

ORGANIZATIONAL SUPPORT AND JOB COMMITMENT AS PREDICTOR OF JOB SATISFACTION

UZMA BATOOL AND TALLAT SOHAIL *

Abstract. The major goal of the study was to determine how organizational support (OS) and job commitment (JC) affected job satisfaction (JS) of faculty members at Lahore College for Women University (LCWU). We used a cross sectional design, collected data from 300 women instructors at LCWU and analyzed the data using SPSS (version 17). Data analysis revealed OS and JC positively affected JS, and instructor experience also had a positive effect on JS, however age and salary revealed an inverse relationship with JS. These results are discussed in the light of how JS can be increased in instructors at this university and other universities in Pakistan.

Keywords: Job Commitment, Job Satisfaction, Organizational Support, Women Instructors

I. INTRODUCTION

One form of organizational support (OS) is incentive given by the employers to their employees in return of their work and performance in an organization. Work and performance is based on values and needs that interconnect with the job in order to increase job satisfaction (JS).

*The authors are respectively Additional Registrar and Professor at Lahore College for Women University, Lahore – Pakistan.
Corresponding author's e-mail: uzma_magsi@hotmail.com

Incentives and performance allows good relationships between employers and employees. Vorster (1992) suggests, there is a direct increased relationship between education and JS. It is the process which aligns teams to implement a given strategy of an organization. This is the essential for development and personal growth known as self-actualization in Maslow's theory. University is a place in which high level of learning gives manpower that is important for national development in both public and private sectors. Employee attitudes, like those of faculty in university organizations, understand the behaviors of commitment and job satisfaction are important (Tsui & Cheng, 1999).

According to Crossman and Harris (2006), Physiological Needs: Normative Commitment: Demographic Factors are also necessary for JS. Teachers are connected to the organization by feelings of responsibility and duty with strong normative commitment. Many researches have confirmed that male employees are more satisfied than female employees in their jobs (Al-Mashaan, 2003). These factors include strenuous work, lack of independence, lack of control, fewer opportunities for career development, downsizing, privatization, no appreciation of work, less pay, vague responsibilities, lack of respect from supervisors, insignificant and monotonous tasks, time pressure, poor communication, workload, powerlessness and less facilities of using new technology etc (Holmes, 2005). Most of the research have confirmed that employees, who have spent a longer period in an institute, are more content in their job than those who have spent a short period of time for example Chieffo (1999) reported if the supervisor gives the permission of decision making to their employees, then it will enhance their satisfaction at job. It is the observation and actuality that is cared for. However, Csikzentmihalyi and McCormack (1986) and Rosenholtz (1989) indicated, students and teachers suffer due to the dissatisfaction of teachers at their work. Attitudes and behaviors of the employees of any institute has a great impression on the system of institute either in a positive or negative way. According to teachers stress model the employees suffer by not only one single stress but rather as the result of a number of stress factors in the organization. Likewise, the Maslow (1970) and Schultz et al., (2003) Psychological, environmental and social factors provide conditions for existence and organization should try to fulfill the physiological and safety needs of the individuals. These rewards are objective in nature

such as daily work of teacher. According to this theory relationship exists between work itself and satisfaction and motivation of employees of any organization or institution which creates role ambiguity.

Commitment is an expressive position which links employees to their organization Meyer and Allen (1991). Thomas, Dose and Scott, (2002) stated that evaluation of person's job and work circumstances is represented by satisfaction at job, and is effected by a number of factors of Organizational Support(OS). The relationship of the employee to the employer, the value of physical environment where an employee works, relationship with level of achievement and supervisor (McNamra, 1999). Job stress is common, however, job commitment (JC) is an aspiration to the willingness and organization to show determination on the behalf of the organization. When individual's needs are satisfied employees try to reach higher level of needs. Two or more people can work together in a team for the common goal of an organization. To investigate those factors that has an effect on JS of female teachers in government universities; to specifically explore the relationship between OS and JC on JS. This research is not only beneficial for female teachers in government universities but it is also important for other teachers and employees in the education sector of Pakistan. This study provides different useful guidelines that are helpful for the teachers in order to face challenges and problems of their profession.

II. REVIEW OF LITERATURE

Travers and Cooper (2007) in a cross sectional study on teachers found mental health, satisfaction at job and stress at occupations are connected. Result of the study showed that teachers in UK that experienced low level of job gratification had poor mental health. The first aim of the study is to find the perception of teachers about JS and second one is that to find out those elements which have mark the satisfaction level of female teachers.

Job satisfaction is the positive emotional state that results from someone appreciating their own work experience (Locke, 1976). It can also be seen as the way in which people approach their work, the organization, social, and physical environment of the workplace, as well as the merit-based awards (Yousef, 2017). Job satisfaction has a variety

of effects, including identifying organizational health, contributing to societal well-being, and serving as a behavioral indicator for organizations. According to Tandung et al. (2016), attracting and keeping people inside an organization depends heavily on job satisfaction. Among current employees, Mathieu et al. (2016) and Yousef (2017) identified satisfaction as a critical factor influencing organizational commitment. The outcomes of this research reflect that employees give importance to their traits in culture which are the predictors of JS such as fairness, eagerness for the job, good reputation and personal growth opportunities as the predictors of good JS. It showed that eight to six occupations experienced more stress and low level of satisfaction at job. There are number of sources that lead to high level of stress among teachers such as lack of communication with their student and handling misbehavior of students.

This research was performed to discover JS among the teachers (Female) who work in government school in Bangladesh. Result is same with the research conducted by Nadeem (2010).

Ayers (2010) conducted a research to find out whether there is an important association among JS, JS (POS) Job Involvement Organizational Commitment Perceived, and among teachers. The result of the research confirmed that significant relationship between JS, Job Involvement and Organizational Commitment were exist among teachers.

Research was directed by Ehsan et al, (2010) to find out the JS JC of teachers of government Universities. The result revealed that young teachers experienced high level of stress than older teachers because they received low level of support from others and even government. Present study shows that salary package, work itself and supervision were factors which effect JS and JC of faculty members. Another study conducted by Daneshfard & Ekvaniyan (2012) compared JS and level of organizational commitment in managers, employees and the delegation members in Islamic Azad University of Kogiluyeh & Boyer Ahmad Province. The result showed that if the university's support is less then it leads to dissatisfaction among teachers. The study was carried out to find out the effect of recognition, reward work itself and with the supervisor's satisfaction level.

A study performed by Manzoor, Usman, Naseem and Shafiq (2011) on stress and satisfaction at job among different universities in Lahore, Pakistan. The result of the study showed there are many major components that affect JS of teachers. The findings of the research showed that promotion procedures are very important to enhance satisfaction level among university teachers.

Nisar, et al (2010) had did a research on the teachers of PU in order to find out advantages of salary and working environment which has great effect on JS. Outcome of the study may be seen that positive bond has been found in pay and JS among teachers of PU, Lahore. The study conducted By Latif, Shahid, Sohail and Shahbaz (2011) on the JS of government teachers and private colleges, Faisalabad, Pakistan, showed that there are a many explanations which disturb satisfaction level. It was assumed that those persons who adopt teaching profession for one – two or three- ten years will be less satisfied, and they have lower level of burnout than those teachers who have been in teaching profession for eleven- nineteen and twenty or more years. The research also explored the factors that affect satisfaction at job regarding demographic characteristics. The implications of the study disclosed that the study should also focus on federal and state university. The study result showed that male employees are higher performers than female counter parts. Objective of the research was to explore those factors that contribute to increase dissatisfaction and satisfaction level.

Organizational commitment is a psychological state that "(a) defines the employee's relationship with the organization and (b) has implications for the choice to continue a member of the organization" (Meyer & Allen, 1991, p.67). It reflects the level of an employee's involvement and identification with the hiring organization. Research on the relationship between organizational commitment and work satisfaction has been conducted very regularly (Mathieu and Zajac, 1990; Martin and Bennett, 1996; Meyer et al., 2002; Falkenburg and Schyns, 2007; Moynihan and Pandey, 2007; Morrow, 2011). Sohail and Delin (2013) conducted research on the satisfaction at job and different factors that can affect behavior of the staff of academics. The outcome of the study confirmed that substantial association among JS, Job Involvement and

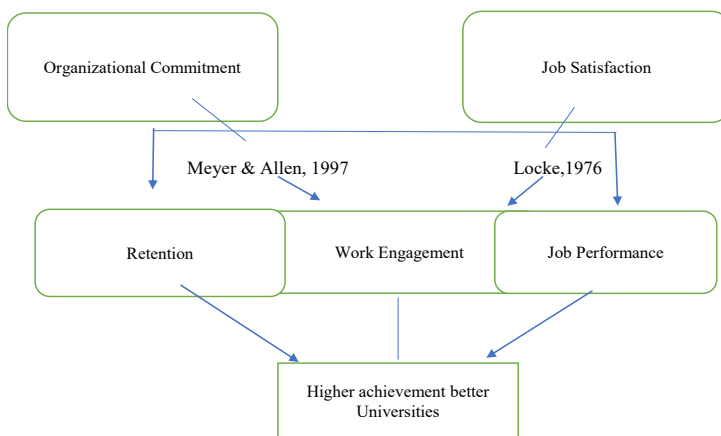
Organizational Commitment existed among teachers. The study showed how much these teachers are committed to the university.

A study conducted by Hekman, Steensma, Bigley, & Hereford, (2009) which stated that OS has a great impact on professional employees (e.g., doctors, nurses, lawyers). The result of the Explore that workers in private sector banks were content by salary, acknowledgement and working hours.

A study conducted by Giacometti (2005) on the factors that affect the JS and Teacher's Retention. It is visible from results that absence of resources and facilities affect the teacher's decision whether they continue their profession. Relationship between stress and satisfaction at job is the basic determination of the study. The result of the study showed that years of teaching experience was not the important contributor towards JS and Burnout.

Khan, Din, Ahmad and Ramay (2010) have done research to look into the impression of organizational commitment on job performance of employee from a sample of one hundred and fifty-three on public and private sector. The result of the study showed that there is an inverse relationship between JS and Organizational Commitment such as withdrawal behaviors absenteeism and turnover. This study was conducted at Lahore College for Women University (LCWU) Lahore, to find out the impact of organizational culture on JS level.

FIGURE 1



RESEARCH HYPOTHESES

- We predicted OS would be positively associated with JS, and JC would also positively predict JS.
- OS and JC will be significant predictors of JS.
- Demographic variables age (greater age), experience (longer experience) and salary (higher pay) would be positively associated with JS.

III. METHODOLOGY, RESULTS AND DISCUSSION

In a purposive sample 300 female instructors were taken from Lahore College for Women University, Lahore. Single and married instructors with a minimum of one year experience were included in the study. All instructors were tenured track and their ages ranged from 25-55 years (see Table 1). Largest number of teachers were 20-35 years age range and the lowest in 51-65 years. Teachers with masters and MPhil degrees made the largest group (52 %) had teaching experience of 1-5 years earning about PKR 40,000.

TABLE 1

Demographic Characteristics of the Sample

Variable	n(%)
Age Range (Years)	
20-35	180(60.0)
36-50	84(28.0)
51-65	36(12.0)
Academic Qualification	
Masters	106(35.3)
MPhil	136(45.3)
PhD	48(16.0)
Post-Doc	10(3.3)
Teaching Experience (Years)	
1-5	156
6-10	36
11-15	30

16-20	7(2.3)
21-25	71(23.7)
Salary (PKR)	
40,000 or below	190(63.3)
41,000-80,000	62(20.7)
81,000-100,000	4(1.3)
101,000-200,000	3(1.0)
201,000 and above	41(13.7)

Organizational Support Scale (OSS). Eisenberger et al., 1986 developed this scale in which he describes worker's observation and opinion about the grade to which an institute moral their staff joining and give attention to his/her happiness. Answers of this scale are gained on the 7- Point Likert Scale. Reliability scale ranges from .74 to .95.

Organizational Commitment Questionnaire (OCQ). Mowday et al (1982) developed this scale This scale measures attitudinal and affective commitment. 7 Point Likert Scale was used to obtain replies. This scale ranges from .74 to .92 in reliability coefficient.

Job Satisfaction Scale (JSS). Schriesheim and Tsul (1980) developed this scale. 5-point Likert Scale were uses to obtain responses. The six items scale defines JS completely. This scale Reliability Coefficient ranges from .73 to .78.

Responses of this scale are obtained on a 5- Point Likert Scale

Demographic Sheet. Lahore College for Women University Teachers (female) were the main part of this study. Demographic sheet comprised of data such as experience, designation, qualification, department, income, faculty and marital status age. Information contains in DIS regarding members who participated in this study. Age range of faculty members was 45-55 years, 35-45 years and 25-35 years.

First of all, permission was obtained from the Vice Chancellor of LCWU. Permission to approach teachers was taken from Vice Chancellor and Head of Departments. The informed consent was taken from teachers. A set of Questionnaires was given to the teachers and requested to fill it up and return them. It was told to teachers that this information will use only for research purpose.

Tables 2 shows the reliability and of cases in our scales and distribution of the items. .80 Cronbach Alpha of OSS shows scale high reliability; JSS is second reliable scale whose Cronbach alpha is .80. While the OCQ is less reliable test as its reliability is .62.

TABLE 2
Internal Consistency of the Scales

Scale	K	N	α
OSS	17	300	.80
OCQ	14	300	.62
JSS	7	300	.80
Note. K = Number of items, N = Sample Size, α = Cronbach alpha, OSS = Organizational Support Scale, OCQ = Organizational Commitment Questionnaire, JSS = Job Satisfaction Scale			

There was a high significant positive correlation between OS and JS. Pearson Correlation (r) of .72 shows as OS increases JS also increases. A high significant positive correlation was also revealed between JC and JS. A correlation of .77 suggested increase in JC increased JS.

A regression analysis revealed an increase in OS, JC certainly revealed significant effect on JS. The regression equation for this study equaled, $Y = 3.14 + .155 (OS) + .132 (JS)$. At university level JS will be 3.142. Any modification in JS, OS and JC increases by .155 and .132 respectively. Hence we suggest JS is predicted by OS and JC.

TABLE 3
Regression Analysis Organizational Support and Organizational Commitment on Job satisfaction

Model	B	$\hat{\beta}$	t	p
Constant	3.14		2.69	.000
OSS	.16	.42	8.26	.000
OCQ	.13	.53	10.41	.000
Note. B = Unstandardized Beta Coefficient, $\hat{\beta}$ = Standardized Beta Coefficient, OSS = Organizational Support Scale, OCQ = Organizational Commitment Questionnaire				

Table 4 shows an inverse significant relationship ($r = -.08$) between age and JS and age is inverse relationship. This relationship shows older faculty were less satisfied with their jobs (hypothesis disconfirmed). An inverse significant relationship ($r = -.15$) was also observed between salary and JS suggesting as salary of the teachers raises their satisfaction decreases (hypothesis disconfirmed). Finally, a positive significant relationship ($r = .01$) was revealed between experience and JS suggesting teachers with greater experience more satisfied with their jobs (hypothesis confirmed).

TABLE 4

Correlations of Demographic Characteristics with Job Satisfaction

Characteristic	Pearson Correlation (r)	p
Age	-.08	.000
Experience	.10	.01
Salary	-.15	.000

We found a high positive correlation between OS and JS. It is concluded from the study that teachers who perceive great level of support will be unlikely to leave their institution similar with the results were found Chambers (1999). According to his study satisfaction increases with time. The result showed that correlation between age and JS had an inverse relationship which showed that as the age increases the level of JS decreases and that there is an inverse relationship between income and JS. This means that if the income increases then the level of JS decreases. JS is more influenced by demographic variables than JC in addition, JC and OS are the main predictors of JS among university female teachers. But this was not compatible to a study by Blood et al. (2002) and Sui, Spector, Cooper and Donald (2001).

The reason behind is that faculty members when appointed by university with a passion of promise generated in spite of the passion of JS. Firstly, it was seen that correlation between age and JS had an inverse relationship which showed that as the age increases the level of JS decreases. The new research explores new eras for the more horizons in this area a number of research have been presented to search the satisfaction level of teachers of the university. The main reason in the

view is that the perception of teachers regarding their job is produced to the perception towards their university/organization. The study conclude that the age is directly related to JS and mental Wellbeing. Moreover, the present study clearly showed that young teachers participated in this research.

The hypothesis results are compatible with the earliest researches suggested that salary is not a significant predictor of JS (Hoppock, 1935). The hypothesis results indicated that there is a direct relationship among experience and JS. We cannot contradict that the satisfaction level of teaching staff of university (public/private) is related to the future/progress of every university. The result of the study showed that JC and JS were closely interconnected.

Hypothesis-5 also accepted by the present study as faculty with more years of experience are more pleased with their jobs in compare to with those who have less years of experience. Johnson & Johnson (2000). Another research by Porter et al. (1974) also studied the relationship between JC and JS. Competition among university teachers is also increasing due to this change, which is putting a great stress on the workers of the employees (Tetrick & Quick, 2011). So, it has been proved from previous and present research that there is a bond between JC and JS. The chapter deals with the outcome of the research. JS of faculty/staff has a vital role in an organization as self-satisfied employees are the precious possessions of any organizations.

The study explored the level of JS by using the Person Environment Fit Model. This research contributes new findings in the area of JS, OS and JC in Pakistan. This study provided the meaningful information regarding the level of JS.

IV. CONCLUSION

The goal of this study was to investigate the level of fulfillment among university teachers (female) of public sector university LCWU. Results showed that in university teachers range of satisfaction level is moderately high which demonstrate that OS and JC are not only factors that affect the level of JS but there are some other factors which effects level of JS and improve the skills in teachers such as promotions, benefits

and different training working hours, relationship with supervisors, co-workers and subordinates, programmers. The main idea of this research was to define the predictors of JS amongst teachers. The role of teacher is important for the transfer of knowledge in university. The present study also confirmed that experience is the major factors that participate towards the JS. So it is essential for policy makers to know that how they can make teachers more loyal to their institution and to magnify their learning efficacy and teaching skills.

Limitations

This conducted to find out the predictors of JS in the day to day working of female university teachers. Some limitations include generalizability, the data cannot be generalized to all government universities would require using an even smaller sample.

Recommendations

Organization may arrange career development programs to enhance employee's satisfaction level. As satisfied teacher/employees can get progress in every field of life.

Sample of study will be more constructive if it was collected from different government and private universities in this study the sample was only 300 which were taken from one Government university of Lahore. To enhance the knowledge of the teachers, workshops and seminars should be arranged. Organizations especially universities need to give chance their teachers /employee with merit-based promotion opportunities. Those organizations which offer the above mentioned opportunities and provide the employees an apparent duration of working hours, face lower level of turnover intentions, Price and Mueller (1981).To establish the causal relationship between study variables, future research should conduct longitudinal investigations.

REFERENCES

- Abbey, D., & Esposito, J. (1985). Social Support Principal Leadership Styles: A means to reduce teacher stress. *Education*, 105(3), 327-33.
- Adenike, A. (2011). Organizational Climate as a predictor of Employees Job Satisfaction: Evidence from Covenant University. *Business Intelligence Journal*, 4(1): 151-166.
- Ahsan, N. et al. (2009). A study of Job stress on job satisfaction among university staff in Malaysia; empirical study. *European Journal of Social Sciences*, 08(1).
- Allen, N., & Meyer, J. (1990). Organizational socialization tactics: a longitudinal analysis of links to newcomers' commitment and role orientation. *The Academy of Management Journal*, 33(4), 847-858.
- Al-Mashaan, O. (2003). Associations among job satisfaction, pessimism and psychosomatic symptoms of employees in the government sector. *Psychological Reports*, 93, 17-25.
- Antoniou, A. S., Polychroni, F., & Vlachakis, A. N. (2006). Gender and age differences in occupational stress and age differences in occupational stress and professional burnout between primary and high school teachers in Greece. *Journal of Managerial Psychology*, 21(7), 682-690. doi: 10.1108/02683940610690213.
- Ayers, J. P. (2010). Job Satisfaction, Job Involvement and Perceived Organizational Support as Predictors of Organizational Commitment. Retrieved from <http://udini.proquest.com/view/job-satisfaction-job-involvement-goid:193247205/>
- Bellou, V. (2010). Organizational culture as a predictors of job satisfaction: the role of gender and age. *Career Development International*, 15(01): 04-19.
- Bishay, A. (1996). Teacher motivation and job satisfaction: a study employing the experience sampling method. *Journal of Undergraduate Sciences*, 3, 147-154.
- Blood, G., Ridenour, J., Thomas, E., Qualls, C., & Hammer, C. (2002). Predicting job satisfaction among speech-language pathologists working in public schools. *Language, Speech and Hearing Services in Schools*, 33: 282- 290.

- Bodla, M. A., & Danish, R. Q. (2009). Politics and workplace: an empirical examination of the relationship between perceived organizational politics and work performance. *South Asian Journal of Management*, 16(1), 44-62.
- Bodla, M. A., & Naeem, B. (2008a). What Satisfies Pharmaceutical Salesforce in Pakistan? *The International Journal of Knowledge, Culture, & Change Management*, 8.
- Buckely, J., Schneider, M., & Shang, Y. (2004). The effects of School facility quality on teachers: Retrieved from <http://www.ncef.org/pubs/teacherretention.cfm>.
- Campbell, J. P., Dunnette, M. D., Lawler, E. E., & Weick, K. E. (1970). *Managerial Behavior, Performance and Effectiveness*. N.Y., McGraw-Hill Book Company.
- Camilli, K. A. (2004). Teachers Job Satisfaction and teachers Burnout as a product of years of experience in teaching. Retrieved from <http://www.scribd.com/doc/50460483/11/STUDIES-OF-TEACHER-JOB-SATISFACTION>.
- Chambers, J. (1999). The job satisfaction of managerial and executive women: Revisiting the assumptions. *Journal of Education for Business*, 75(2): 69–74.
- Cheng, K. C. et al. (2010). Predictors of Job Satisfaction among academic Faculty members: do Instructional and clinical staff differ? *Med Edu*, 44(10): 985-995. doi 10.1111/j.1365-2923.2010.03766.x.
- Chieffo, A. M. (1991). Factors contributing to job satisfaction and organisational commitment of community college leadership teams. *Community College Review*, 19(2): 15-25.
- Colkoglu, U., Culha, H., & Atay, H. (2010). The effects of Perceived Organizational Support on employee's affective outcomes: Evidence from the Hotel Industry. *Tourism and Hospitality Management*, 16(2): 125-150.
- Cooper, C. L., & Dewe, P. (2004). *Stress: A brief history*. Oxford: Blackwell Publishing.
- Csikzentmihalyi, M., & McCormack, J. (1986). The influence of teachers. *Phi Delta Kappan*, 67, 415-419.
- Canadian Union of Public Employees (CUPE) (2003). Factors of Job Satisfaction. Retrieved from http://www.cupe.sk.ca/updir/sk/CUPE_Saskatchewan_submission_to_the_OH%26S_Council.pdf

- Daneshfard, C., & Ekvaniyan, K. E. (2012). Organizational Commitment and Job Satisfaction in Islamic Azad University. *Interdisciplinary Journal of Contemporary Research in Business*, 3(9).
- Dawes, R. V. (2004). Job Satisfaction. *Comprehensive handbook of psychological assessment*, 4, 470-481. Hoboken, N.J.: John Wiley & Sons.
- Davis, R. V. (1992). Person-environment fit and job satisfaction. In C. J. Cranny, P. C. Smith, & E. F. Stone (Eds.), *Job satisfaction*. New York: Lexington.
- Dee, J. R. (2002). Turnover intent in an urban community college: Strategies for faculty retention. Paper presented at the annual meeting of the Association for the Study of Higher Education, Sacramento, CA.
- Dramićanin, S., Perić, G., & Pavlović, N. (2021). Job satisfaction and organizational commitment of employees in tourism: Serbian Travel agency case. *Strategic Management*, 26(4), 50-64.
- Eisenberger, H., Huntington, R. Hutchinson, S., & Sowa, D. (1986). Perceived Organizational Support. *Journal of Applied Psychology*, 71: 500-507.
- Evans, L. (1997). Managing to Motivate: some pointers for primary head teachers In: *Primary School Manager*, 16 – 18.
- Evans, L. (1998b). *Teacher morale, job satisfaction and motivation*. Paul Chapman Publishing Ltd, London
- Fajana, S. (2002). *Human Resource Management An Introduction*. Lagos: Labofin and Company.
- Fimian, M. J. (1984). The development of an instrument to measure occupational stress in teachers: The Teacher Stress Inventory. *Journal of Occupational Psychology*, 57, 277-293.
- Gautam, M., Mandal, K., & Dalal, R. S. (2006). Job satisfaction of faculty members of veterinary sciences: an analysis. *Livestock Research for Rural Development* 18 (7), 29-40.
- Giacometti, K. M. (2005). Factors affecting Job Satisfaction and Retention of beginning teachers. Retrieved from <http://scholar.lib.vt.edu/theses/available/etd-11152005-172907/unrestricted/final.pdf>
- Glueck, W.F. (1974). *Personnel a diagnostic approach*. Business Publications, Texas Inc. Dallas.

- Gruneberg, M., & Startup, R. (1978). The job satisfaction of university teachers. *The Vocational Aspect of education*, 76: 75-79.
- Hebb, D. O. (1949). *The organization of behavior*. New York: John Wiley and Sons.
- Hekman, D. R., Steensma, H. K., Bigley, G. A., & Hereford, J. F. (2009). Combined Effects of Organizational and Professional Identification on the Reciprocity Dynamic for Professional Employees. *Academy of Management Journal*. 52(3).
- Hillebrand, J. (1989). *Die werksmotivering van die onderwyseres*. Ongepubliseerde Med. Potchefstroom: PU vir CHO.
- Herzberg, F. (1966). *Work and the nature of management*. Cleveland: World.
- Hoppock, R. (1935). *Job satisfaction*. New York: Harper & Brothers Publishers.
- Holmes, E. (2005). *Teacher's wellbeing: Looking after yourself and your career in the classroom*. Routledge Falmer 270 Madison Ave, NY.
- Huang, Y. S., & Chi, T. C. (2004). Internal marketing, organizational culture, job satisfaction, and operational performance: A study on international-class tourist hotels in Taiwan. *Journal of Management and System*, 11(4):485-507.
- Jans, N. A. (1989). Organizational Commitment, Career Factors, and Career/Life Stage. *Journal of Organizational Behavior*. 10(3), 247-266.
- Jaros, S. J. (1995, August). AN ASSESSMENT OF MEYER AND ALLEN'S (1991) THREE-COMPONENT MODEL OF ORGANIZATIONAL COMMITMENT AND TURNOVER INTENTIONS. In *Academy of management proceedings* (Vol. 1995, No. 1, pp. 317-321). Briarcliff Manor, NY 10510: Academy of Management.
- Johnson, S. et al., (2005). The experience of work-related stress across occupation. *Journal of Managerial Psychology*, 20(2): 178-187.
- Johnson, G. J., & Johnson, W. R. (2000). Perceived over qualification, positive and negative affectivity, and satisfaction with work. *Journal of Social Behavior and Personality*, 15 (2): 167-185.
- Kahn, R. L., Wolfe, D. M., Quinn, R. P., Snoek, J. D., & Rosenthal, R. A. (1964). *Organizational stress: Studies in role conflict and ambiguity*. Oxford, England: John Wiley.
- Kanwar, Y. S., Singh, A. K., & Kodwani, A. D. (2012). *A Study of Job Satisfaction, Organizational Commitment and Turnover Intent among the*

- IT and ITES Sector Employees. *The Journal of Business Perspective*, 16(01): 27-35. doi: 10.1177/097226291201600103
- Karve, K. J., & Nair, S. K. (2011). Role Stress and coping with Role Stress among Indian Women Executives. *International journal of arts and Science*, 3(12), 57-85.
- Kestetner, J. (1994). "New Teacher Induction. Findings of the Research and Implications for Minority Groups". *Journal of Teacher Education*. 45(1), 39-45.
- Khan, M. R., Din, Z., Ahmad, F., & Ramay, M. I. (2010). The impact of organizational commitment on employee's job performance. *European Journal of Social Sciences*, 15(3).
- Kosteas, V. D. (2009). Job level changes and wage growth. *International Journal of Manpower*, 30 (3), 269-284.
- Latif, K., Shahid, M. N., Sohail, N., & Shahbaz, M. (2011). Job Satisfaction among Public and Private College Teachers of District Faisalabad, Pakistan: A Comparative Analysis. *Interdisciplinary Journal of Contemporary Research in Business*, 03(08).
- Lim, V. G., Teo, T. H., & Thayer, J. (1998). Effects of individual characteristics on police officers' work-related attitudes. *Journal of Managerial Psychology*, 13(5): 334-343.
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297-1349). Chicago: Rand McNally.
- Lortie, D. (1975). *School teacher*. Chicago: University of Chicago Press.
- Lumley, E. J., Coetzee, M., Tladinyane, R., & Ferreira, N. (2011). Exploring the Job Satisfaction and Organizational Commitment of employees in the Information Technology Environment. *Southern African Business Review*, 15(1).
- Luthans, F. (1992). *Organisational behavior*. (6th ed.). New York: McGraw-Hill.
- Luthans, F. (1998). *Organisational behavior*. (8th ed.). India: McGraw-Hill.
- Malik, M. E., Nawab, S., Naeem, B., & Danish, R. Q. (2010). *International Journal of Business and Management*, 5(6).

- Mathieu, C., Fabi, B., Lacoursiere, R., & Raymond, L. (2016). The role of supervisory behavior, job satisfaction and organizational commitment on employee turnover. *Journal of Management & Organization*, 22(1), 113-129.
- Maslow, A. H. (1970). *Motivation and personality*. New York: Harper & Row.
- McClelland, D. (1961). *Theory of Needs*. Retrieved from <http://www.netmba.com/mgmt/ob/motivation/mcclelland/>
- McNamara. (1999). Definition of Job satisfaction. Retrieved from: http://www.managementhelp.org/prsn_wll/job_stfy.htm.
- Meyer, J. P., & Allen N. J. (1991) A three-component conceptualization of organization commitment. *Human Resource Management Review* 1 (1), 61–89.
- Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, research, and application*. Thousand Oaks, CA: Sage.
- Morse, N. C. (1953). *Satisfaction in the white-collar job*. Ann Arbor, MI: University of Michigan Survey Research Center.
- Mosadeghrad, M., Ferlie, E., & Rosenberg, D. (2008). A study of the relationship between Job Satisfaction and Organizational Support and turnover intention among hospital employees. *Health Serv Manager Res*. 21(4):211-227. doi: 10.1258/hsmr.2007.007015.
- Mowday, R. T., Steers, R. M., & Porter, L. W. (1979). The measurement of organizational commitment. *Journal of Vocational Behavior*, 14, 224-247.
- Noordin, F., & Josuff, K. (2009). Levels of job satisfaction amongst Malaysian academic staff, *Asian Social Science*, 5(5).
- Opkara, J. O. (2002). The Impact of Salary Differential on Managerial Job Satisfaction: A Study of The Gender Gap And Its Implications for Management Education And Practice In A Developing Economy. *The Journal of Business in Developing Nations* , 65-92.
- Peters, T. J., & Waterman, R. H. (1982). *In Search of Excellence; Lessons from America's Best-Run Companies*. New York: Harper & Row.
- Porter, L.W., Steers, R.M., Mowday, R. T. & Boulian P.V. (1974). Organizational commitment, job satisfaction, and turnover among psychiatric technicians, *Journal of Applied Psychology* 59(5): 603-609.
- Price, J. L., & Mueller, C. W. (1981). A causal model of turnover for nurses. *Academy of Management Journal*, 24(3), 538-550.

- Riggle, R. J., Edmondson, D. R., & Hansen, J. D. (2009). A Meta-analysis of the relationship between perceived organizational support and job outcomes: 20 years of research, *Journal of Business Research*, 62(10): 1027-1030.
- Robbins, S.P. (1998). *Organizational behavior*. (8th ed.). New Jersey: Prentice Hall.
- Rosenholtz, S. (1989). *Teacher's workplace: The social organization of schools*. New York: Longman
- Sbharwal, M., Elizabeth, A. (2009). Faculty Job Satisfaction across gender and discipline. *The Social Science Journal*, 46: 539-556.
- Sabri, P. S., Ilyas, M., & Amjad, Z. (2011). Organizational Culture and its impact on the Job Satisfaction of the university teachers of Lahore. *International Journal of Business and Social Science*, 2(24).
- Schultz, H., Bagraim, J., Potgieter, T., Viedge, C., & Werner, A. (2003). *Organisational behaviour: A contemporary South African Perspective*. Pretoria: Van Schaik Publishers.
- Senge, P. (1990). *The fifth discipline*. New York: Doubleday.
- Shah, A. A. et al. (2012). Job Satisfaction of faculty members of universities in Pakistan: A case study of university of Sindhu-Jamshoro. *Canadian Centre of Social Science and Education*, 06(7).
- Shan, M. H. (1998). Professional commitment and satisfaction among teachers in urban middle schools. *Journal of Educational Research*, 67 (2).
- Shore, L. M., & Martin, H. J. (1989). Job Satisfaction and Organizational Commitment in Relation to Work Performance and Turnover Intentions. *Human Relations*, 42(7): 625-638.
- Smith, P. C., Kendall, L. M., & Hulin, C. L. (1969). *The measurement of satisfaction in work and retirement*. Chicago: Rand McNally.
- Smith, P. J., & Cronje, G. J. (1992). *Management principles. A Contemporary South African edition*. Kenwyn: Juta & Ltd.
- Smucker, M. & Kent, A. (2004). The influence of referent selection on pay, promotion, supervision, work and co-worker satisfaction across three distinct sport industry segments. *International Sports Journal*, 24, 27-35.
- Spector, P. (1997). *Job Satisfaction*. Thousand Oaks, CA: Sage.

- Sui, O., Spector, P., Cooper, C. L., Donald, I. (2001). Brief report: Age differences in coping and locus of control: A study of managerial stress in Hong Kong. *Psychology and Aging*, 16:707-710.
- Tandung, J. C. (2016). The link between HR attributions and employees' turnover intentions. *Gadjah Mada International Journal of Business*, 18(1), 55-69.
- Tetrick, L. E., & Quick, J.C. (2011). Overview of Occupational Health Psychology: Public Health in Occupational Settings. In Quick, J.C., & Tetrick, L.E. (2nd ed.). *Handbook of Occupational Health Psychology*. (pp.3-17). American Psychological Association. Washington, DC.
- Thoms, P., Dose, J., & Scott, K. (2002). Relationships between accountability, job satisfaction, and trust. *Human Resource Development Quarterly*, 13, 307-323.
- Travers, C. J., & Cooper, C. L. (2007). Mental health, job satisfaction and occupational stress among UK teachers. *Work and Stress*, 7(3), 203-219.
- Tsui, K. T., & Cheng, Y. C. (1999). School organizational health and teacher commitment: a contingency study with multi-level analysis. *Educational Research and Evaluation*, 5(3), 249-68.
- Tsul, A. S., et al., (1982). Being different: Being rational demography and organizational attachment. *Administrative Science Quarterly*, 37(4), 549-580.
- VanderPutten, J., & Wimsatt, L. (1999). Cross-national faculty departure: Development of a new model. Paper presented at the annual meeting of the Association for the Study of Higher Education, San Antonio, TX.
- Valentine, S., Godkin, L., & Lucero, M. (2002). Ethical context, organizational commitment, and person-organization fit. *Journal of Business Ethics*, 41(4), 349-60.
- Vorster, M.E. (1992). 'n Ondersoek na die verband tussen rolkonflik, werkstevredenheid en organisasieverbondenheid by gegradueerde en nie-gegradueerde werkende vroue in 'n hoë-tegnologie vervaardigings-organisasie. Unpublished master's thesis, University of the Orange Free State, Bloemfontein, Free State.
- Wahat, W. A. (n. d.). Organizational Climate as a predictor of Job Satisfaction of New Faculties in three Public Universities of Malaysia Retrieved from <http://www.jgbm.org/page/37%20Nor%20Wahiza%20Abdul%20Wahat.pdf>

- Wharton, A. & Baron, J. (1991). Satisfaction? The psychological impact of sex segregation on women at work. *The Sociological Quarterly*, 12: 365-388.
- Weiss, H. M., & Cropanzano, R. (1996). Affective events theory: A theoretical discussion of the structure, causes and consequences of affective experiences at work. *Research in Organizational Behavior*, 19, 1-74.
- Yousef, D. A. (2017). Organisational Commitment, Job Satisfaction and Attitudes toward Organisational Change: A Study in the Local Government. *International Journal of Public Administration*, 40(1), 77-88
- Zander, A., & Quinn, R. (1962). The social environment and mental health: A review of past research at the Institute for Social Research. *Journal of Social Issues*, (18): 48-66.
- Zohar, D. (1997). Predicting burnout with a hassle-based measure of role demands. *Journal of Organizational Behaviour*, (18), 101-15.