

RELATIONSHIP AMONG ORGANIZATIONAL COMMITMENT, MORALE AND JOB SATISFACTION OF LECTURERS SERVING IN GOVERNMENT DEGREE COLLEGES OF KHYBER PAKHTUNKHWA, PAKISTAN

Dr. Muhammad Rauf^{*}
Dr. Syed Muhammad Asim^{**}
Dr. Asghar Ali^{***}

Abstract

This study aimed to find out the relationship among organizational commitment, morale and job satisfaction of lecturers serving on regular basis in government degree colleges of Khyber Pakhtunkhwa province, Pakistan. All the 526 Lecturers working in the 45 Government Degree Colleges of Zone-II (the central zone of Khyber Pakhtunkhwa) were selected as respondents of this study. Data were collected through three questionnaires namely organizational commitment scale (OCS), morale scale (MS) and job satisfaction scale (JSS). Rate of return of the questionnaires remained 78%. Data were analyzed through SPSS and Pearson's correlation r was applied to test the null hypotheses of the relationship among these quantitative variables. The study shows that all the three dimensions i.e. organizational commitment, morale and job satisfaction of lecturers are significantly correlated with each other. Furthermore, all the three dimensions are positively related. However, the strength of relationship (correlation) is much higher in case of morale and job satisfaction as compared to the relationship of organizational commitment with job satisfaction or that of organizational commitment with morale.

* Institute of Education & Research, University of Peshawar, Pakistan

** Department of Statistics, University of Peshawar, Pakistan

*** Department of Education, University of Malakand, Pakistan

Key Words: Organizational Commitment, Morale, Job Satisfaction, Relationship and Khyber Pakhtunkhwa

1. Introduction

To find the relationship among organizational commitment, morale and job satisfaction of teachers is an important issue for educationists. Job satisfaction in any organization is of great importance. It not only affects the employees' performance but also the goals of the organization. If the employees are satisfied, their performance will be excellent and as a result they meet the goals of the organization and otherwise results could be poor. Similarly the teachers who were satisfied and had high morale, take part in teaching learning process enthusiastically, developing the personality of the students and there is better achievement.

If a person gets satisfaction from an organization, definitely he would have commitment with that organization. Many researchers came to the conclusion that there exists a positive relationship between organizational commitment and job satisfaction.¹

1.1 Organizational Commitment

Organizational commitment is one of the most popular work attitudes, studied by the researchers.² Commitment with the organization is an attitude that shows the relation of employees with their employing organizations.³ According to Mowday, Porter, and Steers, Commitment with the organization is the degree of willingness to do efforts for the achievement of organizational goals.⁴ Commitment with the organization of the employees is an important predictor of certain effective outcomes like performance, absenteeism and turnover etc. The highly committed teachers try their best in educational organizations. They contribute towards the achievement of objectives. Teacher commitments have

multidimensions. He/she can feel organizational commitment, in his/her career continuance, for the professional knowledge base and/or towards the teaching profession.⁵

Commitment to the teaching becomes an internal driving force for a good performance and commitment to the institution becomes motivational force for a good work. Researchers argue that organizational commitment to the educational institutions is an important role in the evaluation of these institutions.

The teachers who are committed have strong emotional relationship to their institutions, the subject they teach and students at large.⁶ Educational institutions are dependent on committed teachers who put comprehensive efforts beyond expectations, and ambitious to be in the organization for achieving goals and values.⁷

The conclusion from the above discussion is that commitment with the organization in teachers is important for effective instructions and for students' better performance. Otherwise if teachers are less committed to their jobs, they would avoid hard work and put less efforts in classroom as compared to highly committed teachers.⁸ This would lead to poor students' learning and achievement and ultimately lead to poor standard of education in general.

1.2 Morale

Morale is stated as 'the professional interest and enthusiasm that a person shows towards the achievement of individual and group goals in a given job situation'.⁹ A good working environment encourages high morale as discussed by Hoy, and Miskel, "Teachers feel good about each other and, at the same time, feel a sense of accomplishment from their jobs".¹⁰

Houchard came to the conclusion that, morale includes three factors i.e. belongingness, rationality, and identification. Belongingness has a positive relationship with coworkers and organization. Rationality shows similarity between individuals and goals of the organization to be achieved.¹¹

Low morale is a problem in many educational organizations. Poor salary, low status, lack of professional autonomy and fear of increasing accountability are the major factors of low teachers' morale.¹² According to Dinham low status of teachers in society, weak supervisors and administrators, increased workloads and social demands and institutional pressure are the factors of low morale.¹³ To keep the staff morale high Scarnati concluded that if the staff is given recognition and respect, their morale would be higher.¹⁴ For teachers' high morale, Adams suggested that if the principals encourage their staff in the educational institutions, the morale and self esteem of teachers will be higher and the system will function better.¹⁵ Whitaker, Whitaker, and Lumpa claim one factor that improves the morale of the teachers is the principal's acknowledgment and reinforcement of the positive things done by the teachers in their day-to-day work in schools.¹⁶ Houchard also claim teacher morale can be aroused by school leaders.¹⁷

In healthy environment of an institution, teachers who have high morale not only feel good themselves but also keep the morale of students high. Such teachers can adjust well with their colleagues and their teaching performance improves. So their students show better performance.¹⁸ Otherwise the teachers having low morale cannot teach well and cannot adjust with their colleagues and students. Their performance deteriorates and they show ill attitude towards their students and and try to avoid that job.¹⁹

1.3 Job Satisfaction

Job satisfaction is composed of two words job and satisfaction. To understand this word it is necessary to understand the sense of job and satisfaction separately.

Lexicon Webster dictionary of the English (Open library) claims that job is a piece of work, especially, an individual piece of work done in the routine of one's occupation or trade, or for a fixed price.²⁰ The job has monetary benefits otherwise it will not be job in its true sense. Job and salary are complimentary with each other. Therefore, job is a kind of contract done between employee and employer. It has some monetary benefits. There are always some conditions put forwarded between employees and working organization.²¹ It can be concluded that job is a duty concerned with completing a task with some predetermined conditions against some monetary gains.

Lexicon Webster dictionary of the English (Open library), describes satisfaction 'satisfying, or being satisfied; a source or cause of pleasure, fulfillment or gratification.'²²

Job satisfaction is feeling of an employee at his workplace. These feelings can be good or bad towards the organization. If the conditions are favourable, there appears a positive relation between employees' expectations from the job and monetary gains that the job offers.²³

Job satisfaction depends upon the accomplishment of an individual needs, his relation with coworkers and supervisors, working conditions, organizational policies and the incentives he receives. The job satisfaction shows the following positive behavior at the employees work place such as he does not remain absent from work, contributes maximum to the organization, and stays longer in the organization. So, it

can be inferred that teacher satisfaction is directly linked to student achievement.²⁴

2. Objective of the Study

Following was the major objective of the study:

- To determine the relationship among organizational commitment, morale and job satisfaction of Lecturers serving in the Government Degree Colleges of Khyber Pakhtunkhwa province, Pakistan.

3. Hypotheses of the Study

The following null hypotheses were formulated for this study.

- H₀1: There is no relationship between the levels of organizational commitment and morale of Lecturers.
- H₀2: There is no relationship between the levels of organizational commitment and morale of Male Lecturers.
- H₀3: There is no relationship between the levels of organizational commitment and morale of Female Lecturers.
- H₀4: There is no relationship between the levels of organizational commitment and morale of Urban Lecturers.
- H₀5: There is no relationship between the levels of organizational commitment and morale of Rural Lecturers.
- H₀6: There is no relationship between the levels of organizational commitment and job satisfaction of Lecturers.
- H₀7: There is no relationship between the levels of organizational commitment and job satisfaction of Male Lecturers.
- H₀8: There is no relationship between the levels of organizational commitment and job satisfaction of Female Lecturers.
- H₀9: There is no relationship between the levels of organizational commitment and job satisfaction of Urban Lecturers.

H₀10: There is no relationship between the levels of organizational commitment and job satisfaction of Rural Lecturers.

H₀11: There is no relationship between the levels of morale and job satisfaction of Lecturers.

H₀12: There is no relationship between the levels of morale and job satisfaction of Male Lecturers.

H₀13: There is no relationship between the levels of morale and job satisfaction of Female Lecturers.

H₀14: There is no relationship between the levels of morale and job satisfaction of Urban Lecturers.

H₀15: There is no relationship between the levels of morale and job satisfaction of Rural Lecturers.

4. Method and Procedure

All the Lecturers working on regular basis in the Government Degree Colleges of Khyber Pakhtunkhwa province constitute the population of this study. Zone-II of Khyber Pakhtunkhwa was selected as sample which is the central zone of the province having 5 districts (Nowshera , Peshawar, Charsadda, Swabi and Mardan) and this is the populous zone having largest size in respect of number of government degree colleges as compared to other four zones. All the 526 Lecturers from 45 Government Degree Colleges were taken as sample of this study.²⁵

4.1 Instruments of the Study

The following three instruments were used for the purpose of data collection in this study:

- i. Organizational Commitment Scale (OCS)
- ii. Morale Scale (MS)
- iii. Job Satisfaction Scale (JSS)

All the three instruments were adapted from the original versions according to local environment and requirement of this study. Originally these instruments were in English. But in order to make them more understandable for the respondents these instruments were also translated into the national language Urdu. Detail of each instrument is as follows:

Organizational Commitment Questionnaire (OCQ) by Mowday, Steers, and Porter²⁶ was adapted for this study as it was used by more than 35 researchers and coefficient alpha remained consistently high in ranges 0.82 to 0.93 with a median of 0.90.²⁷ This scale was published by Cooper where it is mentioned that “This instrument can only be freely used for research purposes” (p.190).²⁸ The OCQ originally had 15 items and all were included in the adapted scale. It was named as Organizational Commitment Scale (OCS).

There were many instruments available for measuring morale but Purdue Teacher Opinionnaire (PTO) by Bentley and Rempel quoted in Houchard²⁹ was selected for this study as it was suitable to our local environment and was specifically developed for teachers. Houchard also mentioned that for use of PTO, permission was not required as its copyright was expired.³⁰ This scale was originally comprised of 100 items. It was modified by changing the word school with institution and deleting 7 items due to non-correspondence with our local scenario. The adapted version was named as Morale Scale (MS).

Similarly the Scale of Job Satisfaction (SJS) by Bas and Ardic was adapted for this study with the authors' permission.³¹ Originally, SJS had 61 items. Seventeen (17) items were deleted and 24 more items were added in the adapted scale according to local needs. It was named as Job Satisfaction Scale (JSS).

All the three scales were transformed into five point Likert scales e.g. strongly agree, agree, undecided, disagree and strongly disagree. Weights of the negative statements were reversed for analysis. Reliability coefficient Chronbach Alpha was calculated for these scales by administering them to 71 Lecturers for the purpose of pilot testing. Its values for OCS, MS and JSS were 0.73, 0.94 and 0.93 respectively. These values were acceptable according to guidelines given by Law 'it will be rated excellent if the coefficient is greater than 0.80, adequate if it is from 0.60 to 0.79 and poor if it is less than 0.60.'³²

4.2. Data Collection

Data was collected through personal visits by administering questionnaires to all the 526 lecturers serving in all the selected 45 government degree colleges of Khyber Pakhtunkhwa, Pakistan. 409 questionnaires duly filled and complete in all respect were returned by the respondents which made 78% response rate. According to Iarossi such response is acceptable and considered as good in self approach administration of questionnaires.³³

5. Data Analysis and Discussion

For the purpose of analysis weights were given to the collected data as; Strongly Agree =5; Agree =4; Undecided = 3; Disagree =2 and Strongly Disagree=1. The negative statements were reversed coded. The data were analyzed through the software Statistical Package for Social Sciences (SPSS) version-15. The Pearson's correlation r test was applied for testing of null hypotheses of the study.

Table-1

Correlation between the Levels of Organizational Commitment and Morale of Lecturers on the bases of Gender, Locality, and Over-all

		Mean	Standard Deviation	N	Pearson Correlation r	Significance (Two-tailed)
Overall	Organizational Commitment	57.59	6.53	409	0.544**	0.000
	Morale	316.80	36.48			
Male	Organizational Commitment	58.36	6.30	257	0.556**	0.000
	Morale	319.80	37.29			
Female	Organizational Commitment	56.28	6.73	152	0.507**	0.000
	Morale	311.73	34.59			
Urban	Organizational Commitment	57.33	6.57	306	0.545**	0.000
	Morale	314.45	36.10			
Rural	Organizational Commitment	58.34	6.38	103	0.530**	0.000
	Morale	323.79	36.87			

**Significant at $\alpha = .01$

The above Table-1 shows that over-all the levels of organizational commitment and morale of Lecturers are correlated as the value of Pearson 'r' (0.544) is significant at $p=0.000$ ($< \alpha = .01$). Hence the null hypothesis (H_01) for no relationship between the levels of organizational commitment and morale of Lecturers, is rejected. Similarly the null hypotheses (H_02) and (H_03) for no relationships between the levels of organizational commitment and morale of male and female Lecturers respectively are also rejected because the values of Pearson 'r' (0.556) and (0.507) are significant at $p=0.000$ ($< \alpha = .01$). Furthermore, on the basis of locality, the levels of organizational commitment and morale of both urban and rural Lecturers are correlated. Therefore the null hypotheses (H_04) and (H_05) for no relationship between the levels of

organizational commitment and morale of urban and rural Lecturers, are also rejected. However, the relationship (correlation) is slightly stronger in case of urban lecturers as compared to rural. Whereas, on gender basis, the strength of relationship of male lecturers is higher than female lecturers.

Table-2

Correlation between the Levels of Organizational Commitment and Job Satisfaction of Lecturers on the bases of Gender, Locality and Over-all

		Mean	Standard Deviation	N	Pearson Correlation r	Significance (Two-tailed)
Overall	Organizational Commitment	57.59	6.53	409	0.489**	0.000
	Job Satisfaction	233.73	26.60			
Male	Organizational Commitment	58.36	6.30	257	0.487**	0.000
	Job Satisfaction	235.29	26.66			
Female	Organizational Commitment	56.28	6.73	152	0.483**	0.000
	Job Satisfaction	231.09	26.38			
Urban	Organizational Commitment	57.33	6.57	306	0.470**	0.000
	Job Satisfaction	232.17	25.96			
Rural	Organizational Commitment	58.34	6.38	103	0.535**	0.000
	Job Satisfaction	238.37	28.04			

**Significant at $\alpha = .01$

The above Table-2 shows that over-all the levels of organizational commitment and job satisfaction of Lecturers are correlated as the value of Pearson 'r' (0.489) is significant at $p=0.000$ ($< \alpha = .01$). Hence the null hypothesis (H_0) for no relationship between the levels of organizational

commitment and job satisfaction of Lecturers, is rejected. Similarly the null hypotheses (H₀₇) and (H₀₈) for no relationships between the levels of organizational commitment and job satisfaction of male and female Lecturers respectively are also rejected because the values of Pearson 'r' (0.487) and (0.483) are significant at p=0.000 ($\alpha = .01$). Furthermore, on the basis of locality, the levels of organizational commitment and job satisfaction of both urban and rural Lecturers are correlated. Therefore the null hypotheses (H₀₉) and (H₀₁₀) for no relationship between the levels of organizational commitment and job satisfaction of urban and rural Lecturers, are also rejected. However, the relationship (correlation) is slightly stronger in case of rural lecturers as compared to urban. While, on gender basis, the strength of relationship of male and female lecturers is nearly the same.

Table-3

Correlation between the Levels of Morale and Job Satisfaction of Lecturers on the bases of Gender, Locality and Over-all

		Mean	Standard Deviation	N	Pearson Correlation r	Significance (Two-tailed)
Overall	Morale	316.80	36.48	409	0.852**	0.000
	Job Satisfaction	233.73	26.60			
Male	Morale	319.80	37.29	257	0.854**	0.000
	Job Satisfaction	235.29	26.66			
Female	Morale	311.73	34.59	152	0.849**	0.000
	Job Satisfaction	231.09	26.38			
Urban	Morale	314.45	36.10	306	0.845**	0.000
	Job Satisfaction	232.17	25.96			
Rural	Morale	323.79	36.87	103	0.868**	0.000
	Job Satisfaction	238.37	28.04			

**Significant at $\alpha = .01$

The above Table-3 shows that over-all the levels of morale and job satisfaction of Lecturers are correlated as the value of Pearson 'r' (0.852) is significant at $p=0.000$ ($\alpha = .01$). Hence the null hypothesis (H_011) for no relationship between the levels of morale and job satisfaction of Lecturers, is rejected. Similarly the null hypotheses (H_012) and (H_013) for no relationships between the levels of morale and job satisfaction of male and female Lecturers respectively are also rejected because the values of Pearson 'r' (0.854) and (0.849) are significant at $p=0.000$ ($\alpha = .01$). Furthermore, on the basis of locality, the levels of morale and job satisfaction of both urban and rural Lecturers are correlated. Therefore the null hypotheses (H_014) and (H_015) for no relationship between the levels of morale and job satisfaction of urban and rural Lecturers, are also rejected. However, the relationship (correlation) is slightly stronger in case of rural lecturers as compared to urban. While, on the basis of gender, the strength of relationship of male and female lecturers is nearly the same.

6. Conclusion

It is concluded from the data analysis that there is a strong relationship among the dimensions of the study i.e. organizational commitment, morale and job satisfaction of Lecturers serving in government degree colleges of Khyber Pakhtunkhwa, Pakistan. Furthermore, all the three dimensions are positively related, that is, the higher the one dimension, the higher would be the other one and vice versa. The results confirm the conclusions of Ahmad³⁴ and Bull³⁵ that there is positive relationship between job satisfaction and organizational commitment. Same is in the case of job satisfaction and morale as concluded by Evans, "the increased job satisfaction leads to high morale".³⁶ Moreover the results of the study also verify the findings of

DeCottis, and Summers that “low commitment has been associated with low level of morale”³⁷ and of Fard, Ghatari, and Hasiri that there is positive relation between organizational trust and employees morale in public organization.³⁸ However, in this study, the job satisfaction has a relatively stronger relationship with morale as compared to organizational commitment or that of organizational commitment with morale.

References

- ¹ C. E. Lance, "Evaluation of a structural model relating to job satisfaction, organizational commitment and precursor to voluntary turnover," *Multivariate Behavioral Research*, 26(1), (1991). 137-162. Retrieved from www.informaworld.com/smpp
- ² J. P. Meyer, N. J. Allen and C. A. Smith, "Commitment to organizations and occupations: Extension and test of a three component conceptualization," *Journal of Applied Psychology*, 78, 538-551. Retrieved from linkinghub.elsevier.com/retrieve/pii/S0021901002007690
- ³ N. J. Allen and J. P. Meyer, "Affective, continuance, and normative commitment to the organization: an examination of construct validity," *Journal of Vocational Behavior*, 49, (1996). 252-276.
- ⁴ R. T. Mowday, L. W. Porter and R. M. Steers, *Employee organization linkages: The psychology of commitment, absenteeism and turnover* (New York: Academic Press 1982). Retrieved from www.getcited.org/pub/102142698
- ⁵ C. Day, Stories of change and professional development: The costs of commitment. In C. Day, A. Fernandez, T. Hauge, & J. Moller (Eds.). *The Life and Work of Teachers: International Perspectives in Changing Times* (London: Falmer Press 2000). 109-129.
- ⁶ A. Somech and R. Bogler, "Antecedents and consequences of teacher organizational and professional commitment," *Educational Administration Quarterly*, Vol. 38, No. 4 (2002). 555-577. Retrieved from <http://eaq.sagepub.com/cgi/content/abstract/38/4/555>
- ⁷ R. Boyle, , T. Boyle and M. Brown, "Commonalties between perceptions and practice in models of school decision-making systems in secondary schools in England and Wales," (Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada 1999).. ED 431243 EA 029896. Retrieved from www.eric.ed.gov
- ⁸ A. A. Chughtai, and S. Zafar, "Antecedents and consequences of organizational commitment among Pakistani university teachers," *Applied H.R.M. Research*, 2006, Volume 11, Number 1, (2006). pages 39-64. Lahore School of Economics.
- ⁹ R. R. Bentley and A. M. Rempel, *Manual for the Purdue Teacher Opinionnaire* (West Lafayette, Indiana: The University Book Store 1980).
- ¹⁰ W. K. Hoy and C. G. Miskel, *Educational administration: Theory, research, and practice* (3rd ed.). (New York: Random House 1987).

-
- ¹¹ M. A. Houchard, *Principal leadership, teacher morale, and student achievement in seven schools in Mitchell County, North Carolina* (Unpublished Doctoral Dissertation, North Carolina: Department of Educational Leadership & Policy Analysis, East Tennessee State University 2005). Retrieved from gradworks.umi.com/31/95/3195375.htm
- ¹² A. T. White, "My morale has fallen, and it can't get up" *The Education Digest*, 65(7), (2000). 61-63.
- ¹³ S. Dinham, "Societal pressures and teaching," (Paper presented at the Australian Association for Research in Education, Annual Conference, Newcastle, England 1994). Retrieved from www.aare.edu.au/08pap/mcc08185.pdf
- ¹⁴ J. T. Scarnati, "Beyond technical competence: Nine rules for administrators," *NASSP Bulletin*, 78, (1994). 76-83.
- ¹⁵ Adams, C. F. (1992). Finding psychic rewards in today's schools: A rebuttal. *Clearing House*, 65, 343-347. Retrieved from <http://elibrary.ru/item.asp>
- ¹⁶ T. Whitaker B. Whitaker and D.Lumpa, *Motivating and inspiring teachers: The educational leader's guide for building staff morale*. (New York: Larchmont, Eye on Education 2000). Retrieved from www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED507453
- ¹⁷ M. A. Houchard, *Principal leadership, teacher morale, and student achievement in seven schools in Mitchell County, North Carolina* (Unpublished Doctoral Dissertation, North Carolina: Department of Educational Leadership & Policy Analysis, East Tennessee State University 2005). Retrieved from gradworks.umi.com/31/95/3195375.htm
- ¹⁸ Organization for Economic Co-operation & Development (OECD), *Program for International Assessment (PISA) in brief from Australia's perspective*. Australian Council for Educational Research, Victoria, Australia, (2000). Retrieved from www.acer.edu.au/ozpisa/reports
- ¹⁹ Independent Education Union, NSW/ACT, "Raising the status: Understanding the nature of teachers' work," (1996). Retrieved from <http://www.nswactieu.labor.net.au/edissues/status/5.html>
- ²⁰ *Lexicon Webster's dictionary of the English* (Open Library). Retrieved from openlibrary.org/.../New_Lexicon_Websters_Dictionary_of_the_English
- ²¹ M. Steele's, "Warped Definition of a Job," *Politicususa*. (2009). Retrieved from <http://www.politicususa.com/en/Steele>
- ²² *Lexicon Webster's dictionary of the English* op.cit

-
- ²³ R. Kreitner and A. Kinicki, *Organizational behavior* (4th Ed.) (New York: McGraw Hill 1998).
- ²⁴ S. Dinham and C. Scott, "An international comparative study of teacher satisfaction, motivation and health: Australia, England and New Zealand," (Paper presented at the American Educational Research Association, Annual Meeting, San Diego 1998). Retrieved from [www.eric.ed.gov/ERIC](http://www.eric.ed.gov/ERIC/FullTextFullRecord.aspx?accno=ED419782) WebPortal/recordDetail?accno=ED419782
- ²⁵ Government of North-West Frontier Province, *Year book 2008-09*. Directorate of Higher Education, North-West Frontier Province, Pakistan, (1998).
- ²⁶ R. T. Mowday, R. M. Steers and L. W. Porter, "The measure of organizational commitment" *Journal of Vocational Behavior*, 14, (1979). 224-247. Retrieved from www.getcited.org/pub/103373571.
- ²⁷ John B. Cullen, Jean, L Johnson, Sakano & Tomoki "Japanese and local partner commitment to IJVs: Psychological consequences of outcomes and investments in the IJV relationship," (International Joint Ventures). *Journal of International Business Studies*, Vol. 26, (1995). 03-01-1995. Retrieved from www.palgrave-journals.com/jibs
- ²⁸ David J. Cooper, *Leadership for Follower Commitment* (Oxford: Butterworth-Heinemann, 2003), 1-5, Retrieved from , [http://www.tandfebooks.com/ isbn/9780080496054](http://www.tandfebooks.com/isbn/9780080496054).
- ²⁹ Houchard, M. A. *Principal leadership, teacher morale, and student achievement in seven schools in Mitchell County, North Carolina* (Unpublished Doctoral Dissertation, North Carolina: Department of Educational Leadership & Policy Analysis, East Tennessee State University 2005). Retrieved from <http://gradworks.umi.com/31/95/3195375.htm>
- ³⁰ Ibid.
- ³¹ T. Bas and K. Ardic, "A comparison of job satisfaction between public and private university academicians in Turkey," *METU Studies in Development*, 29(1-2), (2002). 27-46. Retrieved from [www2.feas.metu.edu.tr/metusd/ ojs/index.php/metusd/article/view/2](http://www2.feas.metu.edu.tr/metusd/ojs/index.php/metusd/article/view/2)
- ³² M. Law, "Outcome measures rating form guidelines," *Canadian Journal of Occupational Therapy*, 54, , (2004). 133-138. Hamilton, Canada: Institute of Applied Health Sciences, McMaster University. Retrieved from www.pubmedcentral.nih.gov/articlerender.
- ³³ G. Iarossi, *The power of survey design: A user's guide for managing surveys, interpreting results, and influencing respondents*. (Washington, D.C: The World Bank 2006).
- ³⁴ H. Ahmad, "Relationship between job satisfaction, job performance attitude towards work and organizational commitment," *European Journal of Social Sciences* –

Volume 18, Number 2 (2010). Retrieved from http://www.eurojournals.com/ejss_18_2_10.pdf

- ³⁵ I. H. F Bull, "The relationship between job satisfaction and organisational commitment amongst high school teachers in disadvantaged areas in the Western Cape," (Unpublished thesis submitted to Magister Artium University of the Western Cape. 2005). Retrived from etd.uwc.ac.za/usrfiles/modules/etd/.../etd_init_5116_1174552058.pdf
- ³⁶ L. Evans, *Teacher morale, job satisfaction, and motivation* (London: Paul Chapman 1998). Retrieved from www.springerlink.com/index/GG41LG813135673H.pdf
- ³⁷ T. A. DeCotiis and T. P. Summers, "A path analysis of a model of the antecedents and consequences of organizational commitment," *Human Relations*, 40(7), (1987). 445-470 retrieved from www.hum.sagepub.com/content/40/7/445.abstract
- ³⁸ H. D. Fard, A. R. Ghatari and A. Hasiri, "Employees morale in public sector: Is organizational trust an important factor?," *European Journal of Scientific Research*, Vol. 46, No.3 (2010), pp.378-390, ISSN 1450-216X. Retrieved from www.eurojournal.com/esjr.html