



IMPACT OF JOB SATISFACTION ON ORGANISATIONAL COMMITMENTS AMONG SECONDARY SCHOOL TEACHERS IN ENUGU STATE

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ABSTRACT

This paper sheds light on the impact of job satisfaction on organisation commitments among secondary school teachers in Enugu State. The population used for the analysis was 1,462 out of which a sample size of 314 was realized using Taro Yamane Formula at 5% error to tolerance and 95% level of confidence . The main instrument used for data collection was primarily a structured questionnaire and interviews; 314 copies of the questionnaires were distributed and 304 were returned. The descriptive research design was adopted. The hypotheses were tested using Pearson's product moment correlation coefficient and linear regression statistical tools. The findings indicate that there was a significant relationship between job satisfaction and organisational commitment. There was significant impact of promotion on organizational commitment. There was a positive relationship between working environment and organizational commitment. The study concluded that teachers of secondary schools in Enugu state cherish promotion, improvement of salaries, welfare package and conditions of services, however these desires of teachers were far-cry. The study recommends that to ensure job satisfaction and organizational commitment among employees, there should be proactive measures which among others are increased in salary scale, the best teacher of the year, conducive environment and the preparedness on the school administration to beef up the needed job satisfaction.

Keywords: Job Satisfaction, Organisational Commitment and Nigeria.

1. INTRODUCTION

Organization effectiveness depends on the rate at which it achieves its goals. An effective organization will make sure there is a spirit of cooperation, a sense of commitment and satisfaction within the sphere of its influence. People are not only indispensable component but also an integral part of that sphere of influence. To understand the critical importance of people in the organization is to recognize that human element is synonymous with the organization. A well-managed organization usually sees an average worker as the fundamental source of its improvement (Adeyeme, 2004).

In recent years, there has been an increase in publications pertaining to organizational commitment and job satisfaction amongst various occupational groups. Evidence attesting to this is the vast array of literature related to the antecedents and consequences of both

organizational commitment and job satisfaction among employees (Aamodt, 2007 and Bagraim, 2006).

Job satisfaction and organizational commitment have been found to be indispensable in increased productivity and organizational effectiveness (Buitendach and de Wite, 2005). It further determines whether employees will have a propensity to remain with the organization and maintain higher levels of commitment or not. This explains why Yousef (2008) notes that job satisfaction and organisational commitment are inversely related to such withdrawal behaviours as tardiness, absenteeism and staff turnover. Locke and Lathan (1999) see job satisfaction as pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction is as a result of employee's perception of how well their job provides those things that can be viewed as important. In the educational sector, teachers generally cherish promotion, increases in salaries and welfare packages as well as good conditions of service. Collectively, these strengthen organizational commitment.

In Nigeria, Borishade (2004) argues that the aforementioned conditions are rare to come by, hence, there is a problem. This problem could be traced to the transitions the educational system has undergone. The Nigerian educational system had passed through different periods ranging from period schools were run by British administrators to the period schools were owned and managed by religious bodies. At these two periods, teachers were held at a very high esteem, they were regularly paid, promoted, sent on training and retired with dignity. At this period too they were perceived as role models, because at that point Nigerians were seen as primitive people, schools were few, pupils were few and teachers were equally few and therefore management was easier. Again the missionary had direct sponsorship from their mother country, therefore provision of infrastructural facilities and maintenance of teachers was adequate. Over the years, it was obvious that the introduction of European education which carried with it the European values relegated the African values and culture to the background knowing that education is the major vehicle through which society transmits, propagates values and culture in any society, but the African culture was downplayed.

The ownership and management which were still in the hands of missionaries raised a lot of agitation in the minds of Africans and this led to the indigenous ownership and management of schools, this move intensified after the Nigerian civil war since most of the missionaries have gone, the government of the day naturally took over the ownership and management of schools both to harmonize the operations and curriculum and to achieve the expected educational goals. The end of the Nigeria civil war there was an increase in the awareness for the need for education. More children went to school, there was an increase in the number of schools and the number of teachers, but with a paucity of resources for the provision of infrastructural and educational facilities and general maintenance of schools and the ever increasing number of teachers. It was difficult to keep these schools at the standard they were during the time of the missionaries. Since the management of small units can never be compared to management of larger units, it becomes more complex and difficult to manage and maintain the schools and teachers adequately as it was during the missionary era. This state of affairs was further buttressed by Evans (2005) who identifies factors such as teacher's low salaries and low status, growing class sizes and erratic changes in the educational system as causes of the endemic dissatisfaction within the profession.

However, employee job satisfaction and organizational commitment have always been an important issue for employers. This is so because to achieve organizational goal, the employees must be satisfied with their job in order to be committed. Job satisfaction is a pleasurable or a positive emotional state resulting from the appraisal of one's job. It is an employee's observation of how well their work presents those things which are important to them, which might cause an employee to have a strong desire to remain a member of a particular organization and exert a high level of efforts on behalf of the organization. However

teachers teaching in Enugu state secondary schools are not satisfied with their job, because their salaries are not paid as and when due, they are not adequately motivated, they lack good working environment. Other factors include irregular promotion of teachers and lack of opportunities for retraining of teachers. Pertinent to the above the study seeks to investigate the impact of job satisfaction on organizational commitment among secondary school teacher in Enugu State. The main objective of this study is to examine the impact of job satisfaction on organizational commitment among secondary school teachers in Enugu State. The subsidiary objectives include:

- To analyse the relationship between job satisfaction and organizational commitment among secondary school teachers in Enugu State;
- To examine the degree at which promotion impacts on organizational commitment among secondary school teachers in Enugu State; and,
- To examine the relationship between working environment and organizational commitment among secondary school teachers in Enugu State.

1.1 HYPOTHESES

Based on the research objectives, the following hypotheses were formulated for the study.

- H₀: There is no significant relationship between job satisfaction and organizational commitment among secondary school teachers in Enugu State.
- H₀: There is no significant impact of promotion on organizational commitment among secondary school teachers in Enugu State.
- H₀: There is no significant relationship between working environment and organizational commitment among secondary school teachers in Enugu State.

2. THEORETICAL FRAMEWORK AND REVIEW OF LITERATURE

Job satisfaction is “a pleasurable or a positive emotional state resulting from the appraisal of one’s job.” Job satisfaction can also be viewed as an employee’s observation of how well their work presents those things which are important to them Locke (cited in Sempene et al, 2002). Luthan (1998) posits that there are three important dimensions to job satisfaction. Breed and Van Breda (2007) define job satisfaction as “... the attitude of workers towards the company, their jobs, their fellow workers and other psychological objects in the work environment.” Isen and Baron (2001) see: “As an attitude, job satisfaction involves several basic components: specific beliefs about one’s job, behaviour tendencies (intentions) with respect to it, and feelings about it”.

In order to understand job satisfaction, it is important to understand what motivates people at work. Campbell, Lawler and Weik (1970 cited in Smucker and Kent, 2004) categorize job satisfaction theories into either content theories or process theories. Content theories are based on various factors which influence job satisfaction. Process theories, in contrast take into account the process by which variables such as expectations, needs and values, and comparisons interact with the job to produce job satisfaction.

Maslow believes that people who come out of an environment which does not meet their basic needs, tend to experience psychological complaints later in life. Based on the application of this theory to organizational settings, it can be argued that people whose works do not meet their needs will not function efficiently. Maslow’s theory is based on two assumptions; that is, people always want more and people arranges their needs in order of importance (Smith and Cronje, 2002) Maslow (2004) summarizes these needs as physiological

needs; Safety needs; Social needs; Ego and Esteem Needs; Cognitive Needs; Aesthetic needs; Self-actualization (or Self-Fulfillment) needs; and, Self-transcendence Needs.

According to Herzberg's Two-Factor Theory, the motivation-hygiene theory, factors that make employees feel good about their work, are different from the factors that make them feel bad about their work. According to Herzberg (cited in Schulz et al, 2003), employees who are satisfied at work attribute their satisfaction to internal factors while dissatisfied employees ascribe their behaviour to external factors. Factors that play a role in contributing to the satisfaction of employees are called motivators, while hygiene factors contribute to job dissatisfaction. These two factors are also called the intrinsic (internal) and extrinsic/external factors.

Alderfer revised Maslow's theory to align with more empirical research (Robbins et al, 2003:). Alderfer's theory is referred to as ERG theory and is based on the following three needs; existence, relatedness and growth. Existence is involved with providing individuals with their basic existence requirements and it subsumes the individual's physiological and safety needs. Relatedness is the desire to keep interpersonal relationships, which Maslow labeled social and esteem needs. Growth needs are an intrinsic desire for personal development based on the self-actualization needs of Maslow.. Alderfer (2002) mentions two forms of movement which will become important to a person. The first one is referred to as satisfaction – progression. The second movement is the frustration-regression, which provides additional insight about motivation and human behavior.

3. DIMENSIONS OF JOB SATISFACTION

Locke (1976, cited in Sempane et al, 2002) presents a summary of job dimensions that have been established to contribute significantly to employees' job satisfaction. The particular dimensions represent characteristics associated with job satisfaction. The dimensions are works, pay, promotions, recognition, working conditions, benefits, supervision and co-workers

The nature of the work performed by employees has a significant impact on their level of job satisfaction (Landy, 2004; Larwood, 2006; Luthans, 2002). According to Luthans (2002), employees desire satisfaction from work that is interesting and challenging, and a job that provides them with status. Landy (2006) advocates that work that is personally interesting to employees is likely to contribute to job satisfaction. Similarly, research suggests that task variety may facilitate job satisfaction and this is based on the view that skill variety has a strong effect on job satisfaction, implying that the greater the variety of skills that employees are able to utilize in their jobs, the higher their level of satisfaction (Ting,2007).

Sharma and Bhaskar (1991) postulate that the single most important influence on a person's job satisfaction experience comes from the nature of the work assigned to him/her by the organisation. They claim that if the job entails adequate variety, challenge, discretion and scope for using one's own abilities and skills, the employee doing the job is likely to experience job satisfaction. Khaleque and Choudhary (1984) found in their study of Indian managers, that the nature of work was the most important factor in determining job satisfaction for top managers, and job security as the most important factor in job satisfaction for managers at the bottom.

Blau (1999) concluded that increased task responsibilities are related to overall job satisfaction. Aamodt (2007) posits the view that job satisfaction is influenced by opportunities for challenge and growth as well as by the opportunity to accept responsibility. Mentally challenging work that the individual can successfully accomplish is satisfying and that employees prefer jobs that provide them with opportunities to use their skills and abilities that offer a variety of tasks, freedom, and feedback regarding performance, is valued by most of the employee (Larwood, 1984; Luthans, 1992; Robbins, 1998,). Accordingly, Robbins (1998)

argues that “under conditions of moderate challenge, most employees will experience pleasure and satisfaction.”

Pay refers to the amount of financial compensation that an individual receives as well as the extent to which such compensation is perceived to be equitable. Remuneration and earnings are a cognitively complex and multidimensional factor in job satisfaction. According to Luthans (2001), salaries not only assist people to attain their basic needs, but are also instrumental in satisfying the higher level needs of people. Lambert, Hogan, Barton and Lubbock (2001) found financial rewards to have a significant impact on job satisfaction. Such findings are largely consistent with the idea that most employees are socialized in a society where money, benefits and security are generally sought after and are often used to gauge the importance or the worth of a person. Boone and Kuntz (1992), offering employees fair and reasonable compensation, which relates to the input the employee offers the organisation, should be the main objective of any compensation system. Included in the category of compensation are such items as medical aid schemes, pension schemes, bonuses, paid leave and travel allowances. Lambert, Hogan, Barton and Lubbock (2001) found financial rewards to have a significant impact on job satisfaction. Such findings are largely consistent with the idea that most employees are socialized in a society where money, benefits, and security are generally sought after and are often used to gauge the importance or the worth of a person. Thus, the greater the financial reward, the less worry employees have concerning their financial state, thereby enhancing their impression of their self-worth to the organisation.

According to Robbins et al.,(2003), employees seek pay systems that are perceived as just, unambiguous, and in line with their expectations. When recompense is perceived as equitable, is commensurate with job demands, individual skill level, and community pay standards, satisfaction is likely to be the result.

Many studies indicate that the quality of that supervisor – subordinate relationship will have a significant, positive influence on the employee’s overall level of job satisfaction. (Aamodt, 2004, Robbin 2005). Morris (2004:93) postulates that teacher job satisfaction is affected by the work, environment and strong principal leadership. Corroborating this Nelson (2000) found that leadership styles of school administrators relate to job satisfaction. He maintains that the quality of teacher – administrator relationship generates higher teacher job satisfaction and greater teacher participation in decision making contributing to job satisfaction and conversely, lack of participation in decision making is advocated to be the greatest source of teacher dissatisfaction. However, several studies appears to be vague since most research indicates that individuals are likely to have high levels of job satisfaction if supervisors provide them with support and cooperation in completing their tasks (Ting, 2007). Similar results were reported by Billingsley and Cross (1992) as well as Cramer (1993). These researchers generally hold that dissatisfaction with management supervision is a significant predictor of job dissatisfaction. The above findings are corroborated by Staudt’s (1997) research based on social workers in which it was found that respondents who reported satisfaction with supervision, were also more likely to be satisfied with their jobs in general. Chieffo (1991) maintains that supervisors who allow their employees to participate in decisions that affect their own jobs well, in doing so, stimulate higher levels of employee satisfaction.

Robbins (2005) maintains that promotions provide opportunities for personal growth, increased responsibility and increase social status. Drafke and Kossen (2002) postulate that many people experience satisfaction when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current workplace, or enhance their chances of finding alternative employment. They maintain that if people feel they have limited opportunities for their career advancement, job satisfaction may decrease. Luthans (2002) further maintains that promotions may take a variety of different forms and are generally accompanied by different rewards. Bull, (2005) postulates that many people experience

satisfaction when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current workplace or enhance the chance of finding alternative employment. They maintain that if people feel they have limited opportunities for their career advancement, job satisfaction may decrease. According to McCormick and Ilgen (1985), employees' satisfaction with promotional opportunities will depend on a number of factors, including the probability that employees will be promoted, as well as the basis and the fairness of such promotions. Luthans (1992) further maintains that promotions may take a variety of different forms and are generally accompanied by different rewards. Promotional opportunities therefore have differential effects on job satisfaction, and it is essential that this be taken into account in cases where promotion policies are designed to enhance employee satisfaction. Staudt (1997) reports on a study that indicates the opportunity for promotion was found to be the best and only common predictor of job satisfaction in child welfare, community mental health, and family services agencies.

There are few empirical evidence that suggests that co-worker relations are antecedent of job satisfaction (Morrison, 2004). Research (Mowday and Suthon, 2003), suggest that job satisfaction is related to employee's opportunities for interaction with others on the job. An individual's level of job satisfaction might be a function of personal characteristics and the characteristics of the group to which he or she belongs. The social context of work is also likely to have a significant impact on a worker's attitude and behaviour (Mark, 1994) Riordan and Griffeth (2005) examine the impact of friendship on workplace outcomes; their result indicates that friendship opportunities were associated with increases in job satisfaction, job involvement and organizational commitment, and with a significant decrease in intention to turn over.

Luthans (2001:22), however, contends that satisfactory co-worker relations are not essential to job satisfaction, but that in the presence of extremely strained relationships, job satisfaction is more than likely to suffer. Nevertheless, the growing body of literature on the subject seems to indicate that co-worker relations are taking on an over-increasing role, not just in the realms of productivity, but also in determining the experience of work and its meaning.

Hillebrand (1999:74) found that the greatest need of educators centered around interpersonal needs. He maintains that healthy relationships with colleagues and school principals increase educational concern and goal attainment. These findings strengthen the argument that organizations should engage in the integration of employees so as to create group cohesion among employees and departments within the organization. According to Staudt (1997), social relations constitute an important part of the "social climate" within the workplace and provide a setting within which employees can experience meaning and identity. When cohesion is evident within a work group it usually leads to effectiveness within a group and the job becoming more enjoyable. However, if the opposite situation exists and colleagues are difficult to work with, this may have a negative impact on job satisfaction. The impact of friendship on workplace outcomes is shown by results that indicate that friendship opportunities were associated with increases in job satisfaction, job involvement and organisational commitment, and with a significant decrease in intention to turn over (Luddy, 2005).

Working condition is another factor that have a moderate impact on the employee's job satisfaction and if people work in a clean, friendly environment they will find it easier to come to work. If the opposite should happen, they will find it difficult to accomplish tasks (Luthan 2001).

Vorster (2002) maintains that working conditions are only likely to have a significant impact on job satisfaction when, for the working condition are either extremely good or extremely poor. Moreover, employee complaints regarding working conditions are frequently related to manifestations of underlying problems. Teachers' workload, changes in the education system and a lack of discipline amongst some of the learners may be some of the reasons why

teachers want to exit the profession. The working environment of teachers also determines the attitude and behaviour of teachers towards their work (Bishay; 1996).

4. DETERMINANTS OF JOB SATISFACTION

4.1 Job Satisfaction and Age

Research appears to be equivocal and has consistently found age to exert an influence on job satisfaction (Chambers, 1999; Cramer, 2003; Robbins, 2001). Research suggests that older employees tend to experience higher levels of job satisfaction (Cramer, 2003; Jones Johnson, 2000; Loscocco, 2000). This difference may be attributed to better adjustment at work, better conditions and greater rewards at work (Warr and Oswald 2005). Blood et al (2002) espouses the view that older respondents were more likely to report higher levels of job satisfaction than younger respondents. These results are consistent with the numerous studies with related school personnel, health care and business workers, which indicate that older workers are more satisfied than younger workers with their jobs and, similarly, Cooper and Donald (2001) also found that age was positively related to job satisfaction and mental well-being in a sample of managers, Blood et al (2002) argue that job satisfaction increases with age and work experience. Older workers are more comfortable and tolerant and tolerant of authority and may learn to lower expectations for their jobs (Spector, 1996).

4.2 Job Satisfaction and Gender

The literature with respect to the relationship between gender and job satisfaction is inconsistent. Some studies report that women have higher job satisfaction, whereas other studies find that men are more satisfied, yet other studies find no significant difference between the genders (Mortimer, Finch and Maryyama, 1999). Souza – Poza (2003) found that women's satisfaction has declined substantially in the past decade, whereas men's job satisfaction has remained fairly constant. According to Coward, Hogan, Duncan, Home, Hiker and Felsen (1995 cited in Jinnett and Alexander, 2002), female employees demonstrate higher levels of job satisfaction than their male counterparts across most work settings. However, research (Al-Mashaan, 2003) indicates that male employees in comparison to female employees report higher levels of job satisfaction.

4.3 Job Satisfaction and Occupational Level

Butler and Ehrlich (1991:855) examine the proposition that the organizational position held by a job incumbent influences the attitudes, job satisfaction and performance levels of employees. They found that position largely determines the job demands and characteristics of the work environment experienced by workers. Robie et al (1998) maintains that the positive correlation between rank and job satisfaction may be attributed to the fact that higher-level jobs tend to be more complex and have a better working condition, pay, promotion prospects, supervision, autonomy, and responsibility.

4.4 Job Satisfaction and Tenure

Tenure refers to the length of time for which the individual has worked for the organization (Lim et al, 2008). Research (Jinnett and Alexander, 2007; Johnson and Johnson, 2000; Staw, 2005) indicates that employees with longer tenure have a greater propensity to be satisfied with their jobs than employees with a shorter tenure.

On the other hand, Lambert et al. (2001) argue that an inverse relationship exists between tenure and job satisfaction. The reason the literature is both inconsistent and inconclusive in this regard may be because the relationship between these variables depends on the specific organization and how tenure is viewed.

4.5 Job Satisfaction and Educational Level

Research is unequivocal with respect to the relationship between job satisfaction and educational level (Camp, 2004; Ting, 2007; Loscocco, 2000; Vorster, 2002). Some proponents (Saal and Knight, 2004) maintain that the relationship between education and job satisfaction is positive in nature. Gazioglu and Tansel (2002) observe that those with degrees and postgraduate holders had lower levels of job satisfaction compared to individuals with lower levels of education. (Lark and Oswald, 2006) argue that due to expectation differentials between different levels of education and job satisfaction is unclear. Conversely, Lambert et al (2001) found education to have no significant effect on job satisfaction. Research (Ting, 2007) indicates that education has no effect on the satisfaction of government employees.

5. ORGANIZATIONAL COMMITMENT

Organizational commitment exist Becker, Randal, and Riegel (2005) defines the term in a three dimensional strata - A strong desire to remain a member of a particular organization; A willingness to exert high levels of efforts on behalf of the organization; and, A definite belief in the acceptability of the values and goals of the organization. Reyes (2001:) defines commitment as “a partisan, affective attachment to the goals and values of an organization, to one’s role in relation to the goals and values of an organization, and to the organization for its own sake, apart from its purely instrumental worth”. Organizational commitment is distinguished from job satisfaction in that organizational commitment is “an affective response to the whole organization, while job satisfaction is an affective response to specific aspects of the job” (William & Hazer, 2006, Morrison, 2004).

Bussing (2002:36) identifies three sources of commitment; the instrumental, affective and normative source. Affective commitment emphasizes to the organization; individuals put all their energy into their work, which is not expected of them. According to Bussing (2002) instrumental commitment focuses on the idea of exchange and continuance. Normative commitment focuses on an employee’s feeling of obligation to stay with an organization.

Affective organizational commitment is conceptualized as “an individual’s attitudes towards the organization, consisting of a strong belief in, and acceptance of, an organization’s goals, willingness to exert considerable and a strong desire to maintain membership in the organization (Mowday et al, 2002, cited in Eby et al, 2005). Meyer and Allen (2004) define affective commitment as the employee’s “positive feelings of identification with, attachment, and involvement in the work organization”. Affective commitment refers to an employee staying within an organization because they want to, and according to Romzek (1999), these employees will generally act in the organization’s best interest and are less likely to leave the company. Huntington, Hutchinson and Sowa (1996) conclude that individuals will expend different degrees of effort and maintain differing affective responses to an organization depending upon perceived commitment of an organization to an employee within the organization. Therefore, employees will exhibit an organizational commitment in exchange for organizational support and rewards.

Buitendach and de Wittle (2005) posit the view that continuance commitment can be conceptualized as the propensity for employees to feel committed to their organization based on

their perceptions of the associated costs of leaving the organization. Meyer and Allen (2004) maintain that continuance commitment can be used to refer to anything of value that an individual may have “invested (e.g. time, money, effort) that would be lost to be deemed worthless as some perceived cost to the individual if he or she were to leave the organization.

Continuance commitment can be seen to be an outcome of the exchange relationship between the employee and the organisation, and the level of continuance commitment depends on the extent to which this exchange relationship favours the employee (Kamfer et al., 1994). It is furthermore assumed that commitment will increase as the number of side bets and the employee’s age increase, resulting in employees becoming increasingly “locked in” to the organisation (Meyer and Allen, 1984). It has been suggested that, in addition to this increasing level of continuance commitment, affective commitment may increase with longer tenure, as employees come to understand and appreciate the goals and values of the organisation, developing an identification or pride in the organisation (O’Reilly and Chatman, 1986). Furthermore, in order to cope with the tendency to become locked into the organisation, it has been suggested that employees may justify their continuance commitment in affective terms, reporting feelings of commitment and satisfaction as psychological “coping devices” in order to justify their being locked into the organisation (Kamfer, 1989).

Normative commitment can be conceptualized as the belief that “employees have a responsibility to their organization” (Bagraim 2003). Wiener (2002) defines commitment as the totality of internalized normative pressures to act in a way which meets organizational goals”. According to Bagraim (2003), employees experience normative commitment due to their internal belief that it is their duty to do so. Sparrow and Cooper (2003:112) suggest that normative commitment encompasses an employee’s feeling of obligation and responsibility towards an organization and is based on feelings of loyalty and obligation. Thus it is suggested that individuals exhibit commitment related behaviour because it is expected of them and they believe it is right and the moral thing to do (Allen and Meyer, 1990). Normative commitment clearly depends on the employee’s identification with organisational authority in order for organisational norms to be internalised (Kamfer et al., 1994).

5.1 JOB SATISFACTION AND ORGANISATIONAL COMMITMENT

Past research has found a positive correlation between job satisfaction and organisational commitment (Mathieu and Zajac, 1990). Williams and Hazer (1986) found a direct link between job satisfaction and organisational commitment, whereby job satisfaction is an antecedent of organisational commitment. This thought process assumes that an employee orientation towards a specific job precedes his or her orientation toward the entire organisation. Job satisfaction and organisational commitment have been shown to be positively related to performance (Benkhoff, 1997; Klein and Ritti, 1984), and negatively related to turnover (Clugston, 2000; Mathieu and Zajac, 1990) and turnover intent (Lum, Kervin, Clark, Reid and Sirola, 1998).

Job satisfaction is one of the attitudinal constructs that has been shown to be related to organisational commitment (Steers, 1977), but its treatment as an independent construct should be emphasized. A number of factors distinguish job satisfaction from organisational commitment. Mowday et al., (1979) argue that organisational commitment is “more global, reflecting a general affective response to the organisation as a whole” while job satisfaction “reflects one’s response either to one’s job or to certain aspects of one’s job”. The organisational commitment focuses on attachment to the employing organisation as a whole, including the organisation goals and values, while job satisfaction focuses on the specific task environment where an employee performs his or her duties (Mowday et al., 1979). Organisational commitment is less influenced by daily events than job satisfaction; it develops

more slowly but consistently over time, and therefore is seen to be a more complex and enduring construct (Mowday et al., 1979). Furthermore, job satisfaction and organisational commitment do not necessarily occur simultaneously: it is possible that an employee may exhibit high levels of job satisfaction without having a sense of attachment to, or obligation to remain in, the organisation.

Vandenberg and Lance (1992) argue that commitment and satisfaction are not causally related to each other, but are correlated because they are both determined by similar causal variables, such as organisational or task characteristics. Porter et al., (1974) maintain that commitment requires employees to think more universally and it takes longer to develop and is not sensitive to short-term variations in, for example, work conditions. Job satisfaction on the other hand, represents the employee's more current reactions to the specifics of the work situation and employment conditions. Porter et al., (1974) are of the opinion that commitment takes longer and is a more stable, less transitory work attitude than job satisfaction. Although day-to-day events in the workplace may affect an employee's level of job satisfaction, such transitory events should not cause an employee to re-evaluate seriously his or her attachment to the overall organisation (Mowday et al., 1982).

Kalleberg and Mastekaasa (2001) found that previous research on the relationship between job satisfaction and organisational commitment has not shown any consistent and easily reconcilable findings, the majority of research investigating this relationship indicates that there is a significant relationship between satisfaction and commitment (Norris and Niebuhr, 1984)

6. METHOD AND MATERIALS

The study was carried out using descriptive survey design. Primary data were obtained through the use of interviews, questionnaire and observations while the secondary data were obtained through books, journals, and the internet. The population of the study was 1462 drawn from teachers of fifteen Secondary schools in Enugu State of Nigeria. A sample size of 314 was determined from the population using Taro Yamane's sample size determination method. The instrument used for data collection was questionnaire structured in a Likert 5 point scale and validated with content validity of face to face approach. The reliability test was done using test-re-test method. The result gave a reliability coefficient of 0.92, indicating a high degree of consistency. The three hypotheses formulated were tested at 0.05 level of significance. Pearson's Product Moment Correlation coefficient was used to test hypotheses 1 and 3, and Linear regression was used for hypotheses 2. A computer aided Microsoft special package for social science (SPSS) was used to aid analysis.

6.1 DATA ANALYSIS AND DISCUSSION

The data obtained from the field were presented and analyzed with descriptive statistics to provide answers to the research questions while the corresponding hypotheses were tested with Pearson's Correlation and Linear regression at 0.05 alpha level.

According to table (1) based on aggregate response 806(88%) indicated strongly agree, 74(8) indicated disagree while 32 (4%) indicated undecided. This implies that there is a relationship between job satisfaction and organizational commitment among secondary school teachers in Enugu State.

H_{01} : There is no significant relationship between job satisfaction and organizational commitment among secondary school teachers in Enugu State.

Table 1: Coded Responses on job satisfaction and organizational commitment

s/no	Questionnaire items	S.Agree /Agree		Disagree /S.Disagree		Undecided		Total (Freg)
		Freq	%	Freq	%	Freq	%	
1	Participatory supervision has a positive association with job satisfaction?	286	94	11	4	7	2	304
2	There is a significant relationship between interesting work content and organisational commitment ?	262	86	30	10	12	4	304
3	Regular salary has a strong correlation with organisational commitment l?	258	85	31	10	15	5	304
	TOTAL	806		74		32		912

Source: fieldwork 2012

Table 2 shows the descriptive statistics of the relationship between job satisfaction and organizational commitment, with a mean response of 1.085 and standard deviation of 0.362 for job satisfaction and a mean response of 1.177 and standard deviation of 0.475 for organizational commitment. By careful observation of standard deviation values, it can be said that there is about the same variability of data points amongst the dependent and independent variables. Table 3 is the Pearson correlation coefficient matrix of the relationship between job satisfaction and organizational commitment, showing the correlation coefficient, significant values and the number of cases. The correlation coefficient shows 0.79 this value indicates that the correlation is significant at 0.05 level (2tailed) and implies that there is a relationship between job satisfaction and organizational commitment ($r = .79$). However, the computed correlation coefficient is greater than the table value of $r = .195$ with 302 degrees of freedom ($df. = n-2$) at alpha level for a two-tailed test ($(r = .79, p < .05)$). This result indicates that there is a significant relationship between job satisfaction and organizational commitment among selected secondary school teachers in Enugu. Therefore, the null hypothesis should be rejected.

Table 2: Descriptive Statistics of the Relationship between job satisfaction and organizational commitment among secondary school teachers in Enugu State

	Mean	Std. Deviation	N
job satisfaction	1.0855	0.36232	304
organisational commitment	1.1776	0.47515	304

Source: SPSSWIN15:00 version

Table 3: Correlation Matrix on the Relationship between job satisfaction and organizational commitment among secondary school teachers in Enugu State.

		job satisfaction	organisational commitment
job satisfaction	Pearson Correlation	1	.793(**)
	Sig. (2-tailed)		0
	N	304	304
organisational commitment	Pearson Correlation	.793(**)	1
	Sig. (2-tailed)	0	
	N	304	304

Source: SPSSWIN15:00 version

According to table (4) based on aggregate response 813(89%) indicated strongly agree, 70(8) indicated disagree while 29 (3%) indicated undecided. This implies that promotion has on organizational commitment among secondary school teachers in Enugu State.

Table 4: Degree Of Impact Does Promotion Has On Organizational Commitment Among Secondary School Teachers.

s/no	Questionnaire items	S.Agree /Agree		Disagree /S.Disagree		Undecided		
		Freq	%	Freq	%	Freq	%	Total(Freq)
4	Employee recognition to larger extent affect organizational commitment	265	87	32	11	7	2	304
5	Academic qualification can automatically qualify employee for promotion which will induce organisational commitment .	288	95	10	3	6	2	304
6	Promotion brings satisfaction that can enhance commitment	260	86	28	9	16	5	304
Total		813		70		29		912

Source: fieldwork 2012

The result indicates that there was a positive significant impact of promotion on organisational commitment as $t = 20.571$ and which is above the rule of thumb positivity of 2 and the coefficient of promotion is (0.103). The variations from the model is explained by the model as indicated from the coefficient of the determination (r^2) value of 58.4%. Also the result indicates that there is a positive relationship between promotion and organisation commitment as indicated by r value of 0.764 which is positive as shown by a beta value of 0.764.

Ho₂: There is no significant impact of promotion on organizational commitment among secondary school teachers in Enugu State.

Table 5: SPSS result of the impact of promotion on organisational commitment

Particulars	R	R ²	Adj.R ²	DW	Standard Coefficients		F	Sig.
					Beta	T- Value		
schools	0.764 ^(a)	0.584	-0.582	1.177	0.764	20.571	423.170	0.000

Notes: R = Correlation Coefficient or Beta; R²= Coefficient of Determination; Adj. R² =Adjusted Coefficient of Determination DW = Durbin Watson (d) test statistic; T-value = Student t- test Statistic; F= F- test statistic; Model Equation PM = 0.103 + 0.977 OC

Table 6: Relationship between working environment and organizational commitment

s/no	Questionnaire items	S.Agree /Agree		Disagree /S.Disagree		Undecided		
		Freq	%	Freq	%	Freq	%	Total (Freq)
1	Moderate class size determines how friendly the working environment may be ?	283	93	14	5	7	2	304
2	Availability of teaching and learning material induce organizational commitment ?	290	95	6	2	8	3	304
3	Friendly and clean environment enhance organizational commitment ?	271	89	26	9	7	2	304
	TOTAL	844		46		22		912

Source: fieldwork 2012

According to table (6) based on aggregate response 844(93%) indicated strongly agree, 46(5) indicated disagree while 22 (2%) indicated undecided. This implies that there is a relationship between working environment and organizational commitment among secondary school teachers in Enugu State.

Ho₁: There is no significant relationship between working environment and organizational commitment among secondary school teachers in Enugu State.

Table 7: Relationship between working environment and organizational commitment among secondary school teachers in Enugu State .

	Mean	Std. Deviation	N
working environment	1.0921	0.3607	304
organisational commitment	1.0724	0.34664	304

Source: SPSSWIN15:00 version

Table 7 shows the descriptive statistics of the relationship between working environment and organizational commitment, with a mean response of 1.09 and standard deviation of .036 for working environment and a mean response of 1.07 and standard deviation of .34 for organisational commitment . By careful observation of standard deviation values, it can be said that there is about the same variability of data points amongst the dependent and independent variables.

Table 8 is the Pearson correlation coefficient matrix of the relationship between working environment and organizational commitment , showing the correlation coefficient, significant values and the number of cases. The correlation coefficient shows 0.89 this value indicates that the correlation is significant at 0.05 level (2tailed) and implies that there is a relationship between working environment and organizational commitment (r = .89). However, the computed correlation coefficient is greater than the table value of r = .195 with 302 degrees of freedom (df. = n-2) at alpha level for a two-tailed test ((r = .89, p< .05). This result indicates that there is a significant relationship between working environment and organizational commitment. Therefore, the null hypothesis should be rejected.

Table 8: Correlation Matrix on the Relationship between working environment and organizational commitment among secondary school teachers in Enugu State .

working environment	Pearson Correlation	1	.897(**)
	Sig. (2-tailed)		0
	N	304	304
organisational commitment	Pearson Correlation	.897(**)	1
	Sig. (2-tailed)	0	
	N	304	304

Source: SPSSWIN15:00 version

7. RESULTS AND DISCUSSIONS

The result based on the descriptive statistics reveals that there is a significant relationship between job satisfaction and organisational commitment. The test of hypothesis 1 confirmed this ($r = 0.793 > r=0.195$; $df = 302$; $p<.05$) This is in line with the position of Benkhoff, (1997) that Job satisfaction and organisational commitment have been shown to be positively related to performance, and negatively related to turnover (Clugston, 2000; Mathieu and Zajac, 1990) and turnover intent (Lum, Kervin, Clark, Reid and Sirola, 1998). Job satisfaction is one of the attitudinal constructs that has been shown to be related to organisational commitment (Steers, 1977), but its treatment as an independent construct should be emphasized. A number of factors distinguish job satisfaction from organisational commitment. Mowday et al., (1979) argue that organisational commitment is “more global, reflecting a general affective response to the organisation as a whole” while job satisfaction “reflects one’s response either to one’s job or to certain aspects of one’s job”. Thus organisational commitment focuses on attachment to the employing organisation as a whole, including the organization’s goals and values, while job satisfaction focuses on the specific task environment where an employee performs his or her duties (Mowday et al., 1979). Organisational commitment is less influenced by daily events than job satisfaction; it develops more slowly but consistently over time, and therefore is seen to be a more complex and enduring construct (Mowday et al., 1979).

Promotion has significant positive impact on organisational commitment among secondary school teachers in Enugu. The test of hypothesis 2 confirmed this ($r = 0.764 > r=0.544$; $t_c= 20.571 > t_r= 4.321$; $p<.05$) This finding also supports the view of Bull, (2005) which postulates that many people experience satisfaction when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment. They maintain that if people feel they have limited opportunities for their career advancement, job satisfaction may decrease. According to McCormick and Ilgen (1985), employees’ satisfaction with promotional opportunities will depend on a number of factors, including the probability that employees will be promoted, as well as the basis and the fairness of such promotions.

There is very strong correlation between working environment and organisational commitment. The test of hypothesis 3 confirmed this ($r = 0.89 > r=0.195$; $df = 302$; $p<.05$). This supports the view of Vorster (2002) who maintains that working conditions are only likely to have a significant impact on job satisfaction when the working conditions are either extremely good or extremely poor. Moreover, employee complaints regarding working conditions are frequently related to manifestations of underlying problems. Teachers' workload, changes in the educational system and a lack of discipline amongst some of the learners may be some of the reasons why teachers want to exit the profession. The working environment of teachers also determines the attitude and behaviour of teachers towards their work (Bishay; 1996).

8. CONCLUSION

The study concluded that many people experience satisfaction when they believe that their future prospects are good and this may translate into opportunities for advancement and growth in their current workplace. Work groups characterized by co-operation and understanding amongst its members tend to influence the level of job satisfaction or dissatisfaction. When cohesion is evident within a work group, it usually leads to effectiveness within that group and the job becomes more enjoyable. This is evident in the result obtained from the research questionnaire administered to the respondents. The results emanating from the

research indicates that employees cherish promotion, improvements in salaries and welfare packages, opportunities for advancement in education, job security, mutual trust and respect among employees as well as improved conditions of service. Failure in this direction has led to the demise of many organisations, breakdown in communication, lack of trust among employees, high rate of job turnover, high rate of absenteeism and presenteeism, low productivity rates, frequent management-employees crisis as well as the total collapse of synergy required for effective and efficient management in our educational sectors. This situation of failure can be avoided if the government and the state ministries of Education recognize the importance of teachers as the heartbeat of Nation-Building as well as an undisputed stakeholder in the future of a nation. If government should employ appropriate motivational tools such as promotion of staff as and when due, provision of suitable working environment, prompt payment of salaries, employees career-path developments and ensuring cordial relationship between authorities and teachers. If all these are in place, the lost glory of the Nigerian educational system will be restored

9. RECOMMENDATIONS

Authorities need to develop strategies to recruit teachers who have great commitment and passion for the job, and reduce the scenario where teaching is an all commerce affair. In order to achieve this goal, government should subject intending teachers into intensive recruitment test to get the best brains who have the motives and values for the job and directed them to the vision and mission of our academic system. The Federal and State Ministries of Education should setup strong minded team of supervisors, who will visit the schools and monitor the activities of teachers from time to time, because it has been observed that most teachers run a different business during school hour, but with the nation minded supervisors such teachers will leave the system in other to contribute their quota to nation building.

Government should upgrade the salary scale of teachers so that the profession will be attractive for quality and competent personnel and they should use UNESSCO 26% budget education allocation as a benchmark so as to offer employees fair and reasonable compensation which is commensurate with the input the employee offers the organisation. With the allocation of such fund to education, learning environment becomes more friendly and conducive for both teachers and learners for maximum productivity .

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