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Chapter-2 Review of Relevant Literature

2.1. Introduction:

One of the indispensable parts of the research is reviewing the literature. The review of related literature is a sort of formal training, which enables the researcher to understand the objectives and the corresponding hypotheses of the study. It acquaints the researcher with the current knowledge and serves as a pole star in delimiting and defining the problem. The most important reason for reviewing the literature is to know about the recommendations of the previous researchers for further researches, which they have listed in their studies. This step helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation. Essentially, review of related literature economizes time and energy of the researcher. Thus, the review of related literature is an essential aspect of research problem as it is a step of scientific method; it forms the foundation upon which all the future work is to be built. If we fail to acquire this formation of knowledge provided by the review of literature our work is likely to be shallow.

SOURCES OF REVIEW OF RELATED LITERATURE:

In order to address the purposes outlined by the researcher, information from previous research was needed to provide direction for the concepts, relationships and instruments to be included in the study. The researcher organized the studies into two parts:
A. Reviews on the work motivation

1. National Studies

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B. Reviews on the organizational commitment

1. National Studies

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2.2. Review of Relevant Literature

2.2.1 Reviews on the work motivation

2.2.1.1 National Studies:

Balasubramanian and Meenakshisundaram (2001) conducted a study on selected demographic variables and work motivation of post-graduate teachers and to find out whether there was any significant difference in the mean scores of work motivation in terms of sex, teaching subject, employment, type of management, locality of the school and type of school. No significant difference was found in the work motivation among the post-graduate teachers in terms of their teaching subject (science vs language), employment (both husband and wife employed vs only husband employed), locality of schools (rural school teachers vs urban school teachers) and type of school (boys school vs urban schools vs co-ed schools).

Darolia, Kumari, and Darolia (2010) Studied the perceived organizational support, work motivation, and organizational commitment as determinants of job performance. This study explored the extent to which perceived organizational support, work motivation,
and organizational commitment predict individual differences in job performance workers. We expected positive relationship between POS, WM, and OC, and their substantial contribution in predicting job performance. 231 male skilled workers (28-45 yrs.) from different units of National Fertilizer Ltd. India participated in the study and completed Perceived Organizational Support Questionnaire, Employees Motivation Schedule, and Occupational Commitment Questionnaire. The job performance of the participants was rated by their immediate superiors through Performance Rating Scale. The findings supported the hypotheses of modest level positive correlation between POS, OC, and WM and their significant contribution in determining job performance. Among all the three classes of predictor variables, POS showed highest correlation with job performance followed by WM measure monetary gains, and affective commitment. Continuance commitment, need for goal achievement and competition, and non financial rewards have shown modest level association with performance. The stepwise regression identified a set of five variables which predicted best the job performance. In close agreement with social exchange views, perceived organizational support appeared to be most potent predictor of job performance. Two components of work motivation, i.e., need for monetary gains and goal achievement and competition were found contributing significantly to the prediction of job performance. It points to the importance of extrinsic sources of motivation for lowly paid industrial workers but at the same time they value intrinsic sources also. Among three components of OC, affective and continuance commitments were the better predictors of JP

Gehlawat, Manju (2013) Conducted a study on organizational commitment in relation to job satisfaction and work motivation of
secondary school teachers working in different types of schools. The study entitled Organizational Commitment in relation to Job Satisfaction and Work Motivation of Secondary School Teachers Working in Different Types of Schools was planned to ascertain the effect of type of schools, job satisfaction, work motivation, gender and teaching experience on the organizational commitment of the teachers. The organizational commitment has been treated as the dependent variable whereas type of schools, job satisfaction, work motivation, gender and teaching experience constituted the independent variables for the study. It also explored the double and triple interaction effects of the independent variables viz. type of schools, job satisfaction, work motivation, gender and teaching experience on the dependent variable organizational commitment. It was hypothesized that there exists no significant main and interaction effects of type of schools, job satisfaction, work motivation, gender and teaching experience on the organizational commitment of the teachers. The study employed normative survey method for the purpose of investigation. Multi-stage stratified random sampling technique was used to select the sample of 480 secondary school teachers working in Rohtak, Jhajjar and Sonepat cities of Rohtak Division of Haryana. The investigator used Personal Data Sheet prepared by herself, Organizational Commitment Scale (OCS) by Hyde and Roy (2006), Job Satisfaction Scale (JSS) by Dixit (1993) and Employees Motivation Schedule by Srivastava (1988) to collect personal information and measure organizational commitment, job satisfaction and work motivation of the teachers respectively. The Hartley’s Test of Homogeneity of Variance was applied to test the homogeneity of the data obtained and was then analyzed using Balanced Three way ANOVA with $2\times2\times2$ factorial design. The findings of the study reported significant main effects of type of
schools and gender on the organizational commitment of the teachers whereas the triple interaction effect of the variables type of schools.

Gupta, Madhu and Gehlavit, Manju (2013) investigated the job satisfaction and work motivation of secondary school teachers in relation to some demographic variables: A comparative study. In the present study, the investigators intended to compare the job satisfaction and work motivation of secondary school teachers with respect to some demographic variables. Job satisfaction and work motivation were treated as dependent variables. The independent variables comprised of gender, type of schools, teaching experience and educational qualifications. For the purpose of investigation, descriptive survey method was employed. The sample comprised of 400 secondary school teachers working in schools located in Rohtak Division affiliated to HBSE and was selected by Multi-Stage Random Sampling technique. Personal Data Sheet prepared by the investigators, Job Satisfaction Scale (JSS) by Dixit (1993) and Employees Motivation Schedule (EMS) by Srivastava (1988) were used for the collection of data. The obtained data was analyzed using means, S.D’s and t-test. The findings of the study revealed: i) No significant difference was found in the job satisfaction and work motivation of male and female teachers ii) There were significant differences among teachers working in government and private schools; more experienced and less experienced teachers with respect to job satisfaction and work motivation iii) Significant difference was reported in the work motivation of teachers having graduate and post-graduate qualifications.
Jena, Prakash Chandra (2011) conducted a study on managerial creativity and work motivation of secondary school tribal teachers in relation to their occupational self efficacy. The purpose of the study was to find out the difference in managerial creativity and work motivation of secondary school tribal teachers in relation to their occupational self efficacy. The study was descriptive in nature and conducted over a sample of 180 secondary school tribal teachers in Kulgam, Shopian and Anantnag districts of Jammu and Kashmir State. Both male and female tribal teachers were selected as a sample with equal distribution of 90 males and 90 females by using purposive sampling technique. For collection of data, the investigator has used Managerial Creativity scale, Work Motivation Questionnaire and Occupational Self Efficacy scale. For the purpose of analysis and interpretation data, the investigator has also used t-test and co-relation. The results of the study were: (a). There exists a significant difference in managerial creativity of secondary school male and female tribal teachers, (b). There exists a significant difference in work motivation of secondary school male and female tribal teachers, (c). There exists no significant difference in occupational self efficacy of secondary school male and female tribal teachers, (d). There exists positive relationship between managerial creativity and occupational self efficacy of secondary school tribal teachers, (e). There exists positive relationship between work motivation and occupational self efficacy of secondary school male tribal teachers, (f). There exists positive relationship between work motivation and occupational self efficacy of secondary school female tribal teachers.

Kumar (2013) conducted a study of work motivation and organizational commitment among supervisors in textile industry.
Work motivation is often searched, discussed and research work too is carried out in many organizations. The prime motive is to identify the factors in it so as to carry the same strategies or benchmark it, to achieve the goals of the organization. The organizations are competing with one another, to have an edge upon another committed and self motivated employees are needed. To study the level of work motivation and organizational commitment, to identify the personal variables associated with them and to study the relationship with work motivation and organizational commitment an attempt is made by the researcher. This study was conducted among 120 supervisors working in textile industry in Coimbatore. The questionnaire was used for data collection. it consist of three parts. Part one consists of personal questions, part two consists of work motivation scale developed by Agra Psychological Society. Part three consists of a scale to measure organizational commitment, developed by C.Balaji. It has been found that there is moderate level of work motivation and organizational commitment. Personal variables are associated the two key variables and there exist a positive relationship between them.

Katoch (2012) conducted a study of job satisfaction among college teachers: a study on government colleges in jammu (J& K).College teachers are the most important group of professionals for our nation’s future. Therefore, it is astonishing to know that even today many of the college teachers are dissatisfied with their jobs. Job satisfaction among college teachers is good not only for themselves but society as a whole. It increases productivity and classroom performance in the college. Wellbeing of any society depends upon the role played by the teacher. Teachers are the source of guidance in all the crucial steps in the academic life of the students. When teachers are satisfied with their job
they can perform their responsibilities with more concentration and devotion. For the same reason a study was undertaken to identify the factors which impact the level of satisfaction of college teachers in Jammu & Kashmir. The data used in this paper is primary in nature and collected through personal interviews in the form of questionnaire from a sample of 98 college teachers selected from the five Government Colleges of Jammu. Two types of statistical tools are used in the present study for analysis 1) percentage analysis 2) chi-square analysis. Research shows that female college teachers are more satisfied with their job than male teachers and income per annum is an important factor impacting the level of job satisfaction.

**Khan (2001)** probed work motivation among teachers and teacher performance in senior secondary schools of Delhi. The major objective was to compare male and female teachers on work motivation among different age groups of teachers. It was found that the teachers of the government senior secondary schools in general possessed work motivation to some extent and no significant difference was found in the overall work motivation of the male and female teachers. However, male teachers were found to be significantly better than their counterparts with respect to dependence, work group relations, psychological work incentives. Also, no significant difference was reported in the work motivation of the teachers of three different age groups that was up to 40 years, 41-50 years and 51 and above.

**Kumar, Udayasuriyan and Vimala (2008)** conducted a study of the motivational analysis among the employees of a public sector concern. The major objective was to find out the motivational level of the employees and to analyze the influence of demographic variables on the motivational level. The results indicated that the motivational level
was medium among majority of the employees. Significant difference was found among the employees motivation level based on the demographic variables such as age, gender, experience in the present organization, marital status and monthly income. It was revealed that high motivation was more among the females than male and on the other hand low motivation was also found to be more among the female as compared to their counterparts.

Lather and Jain (2005) studied work motivation and job satisfaction: a study of associates of public and private sector. The sample consisted of 480 associates of public and private sector in the age range of 20-55 years out of which 120 were top level managers, 120 were middle level managers, 120 were supervisors and 120 were workers. Employee’s motivation schedule was used to collect the data. EMS was developed by A. K. Srivastava in 1999 to access the level of motivation of the employees. The development of this test is based on the assumption that the individuals operating in context of industries are motivated by a number of needs, individually or in different combinations. And the Job Satisfaction scale was developed by Dubey, Upal and Verma in 1989. The purpose of this test is to measure job satisfaction in industrial and banking setup. The test can be administered both individually and in group. The test contains 25 items which are rated on 5 point scale ranging from strongly agree to strongly disagree and the scores ranges from 0 to 4. Test-retest reliability of the scale is 0.64 and split half reliability coefficient is 0.72. The scores of this scale are independent of age, education and salary. It takes around 20-25 minutes to complete this test. The results show significant positive correlation between the job satisfaction and need for autonomy and self actualization of top level managers. The significant positive correlation
was found between the job satisfaction and need for self control, need for monetary gains and need for social affiliation and conformity of middle level managers. Significant negative correlation was found between job satisfaction and need for non financial gains of middle level managers. There was a significant positive correlation between job satisfaction and need for self control of supervisors and significant positive correlation between job satisfaction and need for self control and need for personal growth in workers. Regression was applied to find the effect of various needs on job satisfaction at different levels. The results show that need for autonomy and self actualization is a significant positive predictor of job satisfaction for top level managers. Need for self control and need for monetary gains are predictors of job satisfaction of middle level managers. Need for non financial gains have significant negative effect on job satisfaction of middle level managers. Need for self control has significant positive effect on job satisfaction of supervisors and workers.

Nandola (2011) conducted a study of teachers’ motivation in the higher secondary classrooms. This paper presents some preliminary results of a larger study that investigates the teachers’ motivation in the higher secondary classrooms. In the present study teachers of higher secondary schools of Junagadh city were included as the universe of the study. By random sampling method 14 higher secondary schools of Junagadh city were selected. From these higher secondary by purposive sampling method 181 teachers teaching in higher secondary schools for the academic year 2010-11 were selected as the sample. The required data was collected with the help of Motivation Scale. The research tool was constructed by the researcher in Gujarati Language. It consists of 37 statements. The Motivation Scale was developed with
the theory of motivation given by Marilena P. and Philippou, G. (2007) which includes Personal Expectations, Socio-cultural Definition, Interpersonal Demands, Incentives, Inherent Task Characteristics, Individualized Expectations, Normative Expectations, Role-Related Expectations are the main elements for measuring motivation of teachers. Each statement of the Motivation Scale had three point scale, i.e. agree, neutral and disagree. All the statements of the Motivation Scale were positive. The ranking for the statements were 3, 2 and 1 respectively. The reliability of the Motivation Scale by Cronbach alpha method was 0.93. Where as spilt half reliability for half test was 0.90 and split half reliability for whole test was 0.92. The validity of the Motivation Scale by Cliffs’ consistency ‘C’ indices was 0.52. The t-ratio of mean scores obtained by male and female teachers of higher secondary schools on Motivation Scale was 4.643. Significant difference at 0.01 level was found. The mean scores on Motivation Scale of male and female teachers were 92.65 and 99.78 respectively. The difference between the mean scores was 7.13. Therefore, it can be said that the motivation of male teachers was higher than that of female teachers. The t-ratio of mean scores obtained by reserved and non-reserved teachers of higher secondary schools on Motivation Stress Scale was 0.973. No significant difference at 0.05 level was found. The t-ratio of mean scores obtained by higher secondary school teachers residing in urban and rural area on Motivation Scale was 1.476. No significant difference at 0.05 level was found.

**Nor, Roslan and Mahyuddin (2009)** examined the changes in teachers' commitment, motivation and burnout levels of secondary school teachers. The findings reported significant changes in the current teachers' commitment and motivation compared to their
commitment and motivation in the past. The teachers attributed the negative changes mainly due to the increase in work load and the positive changes to their personal development. Negative changes in teachers' motivation and commitment and an increase in teachers' burnout levels were also found. It was also suggested that there is much to be done to increase teachers' commitment and motivation and to reduce teachers' burnout and teachers' work load is the main factor that needs improvement.

Patel and Rao (2005) examined the determinants of teachers’ motivation and performance towards school improvement. The study led to identification of twenty seven factors/sub factors within teachers and school which influenced teachers’ motivation and performance in relation to the performance of the schools. The findings revealed that the major contributors to teacher motivation and their performance as preferred by the respondents were: individual ability of teacher (100%), understanding of role and responsibility by teachers (93%), concern of the head of school for administrative efficiency (93%), concern of the head of the school for academic efficiency (90%) and supportive classroom environment (90%). Among these factors individual ability of teachers, concern of head of school for administrative efficiency, internal school environment and supportive classroom environment were found to be significantly correlated with teacher motivation and their performance. Similarly, opportunity for reward and recognition were found to have higher positive correlation with teacher motivation whereas the current compensation package for teachers was negatively correlated with the motivation of the teachers.

Rashid, Wani, and Kumar (2013) Conducted a study of difference in job satisfaction and work motivation among government and private
company employees. The present research titled “difference in job satisfaction and work motivation among government and private company employees “was carried out with the objectives of to assess the nature of job satisfaction among Govt. and Private Company employees in District Anantnag. The study was conducted on a sample of 140 employees from private and Govt. company employees of district Anantnag of Kashmir Valley. The sample is divided equally in both the sectors i.e.; 70 in Govt. Company and 70 in private company. Further the sample is divided on the basis of gender in males and females in both sectors i.e.; 35 in males and 35 in females. Job satisfaction scale by Amar Singh and T.R Sharma has been used. The intrinsic and extrinsic test by Udai Pareek (2002} has been used. It is compressive in nature. It measures motivation in both intrinsic and extrinsic areas. The main findings of the study are:

1. Govt and private employees of companies in district Anantnag of the Kashmir valley do not differ significantly in the level of their intrinsic and extrinsic job satisfaction.

2. Males and females employees of companies of the district Anantnag also do not differ significantly in the level of their intrinsic and extrinsic job satisfaction.

3. Govt. and private employees of both the companies of the district Anantnag do not differ significantly in the level of their intrinsic and extrinsic work motivation.

4. Among Govt. company employees a positive significant correlation was found between intrinsic factors of job satisfaction and work motivation. The intrinsic job satisfaction and
5. Extrinsic work motivation show negative significant correlation except for extrinsic factors of work motivation and job satisfaction which are having an insignificant correlation.

6. Among private company employees a positive significant correlation was found between extrinsic factors of job satisfaction & intrinsic factors of work motivation. The extrinsic factors of job satisfaction and work motivation show negative significant correlation except for intrinsic and extrinsic factors of job satisfaction and work motivation which show an insignificant correlation with each other.

7. Among male employees of both the companies, an insignificant correlation was found between various intrinsic & extrinsic factors of job satisfaction & work motivation except for their extrinsic job satisfaction and intrinsic work motivation which show a positive significant correlation.

8. Among female employees of both the companies, an insignificant correlation was found between various intrinsic & extrinsic factors of job satisfaction & work motivation except for their intrinsic work motivation and intrinsic job satisfaction which show a positive significant correlation with each other.

Sofat (2012) investigated the effect of motivation on employee performance and organizational productivity. In any organization employee motivation is the key factor for organizational performance. This research paper attempts to provide empirical evidence of the effects of motivation on performance of the employees working in insurance companies and organizational productivity and also evaluates the important factors which motivate the employees working
in different insurance companies. In this study The total numbers of respondents surveyed for the purpose of study were 124. The primary data was collected by using self administered questionnaire. The data is analyzed and interpreted by using simple percentage analysis and average mean of responses. Chi square was used to measure the discrepancies existing between the observed and expected frequency. Two hypotheses were also framed 1) There is no positive relationship between motivation and employee performance.2) There is no positive relationship between motivation and organizational productivity. This paper shows that motivation is positively related to the employee performance and organizational productivity.

2.2.1.2. International Studies:

Alimohammadi (2013) examined the relationship between work motivation and organizational commitment among Iranian employees. The present study was conducted in Tehran and aimed to analyze the relationship between work motivation and organizational commitment of employees. The authors selected 10 SMEs as statistical population of the study. There were 195 employees in those companies. After distribution of questionnaires among the employees, a total of 163 usable questionnaires were gathered. The research method used for this study is descriptive-correlation. Moreover, Confirmatory Factor Analysis and Structural Equation Modeling were conducted by LISREL. The factors analysis and the findings show that work motivation has a significant positive influence on organizational commitment of employees.

Ayeni and Popoola (2007) conducted a study of work motivation, job satisfaction and organizational commitment of library personnel in
academic and research libraries. The findings of the study revealed that correlation existed between perceived motivation, job satisfaction and commitment although correlation between motivation and commitment was negative. No difference was observed in perceived motivation of professional and non-professional library personnel. Moreover the findings also showed that differences existed in the job satisfaction of library personnel in academic and research libraries and no relationship existed in the organizational commitment of library personnel based on their years of experience.

Baleghizadeh and Gordani (2012) conducted a study of motivation and quality of work life among secondary EFL teachers. This study set out to investigate the relationship between quality of work life and teacher motivation among 160 secondary school English as a foreign language (EFL) teachers in Tehran, Iran. In addition, 30 of the participants were randomly selected to take part in follow-up interviews which asked why they felt the way they reported. The participants' motivation to teach was assessed using the questionnaire developed by Noe et al. (1990), which includes three major sub-scales: career insight (8 items), career identity (5 items), and career resilience (13 items). The questionnaire uses a 1 to 5 point scale showing the extent to which each corresponds to the participant's motivation to teach English. The overall reliability of the questionnaire was found to be 0.82 for the present study and context. In addition, this study used Walton’s (1973) quality of work life questionnaire. This includes eight sub-scales: adequate and fair compensation (4 items), safe and healthy working conditions (3 items), chance of growth (3 items), constitutionalism in the work organization (5 items), the social relevance of work life (3 items), total life space (4 items), social
integration in the work organization (4 items), and human progress capabilities (3 items). This questionnaire, whose reliability was found to be 0.926, also uses a 1 to 5 point scale to examine the quality of work life. The results revealed that the participants enjoyed a medium level of quality of work life and experienced a medium-to-low level of motivation. In addition, a significant relationship was found between motivation and quality of work life categories. Furthermore, the subscales of the quality of work life that best predicted teacher motivation were identified. The findings of this study have implications for teacher educators and educational decision makers in bringing about higher levels of motivation and quality of work life among English language teachers.

**De Cooman and Jegers (2007)** made an effort to explore the graduate teachers’ motivation to pursue a teaching job based on job motives and work values. From the response of 241 recently graduated teachers it was concluded that teachers consider intrinsic, altruistic and interpersonal features as strong job-specific motivators. Furthermore, teachers preferred altruistic and interpersonal work values, while non-teachers were more attracted by individualistic work values such as career opportunities and executive power.

**Ergun Recepoglu (2013)** conducted a study on teacher’s job motivation in the high schools of Ministry of National Education in Turkey (Karabuk and Sinop Sample). The purpose of this study is to analyze teachers’ job motivation level high schools of Ministry of National Education in Turkey. This is a descriptive research in the survey model. The population of the study is teachers who work in high schools in Karabuk and Sinop. The study sample of this study was 375 high school teachers working in central provinces of Karbuk and
Sinop. Teachers were selected randomly from 20 high schools. As a data collection instrument “Job Motivation Scale” developed by Aksoy was used. The frequency, percentage, arithmetical mean and standard deviation of the answers were calculated. Independent t-Test and One-Way ANOVA were performed to analyze the data. According to research findings, teachers have the highest motivation in dimension of commitment to job and the lowest level of motivation in the dimension of integration with the job. Job motivation level of teachers in high schools shows a significant difference in terms of age, tenure of office and education level while motivation of teachers do not show a significant difference in terms of teachers’ gender.

Houkes and Nijhuis (2001) studied the work and individual determinants of intrinsic work motivation, emotional exhaustion and turnover intention of teachers. It was hypothesized that growth need strength had a direct effect on intrinsic work motivation and it moderated the relationship between task characteristics and work motivation. The results showed that generally, personal characteristics had a direct effect on the outcomes as hypothesized and only one moderating effect was found. The upward striving moderated the relationship between unmet career expectations and turnover intention.

Inayatullah and Jehangir (2011) conducted a study of teacher’s job performance: The role of motivation. The objective of this study was to examine the effect of motivation on job performance in public and private schools of Peshawar city in the Province of Khyber Pakhtunkhwa. For research purposes, a sample of ten schools were selected that included five private schools and five public schools in Peshawar and the sample size of 120 teachers were randomly selected from both public and private sectors i.e. 60 from each. The instrument
was designed to measure the two variables i.e. motivation and job performance of teachers and it contained 20 items. For motivation Bennell & Akyeampong (2007) research instrument is used to measure motivation of teachers. It contains 12 question items and 5-point Likert scale (1-Strongly Disagree to 5-Strongly Agree) was employed to record the responses i.e 1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly agree. High scores indicated the high level of teachers’ motivation towards job. Teacher’s job performance is measured by using a self-developed questionnaire that contains 8 question items which are developed to assess the job performance of respondents. A 5-point Likert scale (1-Strongly Disagree to 5-Strongly Agree) was exploiting to record the responses. High scores represent the high level of teachers’ job performance. The collected data was analyzed through SPSS software. The findings of the study revealed that there is a significant and positive relationship between teacher’s motivation and their job performance. There have been studies on the influence of motivation on performance; however there is a lack of research on the relationship in public and private school teachers in KPK. The study seems to fill the gap. The study would help organizations (schools, colleges) to improve the motivation level of teachers that would lead to better job performance.

Jofreh, Yasini, Dehsorkhi and Hayat (2013) examined the relationship between EFL teachers’ quality of work life and job motivation. This study examines the relationship between EFL teachers’ quality of work life (QWL) and their job motivation among high schools teachers of Karaj in 2012. 137 Iranian EFL teachers currently working in high schools of Karaj were administered two questionnaires that assessed their motivation and quality of work life.
Participants’ motivation to teach was assessed using a questionnaire developed by Noe and Bachhuber (1990) which includes three major subscales: career insight (8 items), career identity (5 items) and career resilience (13 items). In addition this study used Walton’s (1973) widely used quality of work life questionnaire. This 29 questionnaire includes eight subscales: adequate and fair compensation (4 items), safe and healthy working (3 items), continued growth and security (3 items), constitutionalism in the work organization (5 items), the social relevance of work life (3 items), total life space (4 items), social integration in the work organization (4 items) and human progress capabilities (3 items). The results revealed that Iranian EFL teachers experience medium to low levels of motivation and QWL. In addition a significant relationship was found between QWL categories and job motivation. Further the best QWL predictors for teacher motivation were identified. Findings of this study is hoped to serve as a reference for principals and educational decision makers in bringing about higher levels of motivation for language teachers.

Nadia Ayub (2011) examined the relationship between work motivation and job satisfaction. Numerous researchers investigated the relationship between job satisfaction and work motivation in diversified professions but none investigated bank managers in Pakistan. Therefore, the current study attempts to explore the relationship between work motivation and job satisfaction. Based on the literature review two hypotheses were formulated 1) There will be positive relationship between work motivation and job satisfaction, and 2) There would be a gender difference on the variable of work motivation and job satisfaction. To assay job satisfaction, “Job Satisfaction Survey (JSS; Spector, 1997)”, and for motivation,
“Motivation at Work Scale (MAWS, Gagné, M., et.al, 2010)”, were used. The sample of the study consists of 80 middle managers (46 males; 34 females) from different banks of Karachi, Pakistan. A Pearson Product Moment Correlation Coefficient was calculated for the correlation between the work motivation and job satisfaction. In order to find out gender differences t test was computed. In conclusion, the findings of the study suggest that there was a positive correlation between work motivation and job satisfaction. Furthermore, there was a significant gender difference on the variable of work motivation and job satisfaction.

Pimpa (2008) conducted a study on terrorism and work motivation: teachers in the southern thailand. It aims to explain the pattern of organizational factors and teaching motivation of school members, and to find ways to improve work motivation among at-risk teachers. The researchers sent questionnaires with consent forms to 450 teachers from 40 secondary schools located in the selected 10 education zones in the South. The researcher obtained the list of schools from the Ministry of Education. A total of 400 usable questionnaires were returned and used in this analysis. In order to identify organizational factors influencing teachers’ work motivation, researcher developed a set of questionnaire which contained four groups of variable: demographic factors, push factors (including shared visions, experience at previous schools, job satisfaction), pull factors (including service and morale support provided at school, participation, income, and workplace environment), and teaching motivation (including career advancement, teaching achievement, recognition at school, work diversity, and responsibility within the organization). Items in this scale were developed from Vroom’s expectancy theory (1964), Locke
and Latham (1990), Wagner and Hollenbeck’s theory of work motivation (1995), and Dinham and Scott (1998). Results from this study indicate that school’s policy and leadership positively contributes to teachers’ work motivation. Since pull factors significantly contribute to motivation to teach, and positively related to factors that create teaching motivation (achievement at work, recognition at school, work diversity, responsibility, and career advancement), school leader should promote morale support providing to teachers, quality of work, level of income that suits teacher’s living standard, and environment at school. These factors will enhance the long-term teachers’ motivation in the South of Thailand and sustainability of school organization.

Recepoglu, Kilinc and Cepni (2011) examined the motivation level of teachers according to school principals' humor styles. The results indicated that 141 of the teachers claimed school principal had producer style of humor, 76 of them said that the principal had appreciator style of humor and 18 of them reported that school principal had reproducer style of humor. On the other hand, 70 teachers revealed that school principal had a non-humorous style. In addition to this, it was concluded that the motivation level of the teachers who work with non humorous principals were lower than those working with principals who had producer, appreciator or reproducer humor styles.

Saeed and Muneer (2012) conducted a study of work motivation of male and female secondary school teachers in Karachi. The purpose of the study was to evaluate the work motivation of male and female secondary school teachers in Karachi. The knowledge of work motivation helps to a better understanding of teachers. The study was
limited to all secondary school teachers in Karachi. The strategy of research was survey. The population of the study comprised of all secondary school teachers of Karachi. There are approximately 25000 secondary school teachers (BSE-, 2009). It was not possible to carry out a census. Consequently a stratified random sampling design was adopted. The principle of stratification was related to the gender of teachers. The sample size was 300 teachers drawn from 72 schools. A tailor-made questionnaire was designed. Instrument was personally administered to the respondents. The data were analyzed statistically through t-test. The null hypothesis is rejected and it is concluded that there is a significant difference in the level of work motivation among male and female teachers. The female teachers were found to be more motivated to their work than male teachers. It is recommended that the principals should adopt a dynamic leadership style and encourage participation of teachers in decision making

**Sinclair (2008)** focused on student teachers' motivation to be primary teachers and their commitment to teaching after their first practicum. It was found that student teachers were multi-motivated to be teachers. The most common reasons for choosing teaching reflected a positive self-evaluation of their attributes and capabilities to be teachers, to work with children and because of the intellectual stimulation teaching would provide. A significant change was reported in the motivation and commitment over the first semester of initial teacher education, particularly as a result of the first practicum.

**Sarita Maharjan (2012)** conducted a study of association between work motivation and job satisfaction of college teachers. Colleges should motivate the teachers for their job satisfaction in order to enhance the performance of the organizations. This paper examines the
association between work motivation and job satisfaction of teachers. With convenient sampling technique, only 112 responses are usable out of 150 questionnaires distribution to the teachers of university constituent, affiliated and plus two campuses/colleges in Kathmandu valley. As primary data in the survey, the reliabilities of work motivation and job satisfaction of teachers are tested with twelve scale items each separately. Using descriptive statistics and correlation analysis, the study analyses the work motivation and job satisfaction of the teachers. The study concludes that the teachers are de-motivated with making a lot of money but they are dissatisfied with their pay scale. From the overall analysis, however, the teachers are motivated with their work and also they are satisfied with their job. There is a positive association between work motivation and job satisfaction of teachers. In conclusion, teachers’ work motivation and job satisfaction are highly positive correlated. This indicates that the administration must increase the scale of salary according to the market price of other commodities to motivate the teachers in their teaching. In order to encourage them, the administration can lunch different programmers to prize teachers.

2.2.2. Reviews on the Organizational commitment:

2.2.2.1. National Studies:

Ajay kumar (2013) “A study of professional commitment in relation to thinking style, job value and teachers effectiveness of teachers working in teacher training institutions of Haryana”. The present investigation was intended to study the professional commitment in relation to thinking style and teachers effectiveness of teachers working in teachers training institutions of Haryana. For the purpose, a
sample of 350 teachers, teaching in teacher's training institutions of four districts namely Panipat and Kurukshetra (Ambala Division), Rewari and Gurgaon (Gurgoan Division), Jind and Bhiwani (Hisar Division) and Rohtak and Jhajjar (Rohtak Division) of Haryana was randomly selected. Professional Commitment Scale (PCS) by Kanchan Kohli, Job Value Questionnaire (JVQ) by Seema Sanghi, Teachers Effectiveness Scale (TES) by Dr. Pramod Kumar and Dr. D.N. Mutha and Thinking Style Questionnaire (TSQ) made by Investigator himself were used to collect the data. The major findings of the study were: It has been found that out of 100, 33 percent teachers of teacher training institutions are highly committed to their profession while 38 percent has been found to be moderately committed and small number of them i.e. 29 percent are less committed. It has been found that out of 100, 46 percent teachers of self finance teacher training institutions are highly committed to their profession while 36 percent has been found to be moderately committed and small number of them i.e. 18 percent are less committed. It has been found that out of 100, 16 percent teachers of Govt./Govt. aided teacher training institution are highly committed to their profession while 43 percent has been found to be moderately committed and 41 percent of them are less committed. There is significant positive correlation exists between the professional commitment and teacher's effectiveness of the teachers working in teacher training institutions.

Bhatnagar (2005) studied the power of psychological empowerment as an antecedent to organizational commitment in Indian managers. He, in his study, attempted to measure psychological empowerment and Organizational Commitment in a sample of 607 managers drawn from various organizations in India, grouped together in terms of the
technology they adopted. The study attempted to predict psychological empowerment (measured through Spreitzer’s standard Scale) through the Organizational Commitment variable (measured through Allen and Myer's 1990, Scale). The study is based on two-stage sampling design. In the first step, fifty Indian organizations were chosen randomly from the national capital region of India. In the second step, out of these fifty organizations, 1000 managers were randomly selected to fill in the questionnaires. The data was analyzed using the SPSS 11.5 statistical package, administered on the sample. It was found that: the results of the study supported the hypothesis, and found out that the psychological empowerment is being predicted by affective, normative and continuance commitment in Indian sample.

Chamundeswari and Vasanthi (2009) conducted a study on job satisfaction and occupational commitment among teachers. The study aimed at finding of there is any significant difference in job satisfaction and occupational commitment among teachers. For the study, a sample of 588 teachers was selected from matriculation schools. ANOVA was calculated to analyse and interpret the data. The study concluded that there was a significant difference in job satisfaction and occupational commitment between teachers in different categories of schools. It was evident that the matriculation school teachers had better job satisfaction when compared to the state board school teachers. The central boards school teachers have better job satisfaction where compared to the matriculation board searcher. The matriculation school teachers have more occupational commitment when compared to the state board school teachers.

Giri and Kumar (2007) studied the Organizational Commitment, Climate and Job Satisfaction among various Organizations. Data were
collected from 380 participants across India. Out of 380 participants, 95 were at top level and 95 at middle level and 190 were at the junior level. Job satisfaction was measured by Spector Scale, organizational climate was measured by Litwin and Stringer Scale, and Organizational Commitment was measured by Mowday et al. For the purpose of data analysis, the statistical package for Social Science (SPSS) version 13.0 was used. The statistical techniques such as descriptive statistics, correlation, linear and multiple regression and analysis of variance were used for analysis of the data. It is found that: if the employees have a high level of job satisfaction, they will be more committed towards their organization. If the employees have a high level of job satisfaction along with a better organizational climate, their commitment towards organization will enhance.

**Jain and Pratibha (2006)** studied the relative efficacy of organizational commitment and organizational climate on job satisfaction of the employees of the different organizations. The major objective was to assess the impact of organizational commitment on job satisfaction of the employees of the various organizations. The findings of the study revealed that more committed employees with perceived conducive climate in the organization were found to be more satisfied with their jobs in comparison to less committed employees with perceived non-conducive climate.

**Joolideh and Yeshodhara (2008)** conducted an investigation to compare the work values of high school teachers of India and Iran and to study the influence of age and subject taught by the teachers in their work values. Data were obtained from 721 full time high school teachers from 71 school ill Mysore (India) and Sanabday (Iran), with participates responding to the work values questionnaire developed by
Elizur (1983) MANOVA was employed to find out the significance of difference between the teachers of the two countries as well as teachers with different age groups and subject taught. Results revealed that Iranian teachers had better work values material and affective component those Indian teachers in cognitive work value, both Indian and Iranian teachers and equal level of scores. Age groups and subjects taught by teachers did not have any influence over their work value in both countries.

Kumar and patnaik (2002) conducted a study to investigate organizational commitment of teachers that was measured by the Organizational Commitment Questionnaire (Mowday, Steers and porter, 1979), job satisfaction was measured by the Job Diagnostic Survey Questionnaire (Hackman and Oldham, 1975), attitudes towards work was measured by the Attitudes towards work Scale (J.R. gordon, 1991). The Results of the study indicated that, males in the age group below 40 years and teachers that had below 12 years teaching experience were more committed towards their organization than that of their counter parts. The result related to security satisfaction showed that teachers having above 12 years of experience feel more secure. The result did not show any significant differences related to sex, age group and teaching experience of teachers. It showed that the teachers who were more satisfied with their job. In the same way, organizational commitment was moderately related to attitude towards one’s work.

Mishra and Srivastava (2001) tried to find out the moderating effect of the job stress on organizational commitment and job satisfaction relationship. The results of the study suggested that job stress had a moderating effect on the relationship of job satisfaction and
organizational commitment. The multiple regression analysis revealed that more than 53 percent of the variance in organizational commitment was accounted by job satisfaction with the job, positive job perceptions and educational level.

Sabhapathy, Tara (2000) conducted a study to investigate factors affecting organizational commitment of primary school teachers of Bangalore city. The sample comprised of 136, 6th standard teachers. The Organizational Commitment Questionnaire (OCQ) by Mowday & others, Work Motivation Scale (WMS) by K.g.Agrawal, Job Satisfaction Scale (JSS) by J.Indersan, Teacher Morale Scale(TMS) by Rajeev Lochana and Leadership Behavioral Description Questionnaire (LBDQ) by Helpin and Weiner was administered to collect the data. The data was analyzed using correlation and t-test/ the result of the study indicated that there was a significant and positive correlation between organizational commitment of primary school teachers and their work motivation, job satisfaction, morale and leadership behavior of their school heads. The t-test analysis revealed that highly motivated teachers were more committed than teachers with moderate and low levels of work motivation. Similarly highly satisfied teachers were more committed than moderately and less satisfied teachers. Teachers with higher level of morale were more committed than teachers with moderate and low morale.

Sood, Vishal; Anand, Arti; (2010) “Professional commitment among B.Ed teachers educators of Himachal Pradesh”. This paper studied the level of professional commitment of teacher educators serving in secondary teachers training institutes of Himachal Pradesh. Survey technique under descriptive method of research was used to conduct the present investigation. For collecting the requisite data from B.Ed
teacher educators, a total of 25 B.Ed colleges from 5 districts of Himachal Pradesh were selected. Afterwards, all the teacher educators serving in these teacher training colleges were approached for data collection. Thus, a total of 135 teacher educators (46 male, 89 female) was selected. Out of these, 80 teacher educators were either NET qualified or having M.Phil/Ph.d (education) degree, whereas remaining 55 teacher educators were only having M.Ed as their highest qualification. The data were collected from the teacher educators by administering Scale for professional commitment of Teacher Educators developed and standardized by Kanchan Kohli. This scale is having 30 statements which are to be rated on five point Likert type scale. Results showed that the level of professional commitment of B.Ed teacher educators in Himachal Pradesh is moderate. Significant differences were found in professional commitment of B.Ed teacher educators with regard to gender, marital status and teaching experience. However, NET qualified and non-qualified teacher educators were found to have similar level of commitment towards their profession.

Srivastava Nalini, Pratibha (2009) “Relationship of teaching competency with teaching Aptitude and Professional Commitment” This study was conducted to analyze the relationship of teaching competency to teaching aptitude and professional commitment. The study was conducted on a sample of 300 primary school teachers through the survey method in the Pilibhit district of U.P. Data collection tools were General Teaching Competency Scale (GTCS) by B.K. Passi and M.S. Lalitha, Teaching Aptitude test by Prakash and Srivastava and Teacher’s Commitment Scale by Meena Buddhisagar Rathod and Madhulika Verma. The data was analyzed by using F test (ANOVA), ‘t’ test and parsons product coefficient of correlation. This study
shows that there was a significant relation between teaching competency and teaching aptitude. So, a proper testing scheme should be made essential to measure teaching aptitude in pre-training selection the study suggests that there should be comprehensive written test of the teacher trainees. In this test question should be asked to know candidates attitude and interest towards children, their moral character, fairness, scholarly taste, enthusiasm and patience. Only those candidates should be allowed to enter in to this profession, whose responses are found up to the mark with this result, teachers will be competent in teaching. In this study, it was found that teaching competency and professional commitment of teachers were not related to each other. It is neither an expected nor a desirable finding

**Shukla (2009)** carried out an investigation with the objective of finding out the relationship among teaching competency professional commitment and teacher effectiveness. The study was carried out on a sample of 300 teachers of sixteen higher secondary schools in Trichy and Lalgudi educational districts. The stratified random sampling technique was employed for selecting the sample form population. The Carl Person’s product moment correlation was used to find the conclusions. The study revealed that there exists a high positive relation between professional commitment and teacher effectiveness but the relation between teaching competency and professional commitment came to be positively very low.

**Tiwari and Mishra (2008)** endeavoured to investigate the role of work stress and health in the prediction of organizational commitment. Work stress was found to be inversely related with affective, normative, continuance and overall commitment. Further illness was found to be negatively correlated with affective, normative,
continuance and overall commitment. The affective, normative and overall commitment was predicted by stress related to physical condition and health (illness). Furthermore, short job tenure group showed higher level of commitment than the long job tenure group.

**Usha and Kumar (2007)** conducted a study to assess the teachers’ commitment and teachers self concept as predictors of job satisfaction among the secondary school women teachers of Kerala. The survey was carried out among 300 secondary school women teachers working in 53 Government and Private aided secondary schools of 10 districts of Kerala. In the study they revealed that teachers’ commitment is the best predictor of job satisfaction among school teachers. The study also revealed that all the three variables are related to each other. Teachers’ commitment is capable of predicting job satisfaction whereas self concept is not capable of predicting job satisfaction of school teachers.

**Zeinabadi (2010)** conducted a study, “Job satisfaction and organizational commitment as antecedents of Organizational Citizenship Behavior (OCB) of teachers. He pointed out that little empirical research has looked at casual relationships between job satisfaction, organizational commitment and OCBs of teachers. Also there is minimal attention to the impact of specific facet of job satisfaction and organizational commitment on OCB of teachers. The purpose of this study was to investigate casual relationships through testing 36 structural models. The sample was 652 teachers and 131 principals. Data were collected through 3 questionnaires. Results showed that just 1 model has the best fit indexes. In this model, intrinsic job satisfaction is a dominant variable which influence OCB directly and indirectly through partial mediating role of value commitment.
2.2.2.2. International Studies:

Busch and Pettersen (2008) studied the disciplinary differences in job satisfaction, self-efficacy, goal commitment and organizational commitment among faculty employees in Norwegian college. The paper focused on performance indicators such as job satisfaction, self-efficacy, goal commitment and Organizational Commitment in the college sector. Variations in performance indicators between the faculties of nursing, teacher education, engineering and business administration are discussed. The study revealed statistically significant differences in subject-specific norms. Managerial implications are indicated and potential directions for further research are discussed. The four instruments included: Job Satisfaction Scale by Olsen, 1993; Self-efficacy Scale by Bandura, 1986; Goal Commitment Scale by Locke & Latham, 1990; Organizational Commitment Questionnaire by Porter et al., 1974; Meyer et al., 1989 the sample of the study included 237 engineering, 313 teacher education, 161 nursing and 104 business administrations. This study revealed that global job satisfaction was significantly different among teachers working in the four educational programs. Teaching staff in schools of nursing has the highest score on global job satisfaction, while those in schools of engineering have the lowest score; the differences between the global job satisfaction for teachers in schools of engineering is significantly lower than for respondents in the other educational programs, while nursing teachers have higher global satisfaction. There are significant differences in Organizational Commitment among the teachers in the four educational programs. The highest commitment is among the teachers in the schools of nursing and the lowest among teachers in engineering and business administration. Both the engineering and the
business administration teachers have significantly lower Organizational Commitment than nursing and teaching training staff.

Bogler, Ronit; Somech, Anit (2004) “Influence of teacher empowerment on teachers’ organizational commitment, professional commitment and organizational citizenship behavior in schools”. The present study focuses on the relationship between teacher empowerment and teacher’s organizational commitment, professional commitment (PC) and organizational citizenship behavior (OCB). It examines which subscales of teacher empowerment can best predict these outcomes. The data were collected through a questionnaire related by a sample of 983 teachers in Israeli middle and high schools. Pearson correlations and multiple regression analyses indicated that teacher’s perceptions of their level of empowerment are significantly related to their feelings of professional growth, status and self-efficacy were significant predictors of organizational and PC, while decision-making, self-efficacy and status were significant predictors of OCB.

Crosswell and Elliot (2001) studied the various dimensions of the commitment. This study sought to map what is thought to be the collective mind of a group of teachers. The geographical areas for this study covered Brisbane (Suburban), Rock Hampton (regional) and Long reach (rural/remote). 30 teachers from different sites with extended teaching experience were interviewed. A selection of teachers from each school was made based on criteria of experience, gender and teaching areas following discussions with the school principal. Interviews lengths ranged from forty-five minutes to up to one hour each. A semi-structured interview format was used, using a standard set of questions. The collected data was analyzed in order to identify each teacher’s conception of commitment and any factors that
impacted on their levels of commitment across the course of their career. From the data sex conceptions of teacher commitment have been identified. These six categories represent different ways that teachers perceive, understand and conceptualize the phenomenon of teacher commitment. Amongst this sample of teachers there exists a wide-spread connection between the notion of being passionate and the conceptualizing of teacher commitment. Thus, they concluded that there is a very intimate connection between a ‘passion’ for the work of teaching and teacher commitment.

Dov, Elizur and koslowsky, Meni (2000) conducted a study to examine the relationship between work value, gender and organizational commitment. Research on the relationship between work value, in general and commitment in particular has not identified clear trends. As recent work has shown that gender may be a moderator in pre-ducting outcomes from work values, a model combining these variables was examined. The 24 item Work Values Questionnaire, constructed by ELizur in previous research and an abbreviated version of the Porter & Associates nine item Organizational Commitment Questionnaire were used in the study. Data was collected from 204 working students. A moderated regression analysis showed that work values, especially cognitive ones, were positively related with gender was also found to be a significant predictor of commitment.

Labatmediene (2007) studied the individual correlates of organizational commitment and intention to leave the organization in Lithvane. The participants of the study were 105 employees-non-management personnel working in various Lithuanian organizations. There were 41 men and 64 women with the average age range of 20-64 years old. affective commitment, continuance commitment and
normative commitment were measured with the Scale developed by Allen and Meyer (1990). The regression analysis was used to predict the relationships between individual factors and organizational commitment. The major findings were the three-component measure of organizational commitment is valid in Lithuanian sample. Contrary to expectations, it was found that there was no significant relationship between personality traits and organizational commitment. There was a significant relationship between organizational commitment and intension to leave the organization. It was found that there was a significant relationship among organizational commitment, age, and the level of education.

Lu, Chang and Wu, (2007) conducted a study on relationships between professional commitment, job satisfaction, and work stress in public health nurses in Taiwan. The purpose of this study was to assess both direct and indirect relationships between professional commitment, job satisfaction, and work stress in public health nurses (PHNs) in Taiwan. The two major questions addressed were as follows: What were the professional commitment, job satisfaction, and work stress among PHNs? What model accurately portrays the relationships between these three independent variables? Exploration of the causal pathways among these variables revealed a fitness model. A structured, self-administered questionnaire with three scales was distributed to the subjects. A total of 258 subjects completed the questionnaire, yielding a 90% response rate. Results demonstrate a significant, direct, and positive effect of professional commitment on job satisfaction, as well as a significant inverse influence of job satisfaction on work stress. An indirect effect of professional commitment on work stress through job satisfaction was also revealed
The findings of the study can help show that professional commitment plays an antecedent role to job satisfaction and work stress of nurses. This study suggests that professional commitment is an important factor related to work stress and that health care institutions should be concerned with this issue.

**Mathew, Thomas C. (2003)** “A study of Organizational Commitment of Degree College Teachers in Relation to work values, self-actualization and leader behavior of Principals”. The sample was drawn by employing a two stage stratified random sampling technique. The sample comprised of 450 degree college teachers drawn from aided, unaided and government degree college teachers. Equal numbers of male (225) and female (225) teachers were included in the sample. Organizational commitment questionnaire (three components) by Allen and Meyer was adapted and standardized. Work value scale by Wollack, S, and et.al was adapted and standardized. Self actualization inventory by K.N. Sharma was adapted and standardized. Leader behavior description questionnaire by Halpin and Winer was adapted and standardized. A self developed Performa was used to obtain information on the biographical variables. The data was analyzed using Pearson Product Moment of Correlation, t-test and two-way ANOVA. There is significant and positive relationship between organizational commitment (all components) and work values, organizational commitment (affective and normative) and self-actualization, organizational commitment (all components) and leader behavior of principals. Teachers having high work values were more committed to the organization. Teachers whose principals exhibited high consideration and initiation behavior were more committed. Male
teachers were more committed than female teachers (affective). Older teachers had more normative commitment.

**Mu’tasim Ab.Rahgman (2006)** examined the relationship between Islamic work ethics and organizational commitment. The study uses a sample of 227 employees from several branches of a local bank. The results of factor analysis conform that organizational commitment is multidimensional and consists of the above-mentioned dimensions. The finding show that there is a direct, positive and significant relationship between these dimensions of commitment and Islamic work ethics.

**Muhammed Riaz Khan et al. (2010)** investigated the impact of organizational commitment on employee job performance from a sample of 153 public and private sector employees of oil and gas sector in Pakistan. The results revealed a positive relationship between organizational commitment and employees job performance. In the comparative analysis of three dimensions of organizational commitment, Normative commitment has a positive and significant impact on employees job performance. Furthermore, the study explores the employees job performance with four demographic variables and found that male employees are high performer vis-à-vis their female counter parts.

**Niloufar Mohammadtaheri (2011)** in the studies “The study of effective factors on the teachers’ work commitment in High Schools” investigated effective factors on teachers’ work commitment in Tehran City on 2800 teachers. The samples were chosen by the use of Morgan table and it comprised 340 subjects. Research method was descriptive with simple random sampling. Gathered data were analyzed by using
of descriptive and inferential statistics include Spearman correlation Test. It was found out that there was positive and significant correlation between economic factors and work commitment, human relationship and the teachers’ work commitment, teacher’s knowledge and their work commitment, schools’ internal factors with the teachers’ conscience, value system and the teachers’ work conscience, teachers’ personality characteristics and work commitment.

Nazaruddin, M.N; Omar Fauzee; M.S., Latif; Rozita Abd; (2010) “Headmaster’s transformational leadership and teacher’s organizational commitment in primary school”. The study aimed to explore the level of headmaster’s transformational leadership/ the level of teachers/organizational commitment and the relationship between headmaster’s leadership style and the organizational commitment of primary school teachers in Beaufort, Sabah, Malaysia. The researcher selected the sample through cluster sampling. The model of transformational leadership developed by Bass (1985) and the organizational commitment model which was developed by Meyer and Allen (1991) served as the theoretical framework for the study. The transformational leadership classified into inspirational motivation intellectual stimulation and individual consideration. The organizational commitment on the other hand divided into affective commitment; continuance commitment and normative commitment. Data was obtained from 130 Beauforts, primary schools teachers. The research only dealt with Grade A schools. Two questionnaires were used as the main instrument; Alimo-Metcalfe’s (2001) Transformational Leadership Questionnaire (TLQ) which consisted of 21 items and Meyer and Allens (1997) Organizational Commitment Questionnaire (OCQ) which consisted of 18 items. Data was analyzed
with SPSS for windows version 15.0. An average positive relationship between headmaster’s inspirational motivation and teacher’s organizational commitment was found. As perceived by the teachers, the level of headmaster’s transformational leadership in Beaufort, was high in most schools. The research also indicated that the level of teacher’s organizational commitment was average. This research also suggested number of ways to improve teacher’s organizational commitment.

Oz, E (2001) conducted a study to examine organizational commitment and ethical behaviors of information system professionals. In a sample of 71 information system professionals and 250 member of other professionals, the investigators used the measurement of Organizational Commitment Scale developed by Mowday & associates (1982) in meaning ethical behavior. Potential answers were pre-ranked by degree of ethically (Crawford, 1970; Dubinsky et al, 1980). The ages of the participants ranged from 22 to 57 with a mean of 32. Fifty one percent were women and forty nine percent were men. The other 250 participants were accountants, lawyers, nurses, marketing managers, engineers, teachers and other professionals. Only the teachers comprised more than 5% (12%) of the 250 people. They ran a one-way analysis of variance (ANNOVA) of the two groups, the organizational commitment of information system professionals was greater than that of the other professionals. It was found that information system professionals were more commitment to their organizations than the other professionals and that information system professionals were, indeed, less ethical with respect to software piracy and hacking.
Schraeder, Mikab (2001) conducted a study to analyze employee perceptions and commitment to an organization in a pre-merger context. Questionnaires were distributed to a total of 169 employees during regularly scheduled staff meetings. The 15-item Organizational Commitment Questionnaire (OCQ) (Mowday, Steers and Porter, 1979) and Job Diagnostic Survey (Hackman and Oldham, 1975) was administered. From the study it appears that perceptions about the organization’s continued success are important when considering organizational commitment in a pre-merger situation. It is also likely that these individuals will be less resistant to the merger given their commitment to the organization and their perceptions that the organization will continue to be successful. It was not surprising that job security was also significantly related to organizational commitment.

Stan Maria Magdalena (2009) conducted studies on “Professional Commitment in Teachers: Comparative Study”. In the present study it was aimed at identifying the configuration of the professional commitment dynamics in the primary and pre-school teaching staff, according to the “years of teaching experience” variable and subsequently, the “age” variable. The investigation was performed on a panel of 45 teachers in primary and preschool educational staff, working in both rural (20%) and urban (80%) residencies, with teaching experience of two to over 25 years. Questionnaire was given to the teachers comprising of 18 items based on J.Meyer and N.Allen (1999) It was found out that there is a significant difference between the frame components according to the teacher’s working experience analyzed on the three groups of participants: teachers with
work experience up to five years, teachers with work experience between ten and twenty years and teachers over 25 years of experience.

**Weng, McElroy, Morrow and Liu (2010)** conducted a study, “The relationship between career growth and professional/organizational commitment.” This research examines the relationship between employees' career growth and organizational commitment. Career growth was conceptualized by four factors: career goal progress, professional ability development, promotion speed and remuneration growth, while organizational commitment was conceptualized using Meyer and Allen's (1997) three component model. The data was collected from 961 employees in 10 cities in the People's Republic of China. The study showed that the four dimensions of career growth were positively related to affective commitment, and that three of the facets were positively related to continuance and normative commitment. Only three of eighteen two-way interactions among the career growth factors affected organizational commitment, suggesting that the career growth factors influence commitment in an additive rather than a multiplicative manner. Results focus on how career growth can be used to manage organizational commitment.

### 2.3 Summary:

The researcher studied previous literature in order to find out proper area of research, population, importance and limitations of the study. By reviewing literature in the area of work motivation and commitment. Here, in this research or in the present study of these theoretical gaps in this area of work motivation and commitment.

*Research Methodology* will be discussed in the next chapter.