Educational Structure on Job Satisfaction of Employees in District and Zone Education Office. *Education Journal*. Vol. 12, No. 5, 2023, pp. 206-212. doi: 10.11648/j.edu.20231205.12

Received: August 30, 2023; **Accepted:** September 13, 2023; **Published:** October 9, 2023

Abstract: This study explores the impact of educational Structure on job satisfaction in North Shoa Oromia Regional State Zone and District education office employees. An exploratory qualitative case study approach was used. Because it was a sensitive and timely issue as well as contextual to the case. Data was collected through in-depth interviews using semi-structured questions and document analysis. Ten key informant interviewees were purposefully selected for the sample of the study. The audio-recorded data was transcribed and translated, coded, thematically merged, and filtered using a Microsoft Word and Excel spreadsheet for the preparation of analysis and discussion. The study findings showed that an organizational climate and education structure negatively affected employees' job satisfaction directly by structure, leadership behavior, and external pressure identified. The implementation of JEG benefits less experienced, lack of educational opportunities, and structural and teacher licensing urgent problems. Low challenges in office were investigated, the value of education was neglected and forgotten, and the generation was left unsupported in how they needed to be supported and the enrollment of students decreased at the NSORS Zone and district level. The study has drawn conclusions and the implications of the research will be addressed that the Ministry of Education and Oromia Education Bureau should pay attention to solving the problem of zone and district education offices in restructuring, supplying facilities, placing skilled leaders, and minimizing political pressure to save the generation.

Keywords: Educational Structure, Organizational Climate, Job Satisfaction, Motivation

1. Introduction

Educational structure is the baseline for education to provide quality education for the customer at any level. To succeed in this education, one of the backbones is manpower who operates the education sector that integrates with the organizational climate that has been defined as a situation and its links to the thoughts, feelings, and behaviors of organizational members. To gain good results organizations have to provide the means to upgrade their employees, which they can best do by coordinating training and development programs [5]. Job satisfaction is a practice of the sensitive state of an individual centered on the appraisal of accomplished work. Education is a procedure that not only grows the present competencies but also points to the progress of abilities, wisdom, and attitudes [11]. The central role of acting education is the workers who are professionals in the office. The critical issue to maintaining the

organization is the man in the education sector to operate the tasks smoothly or in a different way.

Ostroff, Cheri and Angelo J. Kinicki [12] identified that organizational climate can pressure the behavior of people found within an organization especially, the situation in the education sector leading individuals to experience job dissatisfaction creating the opportunity to be absent from the workplace. Organizational climate and individual outcomes performance, satisfaction, commitment, and participation indicated that there was dissatisfaction among education office employees where a limitation inherent in the workplace.

There are different views on the impact of organizational climate on the job satisfaction of employees. Job satisfaction is the individual attitude which is either a positive or negative attitude [15]. Several factors influence job satisfaction among which the organizational culture and organizational climate are the major significant ones in the education office. The factors of job satisfaction work themselves in the organization, salary

and payment, and promotions opportunities in the organization. Similarly, [14] acknowledges that organizational climate directly or indirectly has an impact on job satisfaction and creativity in the environment of the complicated political and economic system.

The purpose of this study was to explore the Impact of educational structure on the job satisfaction of employees in the district and Zone Education Office. Lived experience has shown several problems such as dissatisfaction, complaints, absenteeism, and turnover in the Zone education office. Dissatisfied employees are prone to excessive absenteeism and turnover, while satisfied ones are more likely to be effective in handling daily stressors, have good employee relations, and are less likely to be absent or withdraw from their work [3].

The number of qualitative studies that have been conducted in Ethiopia, particularly, in the education office at Zonal the level Offices of Oromia Regional State Administrative Zone was rarely researched regarding organizational climate on job satisfaction. In addition, pertaining to the impact of the organizational climate concept, there was a practical problem at the District and Zone education office that hampered education activities and job satisfaction. Positive work incentives make work interesting appealing work environments, good personnel policies, benefits provision, and job structure, however, negative work includes work boring challenging, and dissatisfying [7].

There were many triggering factors among which turnover was increasing at education offices current documents the Zone education office annual report in 2014/2022 indicated that twenty-six employee left their job from key positions. Moreover NSORS there was same times instability /security problems at zone levels. Such cases to be rigorously researched since it is a serious issue that strongly affects the education sector's bases of development for any country.

This research study differs from other research in terms of its scope, design, and method which the researchers used to qualitative case study research approach to explore the details of information. The aforementioned statement of the research problems would explore the impact of different factors, characteristics, and dimensions of education structure on job satisfaction were summarized and framed the central ideas of the study to answer the basic research questions. How does educational structure impact on job satisfaction of employees in the district and Zone Education Office?

The general objectives of this study were to explore the impacts of the educational structure, characteristics, and circumstances that influence job satisfaction in the North Shoa Zone Oromia Regional State District and Zone education office. This study would be critically significant for the North Shoa Oromia Regional State Zone Education Office and for other researchers who want to be and to design how to plan, motivate, and retain employees to create a conducive working environment.

2. Methods

This study employed the qualitative case study method to

explore how the education office staff interact with and give meaning to their organization. According to [16], case studies of exploratory research design were purposefully selected for this study to investigate natural phenomena in order to explain why and how an employee perceives their organization. Qualitative research methods are used to gain a deeper understanding of the perceptions of people regarding a particular phenomenon [10]. Furthermore, an exploratory case study aims to explore the phenomena within the context [6, 16]. The researchers chose an exploratory case study because it helps to collect in-depth information, explore the meaning, value, and attitude that employees share and practice in their organization, and understand the current phenomenon impact on job satisfaction.

2.1. Reason for the Case Selection

The criteria we select for this case is in terms of (a) It is a sensitive and timely issue because education issue covers almost all society and it is also a backbone of development. So the problems in the education office touch the community's issues. (b) Context of the case: Such a case needs to understand in-depth the perception of education office employees. (c) To investigate the essence of organizational climate in terms of employees' job satisfaction.

2.2. Population

The population of the study is (fourteen Woreda offices and education offices which are found in the North Shoa Zone/district Oromia Regional State Administrative Education Office. Zone and Woreda education offices 294 male 102 total 396 employees were found are the population of the study who served at least more than five years.

2.3. Sample and Sampling Techniques

We selected purposefully five district education offices and a Zone Education Office. The sampling strategy was considering the time, resources, and topography. In total, ten persons who have lived more than five years in the organization, by considering gender issues and education level, were purposefully selected. The sample size depends on the purpose of the study the availability of resources and the usefulness of the issue studied. The study sample also included workers who had sufficient experience with organizational climate and could provide information. The purposive sampling method was used because participants were chosen to exhibit particular experiences that will enable a detailed understanding of the central themes and problems the researchers wish to study.

2.4. Data Gathering Technique

In-depth interviews and document analysis were the data collection methods for this study. For qualitative research inquiry through in-depth interviews, [13] identified interviewing as "a conversation with a purpose." The reason the in-depth interview was selected was to collect deep information on the education office area and the need to deal

with the view of participants of the study rather than count the number. To realize these tools, the researchers developed interview questions separately in the English language and interviews in local languages gathered more information. When we interview and discuss the issue, the researchers translate communication channels from English to the local languages to get more information. Finally, the researchers reviewed documents about the education office and regarding the impact of organizational climate on job satisfaction.

2.5. Data Analysis

In the data analysis process, the qualitative research approach was conducting interview and document analysis, considering the utilization of the concept. For analysis, recorded data was transcribed from all interviews and documents. The way of transcribing helps the researchers to acquaint themselves with the data and to manage data analysis. Microsoft Word files [2] and Excel spreadsheet files were created in order to filter data. All files were saved on the researcher's personal laptop and encrypted which can only be accessed by the researchers. Then, the researchers used the meaning of analysis context as the unit of analysis for coding and description. This means the data was not coded sentence by sentence but coded for meaning. The researchers for thematic analysis used [4] step-by-step guidelines in the qualitative analysis method. The guidelines include, (1) familiarizing yourself with your data (2) generating initial code (3) The researchers read throughout each transcript to immerse in the data (4) reviewing themes (5) defining and naming themes, and (6) producing the report.

The triangulation technique was used to validate the data by checking interviews against document analysis. The

findings were substantiated and supplemented by related literature. Lastly, the limitation and recommendations of the study were forwarded, and the final version of the manuscript will be disseminated by presenting it at the workshop meeting and then publishing it at the end study.

2.6. Ethical Consideration

The study ethics was maintained, particularly the issue related to how the obtained data regarding the impact of organizational climate on job satisfaction was secured from the participants of the research. The researchers got permission from employees to interview with them and then generate the information in consent and keep confidentiality.

3. Results

From qualitative data analysis, three themes were emerged and analyzed as the following one by one:

3.1. Structure

The respondents confirmed that structure is the skeleton of an organization in which people are assigned to specific positions to provide services based on their job descriptions. Oromia Education Bureau structure is one of the Oromia Regional State Sectors, a way /method by which education bureau functions are divided into Zone education office, administrative town education office, Finfinne area administrative education office, woreda/district education offices, and schools. The structure is vertically designed to achieve the purpose of education. Structure manifests organizational culture (Table 1).

Table 1. Education structure.

Theme	example quotation
	“[...] the structure of the education sector was not considered properly and the problems caused the employee not to work happily (R3/2.3).”
	“[...] the structure of education is a big problem, which is why the structure of education offices are not considered education office experts and teachers because they have similar professionals and education (R9/2.3).”
	“[...] At the payment level, it was up and down. For example, in our district, experienced employees returned to school. That's why they want to find an alternative. This is not a simple task. The government suffered a major setback (R9/2.3)”.

Regions have the authority to issue directives within the framework of federal education regulations. Likewise, Zones and districts also have the authority to support teachers and other staff positions, promotion, and hiring [9]. The respondents blamed the current education office structure as follows:

Interviewee data revealed that the degree of problems was severe and it couldn't accommodate employees who had different professionals because some of the staff/employees left the education office. Due to the structure problem, the payment in the education office is not attractive in terms of workload and high employee expectations.

The results of the interviews revealed that the implications of structure have an impact on employees and limit their opportunities for advancement. This situation consequently affects the employee's job satisfaction. The purpose of

education is to provide quality education in line with the strategy of world developmental strategic goals. The finding shows that the structure of education was a big problem. To support this idea according to [1] organizational structure can be affected by goals, strategy, environment, and organization size. To attain this goal, professional manpower is very important, but motivated individuals with skill, ability, and knowledge are essential toward supporting, supervising, evaluating, and facilitating the lower levels, like Kinder Gurdon, primary, and secondary schools, which need those professionals.

3.2. Education Opportunity

Education opportunities are the way experienced employees get learning opportunities to upgrade and develop their skills, knowledge, and ability to handle and enhance the

tasks given in the education office. In that way, this office has a responsibility to serve the next generation. However, the respondents illustrated that the education office did not

offer educational opportunities to motivate the staff, and the respondents complained of such a situation (Table 2).

Table 2. Education Opportunity.

Theme	example quotation
	<p>“[...] There is no education office workers to get educational opportunities at district level compared to teachers and the government does not give opportunities, so individuals try by themselves This problem is increasingly causing people to quit their jobs due to disproportionate opportunities and dissatisfaction (R8/2.3&2.4).</p> <p>The level of education, lack of educational opportunities, and lack of uniform wages are factors. First, the opportunity and chances remain at Zone level, and the chances of it going down are rare. Secondly, even if s/he improves her /his educational level (R6/2.4).</p> <p>Educational opportunities for the education sector alone are unlikely. For example, people with postgraduate degrees are not more than four to six people in our office (R7/2).</p> <p>Education is very important, but the payment and education level do not match and there is not also fairness; for instance, a worker with twenty five - years of service receives six years of equal pay: Thus, education needs to be researched and worked on to it improved (R8/2.2).</p>

The main reasons for education opportunities are: 1. they serve the school's teachers and principals, who have a relatively higher education level than education office employees, 2. the same experts and education office are supposed to supervise and evaluate the schools to standard. Regarding the opportunity of education and fair payments, even if a few employees got the opportunity of education but they didn't gain payment, they ought to be entitled to receive payment:

Respondents stated that Education opportunities could be maintained and achieved when they are placed by policy and implemented as equal payment for equal professional levels. If equal payment were paid for the same professional levels, furnished facilities, given educational opportunities, and supported with different benefits. The generation would be left unsupported in the way they should be supported, and the purpose of the education sector has been forgotten, love, morality, and ethics have decreased. Lack of education opportunities (summer or regular study programs) leads to strong job dissatisfaction in zone and district education offices.

Data analysis depicted zone and District education office human resource annual reports, the majority of them earned first degree (323) followed by a diploma (30), second degree (23) and the least were certificate (5) respectively. In terms of gender, gender (males) dominated the education offices.

Interims of education levels in schools and education offices and manpower, there was a big difference among them. For instance, in the education office, those who were supposed to direct, support, and supervise the schools and take measurements/actions based on their highest education levels and their numbers were lower than the school staff salary. Such types of discrepancies have caused a great impact on educational quality, customer service, job satisfaction, commitment, and efficiency.

3.3. Educational Value

Educational value is, in the context of this study, viewed as having equal payment according to one's education level, promotion, and motivation. Therefore, education benefits employees by facilitating and encouraging them to achieve job satisfaction and increase organizational commitment. Data analysis identified that the absence of such an organizational climate could lead to an employee's job dissatisfaction. The respondents compared the salaries and opportunities of teachers with those of education office employees. In-depth interviews with the respondents of the study the value of education forgotten it also impacted the followers directly or indirectly showing the direction of the young generation becoming hopeless because in developing countries there was no other alternative (Table 3).

Table 3. Education Value.

Theme	example quotation
	<p>“[...] The level of education and payment is not equal with teachers, which causes us a lot because we evaluate, support, and measure the schools to enhance their high rank but we are not motivated to help them. We are not equivalent in salary, education, and so on (R3/2.4).</p> <p>Whatever you have education level, you haven't fair payment in the education sector compared with those who have the same qualification at in school level, so the benefit of education is null (R9/2.4).</p> <p>“When we take daily laborer, they have got per day two hundred Ethiopian birr and but office workers have got day only thirty Ethiopian birr. This is very contradictory. So, the education workers are demoralized in their job (R8/1.4)”.</p> <p>On the other hand, the level of education we have and the salary we receive are not balanced. For example, office workers with twenty years of service and teachers with six years of service earned equal salaries, which can be one case of a problem (R1/1.7).</p>

The respondents complained that the current education payment didn't consider employees' education levels and this resulted in demoralization and low motivation of employees. Unless fair payments are made, some people are demotivated to educate themselves, which has great implications for the societies to understand the value of education. Insufficient

resources and inadequate public expenditure management often prevent governments [8]. Moreover, this implication not only leads to a decrease in the quality of education but also hinders the young generation from successfully completing their education. As a result, many students are currently disengaged and dropping out of school. For

example, in 2010/2018, there were 264,721 students enrolled in NSORS; in 2014/2022, there were 238,669 students enrolled. This indicates a 26,052 decrease in student enrollment at the NSORS zone level within four years but the number of student enrolment should have been increased.

The respondents raised the need for the quality of education, and they stated that:

Data analysis that the difference in salary payment within the education sector, despite having the same level of education, type of education, and experience. However, it seems that the benefit of education is forgotten at district and Zone education levels. The benefit of education level is to improve skill, knowledge, and ability in order to benefit the learners and society. The learner would be satisfied if s/he was paid according to her /his education level. The absence of such experience in the organization has an impact.

Almost all respondents revealed that the structure of education was a big problem, which was not considered by education office experts and teachers because both have

similar professionals and education levels. However, in the payment level, it was different. According to data obtained and in-depth interviews, an experienced employee returned to school because that's why they wanted to find alternatives, which was not a simple task. It was a very big failure for the education sector.

The findings showed that whatever their education level, they didn't earn fair pay in the education sector compared with those who had the same qualification at the school level. Also "some employees quit their jobs due to disproportionate opportunity, which is rare opportunity to remain, at Zone level", and others didn't receive the benefits they deserved. Hence, the current education situation requires risk assessment and further research work to be improved. But, quality education needs collaboration and cooperation. The consolidation of the aforementioned concepts of educational structure, opportunity, and value/benefits in the NSORS Zone and the District's education office were based on the in-depth interviews revealed in Figure 1.

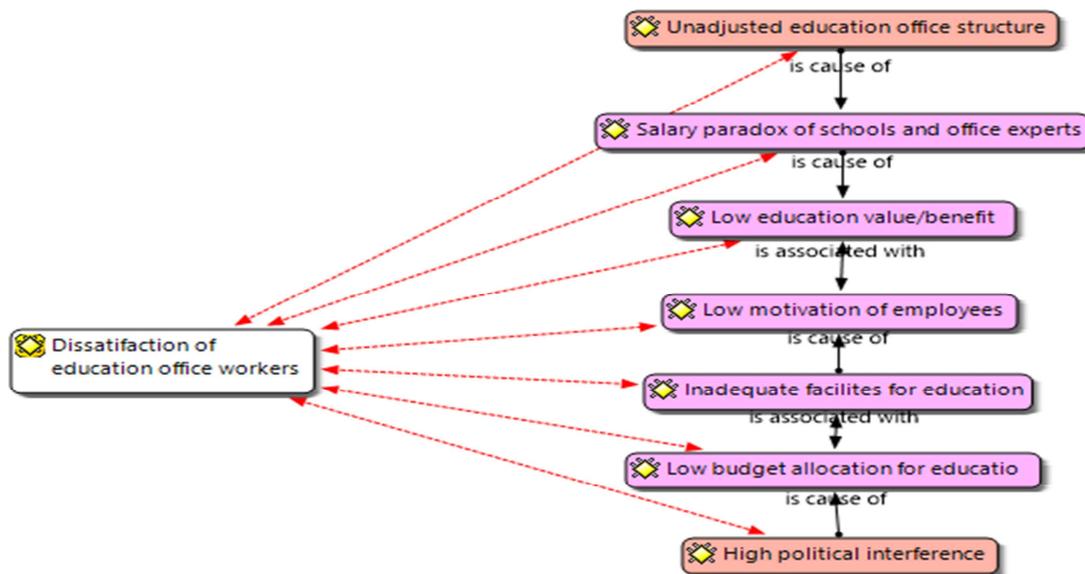


Figure 1. Conceptualizing the impact of the educational office structure.

According to diagram 1 from bottom to top, conceptualization, the educational structure is influenced by high political interference, low budget allocation, inadequate facilities, and the salary paradox of school and education office experts. Political interference refers to the influence of ideas or external pressure on education offices' tasks to change the decision-making; whereas the salary paradox of schools and education office experts refers to one direction, the payment of school teachers is more attractive than education office experts. On the other hand, because of this salary attractiveness at school levels, education office experts either leave the office to find other opportunities or become demoralized and demotivated.

Education's value or benefit is the perception of society/communities about the significance of education. However, the result of in-depth interviews revealed that the attention given to educated people was very low, which

implies a negative connotation of education. Budget allocation refers to allocating the existing budget fairly among educational offices in relation to other sectors. Moreover, an unadjusted education structure directly impacts educational value or benefit, which in turn influences the motivation of employees as well as job satisfaction in the NSORS Zone and the District's education office.

4. Discussion

4.1. Impact of Educational Structure, Opportunity, and Benefit

The structure indicates signs of organizational culture, which impacts employees and the current structure of education has a big problem because it did not properly consider education office expert's experience and education

levels. *“That’s why currently many students are demotivated and drop out of school.* On the other hand, the attractiveness of school conditions in terms of salary is the merit, but leaving another office is a demerit, which lacks facilitating the education process. Such educational climates and paradoxes require risk assessment and further research because quality education needs fairness, cooperation, and collaboration. Workers accepted that the lack of satisfaction with education opportunities presented themselves [11].

Educational structure is influenced by high political interference, low budget allocation, inadequate facilities, and political interference, and salary paradox of school and education office experts. On the one hand, the salary of school teachers is more attractive than education office experts on the other hand, because of this attractiveness at school levels education office experts leave the office or become demotivated. Also, the attention given to education value /benefit for people was very low at Zone and District’s education office.

4.2. Leadership Behaviors

Leadership is a process where intentional influence is exerted over people to guide, structure, and facilitate activities and relationships in a group [17]. The essence of this definition is leaders play a pivotal role in leading, planning, and controlling, but the reality is controversial according to the research findings. The finding indicated that the unconducive leader behavior impact on workers resulted in the following Figure 2 showed that the impact of bad leadership behavior on employees' dissatisfaction in the NSHORS Zone and Woreda education office due to low commitment, skills, ability gaps, and educational qualification.



Figure 2. Variables impact on leadership behaviors.

Table 4. Education Office Leader commitment.

Theme	example quotation
	“[...] Nowadays the leader of the education office has stayed outside of the office, they didn’t identify the experts who were working correctly in the office laissez-faire employees (R1/2.4. There was no reward for employees (R8/2.1. There are also external and internal pressures and relation to security. No attention from leaders for experts (R8/2.2.of a problem (R1/1.7).

Respondents viewed that low commitment, internal and external factors, and qualification were the major factors

relating to education leaders at Zone and Woreda education offices. Among those interview findings stated that most of the woreda education office leaders did not have adequate skills and education qualifications compared with experts, school principals, and teachers. This resulted in increased compliance, regarding these experts asking, the leaders, “Why do you lead me, and how do you lead me, I am not less than you and I have qualified than you.

5. Conclusion

The factors that impact job satisfaction in education office work climate practice affect work conditions, work environment, and work culture, which directly on employees in the education office. The impact of work climate and work conditions; the implementation of the mission and vision; the impact of educational structure and opportunity; factors of job satisfaction; and the impact of leadership behavior, workers, and the zone education office employees.

While the data analysis of worker experiences in the organization negatively hinders the performance of employees is the issue. Besides, the analysis of employee commitment which benefited only the less experienced workers in the organization due to JEG implementation and the assignment of nonprofessionals to inappropriate positions the government needs to attention are another point. More specifically, the salary gap paradox, lack of education opportunities, external pressure, skill gap, and problems with teacher licensing implementation an urgent problems that need a solution. The education leaders at the woreda and Zone level, simply for the sake of the position not for professional accountability. This impact addresses employees demoralized and at lower level leaders did not have the power to resolve all aspects mentioned in the above discussion. This leads to the failure of education quality which hinders the young generation in other directions directly.

6. Implication

Based on the findings, conclusions for the study’s implication will be forwarded to different levels of stakeholders as follows.

1. Regarding the impact of the organizational climate on job satisfaction, The Oromia Education Bureau and the North Shoa Oromia Regional State Education Office should motivate by providing conducive incentives, salary adjustments, equitable budget allocation, and other means to encourage the workers.
2. Oromia Education Bureau should pay attention to zone and district education offices in restructuring, supplying facilities, placing skilled leaders, and minimizing political pressure. If everyone, the student, family, and stakeholders, discusses the issue of education and pays due attention, the vision of education will be maintained.

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