RELATIONSHIP AMONG ORGANIZATIONAL COMMITMENT, MORALE AND JOB SATISFACTION OF LECTURERS SERVING IN GOVERNMENT DEGREE COLLEGES OF KHYBER PAKHTUNKHWAA, PAKISTAN

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Dr. Syed Muhammad Asim**
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Abstract

This study aimed to find out the relationship among organizational commitment, morale and job satisfaction of lecturers serving on regular basis in government degree colleges of Khyber Pakhtunkhwa province, Pakistan. All the 526 Lecturers working in the 45 Government Degree Colleges of Zone-II (the central zone of Khyber Pakhtunkhwa) were selected as respondents of this study. Data were collected through three questionnaires namely organizational commitment scale (OCS), morale scale (MS) and job satisfaction scale (JSS). Rate of return of the questionnaires remained 78%. Data were analyzed through SPSS and Pearson’s correlation r was applied to test the null hypotheses of the relationship among these quantitative variables. The study shows that all the three dimensions i.e. organizational commitment, morale and job satisfaction of lecturers are significantly correlated with each other. Furthermore, all the three dimensions are positively related. However, the strength of relationship (correlation) is much higher in case of morale and job satisfaction as compared to the relationship of organizational commitment with job satisfaction or that of organizational commitment with morale.

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Key Words: Organizational Commitment, Morale, Job Satisfaction, Relationship and Khyber Pakhtunkhwa

1. Introduction

To find the relationship among organizational commitment, morale and job satisfaction of teachers is an important issue for educationists. Job satisfaction in any organization is of great importance. It not only affects the employees’ performance but also the goals of the organization. If the employees are satisfied, their performance will be excellent and as a result they meet the goals of the organization and otherwise results could be poor. Similarly the teachers who were satisfied and had high morale, take part in teaching learning process enthusiastically, developing the personality of the students and there is better achievement.

If a person gets satisfaction from an organization, definitely he would have commitment with that organization. Many researchers came to the conclusion that there exists a positive relationship between organizational commitment and job satisfaction.¹

1.1 Organizational Commitment

Organizational commitment is one of the most popular work attitudes, studied by the researchers.² Commitment with the organization is an attitude that shows the relation of employees with their employing organizations.³ According to Mowday, Porter, and Steers, Commitment with the organization is the degree of willingness to do efforts for the achievement of organizational goals.⁴ Commitment with the organization of the employees is an important predictor of certain effective outcomes like performance, absenteeism and turnover etc. The highly committed teachers try their best in educational organizations. They contribute towards the achievement of objectives. Teacher commitments have
multidimensions. He/she can feel organizational commitment, in his/her career continuance, for the professional knowledge base and/or towards the teaching profession.\(^5\)

Commitment to the teaching becomes an internal driving force for a good performance and commitment to the institution becomes motivational force for a good work. Researchers argue that organizational commitment to the educational institutions is an important role in the evaluation of these institutions.

The teachers who are committed have strong emotional relationship to their institutions, the subject they teach and students at large.\(^6\) Educational institutions are dependent on committed teachers who put comprehensive efforts beyond expectations, and ambitious to be in the organization for achieving goals and values.\(^7\)

The conclusion from the above discussion is that commitment with the organization in teachers is important for effective instructions and for students’ better performance. Otherwise if teachers are less committed to their jobs, they would avoid hard work and put less efforts in classroom as compared to highly committed teachers.\(^8\) This would lead to poor students’ learning and achievement and ultimately lead to poor standard of education in general.

1.2 Morale

Morale is stated as ‘the professional interest and enthusiasm that a person shows towards the achievement of individual and group goals in a given job situation’.\(^9\) A good working environment encourages high morale as discussed by Hoy, and Miskel, "Teachers feel good about each other and, at the same time, feel a sense of accomplishment from their jobs".\(^10\)
Houchard came to the conclusion that, morale includes three factors i.e. belongingness, rationality, and identification. Belongingness has a positive relationship with coworkers and organization. Rationality shows similarity between individuals and goals of the organization to be achieved.11

Low morale is a problem in many educational organizations. Poor salary, low status, lack of professional autonomy and fear of increasing accountability are the major factors of low teachers’ morale.12 According to Dinham low status of teachers in society, weak supervisors and administrators, increased workloads and social demands and institutional pressure are the factors of low morale.13 To keep the staff morale high Scarnati concluded that if the staff is given recognition and respect, their morale would be higher.14 For teachers’ high morale, Adams suggested that if the principals encourage their staff in the educational institutions, the morale and self esteem of teachers will be higher and the system will function better.15 Whitaker, Whitaker, and Lumpa claim one factor that improves the morale of the teachers is the principal’s acknowledgment and reinforcement of the positive things done by the teachers in their day-to-day work in schools.16 Houchard also claim teacher morale can be aroused by school leaders.17

In healthy environment of an institution, teachers who have high morale not only feel good themselves but also keep the morale of students high. Such teachers can adjust well with their colleagues and their teaching performance improves. So their students show better performance.18 Otherwise the teachers having low morale cannot teach well and cannot adjust with their colleagues and students. Their performance deteriorates and they show ill attitude towards their students and try to avoid that job.19
1.3 Job Satisfaction

Job satisfaction is composed of two words job and satisfaction. To understand this word it is necessary to understand the sense of job and satisfaction separately.

Lexicon Webster dictionary of the English (Open library) claims that job is a piece of work, especially, an individual piece of work done in the routine of one’s occupation or trade, or for a fixed price.\(^{20}\) The job has monetary benefits otherwise it will not be job in its true sense. Job and salary are complimentary with each other. Therefore, job is a kind of contract done between employee and employer. It is has some monetary benefits. There are always some conditions put forwarded between employees and working organization.\(^{21}\) It can be concluded that job is a duty concerned with completing a task with some predetermined conditions against some monetary gains.

Lexicon Webster dictionary of the English (Open library), describes satisfaction 'satisfying, or being satisfied; a source or cause of pleasure, fulfillment or gratification.\(^{22}\)

Job satisfaction is feeling of an employee at his workplace. These feelings can be good or bad towards the organization. If the conditions are favourable, there appears a positive relation between employees’ expectations from the job and monetary gains that the job offers.\(^{23}\)

Job satisfaction depends upon the accomplishment of an individual needs, his relation with coworkers and supervisors, working conditions, organizational policies and the incentives he receives. The job satisfaction shows the following positive behavior at the employees work place such as he does not remain absent from work, contributes maximum to the organization, and stays longer in the organization. So, it
can be inferred that teacher satisfaction is directly linked to student achievement.  

2. **Objective of the Study**

Following was the major objective of the study:

- To determine the relationship among organizational commitment, morale and job satisfaction of Lecturers serving in the Government Degree Colleges of Khyber Pakhtunkhwa province, Pakistan.

3. **Hypotheses of the Study**

The following null hypotheses were formulated for this study.

\[ H_01: \] There is no relationship between the levels of organizational commitment and morale of Lecturers.

\[ H_02: \] There is no relationship between the levels of organizational commitment and morale of Male Lecturers.

\[ H_03: \] There is no relationship between the levels of organizational commitment and morale of Female Lecturers.

\[ H_04: \] There is no relationship between the levels of organizational commitment and morale of Urban Lecturers.

\[ H_05: \] There is no relationship between the levels of organizational commitment and morale of Rural Lecturers.

\[ H_06: \] There is no relationship between the levels of organizational commitment and job satisfaction of Lecturers.

\[ H_07: \] There is no relationship between the levels of organizational commitment and job satisfaction of Male Lecturers.

\[ H_08: \] There is no relationship between the levels of organizational commitment and job satisfaction of Female Lecturers.

\[ H_09: \] There is no relationship between the levels of organizational commitment and job satisfaction of Urban Lecturers.
H₀10: There is no relationship between the levels of organizational commitment and job satisfaction of Rural Lecturers.

H₀11: There is no relationship between the levels of morale and job satisfaction of Lecturers.

H₀12: There is no relationship between the levels of morale and job satisfaction of Male Lecturers.

H₀13: There is no relationship between the levels of morale and job satisfaction of Female Lecturers.

H₀14: There is no relationship between the levels of morale and job satisfaction of Urban Lecturers.

H₀15: There is no relationship between the levels of morale and job satisfaction of Rural Lecturers.

4. Method and Procedure

All the Lecturers working on regular basis in the Government Degree Colleges of Khyber Pakhtunkhwa province constitute the population of this study. Zone-II of Khyber Pakhtunkhwa was selected as sample which is the central zone of the province having 5 districts (Nowshera, Peshawar, Charsadda, Swabi and Mardan) and this is the populous zone having largest size in respect of number of government degree colleges as compared to other four zones. All the 526 Lecturers from 45 Government Degree Colleges were taken as sample of this study.²⁵

4.1 Instruments of the Study

The following three instruments were used for the purpose of data collection in this study:

i. Organizational Commitment Scale (OCS)

ii. Morale Scale (MS)

iii. Job Satisfaction Scale (JSS)
All the three instruments were adapted from the original versions according to local environment and requirement of this study. Originally these instruments were in English. But in order to make them more understandable for the respondents these instruments were also translated into the national language Urdu. Detail of each instrument is as follows:

Organizational Commitment Questionnaire (OCQ) by Mowday, Steers, and Porter\(^\text{26}\) was adapted for this study as it was used by more than 35 researchers and coefficient alpha remained consistently high in ranges 0.82 to 0.93 with a median of 0.90.\(^\text{27}\) This scale was published by Cooper where it is mentioned that “This instrument can only be freely used for research purposes” (p.190).\(^\text{28}\) The OCQ originally had15 items and all were included in the adapted scale. It was named as Organizational Commitment Scale (OCS).

There were many instruments available for measuring morale but Purdue Teacher Opinionaire (PTO) by Bentley and Rempel quoted in Houchard\(^\text{29}\) was selected for this study as it was suitable to our local environment and was specifically developed for teachers. Houchard also mentioned that for use of PTO, permission was not required as its copyright was expired.\(^\text{30}\) This scale was originally comprised of 100 items. It was modified by changing the word school with institution and deleting 7 items due to non-correspondence with our local scenario. The adapted version was named as Morale Scale (MS).

Similarly the Scale of Job Satisfaction (SJS) by Bas and Ardic was adapted for this study with the authors’ permission.\(^\text{31}\) Originally, SJS had 61 items. Seventeen (17) items were deleted and 24 more items were added in the adapted scale according to local needs. It was named as Job Satisfaction Scale (JSS).
All the three scales were transformed into five point Likert scales e.g. strongly agree, agree, undecided, disagree and strongly disagree. Weights of the negative statements were reversed for analysis. Reliability coefficient Chronbach Alpha was calculated for these scales by administering them to 71 Lecturers for the purpose of pilot testing. Its values for OCS, MS and JSS were 0.73, 0.94 and 0.93 respectively. These values were acceptable according to guidelines given by Law ‘it will be rated excellent if the coefficient is greater than 0.80, adequate if it is from 0.60 to 0.79 and poor if it is less than 0.60.’

4.2. Data Collection

Data was collected through personal visits by administering questionnaires to all the 526 lecturers serving in all the selected 45 government degree colleges of Khyber Pakhtunkhwa, Pakistan. 409 questionnaires duly filled and complete in all respect were returned by the respondents which made 78% response rate. According to Iarossi such response is acceptable and considered as good in self approach administration of questionnaires.

5. Data Analysis and Discussion

For the purpose of analysis weights were given to the collected data as; Strongly Agree =5; Agree =4; Undecided = 3; Disagree =2 and Strongly Disagree=1. The negative statements were reversed coded. The data were analyzed through the software Statistical Package for Social Sciences (SPSS) version-15. The Pearson’s correlation r test was applied for testing of null hypotheses of the study.
Table-1

*Correlation between the Levels of Organizational Commitment and Morale of Lecturers on the bases of Gender, Locality, and Over-all*

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>N</th>
<th>Pearson Correlation r</th>
<th>Significance (Two-tailed)</th>
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<td>Organizational Commitment</td>
<td>57.59</td>
<td>6.53</td>
<td>409</td>
<td>0.544**</td>
<td>0.000</td>
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<tr>
<td>Morale</td>
<td>316.80</td>
<td>36.48</td>
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<tr>
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<td>Organizational Commitment</td>
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<td>6.30</td>
<td>257</td>
<td>0.556**</td>
<td>0.000</td>
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<tr>
<td>Morale</td>
<td>319.80</td>
<td>37.29</td>
<td></td>
<td></td>
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<td>Female</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Commitment</td>
<td>56.28</td>
<td>6.73</td>
<td>152</td>
<td>0.507**</td>
<td>0.000</td>
</tr>
<tr>
<td>Morale</td>
<td>311.73</td>
<td>34.59</td>
<td></td>
<td></td>
<td></td>
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<td>Urban</td>
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<td>306</td>
<td>0.545**</td>
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<td>36.10</td>
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<td>323.79</td>
<td>36.87</td>
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</table>

**Significant at α = .01

The above Table-1 shows that over-all the levels of organizational commitment and morale of Lecturers are correlated as the value of Pearson ‘r’ (0.544) is significant at p=0.000 (< α = .01). Hence the null hypothesis (H₀₁) for no relationship between the levels of organizational commitment and morale of Lecturers, is rejected. Similarly the null hypotheses (H₀₂) and (H₀₃) for no relationships between the levels of organizational commitment and morale of male and female Lecturers respectively are also rejected because the values of Pearson ‘r’ (0.556) and (0.507) are significant at p=0.000 (< α = .01). Furthermore, on the basis of locality, the levels of organizational commitment and morale of both urban and rural Lecturers are correlated. Therefore the null hypotheses (H₀₄) and (H₀₅) for no relationship between the levels of
organizational commitment and morale of urban and rural Lecturers, are also rejected. However, the relationship (correlation) is slightly stronger in case of urban lecturers as compared to rural. Whereas, on gender basis, the strength of relationship of male lecturers is higher than female lecturers.

Table-2
Correlation between the Levels of Organizational Commitment and Job Satisfaction of Lecturers on the bases of Gender, Locality and Over-all

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>N</th>
<th>Pearson Correlation</th>
<th>Significance (Two-tailed)</th>
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<td>6.73</td>
<td>152</td>
<td>0.483**</td>
<td>0.000</td>
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<td>231.09</td>
<td>26.38</td>
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<tr>
<td>Urban</td>
<td></td>
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<tr>
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<td>6.57</td>
<td>306</td>
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<td>6.38</td>
<td>103</td>
<td>0.535**</td>
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<td>Job Satisfaction</td>
<td>238.37</td>
<td>28.04</td>
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</table>

**Significant at α = .01

The above Table-2 shows that over-all the levels of organizational commitment and job satisfaction of Lecturers are correlated as the value of Pearson ‘r’ (0.489) is significant at p=0.000 (< α = .01). Hence the null hypothesis (H₀) for no relationship between the levels of organizational
commitment and job satisfaction of Lecturers, is rejected. Similarly the null hypotheses \(H_07\) and \(H_08\) for no relationships between the levels of organizational commitment and job satisfaction of male and female Lecturers respectively are also rejected because the values of Pearson ‘r’ (0.487) and (0.483) are significant at \(p=0.000\) (< \(\alpha = .01\)). Furthermore, on the basis of locality, the levels of organizational commitment and job satisfaction of both urban and rural Lecturers are correlated. Therefore the null hypotheses \(H_09\) and \(H_010\) for no relationship between the levels of organizational commitment and job satisfaction of urban and rural Lecturers, are also rejected. However, the relationship (correlation) is slightly stronger in case of rural lecturers as compared to urban. While, on gender basis, the strength of relationship of male and female lecturers is nearly the same.

**Table-3**

*Correlation between the Levels of Morale and Job Satisfaction of Lecturers on the bases of Gender, Locality and Over-all*

<table>
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<tr>
<th></th>
<th>Mean</th>
<th>Standard Deviation</th>
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<td>Overall</td>
<td>Morale</td>
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<td></td>
<td>Job Satisfaction</td>
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<td>Job Satisfaction</td>
<td>238.37</td>
<td>28.04</td>
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</table>

**Significant at \(\alpha = .01\)**

225
The above Table-3 shows that over-all the levels of morale and job satisfaction of Lecturers are correlated as the value of Pearson ‘r’ (0.852) is significant at p=0.000 (< α = .01). Hence the null hypothesis (H_011) for no relationship between the levels of morale and job satisfaction of Lecturers, is rejected. Similarly the null hypotheses (H_012) and (H_013) for no relationships between the levels of morale and job satisfaction of male and female Lecturers respectively are also rejected because the values of Pearson ‘r’ (0.854) and (0.849) are significant at p=0.000 (< α = .01). Furthermore, on the basis of locality, the levels of morale and job satisfaction of both urban and rural Lecturers are correlated. Therefore the null hypotheses (H_014) and (H_015) for no relationship between the levels of morale and job satisfaction of urban and rural Lecturers, are also rejected. However, the relationship (correlation) is slightly stronger in case of rural lecturers as compared to urban. While, on the basis of gender, the strength of relationship of male and female lecturers is nearly the same.

6. Conclusion

It is concluded from the data analysis that there is a strong relationship among the dimensions of the study i.e. organizational commitment, morale and job satisfaction of Lecturers serving in government degree colleges of Khyber Pakhtunkhwa, Pakistan. Furthermore, all the three dimensions are positively related, that is, the higher the one dimension, the higher would be the other one and vice versa. The results confirm the conclusions of Ahmad and Bull that there is positive relationship between job satisfaction and organizational commitment. Same is in the case of job satisfaction and morale as concluded by Evans, “the increased job satisfaction leads to high morale”. Moreover the results of the study also verify the findings of
DeCottis, and Summers that “low commitment has been associated with low level of morale”\textsuperscript{37} and of Fard, Ghatari, and Hasiri\textsuperscript{38} that there is positive relation between organizational trust and employees morale in public organization. However, in this study, the job satisfaction has a relatively stronger relationship with morale as compared to organizational commitment or that of organizational commitment with morale.
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