

Psychological and Job Contextual Predictors of Work Commitment among the Polytechnic Ibadan Staffs, Nigeria

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Abstract. Lack of commitment among workers poses a serious problem in an organization or work environment. Workers have been threatened by non-payment of salaries as at when due, poor remuneration, promotion delay, lay-offs, and necessary work infrastructure. This study therefore examined psychological and job contextual predictors of work commitment. The study adopted a descriptive survey design of correlational type. A sample of three hundred workers was selected to partake in the study using multistage sampling. Data was collected using reliable instrument (work commitment scale; motivation scale; job satisfaction scale; emotional intelligence scale and work efficacy scale). Three research questions were raised and tested at 0.05 level of significance using Pearson's product moment correlation and multiple regression analysis. The results revealed a significant positive relationship between work commitment and work efficacy, job satisfaction, emotional intelligence and motivation. The result also indicated a significant joint and relative contribution of the independent variables to the prediction of work commitment. Based on the findings of the result, it was recommended that employers of labor must make it a point of duty to formulate policies and create programmes that would

strengthen these factors among their workers in order to ensure commitments.

Keywords: Work commitment, Work efficacy, Emotional Intelligence, Job satisfaction, Motivation

1. Introduction

The past decade has witnessed heightened interest in work commitment, with several studies published on this topic (Adedapo, 2000; Adeyemo, 2001; Becker, Randa & Riegel, 1995; Landy & Trumbo, 1980). This growing interest reflects not only an acknowledgement that work commitment might have a direct impact on the normal development of a sane society, but also provides a strong foundation stone that would facilitate the development of human and capital resources (Balu, 1988). No organization in today's competitive world can perform at peak levels unless each employee is committed to the organization objectives and work as an effective team member. It is no longer good enough to have employees who come to work faithfully every day and do their jobs independently. Furthermore, it is increasingly recognized that promoting the commitment of workers is one of the most important and cost-effective long-term

investment a society can make (Call et al., 2002; Reddy et al., 2010).

Workers commitment remains one of the most substantial work-related behavioral phenomena which could have positive impact on productivity, organizational culture and effectiveness. It could also be said that commitment may contribute a great deal to workers happiness and contentment and these trickles down to his/her home and family life. However, poor commitment could have the following negative implications: poor work contribution, resident aggression, workload, poor balance of work and family, professional isolation, lack of recognition, poor relationships with superiors and colleagues, role conflict, lack of interest in learning new skills.

Workers' commitment is not only significant to their productivity, its essence has been well documented in literature (Morsy and Sabra, 2015; Ballon and Goodwin, 2007). The parlous state of quality of education especially at the tertiary education level could be mainly attributed to workers' productivity which is a reflection of their commitment. Commitment is the psychological possession one has for his/her job in the work environment (Gliem and Gliem, 2001). It is the level to which a worker recognizes with a specific organization and its targets and desires to retain relationship in the institution. Commitment is a measure of the relative strength of an employee's identification with an involvement in a particular organization. It can also be viewed as the knowledge, skills, abilities and experience of the work force which is useful to the organization only if the employees are willing to apply it to the achievement of the organization goals. (Chen et al., 2008).

In the last decade, studies have emphasized the importance of exploring how different work commitment forms are interrelated (Cohen, 1999; Morrow, 1993; Randall & Cote, 1991) and how they are associated with work outcomes (Becker, 1992; Carson, Roe, Birkenmeier & Phillips, 1999; Cohen, 2000; Hackett, Lapierre, & Hausdorf, 2001). The rationale behind these studies is that "by failing to consider the larger

web of relationships encompassing the various psychological constructs, researchers may incorrectly identify the strength and direction of the relationship between these constructs" (Randall & Cote, 1991). In other words, it would perhaps be better to predict work commitment by exploring several factors that can affect work commitment in the workplace. Several psychological and environmental factors have been associated with a significant increase in the commitment of workers in the workplace This study looks at the psychological & Job contextual factors predicting work commitment among the polytechnic Ibadan staffs. The factors examined include: Emotional intelligence, work efficacy, motivation, and job satisfaction. Each of these factors would be briefly discussed as follows:

1.1 Emotional Intelligence

Emotional Intelligence (EQ) can be conceptualised as the ability to identify, use, understand and manage emotions in a positive way to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflicts. Emotional intelligence impacts many different aspects of individual daily life, such as the behavioural and interaction with others. An individual with high emotional intelligence should be able to recognize his/her own emotional state and the emotional states of others, and engage with people in a way that there will be attraction. Hence, this understanding of emotions could help in relating better with other people, for healthier relationships, achieve greater success at work, and lead a more fulfilling life.

Emotional intelligence is assumed to improve the commitment of workers, by helping tremendously in many areas such as to be less impulsive and control of temper, in coping more effectively with stress and speaking up with self-confidence, expression of feelings when uncomfortable and in setting clear boundaries with bullies, being more positive about self and make better decisions, in getting motivated and maintain momentum. This as well could improve interaction better with others, positively influence people and being emotionally resilient.

Akin to this, it has been established that high EQ will enhance workers professional life, irrespective of the nature of challenges peculiar to the teaching profession and to cultivate a higher level of EQ, can be building a quality work life (Shirkovand, 2007).

1.2 Work Efficacy

Work efficacy can be conceptualized as workers' belief in their abilities to carry out their role efficiently. It is a domain-specific self-efficacy construct regarded as a variable in this study, especially as it concerns the commitment of workers. Workers self-efficacy is a vital factor and a worthy variable in educational research. Akomolafe and Ogunmakin (2014) identified it as a workers judgment of his/her capability to bring about desired outcomes. A strong sense of efficacy in this context could enhance human accomplishment and personal well-being in many ways. According to Oyewumi, Ibitoye and Sanni (2012), people with high assurances in their capabilities approach difficult tasks as a challenge to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep commitment.

Self-efficacy promotes a high level of commitment to work, collaborative relationship with colleagues and successfully contributing to the promotion of a rich and stimulating learning environment. (Imants and Van Zoelen, 1999). A worker with low self-efficacy avoids difficult tasks which he views as personal threats. Such a worker usually has low aspirations and weak commitment to the goals they have set for themselves in their chosen profession (Akomolafe and Ogunmakin, 2014). Workers' self-efficacy affects and sustains commitment and satisfaction (Caprara, Barbarnelli, Steca and Malone, 2006). Workers that are highly self-efficacious have more motivation to remain in the work environment than workers with low self-efficacy (Whittington, McConnell and Knobloch, 2003). Less efficacious workers are more likely to experience burnout and leave the profession (Bandura, 1993). Thus, workers that have low work-efficacy may find it very difficult to enjoy high commitment to work life (Akomolafe and Ogunmakin, 2014).

1.3 Motivation

Motivation can be considered as a force that stirs individual to act in a particular way or direction and this could be internal or externally driven. The relationship between commitment and motivation appears to be in two ways because any of the two could precede the other. In other words, the higher the commitment, the more motivated employees will be (Baleghizadeh and Gordani, 2012), while the more motivated the employee become the better their commitment. There are very few studies discussing the nature of the motivation in the work environment (Baleghizadeh and Gordani, 2012).

Ozgenor (2016) noted that work commitment and motivation are important and major concepts in managing human forces of organizations today (Shirkovand, 2007). When people develop a positive attitude toward their job, superior and department or organisation, they become much more motivated to work efficiently (Hatam, Farid and Kavosi, 2013). Measurement of quality of commitment will have an impact on increasing the positive attitude of employees towards their work, increase productivity and intrinsic motivation of employees, increase the effectiveness of the company and the company competitive in the face of global business (Tjahyanti, 2013).

1.4 Job Satisfaction

Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences, or the attitudes and feelings people have about their work (Armstrong, 2006). It could also be referred to as a personal evaluation of the conditions present in the job, or the outcomes that arise as a result of having a job. In the work environment, satisfaction could include; achievement, advancement, job enhancement, job enrichment, and teamwork. Similarly, since it has to do with an individual's perception and evaluation of his/her job, and this perception is influenced by the person's unique circumstances such as needs, values, and expectations. On the other hand, when job satisfaction is low, there are pectorals of negative behaviour that is paramount especially among workers, some of such

includes absenteeism, psychological withdrawal, industrial action, aggression, low commitment and the likes.

Similarly, Bavendam (2010) identified six factors that enhances job satisfaction; opportunity for growth, stress, leadership, increases in relative strength, work standards, and fair reward and adequate authority. These factors are one of the major items that forms the bases for workers commitment. On the other hand, workers might not be at their best when they feel dissatisfied, this becomes obvious in their relationship with colleagues, during teaching learning process, when examination scripts are being marked, when students commit offence, and when scores are to be submitted. Akin to this, Armstrong (2006) argued that the level of job satisfaction is affected by intrinsic and extrinsic motivating factors, the quality of supervision, social relationships with the work group, and the degree to which individuals succeed or fail in their work. Other factors according to Jennings (2008) include salary, benefits, job security, and the ability to retire within the organization.

1.5 Research Questions

- What is the relationship among emotional intelligence, work efficacy, motivation, job satisfaction and work commitment?
- What is the joint and independent contribution of the independent variables (Emotional intelligence, work efficacy, motivation, and job satisfaction) to the prediction of work commitment?

2. Methodology

2.1 Research Design

The research adopted a descriptive survey of the ex-post-facto type to determine the influence of psychological and job contextual factors (Emotional intelligence, work efficacy, motivation, and job satisfaction) on work commitment.

2.2. Participants

Three hundred (300) participants were drawn from the polytechnic Ibadan, representative of both teaching and non-teaching staffs were selected by means of simple random sampling to ensure a balanced representation of both category of staffs.

2.3 Instruments

Five major instruments were utilized for the study namely:

2.3.1 Workers Commitment Scale (WCS) (Meyer & Allen, 2013).

The WCS is a self-administered 10-item measure designed to assess an individual's commitment to work. The measure, set on a 5-point Likert-type scale, requires individuals to indicate the frequency with which they have commitments selecting from 1-5. The responses are summed to determine possible scores ranging from 0 to 100, with higher scores indicating a greater disposition for work commitment. The instrument has been found to have a high internal consistency reliability (coefficient alpha = .96) and a moderate to high level of test-retest reliability ($r = .86$).

2.3.2 Schutte and Malouff Emotional intelligence Scale (SMEIS) (Schutte & Malouff, 1998).

The SMEIS is a 33-item instrument designed to assess (interpersonal skill, self-regard, assertiveness, emotional self-awareness, empathy, impulse control, flexibility, problem solving, stress tolerance, and optimism).. The instrument is set on a 5-point Likert-type scale with response choices ranging from "strongly agree" (1) "strongly disagree" (4). The measure possesses good reliability (.85) and confirmed face and convergent validity have been reported. Psychometrics of the 10 items as reported by the author are ($\alpha = .88$, test-retest $r = .51$).

2.3.3 Work-efficacy Scale

Work-efficacy Scale was adapted from the generalized self-efficacy scale designed by Stanley, Nory, Hopko, Beck, Averill and Swann (2002). to assess the work efficacy of the respondents. The seventeen (17) items are presented on a four (4) point likert scale of Strongly Agree, (SA) Agree,(A) Disagree,(D) and Strongly Disagree (SD) by a tick (✓) in a box that depicts their opinion and with 4, 3, 2, 1 point value attached to them respectively. As reviewed in Scholz, Dona, Sud and Schwarzer (2002), previous studies have indicated that the Generalized Self-Efficacy-Scale has satisfactory psychometric properties. Cronbach’s alpha ranged from 0.75 to 0.91 across studies, with a test-retest reliability of 0.67 (half a year interval), 0.70 and 0.55 (one year interval) and 0.47 and 0.63 (two year interval).

2.3.4 Job Motivation Scale

Job Motivation Scale was adapted from a study conducted by Gagne et al (2015) on the Multidimensional Work Motivation Scale: Validation evidence in seven languages and nine countries. The scale adequately measured various aspects of job motivation. It consists of 13 items on a range of five point likert scale. Areas like intrinsic, extrinsic and motivation components of job motivation were captured in the scale. Samples of items include “I do little because I don’t think this work is worth putting efforts into”, “I perform well at job because

others will respect me more (e.g., supervisor, colleagues, family, clients)”.

2.3.5 Job Satisfaction Scale

Job Satisfaction Scale developed by Worrell (2004) was adapted for this study. It was used as a measure of job satisfaction of the workers. The instrument has twenty two (22) items with a reliability coefficient of .80. The response format is the four point- response of: Strongly Agree (SA) (4), Agree (A) (3), Disagree (D) (2) and Strongly Disagree (SD) (1). Some of the items of the scale read as follow: 1. “Most of the things I do on this job are useful and important”, 2. “I feel a very high degree of personal responsibility for the work I do on this job” and 3. “I feel satisfied and happy when I discover that I have performed well on this job. The Cronbach’s alpha value reported by author was .73.

2.4 Procedure

The questionnaires were administrated to the respondents at their various offices. They were adequately briefed on the importance of the study; they were also assured of the confidentiality of their responses. The administration lasted two weeks; during which questionnaires was coded on SPSS and subjected to analysis.

3. Results

Research Question 1: What is the significant relationships among emotional intelligence, work efficacy, motivation, job satisfaction and work commitment among polytechnic Ibadan staffs?

The result is presented in table 1:

Table 1: Zero Order Correlations Showing Relationship among work efficacy, job satisfaction, emotional intelligence, motivation and work commitment among polytechnic Ibadan staffs.

Variables	1	2	3	4	5	Mean	SD
1.Work commitment	1	.286**	.282**	.149**	.316**	50.10	4.92
2.Work Efficacy		1	.002	.316**	.039	39.34	6.01
3.Job Satisfaction			1	.061	-.491**	36.84	6.64
4.Emotional Intelligence				1	.248**	41.02	5.24
5.Motivation					1	34.28	3.82

*correlation is significant at the 0.05 level (1-Tailed)

**correlation is significant at the 0.01 level (1-Tailed)

From the Table 1, the result shows that work efficacy had significant relationship on work commitment of an individual at ($r=0.286$; $p<.01$). The result further showed that there is a positive relationship between the variables. Therefore, an individual who experiences a reasonably high work efficacy will subsequently experience a high work commitment. The result also shows that job satisfaction had significant relationship with work commitment at ($r= -0.282$; $p<.01$). However, the result presented a positive relationship between the variables. That is, an increase in job satisfaction of an individual's is capable of increasing work commitment of such individual. The result further shows that emotional intelligence had significant relationship on work commitment of an individual at ($r=0.149$; $p<.01$). The result further showed that there is a positive relationship between the variables. Therefore, an individual who experiences a reasonably high emotional intelligence will subsequently experience a high work commitment. Furthermore, the result also shows that motivation had significant relationship with work commitment at ($r= -0.316$; $p<.01$). However, the result presented a positive relationship between the variables. That is, an increase in job motivation of an individual's is capable of increasing work commitment of such individual.

Research Question 2: What is the joint and independent contribution of the independent variables (Emotional intelligence, work efficacy, motivation, and job satisfaction) to the prediction of work commitment?

Table 2: Multiple Regressions Showing the Psycho-job contextual predictors of Work Commitment among Polytechnic Ibadan Staffs

Predictors	B	T	P	R	R ²	F(4,295)	P
Work Efficacy	.279	5.067	.000				
Job Satisfaction	.175	2.919	.004	.445	.198	18.18	<.01
Emotional Intelligence	-.005	-.079	.937				
Motivation	.220	3.557	.000				

DV: Work Commitment

The results in Table 2 revealed that emotional intelligence, work efficacy, motivation, and job satisfaction jointly predicted work commitment among polytechnic Ibadan staffs , ($R= .445$, $R^2 = .198$, $F (4, 295) = 18.18$, $p<.01$); this implies that emotional intelligence, work efficacy, motivation, and job satisfaction accounted for 19.8% of the changes observed in the self-report level of work commitment among polytechnic Ibadan staffs while the remaining 80.2% could be attributed to alienated factors not by chance considered in this study. Further findings showed the significant independent contributions of each independent variable to the variance in the dependent variable: Work efficacy contributed about 28% variance in work commitment ($\beta = .279$, $t=5.067$; $p<.01$); job satisfaction contributed about 17.5% variance in work commitment ($\beta = .175$, $t=2.919$; $p<.05$); motivation contributed about 22% variance in work commitment ($\beta = .220$, $t=3.557$; $p<.01$. But emotional intelligence (Beta=-.005, $t=-.079$,

$p>.05$) is not significant predictor of work commitment. The result further implies that increase in work efficacy, job satisfaction and motivation will increase the likelihood of work commitment among workers.

4. Discussion of Findings

The first research questions which tested the relationship between work efficacy, job satisfaction, emotional intelligence, motivation and work commitment. The results indicated significant relationship between work efficacy, job satisfaction, emotional intelligence, motivation and work commitment. This finding is supported by several studies on commitment among workers. For example, Luthans et al. (2006) reported that people with higher general work-efficacy are more likely to be satisfied and committed with their jobs. This is further supported by Cervone and Scott, (1995) that people with a robust perception of their efficacy

foresee positive futures, experience fewer distressing emotions and are better able to organize the complex cognitive skills required to cope with demanding environment. Numerous researchers have also noted that job satisfaction requires multiple satisfactory job experiences to create high organizational commitment (Meyer, Stanley, Herscovitch, and Topolnytsky, 2002). MacKenzie, Podsakoff, and Ahearne, (1998) also corroborated the findings of the study that job satisfaction precedes organizational commitment causally 'because it is more specific, less stable, and more rapidly formed. The result is also supported by Palmer et al. (2003) who pointed out that individuals with higher levels of EI are more likely to perform better in the workplace, have a lower rate of absenteeism, display higher levels of organizational commitment, have higher levels of job satisfaction, and are less prone to be affected by occupational stress. Furthermore, Jansen et al. (1999) used the Hackman and Oldham job diagnostic model to determine the relationship between intrinsic work motivation, burnout and turnover intentions among nurses. They found that intrinsic work motivation is primarily determined by elements of the job that make the work challenging and worthwhile.

The second research questions which tested the joint and relative contributions of work efficacy, job satisfaction, emotional intelligence, motivation to the prediction of work commitment were confirmed. The results indicated significant joint prediction of all the independent variables on work commitment. This finding is supported by several studies. For example, Heuven et al., (2006) noted that highly efficacious individuals are expected to make better use of and generate resources in their work environment to deal with demanding tasks in all given situations. This eliminates the possibility of stress at work and makes working life better. Similarly, Mehdi Hosseini et al, (2010) findings is also in line with the result of this study that job satisfaction which encompasses - fair pay, growth opportunities and continuing promotion improves staffs' performance which in turn increases commitment of employees. Furthermore, it corroborates the findings of Deci and Gagne

(2005) that reported a strong relationship between motivation and commitment. Also, the result of study on using motivational strategy as panacea for employee retention and turnover in selected public and private sector organizations in the Eastern Cape Province by Samuel (2008) showed that employees in both the public and private sector organizations were motivated to a very large extent by a combination of intrinsic and extrinsic factors which in turn affect commitment. Employee motivation has a significant and positive relationship with employee commitment, it is fundamentally meant to facilitate behavioral alteration. Similarly, employee commitment with their work and jobs is more, if they are motivated as compared to less motivated employees (Guay et al., 2000; Vansteenkiste et al., 2007).

5. Conclusion

Based on the findings from this study, it is hereby concluded that there is a significant relationship between work efficacy, job satisfaction, emotional intelligence, motivation and work commitment among workers in the polytechnic Ibadan. Similarly, there was a significant joint contribution of work efficacy, job satisfaction, emotional intelligence, motivation on work commitment and also there is a significant relative contribution of work efficacy, job satisfaction and motivation on work commitment among the Polytechnic Ibadan workers.

6. Recommendations

This research recommends that employers of labor must make it a point of duty to formulate policies and create programmes that would strengthen these factors among their workers in order to ensure commitments. It also recommends that in order to sustain workers work efficacy, emotional intelligence, job satisfaction and motivation, adequate consideration must be paid to efforts that can enhance their commitments like regular payment of salaries, promotion, work prospect and fringe benefits. Etc.

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