THE RELATIONSHIP BETWEEN JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT IN PUBLIC HIGHER EDUCATION INSTITUTION: THE CASE OF ARBA MINCH UNIVERSITY, ETHIOPIA

TEKILE ABEBE[1] & SOLOMON MARKOS[2]

[1]Lecturer, Department of Business Management, Woldia University, Ethiopia

[2]Assistant Professor of Management, School of Commerce, Addis Ababa University, Ethiopia

ABSTRACT

For any organization the most important challenge is to retain the talented work force. In order to retain talented work force it is very important to identify factors that affect commitment levels of employees. This study investigates the relationship between job satisfaction and organizational commitment in terms of academic staff at Arba Minch University. In addition, this study sought to determine level of job satisfaction and organizational commitment as well as difference of employees' score on organizational commitment based on demographics. Data was collected through self administered questionnaire from a sample of 100 academic staff. These respondents were selected using both stratified and simple random sampling technique. Organizational commitment questionnaire (OCQ), job satisfaction survey(JSS) and demographic questionnaire were administered to the respondents and the data collected were analyzed statistical analysis such as descriptive, Pearson product moment correlation coefficient, and independent T-test and ANOVA. Findings of the study indicate that, employees were fund to be most satisfied the relationship that they have with their coworkers, nature of the work and communication and lest satisfied with pay they receive and promotion; and they enjoy average level of overall job satisfaction.

The result of descriptive result indicates that employees score more on affective commitment, normative commitment and continuance commitment respectively. The result of correlation analysis revealed that there exist positive significant relationship between all facts of job satisfaction (promotion, supervision, fringe benefits, contingent rewards, relationship with coworkers, nature of the work and communication) except pay with organizational commitment. Moreover, strong positive and significant relationship was found between job satisfaction with affective and normative commitment, however no significant relationship was found with continuance commitment. Findings also suggested that, employees having longer tenures, married, higher educational qualification, and older aged show more commitment than the employees having smaller tenures with the organizations, single, lower qualified and younger in age respectively.

KEYWORDS: Organizational Commitment, Affective Commitment, Normative Commitment, Continuance Commitment, Job Satisfaction, Facets of Job Satisfaction

BACK GROUND OF THE STUDY

Employees with higher academic degree might have more abilities to do the problem solving in a organization, but research reveals that core competitions more relies on employees organizational commitment, working stress, job satisfaction, and organizational citizenship behavior than knowledge and skills itself. Organization effectiveness depends

on the rate at which it achieves its goals Tang (2008). 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 vital 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 well-managed organization usually sees an average worker as the fundamental source of its improvement Adeyeme(2004) cited in Agu and Etim (2012).

Organizational commitment and job satisfaction are job related attitudes that have received considerable attention from researchers around the globe, particularly from industrial and organizational psychologists, management scientists, and sociologists (Eslami and Gharakhani, 2012; Allen and Meyer, 1990; Locke, 1976; Spector, 1997; Kalleberg, 1997; Eslami and Gharakani, 1991; and Agu and Etim, 2012). Turnover rate in today's organization is high. One way to address the issue of turnover is to determine what will affect the level of commitment Tat and Rasli (2012). According to Allen and Meyer (1990), commitment refers to a psychological state that binds the individual to the organization (i.e. makes turnover less likely).

Job satisfaction and organizational commitment of teachers is one of the important factors for improving the quality of education, teachers' occupational success and students' educational successes; because there is a direct relationship between these factors and their performances. Satisfactions are important factors in predicting and understanding of organizational behavior that help supervisors in the identification of potential problems. The employees of organization are index of superiority of that organization (Bakhshayesh, Vahdat, Sheikhzadeh, 2013). Allen & Myer (1990) also suggest that the continued interest is a result of the belief that if properly managed, employee commitment can result in benefits such as leadership effectiveness, improved employee performance, reduced turnover and absenteeism. This pursue to exploit the potential organizational benefits has resulted in the large number of studies that focus on the nature of employee commitment.

The concept of organizational commitment directly submits to the employee's expressive affection to, recognition with, and participation in the organization. It is generally considered as three dimensional construct comprising of affective commitment, continuance commitment and normative commitment (Boehman, 2006; Canipe, 2006; Turner and Chelladurai, 2005; Greenberg, 2005; Allen and Meyer, 1996; Karrasch, 2003) cited in Shah, Jatoi and SalihMemon (2012). It is believed that affectively committed employees continue working with great devotion on voluntary basis, continuance commitment ensures that employees retain their organizational membership, however those who are normally committed usually feel obligation on their part to stay in the organization. While defining organizational commitment, Porter (1974) cited Shah, Jatoi and SalihMemon (2012) identified it as an actually powerful faith in and recognition of the organizational goals and values, readiness to apply substantial attempt on behalf of the organization, in addition to an explicit desire to maintain membership within the organization the term employee commitment is mainly defined as a psychological state that binds the individual to the organization.

Attitudes are evaluative statements – either favorable or unfavorable – concerning objects, people or events. They reflect how one feels about something. Work Attitudes are the feelings and beliefs that largely determine how employees will perceive their environment, commit themselves to intended actions, and ultimately behave. Job Satisfaction is one of the many work related attitudes individuals hold like Job Involvement, Organizational Commitment, etc. Job Satisfaction thus is a set of favorable or unfavorable feelings and emotions with which employees view their work. A person with high

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level of job satisfaction holds positive feelings about the job, while a person who is dissatisfied with his/ her job holds negative feelings about the job. Job satisfaction is an important concern for both the employee as well as the employer as it has an impact on many organizational behaviors. The employees satisfaction is conducted to provide the information needed to improve various factors like productivity loyalty and job satisfaction (Kumari, 2011). Job satisfaction define as "a function of the range of specific satisfactions and dissatisfactions that he/she experiences with respect to the various dimensions of work" It includes what Individuals expect from job and what they receive Locke (1976).

LITERATURE REVIEW

Definition and Concept of Organizational Commitment

Organizational commitment has become one of the most fashionable variables studied in the last three or four decades. Like every other psychological construct it is quite hard to have a universally accepted definition. However, it has been defined and measured in several different fashions. The various definitions and measures have the common point that organizational commitment is considered to be a bound or a linkage of the individual to the organization (Mathieu & Zajac, 1990) cited in (Suma and Lesha, 2013). Organizational commitment may be defined as relative strength of an individual's identification with and involvement in a specific organization. It can be characterized by three factors: 1) a strong belief in and acceptance of organization's goals and values; 2) a willingness to exert considerable effort on the behalf of the organization; and 3) a strong desire to maintain membership in the organization (Suma and Lesha, 2013).

Commitment refers to an individual's attraction and attachment to the work and the organization. It refers to the socio-psychological bonding of an individual to his group or organization, its goals and values or to his occupation and profession. It could manifest in terms of three ways i.e., affective, normative and continuance and each type of commitment ties the individual to the organization in different ways and will differently affect the manner in which the employee conducts him/herself in the workplace (Meyer et al, 2002) cited in(Gehlawat, 2012). Organizational commitment is defined as the employees feeling of obligation to stay with the organization. Commitment is a psychological bond of an employee to an organization, the strength of which depends on the degree of employee involvement, employee loyalty and the beliefs in the values of the organization. Commitment has become a strategic imperative Kumari (2011).

The Definition and Concept of Job Satisfaction

The concept of job satisfaction traditionally has been of great interest to social scientists concerned with the problems of work in an industrial society. Many have been interested in job satisfaction, for example, as a result of a personal value system which assumes that work which enables satisfaction of one's needs furthers the dignity of the human individual, whereas work without these characteristics limits the development of personal potential and is, therefore, to be negatively valued (Kalleberg, 1977). According to Locke (1976), job satisfaction defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Spector (1997) defined job satisfaction as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs". Job Satisfaction is a general expression of workers' positive attitudes built up towards their jobs. Workers maintain an attitude towards their jobs as a result of diverse features of their job, social status that they've gained about their jobs and experiences in their job environment. This attitude can be also negative towards work. If the economic benefits, the social status, the job's own specific characteristics and the job expectation employees hoped, are appropriate for employees' desires, there is job satisfaction. Job satisfaction results from fulfillment of desired work values (Locke, 1976).

In order to empirically examine the process underlying the notion of job satisfaction, it is necessary first to state explicitly what is implied by this concept. Job satisfaction refers to an overall affective orientation on the part of individuals toward work roles which they are presently occupying. It must be distinguished from satisfaction with specific dimensions of those work roles. This conceptualization implies that job satisfaction is a unitary concept and that individuals may be characterized by some sort of unclearly defined attitude toward their total job situation. To say that job satisfaction is a unitary concept, however, does not imply that the causes of this overall attitude are not multidimensional. Obviously, a person may be satisfied with one dimension of the job and dissatisfied with another. The assumption underlying the present view is that it is possible for individuals to balance these specific satisfactions against the specific dissatisfactions and thus to arrive at a composite satisfaction with the job as a whole (Hoppock, 1935) cited in (Kalleberg, 1977).

The study of Job satisfaction is one of most important factors in the study of human behavior in the organization. Job satisfaction focuses on employee attitude towards his job. It has three important dimensions:

- Job satisfaction can be measured by the emotional response to a job situation, hence it cannot be seen, and it can only be inferred.

- Job satisfaction is related to what you actually get as reward and what you expect to get. If the difference between the actual reward and expectation is minimum or negligible them a person will display a positive attitude and if there is wide difference between the two, a person will display a negative attitude towards his job and therefore the satisfaction level will be low.

- Job satisfaction is related to job dimensions. These can be expressed in terms of job content, remuneration, attitude of co-workers, and opportunity of growth that job is able to provide in terms of promotion and last but not the least the expert loyal and experienced leadership is available in terms of supervision (Kondalkar, 2007).

Relationship between Job Satisfaction and Organizational Commitment

A relationship between job satisfaction and organizational commitment has been reported in the organizational and management literatures. Several studies found a positive relationship between the two variables. For instance, Feinstein and Vondrasek (2001) as cited in Eslami and Gharakhani (2012) analyzed the effects of job satisfaction on organizational commitment among the restaurant employees and the findings proved that satisfaction level would predict their commitment to the organization. Eslami and Gharakhani (2012) examine the role of job satisfaction on organizational commitments. There results indicate that job satisfaction have positive and significant effects on organizational commitments. They highlight the critical roles of Components of job satisfaction in organizational commitments. Mohamed, Kader and Anisa(2012) analyzed relationship among organizational commitment, trust and job satisfaction, the study shows that there is a positive and significant relationship between job satisfaction and continuance, normative and affective commitment.

Zahra (2013) studded relationship between Job satisfaction and organizational commitment among the hospitals nurses in kazeroon city in year of 2010-2011. The results of the study showed there was a correlation between satisfaction and organizational commitment. Mohamed, Kader and Anisa (2012) examine the relationship between job satisfaction, organizational trust and organizational citizenship behavior. The data used for their research is from two private banking

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organizations in Tiruchirappalli District (Sample Size 101) and the method of analysis is correlation. The results have revealed the fact that job satisfaction is positively related to organizational trust, affective commitment, continuance commitment and normative commitment.

Moreover, Suma and Lesha (2013) conducted research to determine the levels of employees of public sector satisfaction with job dimensions and perceived organizational commitment in public sector in Shkoder, Albania. In addition, they explore extent these employees are committed to their job and satisfied with different dimensions to their job. They used a survey-based descriptive research design. The study was carried on public administrative sector, in Shkoder municipality. The findings of their study indicated that the satisfaction with work-itself and quality of supervision satisfaction had significant positive influence on organizational commitment of municipality employees.

Eslami and Gharakhani (2012) examine the role Job satisfaction on Organizational commitments they, collected data from 280 Iranian employees and employed a questionnaire survey approach to collect data for testing the research hypotheses. There result indicated that all three factors of Job satisfaction (Promotions, Personal relationships, and Favorable conditions of work) have positive and significant effects on Organizational commitments.

Lumley, Coetzee, Tladinyane & Ferreira (2011) explore the relationship between employees' job satisfaction and organizational commitment. They conducted a cross-sectional survey on a convenience sample of 86 employees at four information technology companies in South Africa. Correlation and stepwise regression analyses revealed a number of significant relationships between the two variables. They stated that positive association of job satisfaction variables with the affective and normative commitment variables. However they indicated the absence of a significant relationship between job satisfaction and continuance commitment.

On the other hand, previous research on the relationship between job satisfaction and organizational commitment has not shown any consistent and easily reconcilable findings. Satisfaction-to-commitment model assumes that satisfaction is a cause of commitment. A second commitment-to-satisfaction model holds that commitment contributes to an overall positive attitude toward the job (Tett & Meyer, 1993; Vandenberg & Lance, 1992) cited in Suma and Lesha (2013). On the other hand, (McPhee & Townsend, 1992) cited in Suma and Lesha (2013) suggested that job satisfaction and organizational 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 organization. Similarly, a highly committed employee may dislike the job he/she is doing (exhibiting low levels of job satisfaction). Causal ordering between job satisfaction and organizational commitment controversial and contradictory (McPhee & Townsend, 1992) cited in Suma and Lesha (2013). Over all, there is more research evidence suggesting that job satisfaction is a cause of organizational commitment rather than the opposite Simmons (2005). There for in this study it is assumed that job satisfaction as independent variable and organizational commitment as dependent variable.

Generally, as we have seen in this chapter there is ample in the literature that describes job satisfaction and employee commitment from a multitude of angles and views. Many articles also repeat the same topics and findings and the author chose to include just to show that the findings are similar but from a wide range of domains. In many researches in the literature it was determined that there was a strong relationship between job satisfaction and organizational commitment. These studies were generally conducted in business organizations, yet there have been few researches conducted in education organizations particularly in Ethiopia. Thus, the general aim of this research is to determine the

relationship between job satisfaction and organizational commitment of AMU academic staffs.

Knowledge of how job satisfaction and staff characteristics are related to organizational commitment will be useful in improving the quality of the work environment for staff. In particular, because organizational commitment has been recognized as a key predictor of turnover, a better understanding of factors that are associated with organizational commitment can be helpful in designing policies and interventions to increase staff commitment and diminish turnover. There for, present study expects to know (a) the relationship between the job satisfaction and components of organizational commitment (b), the level of different components of organizational commitment and job satisfaction towards employee in the organization, (c) different types of demographic variable that may have significant difference on the organizational commitment.

STATEMENT OF THE PROBLEM

In order to meet the changing needs and demands of any institutions in the global world, it is necessary to develop an organizational climate and culture to satisfy employees. Robbins and Coulter (2005) stated that Job satisfaction is crucial problem for all organization. One of the purposes for this degree of interest is that satisfied personnel are reported as committed workers and commitment is indication for organizational output and effective operations. Many of the previous researches have recommended a positive direct relationship between job satisfaction and employee commitment. To mention some of those, (Eby & Freeman, 1999; Flynn & Solomon, 1985; Knoop, 1995; Morrison, 1997; Mottaz, 1988; Nasurdin et al., 2005; Sheik, et al., 2012;Eslami & Gharakhani, 2012; Almansour,2012; Feinstein & Vondrasek,2001). However the number of study conducted in educational institution are few, more so in the case of Ethiopia. Educational institutions like schools, colleges and universities need highly committed teachers so as to attain their goals and produce good citizens. Due to shortage of performing research in this field particularly in Ethiopia and also special importance of teachers; this study attempted to determine the relationship between job satisfaction and organizational commitment of Public University Teachers of Ethiopia and tried to determine the level of teacher's job satisfaction and their perception towards organizational commitment. In addition, this study investigated difference of employees' score on organizational commitment based on selected demographics.

OBJECTIVE OF THE STUDY

General Objective

The overall aim of this study is to investigate the relationships between job satisfaction and with perceived organizational commitment of Public Higher Educational Institution of Ethiopia: the case of Arba Minch University academic staff.

Specific Objective

- To identify the level of academic staffs job satisfaction and their perception towards organizational commitment

- To examine the relationship between overall job satisfaction and organizational commitment dimensions (affective, continuance, and normative)

- To examine the relationship between job satisfaction facts(pay, promotion, supervision, fringe benefits, Contingent rewards, operating procedures, coworkers, nature of work, and communication) and organizational

commitment

- To identify whether difference exist between employee characteristics such as gender, age, Level of education, marital status and organizational tenure in organizational commitment

Research Questions

- What are the perceptions of academic staff about job satisfaction & organizational commitment?

- What is the Relationship between job satisfaction facts (pay, promotion, supervision, fringe benefits, Contingent rewards, operating procedures, coworkers, nature of work, and communication) and organizational commitment?

- What is the Relationship between overall job satisfaction and normative, affective, continuance commitment?

- Does organizational commitment vary by teachers demographics?

RESEARCH METHODOLOGY

The Study Population, Sampling Method and Sample Size

The target population consists of all local academic staff of Arba Minch University teachers irrespective of their current employment contract within the organization (i.e. permanent, temporary or contract). The unit of analysis was each employee (individual level) regardless of his/her status within the respective departments across the faculty. On the basis of the nature of the study, it targets each employee's commitment to the organization as a whole, as well as job satisfaction of each employee were treated independent of the position he/she has holding. The number of staff was obtained from each college or institute. The preliminary survey undertaken by the researcher before questionnaire distribution indicated that there are 787 grand total population (total active academic staff members) as of November 20, 2013.

The study focused on the population who are local academic staff currently working in all academic units. From the source population of AMU appropriate sample for questionnaire administration was determined by using proportionality sampling technique to give equal weights for each college or Institute of AMU and gender. After determining total sample size from each academic unit, the strata also were made based on gender In order to give equal chance for female and male. After strata appropriate respondents from each unit was selected by using random sampling. This often improves the representativeness of the sample. Accoring to Roscoe (1975), sample sizes are larger than 30 and less than 500 are appropriate for most research. Within this limits (30 to 500), the use of sample about 10% size of parent population is recommended. Out of 787 active employees 100(12.70 %) samples was selected for the study.

Measurement

For the purpose of this study a quantitative methodology involving a close-ended questionnaire used as the measuring instrument. Two separate instruments, namely Job Satisfaction Survey (JSS) which is originally developed by (Spector 1985) and the Organizational Commitment Scale (OCS) which is developed by (Meyer & Allen 1990) were used to measure the variables of concern to this study. Demographic questioners were also used to collect their demographic information.

Variables of the Study

Dependent and independent variables: job satisfaction was independent variables. The subscales for these

variables are contained in the Job Satisfaction Survey those are pay, promotion, supervision, fringe benefits, Contingent rewards, operating procedures, coworkers, nature of work, and communication. On the other hand, employee commitment served as dependent variables. These measures are the affective commitment scale, continuance commitment scale, and normative commitment scale of the OCQ. Demographic Variables: In this study demographic variable consists of gender, age, experience, education, and marital status.

Data Analysis

The mean and standard deviation was primarily used to describe the data that are obtained from the JSS and the OCQ. The result of the biographical questionnaire was based on the frequencies and percentages that are obtained based on the sample characteristics. The researcher also used descriptive statistics such as mean and standard deviations of employees' answers to job satisfaction and employee commitment scales in order to determine employees' level of job satisfaction and employees' perception of organizational commitment. The researcher used two-tailed Pearson correlation analysis to investigate the relationship between job satisfaction and organizational commitment. A technique of t-test (for the variables of gender and marital status) and One-Way ANOVA (for the variables of tenure, educational level and age) was used in order to determine if there will be any meaningful differences according to these demographic variables on organizational commitment.

RESULT AND DISCUSSIONS

Employees Perception towards Job Satisfaction

Table 1: Descriptive Statistics for the Facets of Job Satisfaction and Overall Job Satisfaction

Facets of Job Satisfaction/ Overall Satisfaction	Mean	Std. Deviation
Pay	1.7936	.76041
Promotion	2.1674	.86432
Supervision	2.9157	.94838
Fringe benefits	2.4797	.72984
Contingent rewards	2.3140	.78981
Operating Conditions	2.7558	.97918
Coworkers	3.4913	1.17100
Nature of the Work	3.3401	1.22349
Communication	3.0087	1.08834
Overall satisfaction	2.6963	.65387

Note: N=86

As shown from the table 1, coworker, nature of the work, communication, and supervision and operating conditions seemed to be the highest mean score relatively with a mean and standard deviation of (mean= 3.49, SD= 1.17), (mean= 3.34, SD=1.22), (mean= 3.0, SD=1.09), (mean=2.92, SD=.95), and (mean= 2.76, SD= 0.98) respectively and fringe benefits(mean= 2.48, SD= 0.73), contingent reward(mean= 2.31, SD= 0.73), promotion (mean= 2.17, SD= 0.86)and pay(mean= 1.79, SD= 0.76) constitutes the lowest mean score. Over all job satisfaction of academic staffs of Arba Minch University scored mean and standard deviation of 2.6963and.70745respectively.

Employees are satisfied with their coworker, nature of the work, communication, supervision and operating conditions. Coworker and nature of the work obtained the highest mean score. However, employees are extremely dissatisfied with the pay they receive following promotion and contingent rewards. The level of overall job satisfaction of the sample respondents represents mean score of 2.6963. Therefore, it may be concluded that the sample respondents of the

University have an average satisfaction level towards their job.

On comparison of the mean score coworker, nature of work, communication, supervision, and operating condition fell above average level of job satisfaction based on mean of 5 point likert scale and the other facets fell under below average level of satisfaction. The mean and standard deviation for the overall job satisfaction were 2.6963and 0.65387, respectively. The mean score is slightly above the midpoint on the 5-point Likert scale, which indicates a moderate level of satisfaction for the employees at Arba Minch University. The findings indicated that AMU academic staffs are more satisfied with coworker relative to other facets of job satisfaction as indicated from table 1. Relationships with coworkers includes such items as whether the job permits chances to make friends, whether coworkers are friendly and helpful and whether one's coworkers take a personal interest in him/her. Valuation of this dimension reflects a worker's desire for the satisfaction of social needs from the work activity (Kalleberg, 1977). This means that the job of teaching in University satisfies them by permitting chance to make friends, coworker friendly and coworker taking a personal interest in him/her. Present finding is in line with finding of Lacy & Sheehan (1997) who identified that one of the major predictor of job satisfaction is the relationship with coworkers. So the employees having good relation with their colleagues can have a higher level of job satisfaction.

The next closest to coworker in terms of satisfaction level come nature of the work as indicated from the table 1. Baron (1991) states that work which satisfies the need of employees is work providing opportunity to use ones value skills and creativity. This means that the job of teachers in AMU satisfies the need of teachers by providing opportunity for them to use their own skill, ability and creativity. When in terms of Communication as revealed from table 1 teachers indicate above average level of satisfaction. An important factor in determining job satisfaction is clear goals, minimum ambiguity relating to roles etc. Edward Miles, Patrick, King Jr. (1996), cited in Kumari (2011). Teachers are satisfied with their supervisors; feel their supervisors are competent, and that their supervisors are fair to them. Richards (2004) found that teachers had high levels of job satisfaction when administrative personnel valued them as professionals, were accessible, supportive, fair, honest, and trustworthy. The degree of job satisfaction analyzed showed that the staffs of Arba Minch University were satisfied with the operating conditions (table 1) i.e., few rules and regulations, few administrative related office work and paper work.

This indicate that the staff were concentrating less on administrative work like sending reports, budget management, purchases, etc. with more time on teaching and research. The staffs of Arba Minch University were less satisfied with pay they receive. Also the staffs were not satisfied with fringe benefits indicating that the benefits they received for the work they do were minimal. They were also less satisfied with the chances of contingent rewards and promotion indicating less appreciation they received for the work they do and wait in the promotion.

Employee's perception towards their organizational commitment

Table 2: Descriptive Statistics for the Organizational Commitment of Employees

Organizational Commitment Variables	Mean	Std. Deviation
Affective Commitment	2.6759	1.05946
Continuance Commitment	2.1623	.77282
Normative Commitment	2.4494	.86964
Total Organizational Commitment	2.4311	.70745

Note: N=86

The results show that the mean on affective commitment was 2.68 with SD = 1.06, the mean for continuance commitment was 2.16 with SD = 0.77, the mean for normative commitment was 2.45 with SD =.0.87 and the mean and standard deviation for total organizational commitment was 2.43 and 0.71 respectively.

The mean and standard deviation scores for each of the employee commitment scales are ranked by respondents as affective commitment has 2.6759 and1.05946, continuance commitment has 2.1623and.77282, normative commitment has 2.4494and.86964, respectively. When we see from highest to lowest mean scores, respondents ranked their affective commitment with highest mean of 2.6759 whereas their continuance commitment having lowest mean of 2.1623 from 5 point likert scale. Lowest mean of continuance commitment demonstrate that, employees believe that administrators of the Arba Minch University give less consideration to the compensation compared to other. High mean score of affective commitment relative to other dimensions of commitment indicates that employees consider themselves as identified with the University and its goals.

In describing the application of their Organizational Commitment Questionnaire (OCQ) scales, Allen & Meyer (1990) do not provide guidance about average, required, ideal, or expected means for affective, continuance, and normative commitment. Research regarding employee commitment states that the most desirable types of employee commitment can be listed as affective, normative, and the continuance commitment respectively Brown(2003). The results of this study reflect that the pattern for mean scores is consistent with the above mentioned ones by presenting that affective commitment has highest score followed by normative commitment, and then continuance commitment has the least score.

Teachers' continuance commitment levels are lower than affective and normative commitment. Individuals with high levels of affective commitment continue employment because they want to. Therefore, it is very important for the organizations to have employees feeling affective commitment since strong affective commitment means employees willing to stay in the organization and accepting its objectives and values (Allen & Meyer, 1990). Participants score the least men on continuance commitment this may be they do not care about what they have invested into the organization and what they stand to gain if they remain with the organization.

Employees who have a strong continuance commitment stay with the organization, because they do not want to lose the amount of time, money or effort invested or because they think they have no employment alternatives. While those who do not care about what they have invested into the organization and what they stand to gain if they remain with the organization will have weaker continuance commitment Meyer and Allen (1997). It should be recognized that the three approaches provide valuable insight into the employee— organization link, and that a more comprehensive understanding of this link is achieved when all three are considered simultaneously. By attaching the labels affective commitment, continuance commitment and normative commitment to the three constructs, both the similarity (i.e. link to turnover) and differences among them are acknowledged Allen & Meyer (1990).

Pearson's Product Moment Correlation Coefficient

Table 3: The Relationship between Facets of Job Satisfaction and Organizational Commitment

Facets of Job Satisfaction	Total Organizational Commitment
Pay	.204
Promotion	.290[**]
Supervision	.521[**]
Fringe benefits	.500[**]
Contingent rewards	.430[**]
Operating Conditions	.590[**]
Coworkers	.680[**]
Nature of Work	.702[**]
Communication	.583[**]

[**] **Correlation is significant at the 0.01 level (2-tailed)**
*. Correlation is significant at the 0.05 level (2-tailed).

As revealed from the table 3 the correlation coefficient is strong or high and represents statistically significant relationship between nature of the work and organizational commitment (r = 0.702, p < 0.01). Results of table 3 further reveal that, there is, modest or moderate correlations between coworker and organizational commitment(r = 0.608, p < 0.01), operating conditions and organizational commitment (r = 0.590, p < 0.01), communication and organizational commitment (r = 0.583, p < 0.01), supervision and organizational commitment (r = 0.521, p < 0.01), fringe benefits and organizational commitment (r = 0.500, p < 0.01), and contingent reward and organizational commitment (r = 0.43, p < 0.01). There is a low or weak positive, but statistically significant relationship between promotion and organizational commitment (r = 0.290, p < 0.01). On the other hand, not statistically significant relationship was found between pay and organizational commitment (r = 0.204, p >0.01).

The positive significant associations observed between the facets of job satisfaction and the organizational commitment shown in Table 3 suggest that participants who are satisfied with promotion, supervision, fringe benefits, contingent rewards, relationship with coworkers, nature of the work and communication seem to feel more committed to their organization. This study is in line with the findings of Mohamed, Kader and Anisa (2012) who stated that the facets of job satisfaction are positively related to organizational commitment.

On the other hand the positive correlation between pay and organizational commitment but not statistically significant relationship was found (r = 0.204, p >0.01). This means that satisfaction and dissatisfaction with pay may not relate to employees decision to stay. This finding supported by findings of Suma and Lesh (2013) who found positive and significant relationship between work, supervision and coworker with organizational commitment and no correlation between pay and organizational commitment. However this finding is not in line with the finding reported by Eldin, Mabrouk and Rahma (1013) and Lumley, Coetzee, Tladinyane & Ferreira (2011) existence of positive significant correlation between pay and total level of commitment.

Table 4: The Relationship between Overall Job Satisfaction and Organizational Commitment Dimensions

Organizational Commitment Variables	Overall Job Satisfaction
Affective Commitment	.801[**]
Continuance Commitment	.124
Normative Commitment	.733[**]
Total Organizational Commitment	.746[**]

[**] **Correlation is significant at the 0.01 level (2-tailed)**

The current study found a significant positive correlation between overall job satisfaction and organizational commitment. The finding of this study is in line with the study by Dubinsky (1990) who reported a significant relationship between overall job satisfaction and organizational commitment dimensions. As revealed from the table 4 the correlation coefficient is strong and represents statistically significant relationship between overall job satisfaction and affective Commitment (r = 0.801, p < 0.01), overall job satisfaction and normative commitment(r = 0.733, p < 0.01) and overall job satisfaction and total organizational commitment(r = 0.746, p < 0.01). Moreover, there is a weak positive, but not statistically significant relationship was found between overall job satisfaction and continuance commitment (r = 0.124, p > 0.05). These results are in line with findings reported by Coleman and Cooper (1997) who found that job satisfaction was positively related to affective and normative commitment (with a stronger relation between satisfaction and affective commitment), but not with continuance commitment. The current study is also supported by Spector (2008) who reported that job satisfaction relates most strongly to affective commitment.

The positive significant associations observed between the job satisfaction and the affective commitment variable suggests that participants who satisfied with job seem to feel more emotionally attached to and involved with their University. Similarly, the positive significant relationships observed between the job satisfaction and the normative commitment variables suggests that participants who are satisfied with job seem to fell more attached to organization due to feelings of moral obligation. Normative commitment is characterized by the obligations that create a psychological contract between employer and employee. The obligations are both objective economic exchanges (contingent pay, working overtime, giving notice and high performance based pay) and subjective social exchanges (employee loyalty, job security and coworker relationships (Allen & Meyer, 1990). However this study found insignificant, weak and positive correlation between job satisfaction and continuance commitment. This suggests that participants' job satisfaction may not relate to their feeling to stay because s/he needs to.

T-test and analysis of variance (ANOVA)

Organizational Commitment and Gender

Descriptive

Table 5: t-Test for Organizational Commitment and Gender

Sex		N	Mean	Std. Deviation
Total Organizational Commitment	Female	8	2.0383	.78439
	Male	78	2.4714	.69201

Independent Sample t Test		T	Df	Sig. (2-tailed)
Total Organizational Commitment	Equal variances assumed	-1.666	84	.099
	Equal variances not assumed	-1.503	8.157	.171

As indicated from the table 5 female score (Mean = 2.0383, SD =.78439) which is lower than the mean score by male employees (Mean = 2.4714, SD =.69201). However, there is no statistical evidence that supports this deference. Therefore, there is no significant mean difference in the levels of organizational commitment experienced by male and female employees. This finding is supported by findings of Al-Ajmi (2006) who found that there was no significant relationship between genders and organizational commitment in his study. He concluded that men and women have the

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same level of organizational commitment. Possible reasons for the result will be due to similar nature of work teacher's face and similar working environment teachers work upon. Awareness must however, be taken of the fact that the number of the females who participated in the study made up only 9.3% of the sample. Thus, drawing conclusions from the results will have little substance.

Organizational Commitment and Marital Status

Descriptive

Table 6: t-Test for Organizational Commitment and Marital Status

Marital status		N	Mean	Std. Deviation
Total Organizational Commitment	Single	59	2.1666	.60026
	Married	27	3.0091	.57152

Independent Sample t test		T	Df	Sig.(2-tailed)
Total Organizational commitment	Equal variances assumed	-6.131	84	.000
	Equal variances not assumed	-6.245	52.840	.000

In terms of Table 6 the results indicate that there is a significant mean difference in the levels of organizational commitment experienced by single and married employees. Single reported lower levels of organizational commitment (Mean = 2.1666, SD = 0.60) than married employees Mean = 3.00 SD = 0.57152). This study is in line with the findings of Khan.I, Khan, Khan.F, Nawaz, and Bakht Yar (20130) they reported that Married people have more family obligations and require more stability and security regarding their jobs. Therefore, they are expected to be more committed to their current organization, they are working in, then their unmarried counterparts.

Organizational Commitment and Age

Table 7: ANOVA for Organizational Commitment and Age

Age	N	Mean	Std. Deviation
Under 26	34	2.0302	.57619
26 to 35	37	2.4348	.54334
36 to 45	13	3.2982	.51802
46 to 55	2	3.5417	.17678

ANOVA Total Organizational Commitment

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	17.706	3	5.902	19.487	.000
Within Groups	24.835	82	.303		

Results depicted in Table 7 highlight that there is a significant mean difference in the organizational commitment levels of employees in the age group 46-55 years and employees in the other age groups. Employees in the age group 46-55 years reported significantly higher levels of organizational commitment compared to the other age categories with a

mean score of 3.5417and a SD of 0.17678. Employees younger than 26 years reflect the lowest level of organizational commitment having a mean of 2.0302and a SD of.57619. This may be because of alternative opportunities for employees become limited as their age increase; by this means enhancing their commitment with the organization they are working for. This finding is supported by findings of (Abdulla & Shaw, 1999) suggest that older workers are likely to experience higher level of commitment.

Organizational Commitment and Level of Education

Descriptive

Table 8: ANOVA for Organizational Commitment and Level of Education

	N	Mean	Std. Deviation
BSc / BA	27	2.1148	.64253
MSc / MA	54	2.5194	.68136
PhD / and above	5	3.1853	.55580

ANOVA Total Organizational Commitment

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5.966	2	2.983	6.770	.002
Within Groups	36.575	83	.441		

From Table 8 the results indicate that there is a significant mean difference in the organizational commitment levels experienced by employees based on their education levels. In this instance, those with education levels BSc / MA holders indicated the lowest organizational commitment relative to the other education levels. Employees at this level reflected a mean score of 2.1148with a SD of.64253. Respondents with a PhD and above reported the highest levels of organizational commitment with a mean score of 3.1853 and a SD of 0.70745. This may be due to workers with higher educational qualification occupy higher ranks and therefore have more responsibilities which always require more commitment to the organization.

From this one can conclude that University can increase employee's commitment through increasing their educational qualification. This study is opposed to the findings of (Steers, 1977; Angle and Perry, 1981; Bateman and Strasser, 1984; Mathieu and Zajac, 1990; Eskildsen, Kristensen and Westlund, 2004) who reported that education is negatively related to organizational commitment, meaning that the higher the employees' level of education the lower the employee's commitment to the organization.

Organizational Commitment and Organizational Tenure

Descriptive

Table 9: ANOVA for Organizational Commitment and Organizational Tenure

	N	Mean	Std. Deviation
1 to 3 Years	36	1.9905	.56106
3 to 5 Years	31	2.5963	.64138
Above 5 Years	19	2.9963	.54143

Anova Total Organizational Commitment

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	13.906	2	6.953	20.154	.000
Within Groups	28.635	83	.345		

Table 9 shows that there is a significant mean difference in the organizational commitment level of employees with above 5 service years in Arba Minch University compared to the other categories of employees. Employees with above 5 years service reflect the highest level of organizational commitment with a mean score of 2.9963 and SD of.54143.Those respondents with between 1 to 3 years service reported the lowest level of organizational commitment, indicating a mean score of 1.9905 and a SD of.56106. This is easy to understand because employees who have spent most of their lives with the organization should display high commitment.

CONCLUSIONS

- Finding of the study indicate that, there is only an average level of overall job satisfaction; where employees are most satisfied with the relationship that they have with their coworkers, nature of the work, communication, supervision but least satisfied with the pay and promotion that they receive.

- Teachers reported highest mean score on affective commitment, followed by normative commitment, and then continuance commitment has the least score. These mean scores suggest that some employees felt more about wanting to stay followed by obligation to stay and less about having to stay with the AMU. From this we can conclude that AMU academic staffs decision to stay doesn't mostly derive from the costs associated with leaving organization.

- The result from the current research indicate that there is significant positive association between facets of job satisfaction; promotion, supervision, fringe benefits, contingent rewards, relationship with coworkers, nature of the work and communication with organizational commitment. This indicates that high level of satisfaction with these facets leads to higher level of employee commitment. Furthermore, no significant relationship was found between pay and organizational commitment. One of unexpected finding is that employees of Arba Minch University were least satisfied with pay and the existence of insignificant correlation with organizational commitment.

- According to the result of the research, overall job satisfaction was significantly and positively associated with affective and normative commitment. This means that job satisfaction is strongly related to how employees feel about wanting to and feelings obligated to, and stay with the organization. This suggests that the more job satisfaction, the more employees may want and feel obligated to stay with their organization. The study also found insignificant, weak and positive relationship between job satisfaction and continuance commitment. This demonstrates that job satisfaction may not relate to how employees feel about needing to stay.

- Result of T-test and ANOVA revealed that there is a significant difference in organizational commitment except gender based on their biographical characteristics. Employees who are married, have longer tenures, possess high educational qualification, and are older show more commitment than the employees who are single, having smaller tenures with the organizations, lower qualified and younger in age respectively.

RECOMMENDATIONS FOR ADMINISTRATORS

- For any organization the most important challenge is to retain the talented work force. In order to retain talented

work force it is very important to identify factors that affect commitment levels of employees. General logic prove that higher education is not free from the problem of teachers' low level of organizational commitment which could result in unfavorable outcomes such as high turnover, reduced teaching effectiveness and intellectual development of the students. The results of this study suggest that there is positive and significant relationship between job satisfaction and organizational commitment of academic staffs of Arba Minch University. However job satisfaction levels of academic employees were only at average and minimum level of organizational commitment. As a result to retain talented work force management of Arba Minch University should increase job satisfactions level which in turn result in higher level of employee commitment. This can be achieved through examining findings obtained for facets of job satisfaction.

- Findings from this study revealed the mean score on job satisfaction facets such as pay, promotion, contingent reward and fringe benefits were below average level. However positive relationships were found between promotion, contingent rewards and fringe benefits with organizational commitment. This suggests increasing the satisfaction level of those variables will lead to higher organizational commitment. Therefore, policy makers and managers of the University should pay more attention in improving promotion, contingent rewards and fringe benefits. For example to improve satisfaction level of Promotion University administrators should provide: a fair chance for promotion, as well as promote internal labor market policy this outlines progression from entry point and development as one acquires skills and knowledge in their working life. Moreover, policy makers and managers of University might also decide to make use of a fair rewarding system to recognize those employees who perform their job well. Indeed, one would feel highly satisfied when he or she obtains a reward for their hard work and outstanding performance.

- Finding also indicates the existence of positive relationship between supervision and organizational commitment. This indicated the need for supervisors to provide encouragement and support to employees. Supervisors also need to play an important role in providing sufficient and clear information on work matters as well as in providing feedback related to work and performance. In addition, suitable training programs to develop good supervisory skills may also be a good investment to the University. Such trainings will be helpful in enhancing the supervisors' competencies to provide assistance, communicate, counsel, and advise subordinates on various aspects. When employees are satisfied with supervision, they will be psychologically attached and thus willing to stay or remain with the supervisors.

- Management of the University should consider demographic factors that have been identified to have significant difference on organizational commitment and incorporate them in employees' development programs to improve their attitude towards University.

RECOMMENDATIONS FOR FURTHER RESEARCH

- The sample was drawn from only one institution, thus this study may be limited in its generalisibility of the findings to whole educational industry in the country. So, future research should have to draw sample of respondents from different higher education institutions for the purpose of comparing and generalizing the results of the study.

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- The present study was conducted on the sample of public University teachers only. It can be extended to private University teachers and comparisons can be made between them.

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