

Understanding Job Satisfaction Loyalty and Commitment of Teaching Professionals in Bareilly

Dr. Richa Sharma

Department of Management
Khandelwal College of Management
Science & Technology
Bareilly (U.P.) – India

Trishty Khandelwal, Fahad Beg

Department of Management
Khandelwal College of Management
Science & Technology
Bareilly (U.P.) – India

ABSTRACT:

Human resources are the life-blood of any organization. Even though most of the organizations are now a days, found to be technology driven, yet human resources are required to run the technology. The study is designed to find out the reasons for difference in loyalty among teaching professionals and also to study the underlying factors which lead to job satisfaction, commitment and loyalty of teachers in Bareilly region. A structured questionnaire was given to 250 respondents. Factor analysis was used as a research tool to find out the factors affecting Job Satisfaction, Loyalty and Commitment of teaching fraternity in Bareilly region. Employee loyalty can be defined as employees being committed to the success of the organization and believing that working for the organization is their best option. Teachers are the source of guidance in all the essential steps in the scholastic lives of the students. When teachers are satisfied with their job they can execute their responsibilities with more concentration and dedication. Job satisfaction is one of the most widely discussed issues in organizational behavior, personnel and human resource management and organizational management. As teaching does require a great deal of meticulousness and dedication, so in teaching it is more important to have mental commitment and loyalty than physical presence.

KEY WORDS: Job Satisfaction, Organizational Commitment, Employee Loyalty, Factor Analysis

I. INTRODUCTION:

The Indian Education Commission (1966) described teacher as one of the most important factors contributing to the national development. He is the pivot around which all the educational programs such as curriculum, syllabus, textbooks evaluation etc rotate. The best system of education may fail to achieve the desired ends in the absence of sincere, competent and professionally aware teachers. National Policy on Education (1986) rightly stated, “No people can rise above the levels of its teachers”. It is sometimes presumed that success of a teacher depends in part on the ability of the teacher to get along with the pupils in interpersonal relationships. There is also another assumption that a successful teacher is the one who is to some extent satisfied with teaching as a profession. Teaching profession demands a clear set of goals, love for profession, good interpersonal and intrapersonal skills and obviously a favorable attitude towards the profession. Human resources are the most precious assets of any institution. The effectiveness of an institution to maintain a quality team of employees links to its ability to manage the staff as well as recognize the contributions of each individual. Motivation is such a factor that exerts a driving force on our actions and work. A highly motivated team of employees helps in achieving the targets of an organization or institution. Henry Ford, an American Industrialist pointed out the importance of Human resources by saying: “Take my business, burn up my building, but give me my people and I will build the business right back again” (Khanet al., 2011). Undoubtedly, these are the employees of the institution who can take an institution

towards prosperity with their hard work and determination and they can also lead an institution towards the downfall if their needs are not being identified and satisfied. The longer an employee works for a company the more valuable they become.

“**Satisfaction**” is final state of a psychological process” (Garcia-Bernal et al., 2005). There is no worldwide definition of “job satisfaction”, but it is a multi-dimensional concept which includes asset of favorable or unfavorable feelings, which the employees perceive from their jobs. (Davis and Newstrom, 1999). Job satisfaction is a new term, which tells that how much any person is satisfied and contented with their job. In past times jobs were not available like today. People’s jobs are already fixed what their ancestors were doing or what profession they belong to Job satisfaction can also be observed general attitude of the employee towards his or her job. This shows that how much an employee is satisfied by his or her job. Locke (1976) explained job satisfaction as positive influence of employees towards their job.

“**Loyalty**” as a general term, signifies a person’s devotion or sentiment of attachment to a particular object, which may be another person or group of persons. Employee loyalty is the willingness to remain with the organization (Solomon, 1992). Employee loyalty can be defined as employees being committed to the success of the Organization and believing that working for this organization is their best option. Not only do they plan to remain with the organization, but they do not actively search for alternative employment and are not responsive to offers (The Loyalty Research Center, 1990). Employee loyalty is an organizational citizenship behavior that reflects the allegiance to the organization to the promotion of its interests and image to the outsiders. (Bentten Court, Gwinner and Meuter, 2001). Employee loyalty is a manifestation of organizational commitment, the relative strength of an individual’s identification with and involvement in a particular organization (Mowday, Porter and Steers 1982)

Organizational Commitment is “a psychological state that characterizes the employee Relationship with the organization, and has implications for the decision to continue membership in the organization. Commitment as one of the most popular work attitudes has gain practitioner’s attention and researchers. research has found that the greater the individual commitment to the organization, the greater their efforts in completing their work. Organizational commitment includes a sense of job involvement, loyalty, and trust in the organization’s values. To that end, the organization has an important role in increasing individual commitment, namely to ensure the individual is motivated and satisfied with their work. Organizational commitment is an important indicator to measure the degree and extent to which an employee is in favor of organizational goals. In addition, job satisfaction is also a reflection of the feelings of employees towards their work. This is evident in employees’ positive attitude to the work that they have and the work environment. Conversely, an unsatisfied employee would exhibit a negative attitude toward their work. Professionalism in teacher education refers to commitment to excellence. Teachers are thus the greatest assets of any education system. They stand in the interface of the transmission of knowledge, skills and values. They are accepted as the backbone of education system. Teachers’ quality is therefore crucial and has been globally accepted to be significantly associated with the quality of education in general and students’ learning outcomes in particular. The Education commission (1964-66) of India accepted this influence of teachers in powerful words by **Mr. Mahipalsinh Vikramsinh** proclaiming that “No system can rise above the status of its teacher” Teachers are said to be the builders of nation. It is with this view that the Secondary Education Commission considered teacher as the most important factor in the contemplated national reconstruction. A teacher through an interactive process shapes the personality of the students and attempts to make them citizens. Thus he shares the responsibility of shaping the destiny of our country. A positive favorable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavorable attitude makes the teaching task harder, more tedious and unpleasant. In addition a teachers’ attitude not only affects his behavior in the classroom but also influences the behavior of his student. Effective teaching results from a teacher’s skill at creating both intellectual excitement and

positive rapport in students, the kind of emotions and relationships that motivate them to do their the profession. As teachers they will be required not only to acquire proficiency in planning of the lessons and delivery but also must have good personality and good attitude towards their teaching best work. Moreover effective and productive learning on the part of the pupils can be achieved by employing teachers with desirable attitudes by shaping their attitudes in the desired direction. As teachers have not only the capacity but also the cherished desire to enhance our professional competence. No conference, seminar, memorial lecture or advice could serve any useful purpose when motivation to learn and improve on the part of teachers is lacking. In pursuit of excellence, to use W.W. Dyer's terminology, only sky is the limit.

II. REVIEW OF LITERATURE:

The theory underlying the relationship between job satisfactions with organizational commitment is expectancy theory proposed by Victor H. Vroom, which states, "The power that motivates a person to work hard in his job depends on the mutual relationship between what people want and need from the results of that employment." How much a person believes the company will provide gratification as a reward for their effort. When confidence is expected to be large enough to give them satisfaction, then someone would work hard and committed to the company or organization, and vice versa. There are three aspects of commitment: (1) affective organizational commitment, (2) continuance organizational commitment, and (3) normative organizational commitment. Of the three approaches, we could view commitment as a psychological condition that characterizes the relationship between employees and organizations and has implications for the individual's decision to stay or leave the organization. However, the nature of the psychological conditions for each form of commitment is very different. Employees with strong affective commitment remain in the organization because they want to; employees with a strong ongoing commitment would remain in the organization because they need to, while employees who have a strong normative commitment remain in the organization because they ought to.

Many researchers conducted research on employee loyalty in western context showed relation between the various antecedents of employee loyalty Walker (2005) found that satisfied teachers will become loyal when they perceive their organization as offering the opportunities to learn, grow and at the same time providing a clear established career path that they can pursue in the organization. He also found that training and development to be one of the biggest factors that lead to employee loyalty. According to the report, employees want the opportunity to grow, and they want career path and opportunities that allow them to advance within the company. This study found that the benefits package correlated with employee loyalty measures. Benefits package take into account factors such as, the amount of vacation, sick leave policy, amount of health care paid for by the organization.

KYLE LAMALFA (2007) in his study pointed out that as an employer, you need to understand why your employees are emotionally connected to your business - and it's generally much more than salaries, training, or benefits. Research shows that emotionally connected employees are the best employees because they are engaged and productive, and they feel validated and appreciated.

FREDERICK REICHELDT (2006) in his study he reported that loyalty, for those who plan to stay with an Employer at least two years can be affected by several factors, including benefits and pay, working environment, job satisfaction and customers. Employee loyalty is critical for organizations as constant turnover or churn can be very expensive. In his report he stated that one of the most effective ways to improve employee loyalty is to make employees feel like they are an important part of the organization. His report found that only 55 percent of the employees surveyed feel like their organization treats them well. He suggested that an employee feedback system can help raise employee loyalty by providing two-way

communications between employees and management. If employees feel like the organization is listening to them, recognizing them for their contributions, they will more likely be loyal to the company.

Organizational commitment is a positive factor for the organization to determine employees' behaviour and work outcome. It also acts as an instrument to reduce employees' turnover in the organization.

(ROSE,KUMAR & PAK 2009) Individuals would fully involve themselves in their work as an act of contributing to the achievement of organizational goals. Research on the influential factors of job satisfaction on organizational commitment that has been reviewed in this section concludes that both intrinsic job satisfaction and extrinsic job satisfaction generally have a significant relationship with the employee's commitment to the company.

III. STATEMENT OF THE PROBLEM:

The purpose of any educational system is the preparation of skillful citizens that help for political, social and economic development of the country. These are accomplished when the components of the educational systems are in good conditions. Among several components of the educational system viable, functional and productive maintenance of Teachers' Job Satisfaction and Commitment. Committed and motivated teaching force in the system is crucial. If the teachers are not satisfied in their job, their moral would be poor and a lot of damage is happened to the skilled man power supply (Naylor, 1999). With an intention of finding out the factors affecting the job satisfaction and their impact on the loyalty and commitment among the teachers, researcher tried to frame a problem statement for the research as under: A study of Job satisfaction, loyalty and commitment of teaching professionals in Bareilly.

IV. RELATIONSHIP BETWEEN JOB SATISFACTION, ORGANIZATIONAL COMMITMENT AND EMPLOYEE LOYALTY:

Review shows the relationship between job satisfaction, organizational commitment and employee loyalty. Abdullah et al (2009) in their study among the service employees found that increase of employee satisfaction could actually result in increased in employee participation and has the potential of making both the employee and employer equally loyal to the company. Basically employee satisfaction is dependent on benefits package, training and development, relationship with supervisor, working conditions, teamwork and cooperation, recognition and rewards, empowerment and communication. Whereas, employee loyalty is a result of the satisfaction that stems from satisfaction variables such as, recognition and rewards, working conditions, teamwork and cooperation, and relationship with supervisor. Price 1977 and Mobley et al. (1979) stated that, employees with a low job satisfaction level have a high Likelihood to quit their job. This is supported by Shaw (1999) study which looks at the relationships between job satisfaction and the inclination to quit. The study found that there is a high inclination for an individual to quit job if his or her level of job satisfaction is low. employees in such a situation are also likely to be absent from work (MacShane et al. 1984, Hackett and Guinon 1985, Scot and Taylor 1985). Jawahar (2006) found that Performance appraisal played a role in the relationship between employee satisfaction and Employee loyalty in this study. Performance appraisal is an important element of satisfaction because it is positively related to job satisfaction, organizational commitment and negatively related to turnover intentions. Job satisfaction and organizational commitment fall into a broader definition of loyalty. Walker (2005) also found that satisfied employees will become loyal when they perceive their organization as offering the opportunities to learn, grow and at the same time providing a clear established career path that they can pursue in the organization. Aizzat et al (2003), found that organizational commitment has a direct relationship with employees' satisfaction level towards pay, promotion system, work, supervision and co-workers. The study concludes that promotion system is the most important factor influencing an employee's commitment level. Donna (1996), found a significant positive correlation between each of the employee loyalty, and the three follower

outcome variables, both job satisfaction and organizational commitment. Landsman's (2001), found that in a multivariate causal model, a relatively small number of key variables affect job satisfaction and commitment. Specifically, commitment was enhanced by three factors: stronger perceived support from both the supervisor and the agency; opportunities for advancement.

V. RESEARCH METHODOLOGY:

The study was aimed at finding the factors affecting Job Satisfaction, loyalty and commitment of teaching professionals in bareilly region. Research design used for the study was Descriptive type of Research . The researcher has used Non random Convenience sampling method to select the sample of 250 respondents.

VI. RESEARCH DESIGN:

Descriptive research design has been used in this study. Researchers have tried to find out the factors affecting job satisfaction among teaching professionals in Bareilly region . Survey method with help of structured questionnaire has been used for data collection.

VII. SAMPLING DESIGN

TARGET POPULATION: Teaching fraternity of management Colleges in Bareilly egion.

SAMPLING TECHNIQUE: Non Random Convenience Sampling .

SAMPLE SIZE: 250

VIII. OBJECTIVES OF THE STUDY:

GENERAL OBJECTIVE The general objective of this study was to investigate relations of teachers' job satisfactions and their commitment in private technical colleges of Bareilly.

SPECIFIC OBJECTIVES The specific objectives of this study:

1. To find out the factors affecting job satisfaction of employees
2. To examine the level of internal and external factors influence on teachers' job satisfaction.
3. To suggest possible recommendations which help to enhance teachers' job satisfaction and their commitment in the study area.
4. To identify the new areas for further research.

IX. SIGNIFICANCE OF THE STUDY:

The roles of teachers are crucial and important instrument for the transfer of knowledge and skills to students in the schools. By conducting this study, identifying the relation between teachers' job satisfaction and commitment in the selected Private colleges of Bareilly will provide information on which action or measure to be taken to promote teachers' job satisfaction and their commitment. Thus this research:

1. May helps to create awareness of the factors that affect teachers' job satisfaction and commitment towards their institution.
2. May serve as input to enhance the teaching and learning process through findings of this study.
3. May initiate the management and department heads to improve teachers' job satisfaction and their commitment by offering the clear picture of teacher's job satisfaction and their commitment practices for institutions.
4. May encourage other researchers who have an interest in the related problems that they can use this study as reference material for further studies.

X. FACTORS INFLUENCING TEACHERS JOB SATISFACTION:**10.1 EXTRINSIC FACTORS OF JOB SATISFACTION:**

Extrinsic sources of job satisfaction are determined by conditions that are beyond the control of the employee (Atchison, 1999). The following factors may be discussed as under:

1. ORGANIZATIONAL POLICY AND ADMINISTRATION:

Organization policy and its administration have relation with the effectiveness of organization as well as employees performance. As Bennell & Akyeampong (2007) noted lack of clear rules tend to generate conflict and overlap and duplication of effort. Further the factors include the presence of good/poor communications, have/lack of delegated authority, policies, procedures and rules.

2. SALARY:

is a form of periodic payment from an employer to an employee, which is specific in an employment contract (Sharma & Bajpai, 2011). Robins et al. (2003) define pay as the amount of compensation received for a specific job. The existence of both financial reward and recognition has been found to have a significant influence on knowledge workers. According to Boggie (2005), inequity in terms of lack of recognition and poor pay often contribute to a problem with employee satisfaction and further retention.

3. PROMOTION OPPORTUNITIES:

Kreitner & Kinicki (2001) states that the positive relationship between promotion and job satisfaction is dependent on perceived equity by employees. It is likely that the employee is satisfied with the company's promotion policy, but dissatisfied with the opportunities for promotion. Individual standards for promotion depend primarily on the employee's personal and career aspirations. It is also possible that individuals might perceive the promotion policy of an organization to be unfair, but since they have no desire to be promoted, they might still be satisfied (Cockroft, 2001).

4. SUPERVISION:

Is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision (Ogunsaju, 1983). Supervision requires the Teachers' Job Satisfaction and Commitment, competency or technical ability of the supervisor. This includes the supervisor's willingness to teach or delegate authority, fairness and job knowledge.

5. WORK RELATIONSHIP-

Work relationship is the relationships between the worker and his or her superiors, subordinates and peers. This includes both job related interactions and social interactions within the work environment. In order to build effective working relationship, employees must be able to engage with others in a positive and productive way. Building working relationships offer individuals a rich variety of tools and processes to prevent, manage and resolve work conflict and to build strong and lasting agreement (Barnes & Conti Associates, 2009). Having friendly and supportive colleagues lead to increased job satisfaction because of the work with group serves as a source of support, comfort, advice and assistance to the individual worker.

6. WORKING CONDITIONS:

working conditions is the factors that involve the physical environment of the job: amount of work, facilities for performing work, light, tools, temperature, space, ventilation, and general appearance of the work place. The working conditions are conducive when administration provides their employees to safe and healthy environment. Furthermore, the availability of necessary equipments and other infrastructures are one that may reduce the effectiveness of employees as well as the Teachers' Job Satisfaction and Commitment towards the organization. Working condition sensible impact on an employee's job satisfaction because the employees prefer physical surroundings that are safe, clean, and comfortable for works (Robbins, 2005).

7. FAIRNESS:

One factor related to job satisfaction is the extent to which employees perceive that they are being treated fairly and the relationship between perceptions of justice and job satisfaction is very strong, therefore employers should be open about how decisions are made and provide feedback to employees who might not be happy with certain important decisions (Aamodt, 2004). This implies that when employees perceive that decisions are made in a fair manner, they are likely to express satisfaction with their jobs.

8. JOB SECURITY:

Job security is an employee's assurance or confidence that they will keep their current job. Employees with a high level of job security have a low probability of losing their job in the near future. Certain professionals or employment opportunities inherently have better job security than others. Job security is about an individual's perception of themselves, the situation and the potentials. When we have a high level of job security, we will often perform and concentrate our effort into work more effectively than an employee who is in constant fear of losing their job..

10.2 INTRINSIC FACTORS OF JOB SATISFACTION

Intrinsic factors is related to psychological rewards such as the opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition and being Teachers' Job Satisfaction and Commitment treated in a caring and considerate manner.

1. ACHIEVEMENT:

This includes the personal satisfaction of completing a job, solving problems, and seeing the result of one's efforts or the potential of the individual to tackle any sorts of problem related to work which means the capacity to do the work effectively.

2. RECOGNITION:

In the context of managing people, the reward and recognition system underlines a core feature of the employment relationship. According to Bratton and Gold (2007) reward refers to all the financial, non-financial and psychological payments that an organization gives for its employees in exchange for the work they perform. It is given to show appreciation for the employees' efforts and positive contribution and at the same time reinforce and encourage similar future behavior. If the recognition system could be clear and equity in the view of the staff members, it facilitates effective achievement of personal as well as organizational goals with great interest.

3. CHALLENGING WORK:

It is the nature of the tasks to be carried out on the job. Job design is the process through which managers plan and specify job tasks and the work arrangement that allows them to be accomplished. In general it is the actual content of the job and its positive or negative effect upon the employee whether the job is Teachers' Job Satisfaction and Commitment. It may be characterized as interesting or boring, varied or routine, creative or stultifying, excessively easy or excessively difficult, challenging or non-demanding.

4. ADVANCEMENT:

The actual change in upward status within the organization as a result of performance. Increased opportunity changes with no increase in status are considered under responsibility. Problems may be ineffective professional development, lack of career advancement, unsupported accountability demands and low undifferentiated compensation.

5. GROWTH AND DEVELOPMENT-

Training is defined as the organized activity aimed at imparting information or instructions to improve the recipient's performance or to help him or her to attain a required level of knowledge or skill (Saeed & Asghar, 2012). Training helps for the proper utilization of resources; that further helps employees to achieve organizational as well as personal goals and improves the motivation and satisfaction level of employees, increase their skill and knowledge, and also expands the intellect on overall personality of the

employee. Therefore, training is a motivational factor which enhances the knowledge of the employee towards the job.

XI. FACTOR ANALYSIS:

Factor Analysis is used to identify important factors which affect job satisfaction among teaching professionals. Questionnaires were given to 250 respondents, after screening 15 questionnaires were removed because of incomplete information. The data based on Likert scale was based on SPSS data sheet. Before factor analysis Reliability test was performed and then data was put to factor analysis by principle component analysis (PCA) Method. KM0 value which determines sample adequacy was found 0.735 which was highly satisfied. To find the relevant factors Eigen value of greater than 1 was considered. A table of Rotated component Matrix has been generated with the help of SPSS & 5 factors were derived. Here factors loading above 0.50 have been considered for Factor Analysis.

ROTATED COMPONENT MATRIX:

Statements	Components				
	1	2	3	4	5
1).You prefer working timings of institute	.640	.132	.231	-.078	-.002
2).Good career prospects are provided by your institute.	.070	.512	.350	-.081	-.138
3).Recognition & Acknowledgement is provided by your institute.	.110	.124	.750	-.006	.216
4).There are timely promotions and increments.	.200	.101	.721	.381	.350
5).You are satisfied by employment Policies of Institute.	.313	.042	.401	.860	.360
6).Additional exposure is provided by the Institute.	.401	.695	.313	.289	.325
7).Institute treats you as a real partner.	.131	.031	.006	.112	.511
8).Work load is given as per your skill and qualification.	.532	.115	.113	.328	.418
9).Institute provides succession planning	.212	.680	.216	.412	.283
10).Proper infrastructure is provided by your institute	.713	.006	.358	.181	.382
11).Sycophancy environment effects your performance	.185	.169	.458	.719	.391
12).Institute consider your participation in Decision making.	.339	.312	.138	.656	-.005
13).There are regular training and development programs organized by your institute.	.008	.691	.219	.382	-.006
14).Fringe benefits are duly given	.092	.212	.532	.456	.128
15).You like culture and environment of the institute.	.612	-.135	.326	.321	.075
16).Research environment is provided to you	.165	.710	.057	.119	.132
17).Appreciation of your work is done	-.158	.202	.598	.328	.145
18).Medical facilities are provided	-.170	.450	.201	.014	.588
19). You believe internal politics among employees/Mgt. effects your performance.	.210	-.356	-.006	.638	.148
20).Institute concerns for your family	.113	-.389	-.088	.205	.686

LIST OF FACTORS:**Name of factor****Working conditions**

- 1). Work timings
- 8). Work load as per skills
- 10). Infrastructure
- 15). Culture and environment

Career growth

- 2). Good career prospects
- 6). Additional Exposure
- 9). Succession planning
- 13). Regular training and development plan
- 16). Research environment

Remuneration & Rewards

- 3). Recognition & Acknowledgement.
- 4). Timely promotions & Increments
- 14). Fringe benefits

Job Security

- 17). Appreciation of work
- 5). Employment policies.
- 11). Sycophancy environment
- 12). Participation in Decision making
- 19). Internal Politics

Belongingness

- 7). Real partner
- 18). Medical partner.
- 20). Family Concern

CONCLUSION:

The objectives of the study were to find out the impact of job satisfaction and organizational commitment on employee loyalty of teaching fraternity in Bareilly region and to explore the underlying factors affecting job satisfaction. The findings of the research conclude that there is a significant impact of job satisfaction and organizational commitment on employee loyalty. At last the underlying factors of job satisfaction emerged from this study are working conditions, career growth opportunities, Remuneration & Rewards, Sense of Job Security, Sense of Belongingness towards the organization. Finally, to improve the satisfaction on working conditions, the management should provide comfortable working atmospheres, especially regarding the assignment of work as per the skill. To improve the career growth of teacher's proper succession planning, training and development should be provided from time to time. To increase the loyalty of the teaching professionals the organization should treat the employees as a real partner and the employees should also take pride in their work.

Therefore, it is possible to assert that the teachers' commitment to professional values causes the level of commitment to teaching work to increase; the teachers' productivity on teaching activities also affects positively the commitment to organization and to profession. It is also possible to state that the organizational commitment level gets increases as teachers' service duration gets longer. On the other hand, the administrative applications for teachers affect the teachers' level of organizational commitment and make them feel pride of their professions and the organization.

REFERENCES

1. Abdullah R B et al (2009), The Linkage of Employee Satisfaction and Loyalty in Hotel Industry in Klang Valley, Malaysia, international journal of business management, Vol 4, No 10, pp 152-157
2. Guilford, J.P. (1956). *Fundamental Statistics in Psychology and Education*. (p. 145) New York: McGraw Hill.
3. Maume, D., and Houston, P. 2001. Job segregation and gender differences in work– family spillover among white collar workers. *Journal of Family and Economic Issues*, 22 (2): 171–89.
4. Meyer and Allen (1990) three component model of organizational commitment. *Journal of Applied Psychology*, 79, 15-23.
5. Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, research, and application*. Thousand Oaks, CA: Sage.
6. Meyer, J. P., Allen, N. J., & Gellatly, I.R. 1990. Affective and continuance commitment to the organization: Evaluation of measures and analysis of concurrent and time-lagged relations. *Journal of Applied Psychology*, 75: 710-720.
7. Meyer, J. P., Allen, N. J., & Smith, C.A. 1993. Commitment to organizations and occupations: Extension and test of a three-component conceptualization. *Journal of Applied Psychology*, 78(4): 538-551.
8. The Loyalty Research Center: 317-465-1990, www.loyaltyresearch, pp 1-5 Vandenberg & Lance (1992), “Examining the Causal Order of Job satisfaction and Organizational Commitment”, *Journal of Management*, 153-167
9. Walker, R.M., and G.A. Boyne, (2005), *Public Management Reform and Organizational Performance: An Empirical Assessment of the UK Labour Government’s Public Service Improvement Strategy*. Working Paper, Center for Local and Regional Government Research, Cardiff University
10. Yousef, D. A. (2000), “Organizational commitment: A mediator of the relationships of leadership behaviour with job satisfaction and performance in a non-western country”, *Journal of Managerial Psychology*, vol. 15 no. 1, pp. 6-28.
11. Maertz, C.P., Jr., & Campion, M.A. (1998). 25 years of voluntary turnover research: A review and critique. *International Review of Industrial and Organizational Psychology*, 13, 49- 81.
12. Denton, J. (2000), "Using Web-based projects in a systems design and development course". *Journal of Computer Information Systems*, Vol. 40 No.3, pp.85-7
13. Stauss, B., Chojnacki, K., Decker, A., Hoffman, F. (2001). "Retention effects of a customer club", *International Journal of Service Industry Management*, Vol. 12 No.1, pp.7-19.
14. Cutler, G. (2001). Internet summons Pete to jump ship. *Research Technology Management*
15. Steel, R.P., Griffeth, R.W., & Hom, P.W. (2002). Practical retention policy for the practical manager. *Academy of Management Executive*, 16, 149-162.
16. Amadasu, D.E. (2003). “Personnel and the Nigerian Management Crisis: Ajaokuta Iron and Steel Mill Examined.” *Abuja Management Rev.* 1:4
17. Adval, S. B. (1978). “Quality of teachers”. Amitabh Prakashan, Allahabad.
18. Aggrawal, J.C. (2008). “Teacher Education- Theory and Practice” Doaba House, Delhi.
19. Buch, M.B, (1983). *The Third Survey of Educational Research-Vol I*, NCERT, New Delhi.
20. Mathew, Thomas C. (2004). “A study of Organizational Commitment of Degree College Teachers in Relation to work values, self-actualization and leader behavior of Principals”, *Indian Educational Abstracts*, January 2004.
21. Morrow, P. C., & Wirth, R. E. (1989). Work commitment among salaried professionals. *Journal of Vocational Behavior*, 34(3), 40-56.
22. Rose, R. C., Kumar, N., & Pak, O. G. (2009). The effect of organizational learning on organizational commitment, job satisfaction and work performance. *Journal of Applied Business Research*; 25(6), 55-65.