

Measuring the Influence of Job Satisfaction on Work Commitment among Ho Polytechnic Lecturers

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Ho Polytechnic is one of the ten Polytechnics in Ghana currently awarding Higher National Diploma and some Bachelor of technology degrees. In quest to improve current output and aspire to run more Bachelor of technology degrees, the administrators of the Polytechnic needs to take a look at scientific and modern ways of governance. Previous studies shows that, the scientific and modern ways of governance depend on the relationship between management and employees; relationship between employees and other colleagues and conducive working environment are critical variables that required appraising. To date no studies have investigated the factors that influence job satisfaction and work commitment among lecturers in Ho Polytechnic. The present study attempts to examine the relationship between job satisfaction and work commitment; and provides a measure of influence of job satisfaction on work commitment among Ho Polytechnic lecturers. A sample of ninety (90) lecturers was selected using simple random sampling by administration of questionnaire. Data was analyzed using SPSS version 12. The main statistical tools used for further analysis were the principal component analysis and the regression analysis. The results suggested that the commitment level of the lecturers can mostly be measured on three variables; willingness to exert high levels effort on behalf of organization, a defined belief in and acceptability of the values and goals of the organization and positive feedback from management. The research further confirmed a very high positive correlation between job satisfaction and work commitment among lecturers that 91% of the time, one is likely to find a lecturer whose commitment is due to satisfaction obtained in the seven variables; promotional opportunities, remuneration, social relationship with colleague lecturers, management style, availability of enough facilities, job security and good communication. For a maximum commitment, satisfaction should be indexed by 1.27. Finally, management should go "beyond normal" in addressing the satisfaction needs of lecturers by at least 27%.

Keywords: Measureable Influence; Job Satisfaction; Work Commitment; Lecturers; Improvement

Field of Research: Management

1. Introduction

It is undeniable fact that, for organizations to achieve their goals managers must ensure that employees are satisfied and committed to their job. This assertion is also true for all tertiary institutions, and Ho Polytechnic is no exception. Administrators of Ho Polytechnic always attempt to hire and recruit highly committed lecturers in pursuit of the vision and mission of the institution. It is also said that committed workers are more likely to become high performing workers in terms of productivity and profit

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(Dawal, 2006) and employee's commitment to organization is a very crucial issue (Myers,2003). Job satisfaction and work commitment is particularly relevant and required to be addressed in every organization. Job satisfaction is viewed as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Vandenabeele, 2009) and the degrees to which employees have a positive affective orientation toward employment by the organization" (Buchko et al. 1998). Commitment on the other hand is the act of binding oneself to a course of an action in order to bring out the best result to achieve the set up goals (Bergman, 2006).

Moreover, job satisfaction is achieved when the employees are satisfied with certain variables related to their job; such as, the style of management, teamwork and empowerment (Karim, 2008). Organizational commitments represent more of how employees feel towards the organization (Sirin, 2009). In other words, job satisfaction represents an effective response to specific aspects of the job, whereas organizational commitment is an effective response to the whole organization (Chen, 2006). Job satisfaction is an antecedent of organizational commitment (Van Scotter, 2000). He argued that, the more employees are satisfied with their job, the more they are deeply committed to the organizations. Thus job satisfaction and worker commitment should always dominate labor discourse for effective systems in setups. In addition; management should not only be concerned about how satisfied their employees are but also measure the level of satisfaction. Job satisfaction and work commitment are two important variables that management of organizations should always track (Chen, 2006) and tracking could be to determine factors that influence employee's commitment (Dawal, 2006). In addition Chimanikire et al. (2007) argued that, academic staffs in tertiary institutions are not satisfied nor committed to their job due to inadequate salaries, allowances and other incentives. However Badoo (2010) argued that, to measure the influence of job satisfaction on employee commitment there is the need to adopt scientific and modern ways of governance thus the relationship between management and employees; relationship between employees and other colleagues and conducive working environment are critical variables that required appraising.

To date no studies have investigated the factors that influence job satisfaction and work commitment among lecturers in Ho Polytechnic. The present study attempts to examine the relationship between job satisfaction and work commitment and provides a measure of influence of job satisfaction on work commitment among Ho Polytechnic lecturers in the Volta Region of Ghana.

The three core questions addressed by the study were: (i) What are the general levels of job satisfaction and work commitment among lecturers in Ho Polytechnic?(ii) What are the variables that contribute to job satisfaction and work commitment among Ho Polytechnic lecturers?(iii) What is the relationship between surrogate variables of job satisfaction and work commitment?

The paper is structured as follows: section two discusses the literature review; the third discusses research methodology, the fourth results/discussions and the fifth conclusion and recommendations.

2. Literature Review

2.1 Job Satisfaction and Commitment

Job satisfaction is defined as how content an individual is with his or her job or the contentment arising out of the interplay of employee's positive and negative feelings towards his or her job (Akehurst, 2009). In addition, Akpoture (2006) argued that, the happier the person is at work, the more satisfied he/she will be with the job. However, Okokoyo (2006) stated that, satisfaction in relation to one's occupation means the overall feeling about career in terms of specific outcomes of the job such as productivity and job performance. Satisfaction with one's job helps in predicting organizational strength and stability which as a result lead to a reduction in turnover of that organization (Alam, 2005). According to Talha (2005), if job satisfaction can be defined as how content an individual is with his/ her job, then well-functioning institutions should seek to boost variables that affect job satisfaction. In addition, Zainudin et al., (2010) argued that, job satisfaction is an important area in organizations. Zainudin et al argued that there is a significant relationship between job satisfaction and work commitment. Their research findings indicated that satisfied lecturers will be committed to their job. They further commented that promotional opportunities, workload and relationship with colleagues should be given due consideration as they significantly affect job satisfaction level among lecturers. In addition Karim (2008), also stated that, six variables significantly correlate with job satisfaction thus effective commitment, job autonomy, job performance, role conflict, role clarity and organizational tenure, out of these effective commitment and organizational tenure have predictive relationship with job satisfaction.

Conversely, commitment is a multi-dimensional construct that comprises three components, which are affective, continuance and normative (Chua, 2005). Thus an employee may be committed to his job due to different reasons, probably because he/she is sentimental toward his job, the cost of leaving the job is relatively high or he feels socially responsible toward his job. Furthermore, employee commitment refers to the psychological attachment of workers to their workplaces (Becker et al., 1996) and employees desire to remain with the organization (Balfour & Wechsler, 1996). Also Addae et al., (2008) mentioned that, "theoretically each type of commitment interrelates with the willingness of an employee to continue to work. Moreover Tella et al., (2007) argued that, the concept of the organizational commitment involves the following three factors; (a) strong belief in and acceptance of the organizations goals and values, willingness to exert considerable effort on behalf of the organization and definite desire to maintain organizational membership. The next section discusses the variables affecting job satisfaction and work commitment.

2.2 Variables Affecting Job Satisfaction and Work Commitment

Previous studies have been conducted to find out the variables that affect Job Satisfaction and Work Commitment and their relationship. Karim (2008) found six variables that significantly correlate with job satisfaction: affective commitment, job autonomy, job performance feedback, role conflict, role clarity and organizational tenure. The finding also revealed that out of the six variables, only two have predictive relationship with job satisfaction thus affective commitment and organizational tenure. Similar studies by Jaafar et al., (2006) based on Herzberg's two factor theory found that both hygiene and motivator factors highly affect job satisfaction. Jaafar et al;

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concluded that hygiene factors mostly contribute to job satisfaction are organizational performance and interpersonal relationship. Hence employers need to create and maintain conducive and enjoyable working environment to motivate employees.

On the issue of job satisfaction among educators, Chimanikire et al. (2007) found that, most academic staffs in tertiary institutions in Zimbabwe were not satisfied with their job. The findings revealed that staff complained about high volume of workload, inadequate salaries, allowances, loans to purchase houses and cars. Besides Narimawati (2007) studied the influence of work satisfaction, organizational commitment and performances among lecturers in higher education institutions. The result shows that job satisfaction, organizational commitment and turnover intention simultaneously and partially have significant influence on performance.

Moreover, Zainudin et al. (2010) in their studies, “modeling job satisfaction and work commitment among lecturers in University found that, an employee may be committed to his job due to different reasons – probably because he is affective toward his job, the cost of leaving the job is relatively high or he feels socially responsible toward his job. In addition, Ashari et al., (2005) argued that, job stress and work commitment among academic staffs proved a moderate relationship. They also found that, the factors that mostly influence the level of commitment are role ambiguity and role conflict.

Other survey by Zainudin et al., confirmed that job satisfaction has a strong positive relationship with work commitment in universities, just as in other organizations, committed staffs are the organizations’ valuable assets. Their research identified three factors that contribute significantly to job satisfaction as promotional opportunities, workload assigned and relationships with colleagues are important factors in determining lecturers’ satisfaction level. Furthermore, they commented that these are the three variables with the highest correlation value related to job satisfaction. Besides, commitment may depend on several variables such as work ethics, job contentment and job involvement Karim (2008). Thus satisfaction normally depends on what the employees can get or receive from the job. Also committed workers are more likely to become high performing workers in terms of productivity and profit (Dirani, 2011). Therefore, employee commitment to organization is very crucial, since the output of services basically depends on human performance, formation of organizational commitment that is based on individual employees.

3. Methodology

3.1 Research Area

The study was carried out in Ho Polytechnic in the Volta Region of Ghana. Ho Polytechnic is among the ten Polytechnics that were upgraded to fully-fledged tertiary institution by the Polytechnic’s Act 745 of Parliament in 2007. The choice was necessitated by the fact that Ho Polytechnic was established and charged with the responsibility of training students in the technical and vocational fields up to the Higher National Diploma (HND) and Bachelor of Technology levels. Ho Polytechnics have various academic faculties and departments and offers range of programmes from the fields of business and management, applied sciences, engineering, as well as fashion designs & textiles. The academic staff strength is about one hundred and fifty four (154) and headed by a Rector and other various line managers.

3.2 Sampling and Sample Techniques

The target population was all teachers in the Polytechnic in the Volta Region. A sample size of ninety (90) lecturers was selected out of 154 lecturers, where a simple random sampling without replacement of all the ninety (90) lecturers in the Polytechnic was used. This technique of simple random sampling was chosen based on the degree of accuracy required, available time, feasibility and resources at hand.

3.3 Data Collection Procedure

Self-Administered questionnaires were the major instrument used in the collection of the data. The questionnaires were hand delivered to the respondents to ensure a high response rate, which in-turn ensures that responses are a good representation of the views of the majority of the populace. Rating question were used, where respondents were asked to indicate their level of agreement/satisfaction using Likert scale ranging from 1 (strongly disagree/dissatisfied) to 5 (strongly agree/satisfied). The researchers gave the whole population equal chances of being selected so as to meet the objectives in examining the relationship between job satisfaction and work commitment among the lecturers. The research was carried out in March to June, 2012.

3.4 Variables in the Research

Variables for measuring the satisfaction level of lecturers in the research were coded as follows:

- S₁ = promotional opportunities,*
- S₂ = remuneration,*
- S₃ = working environment,*
- S₄ = workload assigned,*
- S₅ = social relationship with colleague lecturers,*
- S₆ = management style,*
- S₇ = availability of enough facilities,*
- S₈ = job security,*
- S₉ = good communication.*

The other variables for measuring the level of work commitment are coded as:

- C₁ = job enrichment.*
- C₂ = financial incentives.*
- C₃ = a strong desire to remain as a member of an organization.*
- C₄ = a willingness to exert high levels effort on behalf of organization.*
- C₅ = a defined belief in and acceptability of the values and goals of the organization.*
- C₆ = in-service training.*
- C₇ = positive feedback from management.*

The scale for measuring the level of satisfaction or agreement to the variables is:

- 1 = strongly disagree / not very satisfied,*
- 2 = disagree / not satisfied,*
- 3 = may be / somewhat satisfied,*

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4= agree / satisfied,

5 = strongly agree / very satisfied.

3.5 Data Analysis

The data obtained for the research has been thoroughly edited and non numeric variables in the data were all assigned codes so as to check omissions, ensure consistency, and also for good statistical analysis. Data was analyzed using SPSS version 12 and the Microsoft office excel. The main statistical tools used for further analysis were the principal component analysis and the regression analysis. The principal component analysis was used to study and identify salient constructs, which also allow for surrogate variable (a variable(s) with the highest loading on a construct) to be selected. The resultant principal component, new variables which are linear composites of the original variables, is a factor score used for the regression analysis. The regression analysis provided a measurable effect of satisfaction on organizational commitment in the Polytechnic.

3.6 Hypothesis

Due to the statistical tools used, two hypotheses were deduced as stated below:

1. That the original indicator variables are uncorrelated among themselves;
2. That there is no linear relationship between job satisfaction and work commitment.

At a significant value (p – value) less than the alpha value of 0.05, the second hypothesis is rejected. At high correlation values of close to one (1), the first hypothesis may also be rejected.

It is belief that by using the principal component analytical tool and the regression analysis, the previous studies has been improved upon, by not only identifying relationship between the two important organizational variables, but also, provided that management should have a measure for how much satisfaction would trigger commitment from subordinates in Ho Polytechnic.

4. Results and Discussion

4.1 Preliminary Analysis

The preliminary analysis is aimed at providing answers primarily to the first research question set out under section one above. It is to assess the satisfaction and commitment level among the lecturers in the study area, with respect to the variables stated above.

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Table 1: General Assessment of Job Satisfaction Levels

<i>Variable</i>	1	2	3	4	5	Mean Measure	Standard Deviation
S_1	4	7	3	18	58	4.3	1.1
S_2	5	1	10	20	54	4.3	1.1
S_3	8	12	38	21	11	3.2	1.1
S_4	8	11	31	36	4	3.2	1.0
S_5	3	3	5	36	43	4.3	1.0
S_6	9	2	6	22	51	4.2	1.3
S_7	5	12	9	4	60	4.1	1.3
S_8	3	3	5	44	35	4.2	0.9
S_9	9	5	3	19	54	4.2	1.3

Source: SPSS Descriptive/Frequency Analysis of Field Data

Table 1 above shows that, majority of lecturers seem to be satisfied with seven of the variables, this is as a result of the high frequencies recorded under “4” and “5” in the table. The level of satisfaction derived from S_3 (working environment) S_4 (workload assigned) does not clearly appear to influence the satisfaction level of majority of the lecturers. The mean measure for the variables suggests that the satisfaction levels appear to be generally quite high at least for the seven variables, since the mean measure is around “4”. This finding appears to follow what other writers have done but a further analysis would reveal the most significant variable(s) that influence the job satisfaction of the lecturers in the Polytechnic.

Table2: General Assessment Work Commitment Levels

<i>Variable</i>	1	2	3	4	5	Mean Measure	Standard Deviation
C_1	6	15	30	27	12	3.3	1.1
C_2	6	12	15	7	50	3.9	1.4
C_3	8	7	28	32	15	3.4	1.1
C_4	3	3	12	22	50	4.3	1.0
C_5	4	4	8	30	44	4.2	1.1
C_6	4	18	2	26	40	3.9	1.3
C_7	12	8	5	19	46	3.9	1.5

Source: SPSS Descriptive/Frequency Analysis of Field Data

In Table 2 above, the respondents appear not emphatic of the direction of their commitment relative to the variables. This is evident of the relatively high equal numbers under “1”, “2”, and “3”; and “4” and “5” for all except, C_4 (a willingness to exert high levels effort on behalf of organization), C_5 (a defined belief in and acceptability of the values and goals of the organization) and, C_7 (positive feedback from management). It could be interpreted to mean that the respondents were divided over the amount of commitment to the job due four variables. However, they seem to be quite unanimous about their commitment due to the three variables stated above (C_4 , C_5 , C_7). By these, one would argue that, though pre-mature, commitment level in the Polytechnic is somewhat high, pending further analysis.

4.2 Further Analysis

The rationale behind the further analysis is twofold: to examine the inter-correlations among the variables, to identify internal consistency in the rating assigned by the respondents, to proceed with selected surrogate variables and to find how each variable affect the final principal component(s) in explaining the job satisfaction and work commitment levels among lecturers in Ho Polytechnic. Hence we perform a correlation analysis for the two sets of variables. It could be seen from the (table 3) below that the first hypothesis is rejected, since high correlation values very close to one (1) are indentified.

Table 3: Correlation Analysis of Job Satisfaction Levels

	S ₁	S ₂	S ₃	S ₄	S ₅	S ₆	S ₇	S ₈	S ₉
S ₁	1								
S ₂	0.95	1.00							
S ₃	0.79	0.80	1.00						
S ₄	0.85	0.87	0.92	1.00					
S ₅	0.89	0.91	0.82	0.89	1.00				
S ₆	0.96	0.94	0.82	0.89	0.90	1.00			
S ₇	0.93	0.92	0.80	0.85	0.81	0.91	1.00		
S ₈	0.86	0.88	0.86	0.87	0.95	0.86	0.78	1.00	
S ₉	0.96	0.95	0.81	0.88	0.87	0.98	0.93	0.83	1.00

Source: SPSS Principal Component Analysis of Field Data

The alpha reliability coefficient from the correlation analysis is 0.98, suggesting that there is very high consistency in the rating assigned by the respondent. This further means that the scale used in assessing the job satisfaction variables is uni-dimensional, hence the high correlation values. This information is particularly good because it notify that the respondents were very consistent in assigning measure to the variables; that is, related variables were rated same. Therefore, in assessing the satisfaction of lecturers in Ho Polytechnic, 98% of the times, one is likely to find a lecturer expressing quite high satisfaction in all nine variables used in this research.

Table 4: Surrogate Variables for Job Satisfaction

Variable	Component
S ₁	0.96
S ₂	0.97
S ₃	0.89
S ₄	0.94
S ₅	0.95
S ₆	0.97
S ₇	0.93
S ₈	0.93
S ₉	0.97

Source: SPSS Principal Component Analysis of Field Data

From Table 4 above, we deduced that the most influential variables that describes how satisfied a lecturer is at Ho Polytechnic are; S₂ (remuneration), S₆ (management style)

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and S₉ (good communication). Hence the measure of how high or low their satisfaction is can be determined using these variables.

Table 5: Correlation Analysis of Work Commitment Levels

	C ₁	C ₂	C ₃	C ₄	C ₅	C ₆	C ₇
C ₁	1.00						
C ₂	0.87	1.00					
C ₃	0.93	0.89	1.00				
C ₄	0.86	0.96	0.89	1.00			
C ₅	0.87	0.90	0.92	0.95	1.00		
C ₆	0.91	0.92	0.87	0.90	0.89	1.00	
C ₇	0.87	0.95	0.90	0.92	0.91	0.96	1.00

Source: SPSS Principal Component Analysis of Field Data

The Cronbach's alpha reliability coefficient recorded 0.98, showing a very high consistency in the ratings assigned by the lecturers to the seven variables of work commitment. That is, 98% of the times, one is likely to find lecturers whose commitment is derived from two variables; C₄ (a willingness to exert high levels effort on behalf of organization) and C₅ (a defined belief in and acceptability of the values and goals of the organization). Also, 98% of the times, find lecturers whose commitment may not necessarily be due to C₁ (job enrichment), C₂ = financial incentives, C₃ (a strong desire to remain as a member of an organization) and C₆ (in-service training).

Table 6: Surrogate Variables for Work Commitment

Variable	Component
C ₁	0.94
C ₂	0.97
C ₃	0.95
C ₄	0.97
C ₅	0.96
C ₆	0.96
C ₇	0.97

Source: SPSS Principal Component Analysis of Field Data

Table 6 above suggests that the highest loadings are from C₂ (financial incentives), C₄ (a willingness to exert high levels effort on behalf of organization), and C₇ (positive feedback from management). These variables are therefore influential in describing the work commitment of the lecturers.

From Tables 4 and 6, it is evident that a one factor model is suggested for describing the job satisfaction and work commitment of lecturers in Ho Polytechnic. The factor scores obtained from the principal component analyses are used to build a measureable relationship between job satisfaction and work commitment in Ho Polytechnic. Zainudin et al. (2010) found that commitment depends on satisfaction; so the independent variable is satisfaction and the dependent variable is commitment. The regression analysis of the factor scores are presented as follows:

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Table 7: Regression Analysis of Job Satisfaction and Work Commitment

<i>Regression Statistics</i>					
Multiple R					0.95
R Square					0.91
Adjusted R Square					0.91
Standard Error					0.12
Observations					60.00
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1.00	8.65	8.65	570.47	0.00
Residual	58.00	0.88	0.02		
Total	59.00	9.53			
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	
Intercept	-0.13	0.03	-3.86	0.00	
Satisfaction	1.27	0.05	23.88	0.00	

Source: Excel Regression Analysis of Principal Component Factor Scores of Field Data

At a 95% confidence level, the regression analysis appears to be very significant at 0.00, so hypothesis two (2) is rejected too.} There is also a very high positive correlation between job satisfaction and work commitment among lecturers of Ho Polytechnic; 91% of the time, one is likely to find a lecturer whose commitment is due to satisfaction obtained in the seven variables (promotional opportunities, remuneration, social relationship with colleague lecturers, management style, and availability of enough facilities, job security and good communication) of interest. The coefficient of satisfaction in the output, 1.27, suggests that; for a maximum commitment, satisfaction should exceed normal by at least 27%.

5. Conclusion

The results show that there are high correlations between variables of job satisfaction and work commitment. This is an indication that lecturers in the Polytechnic really see the variables as related to each other in determining the overall satisfaction or commitment level of workers. It was revealed that; remuneration, management style and good communication, measure how high or low their satisfaction level was, and that, 98% of the times, one is likely to find a lecturer expressing quite high satisfaction in these variables. However, working environment and workload assigned does not clearly appear to influence the satisfaction level of majority of the lecturers. The results further suggests that the commitment level of the lecturers can mostly be measured on three variables; willingness to exert high levels effort on behalf of organization, a defined belief in and acceptability of the values and goals of the organization and, positive feedback from management, with the later replacing the third. The research further confirmed a very high positive correlation between job satisfaction and work commitment among lecturers of Ho Polytechnic; so that, 91% of the time, one is likely to find a lecturer whose commitment is due to satisfaction obtained in the seven variables; promotional opportunities, remuneration, social relationship with colleague lecturers, management style, availability of enough facilities, job security and good communication. So that, for a maximum commitment, satisfaction should be indexed by 1.27. Finally, management is being called upon to go “beyond normal” in addressing the satisfaction needs of lecturers by at least 27%.

5.1 Limitation of the Study and Future Direction

The study is limited to Ho Polytechnic in the Volta Region. This study could be replicated in other Polytechnics or other tertiary institutions in Ghana to further entrench the findings.

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