

The effect of job satisfaction on teacher's organizational commitment, with special reference to private sector universities of Punjab, Pakistan

Muhammad Hammad Ali, Imran Bashir

M.Phil. Management Sciences (Scholar), Lahore Leads University

DOI: 10.29322/IJSRP.8.3.2018.p7519

<http://dx.doi.org/10.29322/IJSRP.8.3.2018.p7519>

Abstract- This research study was conducted to find out the relationship between job satisfaction and organizational commitment of teachers working at private sector universities operating in Punjab, Pakistan, the findings of the study revealed that there exists a significant positive relationship between job satisfaction and organizational commitment of private sector university teachers.

Index Terms- Job Satisfaction, Organizational Commitment, Private Sector University Teachers, Human Resource Management.

I. INTRODUCTION

Job satisfaction and organizational commitment have become very important concern in the recent years, increasing organizational commitment and job satisfaction have become the key contemporary functions for the human resource management in every organization in the present-time (Malik, Javed, & Hassan, 2017).

Job satisfaction dimensions comprising of nature of work, quality supervision, and salary satisfaction significantly predict the organizational commitment of the faculty members working at public sector universities in Pakistan, the study also found that the faculty members are having high satisfaction level with their coworkers, work-itself, supervisor, and advancement opportunities in their respective public-sector universities in Pakistan (Malik, Nawab, Naeem, & Danish, 2010).

Job satisfaction is a general attitude of an employee towards his job in an organization, a person having a higher level of job satisfaction has a positive attitude towards his job, whereas a person having lower level of job satisfaction has a negative attitude towards his job, this general attitude is very important concern for the managers in an organization, because satisfied employees show less absenteeism, have higher organizational commitment levels, and depict a higher level of performance (Robbins & Coulter, 2012).

(Robbins, Judge, & Sanghi, 2013) defined job satisfaction as "A positive feeling about one's job resulting from an evaluation of its characteristics."

Organizational commitment has been defined as "The degree to which an employee identifies with a particular

organization and its goals and wishes to maintain membership in the organization." (Robbins, Judge, & Sanghi, 2013)

A very limited number of research studies had been carried out in Lahore city, Punjab, Pakistan, with regards to the job satisfaction and organizational commitment of private university teachers, therefore this study had been conducted to find out the effect of job satisfaction level of private-sector university teachers on their respective organizational commitment in Lahore, Punjab, Pakistan, with special reference to "Lahore Leads university", and "The university of Lahore".

1.1. Research Problem / Problem Statement

Job satisfaction and organizational commitment are a crucial problem for every organization, these two are the most important job related attitudes, satisfied employees are committed to their organizations, satisfied and committed employees show a positive attitude towards their job, less absenteeism, less turnover, better performance / productivity at work, and even overperform beyond normal expectations (Robbins & Coulter, 2012), however very few studies had been carried out to find out the relationship between the job satisfaction and organizational commitment level of private-sector university teachers in the context of Punjab, Pakistan. Universities in Pakistan require committed teachers to bring out good citizens, which is very important for the economic development of Pakistan, this study attempted to find out the effect of job satisfaction of private-sector university teachers on their organizational commitment.

1.2. Research Question

Q. What is the effect of job satisfaction on the organizational commitment of university teachers?

1.3. Research Objective

To find out the effect of job satisfaction on the organizational commitment of university teachers.

1.4. Scope of research

This research study was focused on the investigation of the effect of job satisfaction on the organizational commitment of private sector university teachers / faculty members (respondents) working at 2 private sector universities operating in the Punjab province, Pakistan.

1.5. Research Significance

This study is significant, because it might help in identifying the essence of job satisfaction level aspect, which affects the organizational commitment and output of teachers serving in the private sector universities in Lahore, Punjab,

Pakistan. This research will also be helpful in improving the commitment level of teachers by utilizing job satisfaction techniques for improving and uplifting the education system in Pakistan, which is very much important for the economic development of Pakistan.

II. LITERATURE REVIEW

1.1. Job Satisfaction

A research study was carried on finding out the factors affecting the job satisfaction of employees working in the telecommunication sector of Pakistan, the findings of the study revealed that the major factors which influence the job satisfaction include: salary, employee relations, efficiency, and fringe supervision. The study also found that the employees working at the telecommunication companies operating in Pakistan were found to be having a positive overall satisfaction level with their jobs (Saeed, et al., 2013).

A cross sectional study was conducted in Pakistan, to find out the level of job satisfaction among the public health professionals, working at different public-sector health care institutes operating in Pakistan, the results of the study revealed that there exists a lower level of job satisfaction among the health care professionals, the major causes of dissatisfaction were related to their job description, time pressure, working environment, lack of training opportunities, inadequate financial rewards, improper supervision, and low salaries (Kumar, Ahmed, Shaikh, Hafeez, & Hafeez, 2013).

A qualitative study was conducted to find out the factors which affect the teachers working at different universities of Sindh province, Pakistan, the findings of the study revealed that the autocratic style of management, mistrust, poor administration system, weak social interaction, job insecurity, and lack of appreciation would lead to psychological imbalance in the personal and professional lives of teachers, which ultimately causes job dissatisfaction (Sahito & Vaisanen, 2017).

In a research study conducted by (Chamundeswari, 2013) to find out the effect of job satisfaction on the job performance of school teachers working at different schools, found that the schools featuring better and favorable infrastructure facilities, working hours, pay scale, class size, attitude of students, recognition, classes handled per day, awareness of the parents, social status of the parents, resulted in higher satisfaction level and higher performance level of teachers working at such schools.

An empirical analysis was performed in Khyber Pakhtunkhwa, Pakistan to study the correlation between job satisfaction and technostress of university librarians working in KPK (Khyber Pakhtunkhwa), Pakistan, the findings of the analysis concluded that there exists a significant negative relationship between job satisfaction and technostress of university librarians (Khan, Rehman, & Rehman, 2013).

A Chinese study revealed that there the caring climate depicts a directly significant impact on the job satisfaction of Chinese insurance company employees. (Fu & Deshpande, 2014).

A study was conducted to find out the effect of work load and job satisfaction of government and private school teachers in Lahore, Punjab, Pakistan by (Chughati & Perveen, 2013), which

revealed that the teachers working at government schools are more satisfied with regards to their working hours, work load, and working conditions, than the teachers working at private sector schools.

The findings of a research study revealed that the proactive personality has a positive relationship with the job satisfaction level of school teachers working at different primary and middle schools operating in Pakistan, these findings imply that the teachers having a highly proactive personality experience a higher level of job satisfaction, and vice versa, therefore the proactive personality can promote the job satisfaction level of teachers (Li, Wang, Gao, & You, 2017).

A study was conducted by (Mangaleswarasharma, 2017) on the motivation and job satisfaction of teachers working at different institutes of Sri Lanka, the findings of the study revealed that most of the teachers have motivation towards their teaching profession, and most of the teachers were satisfied with their jobs, however some of them wanted to switch to other jobs.

1.2. Organizational Commitment

An Indonesian study was conducted to find out the impact of corporate culture on the organizational commitment of employees, the results of the study revealed that the organizational commitment of employees can be improved through corporate culture, which comprises of communication, teamwork, reward-recognition, training and development (Ramdhani, Ramdhani, & Ainsiyifa, 2017).

A study was conducted in China by (YU, 2018), the results of the study revealed that there exists a significantly positive relationship between organizational commitment and transformational leadership of university faculty members i.e. the transformational leadership directly affects the organizational commitment level of teachers working at different universities in China.

Committed teachers not only act as role model for their students, but also for their colleagues as well i.e. their commitment has a direct impact on their students and also on their colleagues. (Yildiz & Celik, 2017).

It was revealed in a study that the caring climate shows a significant indirect impact on the organizational commitment, the study also found that the organizational commitment has a significant direct impact on the job performance of employees working at Chinese insurance companies (Fu & Deshpande, 2014).

A study was conducted by (Hijazi, Kasim, & Daud, 2016) to find out the relationship between styles of leadership and job satisfaction of private-sector university employees working in U.A.E., the research findings revealed that there exists a significant positive relationship between the transformational leadership style and the job satisfaction of employees, however it was also found that the transactional leadership style has a significant negative relationship with the job satisfaction of employees working at different universities of United Arab Emirates.

Demographics (gender, marital status, age, designation, and qualification) have a significant impact on the organizational commitment of teachers working at higher education institutions operating in Khyber Pakhtunkhwa province, Pakistan (Khan, Khan, Khan, Nawaz, & Yar, 2013).

1.3. Job Satisfaction and Organizational Commitment

A research study was carried out by (Agyemang & Ofei, 2013) to study the effect of employee engagement on organizational commitment, the findings of the study revealed that there exists a significant positive relationship between the employee engagement and their organizational commitment, the study also revealed that the private-sector employees depict a higher level of employee engagement and also a higher level of organizational commitment as compared to the public-sector organizations operating in Ghana.

(Mohammed & Eleswed, 2013) conducted a research study to find the relationship between job satisfaction and organizational commitment of the employees working at a private-sector financial institution based in Bahrain, the research findings of the study revealed that there exists a significant positive relationship between the job satisfaction and organizational commitment of employees.

A research study was conducted by (Ismail & Razak, 2016) to find out the relationship between job satisfaction and organizational commitment of employees working at fire and rescue department of Malaysia, the research findings concluded that job satisfaction has a significant positive relationship with the organizational commitment of employees.

Transformational leadership components i.e. (IM) inspirational motivation, (II) idealized influence, (IC) individualized consideration, and (IS) intellectual stimulation, have a significant positive influence on the job satisfaction and organizational commitment level of employees working at different branches of Islamic banks operating in Pakistan (Malik, Javed, & Hassan, 2017).

(Fu & Deshpande, 2014) carried out a research study on Chinese insurance employees, the finding of his study revealed that the job satisfaction has a direct, significantly positive

relationship with organizational commitment of employees working in Chinese insurance company.

A study was carried out in by (Rusu, 2013) to find out the relationship between job satisfaction and organizational commitment, the findings of the study revealed that there exists a significant positive relationship between job satisfaction and organizational commitment of teachers, both the variables were found to be having a strong correlation between them i.e. higher the job satisfaction, higher will be the organizational commitment.

A meta-analysis was carried out on the Turkish school teachers and administrators, the findings revealed that the transformational leadership style of school principal affects the organizational commitment and job satisfaction level of school teachers in a positive manner, the study also revealed that as the school administrators change their leadership style from transactional to transformational leadership style, the organizational commitment and job satisfaction level of their teachers' rose (Aydin, Sarier, & Uysal, 2013).

(Arif & Farooqi, 2014) found that the work life balance has a significant positive impact on the job satisfaction and organizational commitment of university teachers in Pakistan, the university teachers which were having balance in their life and work were found to be more satisfied with their job, as well as committed to their institute.

Job satisfaction and the organizational commitment of employees are the interdependent and interrelated attitudes, these two attitudes are the key matters of concern for every organization, whether operating in the underdeveloped, or developed countries of the world (Rehman, et al., 2013).

III. METHODOLOGY

3.1. Conceptual/ Theoretical Framework

Independent Variable

Dependent Variable

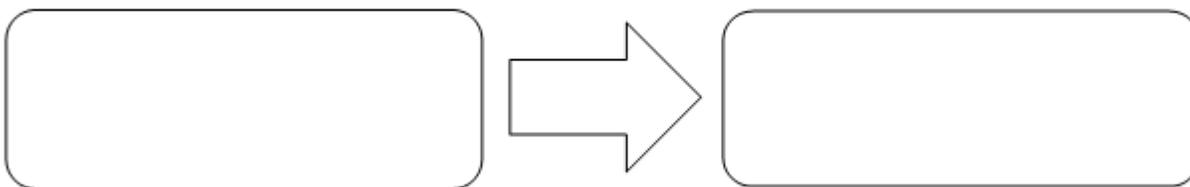


Figure 1: Adopted from (Ismail & Razak, 2016).

The figure: 1 clearly shows the causal model adopted from (Ismail & Razak, 2016) depicting the effect of job satisfaction of private sector university teachers on their organizational commitment.

1.1. Hypothesis

H₁: There exists a significant positive relationship between the job satisfaction of private university teachers, and their organizational commitment.

H₀: There is no relationship between the job satisfaction of private university teachers, and their organizational commitment.

1.2. Data:

The study is quantitative i.e. causal in nature therefore, a questionnaire survey comprising of close ended questions, for the collection of primary data, was conducted from the teachers (respondents) working at different departments of “Lahore Leads University”, and “The University of Lahore”, in order to obtain their views regarding their job satisfaction and organizational commitment.

1.3. Data Analysis:

The primary data collected from the respondents was analyzed through SPSS version 20, linear regression analysis was carried out to assess the relationship between the variables i.e. between job satisfaction and organizational commitment of teachers.

1.4. Population:

The total number of faculty members working at different departments of “Lahore Leads University” and “The University of Lahore”, constitute the elements of the population for this study.

1.5. Research Design:

Cross-sectional research design has been followed as the data relates to a single point of time in the research study.

1.6. Sampling Design:

Convenience sampling technique has been adopted by the researcher for the sampling design in order to represent the teachers equally from all the departments of the universities.

1.7. Sample Size:

150 teachers working at the different departments of “Lahore Leads University” and “The University of Lahore” were selected as respondents for this study, the level of significance

was set at 5% and the confidence interval at 95% ("Sample Size Calculator by Raosoft, Inc.", 2018).

1.8. Instrumentation:

The quantitative survey instrument of job satisfaction and organizational commitment has been adopted from (Currivan, 1999). The job satisfaction instrument contained 4 items. A 5 point Likert scale was used having the following responses for positively scored questions (Strongly Disagree-1 to Strongly Agree-5) for recording the responses. i.e. Strongly Disagree-1, Disagree-2, Neutral-3, Agree-4, Strongly Agree-5, however reverse scoring was used to record the responses from the reverse questions (Strongly Disagree-5 to Strongly Agree-1) i.e. Strongly Disagree-5, Disagree-4, Neutral-3, Agree-2, Strongly Agree-1. Higher scores indicated a higher job satisfaction level. The organizational commitment of teachers also contained 4 questions, comprising of a 5 point Likert scale i.e. for positively worded questions (Strongly Disagree-1 to Strongly Agree-5), whereas for reverse questions (Strongly Disagree-5 to Strongly Agree-1) was used. Higher scores represented a higher level of organizational commitment at work and vice versa.

A total of 215 questionnaires were distributed to the teachers at 2 universities, 150 duly completed questionnaires were returned, the response rate was 69.77%.

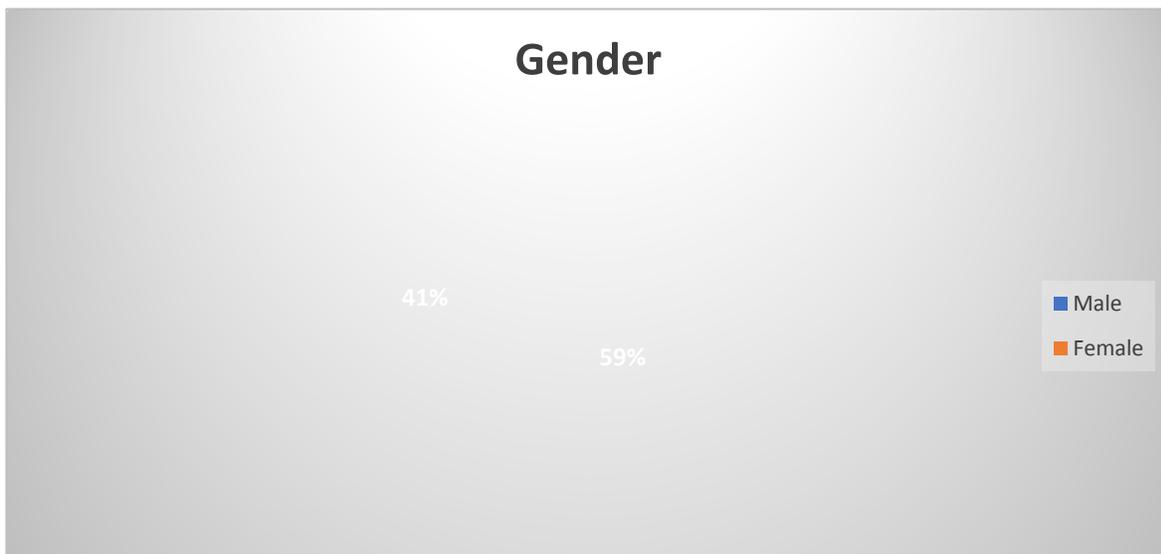
IV. RESULTS / FINDINGS

The findings of the study as per the calculations performed in SPSS version 20 are summarized below:

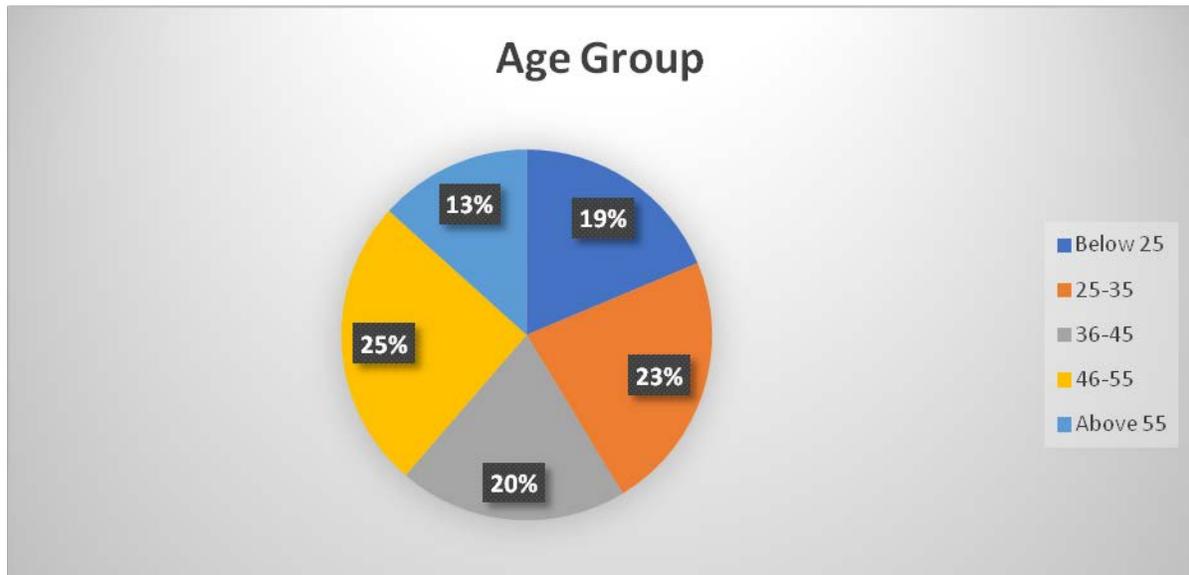
1.9. Demographics / Background of the Respondents

The basic information about the gender, age-group, qualification, and the experience of the respondents (teachers) are given below in the form of pie-charts:

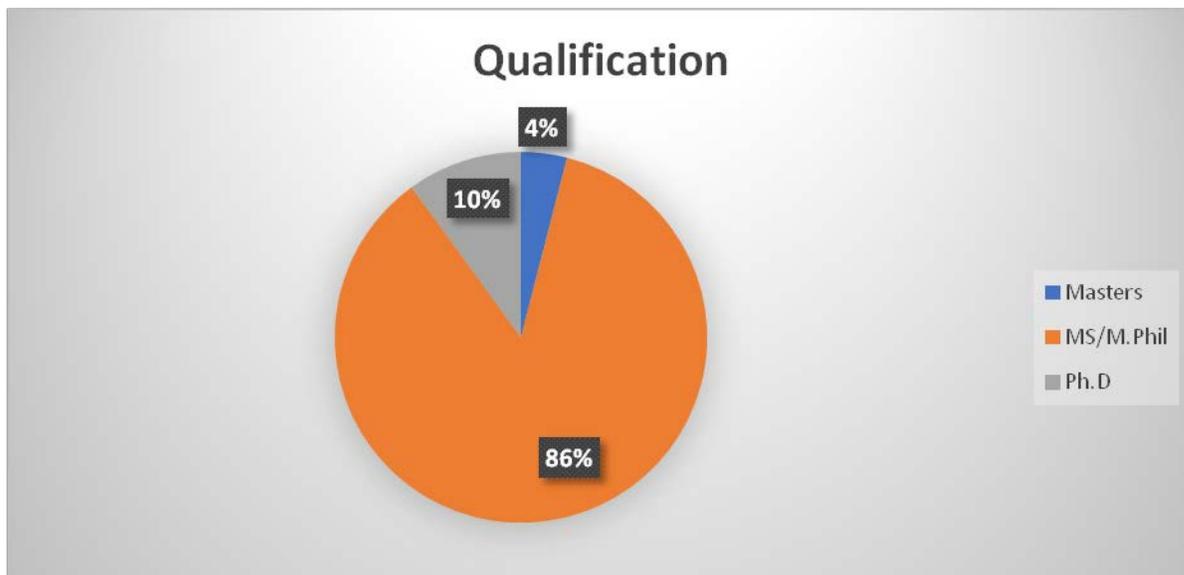
Gender	
Male	89
Female	61



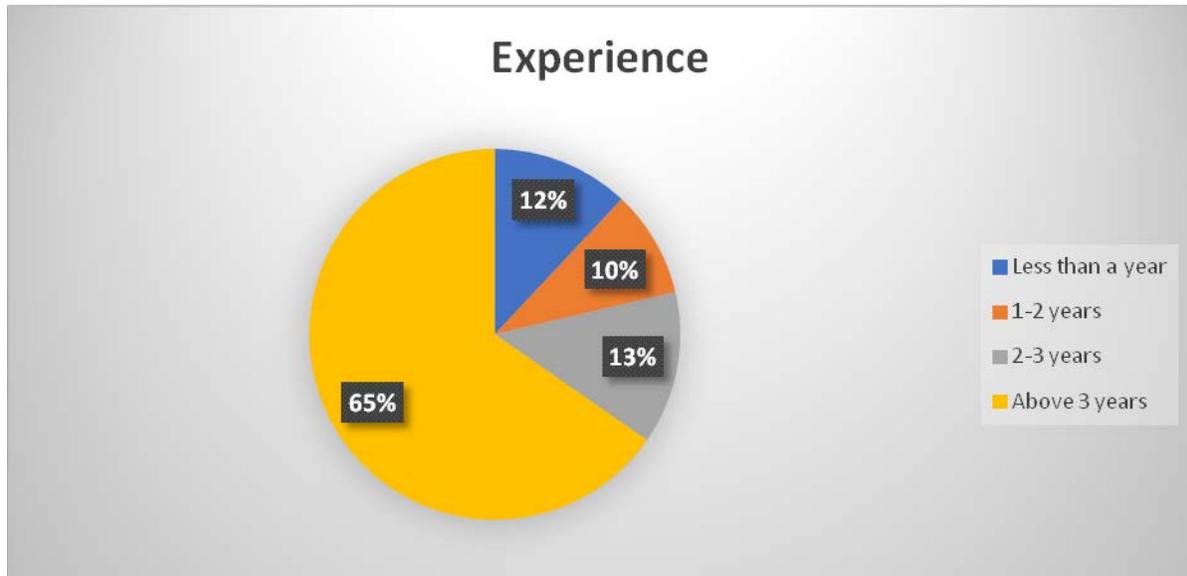
Age Group	
Below 25	28
25-35	34
36-45	30
46-55	38
Above 55	20



Qualification	
Masters	6
MS / M.Phil.	129
Ph.D.	15

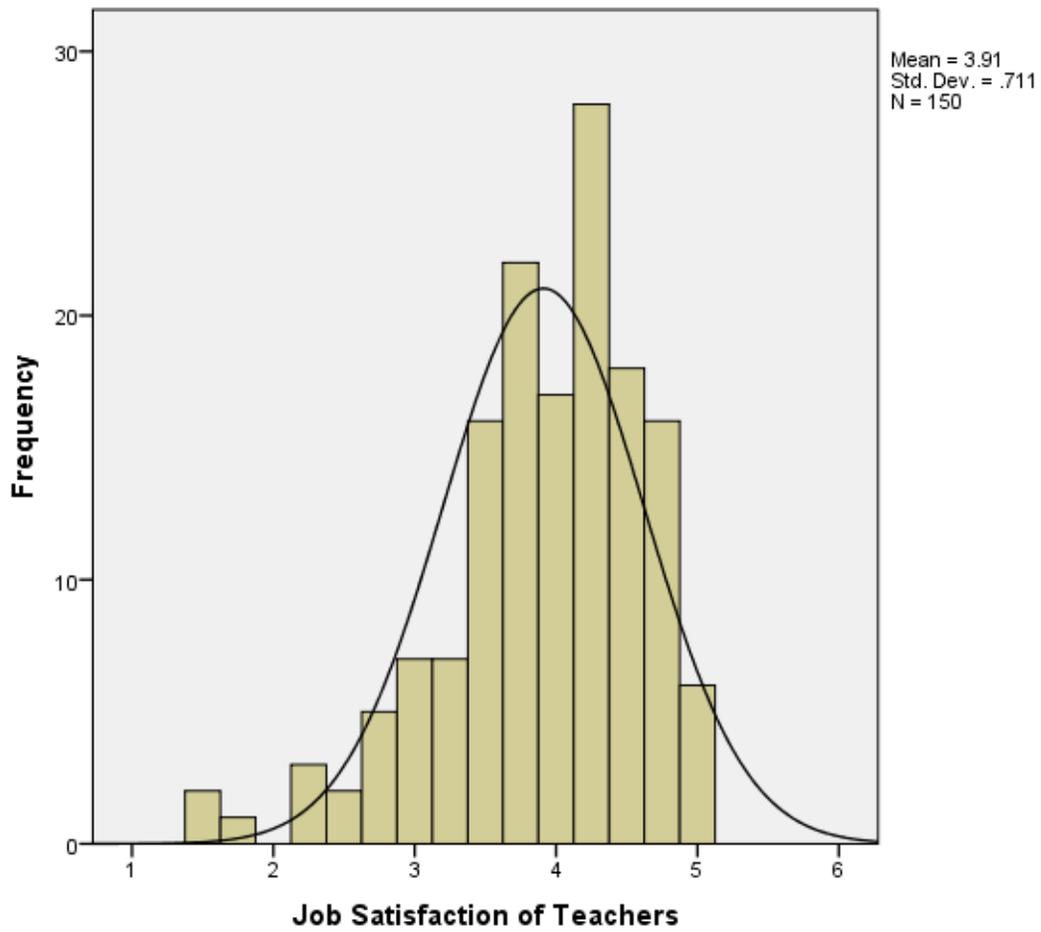


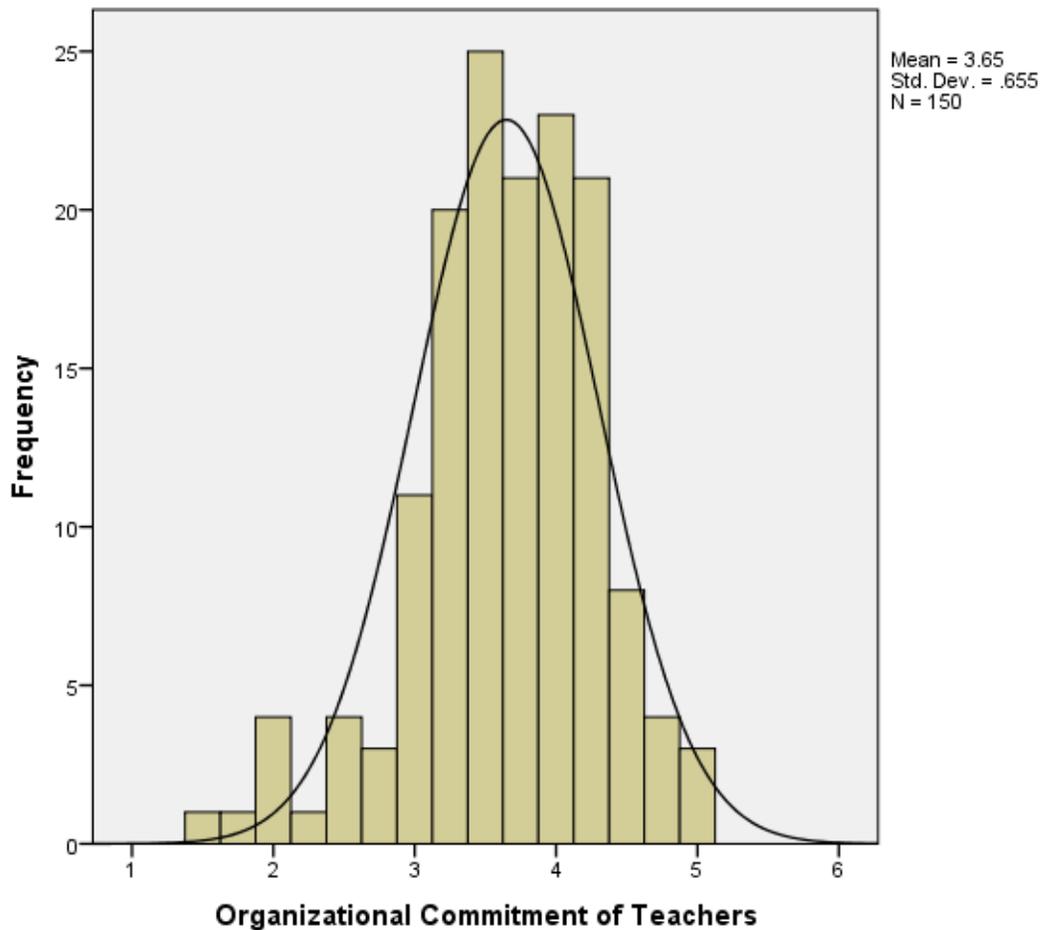
Experience	
Less than a year	18
1-2 years	14
2-3 years	20
Above 3 years	98



1.10. Normal Distribution of the variables

The histograms of “Job Satisfaction” and “Organizational Commitment” are shown below, which depict that the sample values are normally distributed.





Correlation and regression analysis was performed by using SPSS version 20 to find out the relationship between job satisfaction and organizational commitment of teachers.

1.11. Correlation Analysis

Correlations

		Job Satisfaction	Organizational Commitment
Job Satisfaction	Pearson Correlation	1	.597**
	Sig. (2-tailed)		.000
	N	150	150
Organizational Commitment	Pearson Correlation	.597**	1
	Sig. (2-tailed)	.000	
	N	150	150

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

According to the above correlation table for the sample size of 150 teachers, the Sig. (2-tailed) p-value = 0.001 < 0.05 i.e. the results are below the level of significance of 5% and the confidence interval of 95%, the Pearson correlation coefficient is +0.597, which shows that there exists a positive moderate level of correlation between job satisfaction and organizational commitment of university teachers.

1.12. Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.597 ^a	.356	.352	.527

a. Predictors: (Constant), Job Satisfaction

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.772	1	22.772	81.974	.000 ^b
	Residual	41.115	148	.278		
	Total	63.887	149			

a. Dependent Variable: Organizational Commitment

b. Predictors: (Constant), Job Satisfaction

Coefficients^a

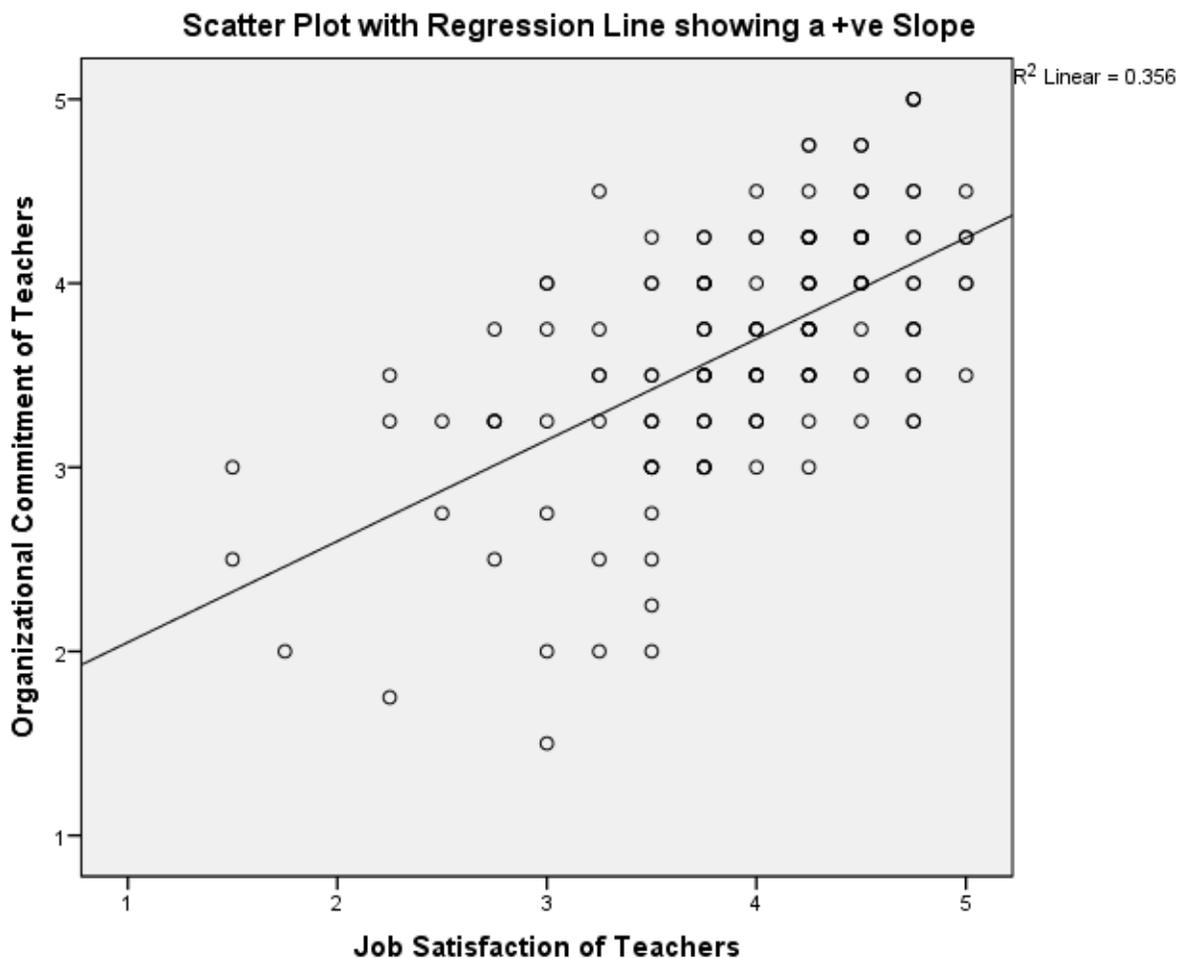
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.500	.241		6.218	.000
	Job Satisfaction	.550	.061	.597	9.054	.000

a. Dependent Variable: Organizational Commitment

The regression analysis results reveal the R-square (Coefficient of determination) value, which tells us that 35.6% of variation in organizational commitment is caused by job satisfaction of university teachers, the remaining percentage 64.4% of variation in organizational commitment of teachers is caused by other factors that were not considered / measured in

this research study. The constant value is 1.5 and the beta value i.e. the regression line has a slope = 0.55.

The scatter plot of the actual data is shown below, which clearly depicts the regression line showing a positive slope, which shows a direct positive relationship between job satisfaction of teachers and their organizational commitment.



The regression analysis shows that there exists a significant positive relationship between job satisfaction of teachers and their organizational commitment.

The regression equation which is evident from the above results is stated as follows:

$$Y = 1.5 + 0.55 X$$

Where Y is the dependent variable (Organizational Commitment of Teachers),

And X is the independent variable (Job Satisfaction of Teachers)

Based on this equation, we can say that if the “Job Satisfaction of Teachers (Independent Variable)” increases by “1 unit”, then the “Organizational Commitment of Teachers (Dependent Variable)” will increase by “0.55”.

V. CONCLUSION

As the significance value i.e. p-value is $0.001 < 0.05$, therefore we reject our null hypothesis and accept our alternate hypothesis. The hypothesis summary is given below:

Summary of Hypothesis Results	
H1: There exists a significant positive relationship between the job satisfaction of private university teachers, and their organizational commitment.	H1: Hypothesis supported: Yes

The findings of the study reveal that there exists a significant positive relationship between job satisfaction and organizational commitment of private-sector university teachers, and the job satisfaction was found to be having a moderate level of correlation with the organizational commitment of teachers working at different universities operating in Punjab province of Pakistan.

VI. LIMITATIONS OF THE STUDY

- This research study was carried out in a very short span of time.
- The study was carried out with a very limited budget and resources.
- Convenience sampling design was used in this study due to shortage of time and resources.
- This study only focused on the universities operating in the province of Punjab, Pakistan.

VII. RECOMMENDATIONS FOR UNIVERSITY ADMINISTRATORS

- Since the job satisfaction of teachers is positively linked to their organizational commitment, therefore the administrators of universities should ensure that the teachers working at their universities remain highly satisfied with their jobs, so that the teachers remain committed to their institutions, and the occurrence of developing lowly committed teachers could be prevented.

- The administrators should ensure the proactive formulation and implementation of strategies to address the needs of teachers having lower level of job satisfaction.

VIII. RECOMMENDATIONS FOR FURTHER RESEARCH

- This study used convenience sampling technique which is a non-probability sampling technique, due to the shortage of time and resources, further research can be carried out by using probabilistic sampling technique for generating more generalizable results.
- The sample was taken from 2 private-sector universities operating in Punjab, Pakistan, due to shortage of time and resources, further research can be carried out on more number of universities with a larger sample size for more generalizable results.

REFERENCES

- [1] Agyemang, C. B., & Ofei, S. B. (2013). Employee Work Engagement and Organizational Commitment: A Comparative Study of Private and Public Sector Organizations in Ghana. *European Journal of Business and Innovation Research*, 1(4), 20-33.
- [2] Arif, B., & Farooqi, Y. A. (2014). Impact of Work Life Balance on Job Satisfaction and Organizational Commitment Among University Teachers: A Case Study of University of Gujrat, Pakistan. *International Journal of Multidisciplinary Sciences and Engineering*, 5(9), 24-29.
- [3] Aydin, A., Sarier, Y., & Uysal, S. (2013). The Effect of School Principals' Leadership Styles on Teachers' Organizational Commitment and Job Satisfaction. *Educational Sciences: Theory and Practice*, 13(2), 806-811.
- [4] Chamundeswari, S. (2013). Job Satisfaction and Performance of School Teachers. *International Journal of Academic Research in Business and Social Sciences*, 3(5), 420-428.
- [5] Chughati, F. D., & Perveen, U. (2013). A Study of Teachers Workload and Job Satisfaction in Public and Private Schools at Secondary Level in Lahore CITY Pakistan. *Asian Journal of Social Sciences & Humanities*, 2(1), 202-214.
- [6] Currivan, D. B. (1999). The Causal Order of Job Satisfaction and Organizational Commitment in Models of Employee Turnover. *Human Resource Management Review*, 9(4), 495-524.
- [7] Fu, W., & Deshpande, S. P. (2014). The Impact of Caring Climate, Job Satisfaction, and Organizational Commitment on Job Performance of Employees in a China's Insurance Company. *Journal of Business Ethics*, 124(2), 339-349.
- [8] Hijazi, S., Kasim, A. L., & Daud, Y. (2016). Leadership Styles and Their Relationship with the Private University Employees' Job Satisfaction in United Arab Emirates. *Journal of Public Administration and Governance*, 6(4), 110-124.
- [9] Ismail, A., & Razak, M. R. (2016). Effect of Job Satisfaction on Organizational Commitment. *Management & Marketing*, 14(1), 25-40.
- [10] Khan, A., Rehman, H., & Rehman, S. U. (2013). An Empirical Analysis of Correlation Between Technostress and Job Satisfaction: A Case of KPK, Pakistan. *Pakistan Journal of Library and Information Science*, 14, 9-15.
- [11] Khan, I., Khan, F., Khan, H., Nawaz, A., & Yar, N. B. (2013). Determining the Demographic impacts on the Organizational Commitment of Academicians in the HEIs of DCs like Pakistan. *European Journal of Sustainable Development*, 2(4), 117-130.
- [12] Kumar, R., Ahmed, J., Shaikh, B. T., Hafeez, R., & Hafeez, A. (2013). Job Satisfaction among Public Health Professionals Working in Public Sector: A Cross Sectional Study from Pakistan. *Human Resources for Health*, 11(1), 2.
- [13] Li, M., Wang, Z., Gao, J., & You, X. (2017). Proactive Personality and Job Satisfaction: the Mediating Effects of Self-Efficacy and Work Engagement in Teachers. *Current Psychology*, 36(1), 48-55.

- [14] Malik, M. E., Nawab, S., Naeem, B., & Danish, R. Q. (2010). Job Satisfaction and Organizational Commitment of University Teachers in Public Sector of Pakistan. *International Journal of Business and Management*, 5(6), 17-26.
- [15] Malik, W. U., Javed, M., & Hassan, S. T. (2017). Influence of Transformational Leadership Components on Job Satisfaction and Organizational Commitment. *Pakistan Journal of Commerce and Social Sciences*, 11(1), 146-165.
- [16] Mangaleswarasharma, R. (2017). Teacher Motivation and Job Satisfaction: A Study on Teachers in Three Districts in Northern Sri Lanka. *People: International Journal of Social Sciences*, 314-323.
- [17] Mohammed, F., & Eleswed, M. (2013). Job Satisfaction and Organizational Commitment: A Correlational Study in Bahrain. *International Journal of Business, Humanities and Technology*, 3(5), 43-53.
- [18] Ramdhani, A., Ramdhani, M. A., & Ainisyifa, H. (2017). Model Conceptual Framework of Corporate Culture Influenced on Employees Commitment to Organization. *International Business Management*, 11(3), 826-830.
- [19] Rehman, K., Rehman, Z. U., Saif, N., Khan, A. S., Nawaz, A., & Rehman, S. U. (2013). Impacts of Job Satisfaction on Organizational Commitment: A Theoretical Model for Academicians in HEI of Developing Countries like Pakistan. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, 3(1), 80-89.
- [20] Robbins, S. P., & Coulter, M. (2012). *Management*. Boston: Prentice Hall.
- [21] Robbins, S., Judge, T., & Sanghi, S. (2013). *Organizational Behavior* (15th ed.). Boston: Pearson Education.
- [22] Rusu, R. (2013). Organizational Commitment and Job Satisfaction. *Scientific Bulletin-Nicolae Balcescu Land Forces Academy*, 1(18), 52-55.
- [23] Saeed, R., Lodhi, R. N., Iqbal, A., Nayyab, H. H., Mussawar, S., & Yaseen, S. (2013). Factors Influencing Job Satisfaction of Employees in Telecom Sector of Pakistan. *Middle-East Journal of Scientific Research*, 16(11), 1476-1482.
- [24] Sahito, Z., & Vaisanen, P. (2017). Factors Affecting Job Satisfaction of Teacher Educators: Empirical Evidence from the Universities of Sindh Province of Pakistan. *Journal of Teacher Education and Educators*, 6(1), 5-30.
- [25] *Sample Size Calculator by Raosoft, Inc.*. (2018). *Raosoft.com*. Retrieved 16 February 2018, from <http://www.raosoft.com/samplesize.html>
- [26] Yildiz, Y., & Celik, B. (2017). Commitment to the Teaching Profession. *International Journal of Social Sciences & Educational Studies*, 4(2), 93-97.
- [27] YU, B. (2018). The Influence Study of Transformational Leadership in University on Teacher's Organizational Commitment: The Construction and Verification of a Theoretical Model. *Cscanada.net*. Retrieved 16 February 2018, from <http://www.cscanada.net/index.php/css/article/view/3567>

AUTHORS

First Author – Muhammad Hammad Ali, M.Phil. Management Sciences (Scholar), Lahore Leads University, Department of Business Administration. hammadq89@gmail.com

Correspondence Author – Muhammad Hammad Ali, hammadq89@gmail.com, hammadq89@yahoo.com, 0092-3334111507

QUESTIONNAIRE FOR TEACHERS

Respected Teacher !

My name is, Muhammad Hammad Ali, I am a student of Lahore Leads University, pursuing M.Phil. in (Management Sciences). I am carrying out research on “The effect of job satisfaction on organizational commitment of teachers”. I kindly request you to provide me with information. It will be treated as confidential and used for academic purposes only. Thank you.

Section: A (Demographics / Background Information)

Gender:	Male <input type="checkbox"/>	Female <input type="checkbox"/>			
Age Group:	Below 25 <input type="checkbox"/>	25-35 <input type="checkbox"/>	36-45 <input type="checkbox"/>	46-55 <input type="checkbox"/>	Above 55 <input type="checkbox"/>
Qualification:	Bachelors <input type="checkbox"/>	Masters <input type="checkbox"/>	MS/M.Phil <input type="checkbox"/>	Ph.D <input type="checkbox"/>	
Experience	Less than a year <input type="checkbox"/>	1-2 years <input type="checkbox"/>	2-3 years <input type="checkbox"/>	Above 3 years <input type="checkbox"/>	

Section: B (Job Satisfaction)

Sr. #	Statements Instructions: Please indicate your response (by ticking √) in the relevant boxes. Thank you !	Responses				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		(SD)	(D)	(N)	(A)	(SA)
1.	I find enjoyment in my job.	1	2	3	4	5
2.	Most days I am enthusiastic about my job.	1	2	3	4	5

3.	I am often bored with my job.	5	4	3	2	1
4.	I feel dissatisfied with my job.	5	4	3	2	1

Section: C (Organizational Commitment)

Sr. #	Statements Instructions: Please indicate your response (by ticking ✓) in the relevant boxes. Thank you !	Responses				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		(SD)	(D)	(N)	(A)	(SA)
1.	The institute in which I work is the best of all possible places to work.	1	2	3	4	5
2.	I do not care about the fate of the institute in which I work.	5	4	3	2	1
3.	I speak highly of the institute in which I work to my friends.	1	2	3	4	5
4.	I am proud to tell others I am part of the institute in which I work.	1	2	3	4	5

Thank you so much for your participation.