

**INFLUENCE OF WORK ENVIRONMENT, STRESS MANAGEMENT AND
JOB COMMITMENT ON ORGANISATIONAL PRODUCTIVITY OF
SECONDARY SCHOOL TEACHERS IN LAGOS EDUCATION DISTRICT**

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Abstract

Teachers' productivity has been questioned over time especially when measured by students' performance which has been poor consistently. Hence, this study was interested in the probable reason for teachers' productivity, thus the study investigated the influence of stress management, work environment and job commitment on organizational productivity of teachers in Lagos state. Three hypotheses were tested at 0.5 level of significance in the study. The study adopted descriptive survey research design. The population consisted of all the teachers in senior secondary schools in district 1 of Lagos state. A sample of 286 teachers were randomly selected for the study. Three research instruments: Stress Management Questionnaire ($r=0.82$), Job Commitment Questionnaire ($r=0.76$) and Productivity Questionnaire ($r=0.68$) were used in the study. Data collected was analyzed using multiple regression analysis. Findings of the study indicated that stress management and job commitment when combined significantly influenced organizational productivity of teacher in Lagos state. It also showed that stress management and job commitment individually contributed to teachers' productivity in Lagos state. The study concluded that stress management and job commitment determined organizational productivity of teachers. The study recommended that government should continue to make prompt payment of teachers' salaries with other benefits. Also, activities that can impede teachers' job commitment and aggravate stress should be avoided.

Keywords: *Work Environment, Stress Management, Job Satisfaction, Teacher Productivity*

Introduction

An organization is adjudged on her level of productivity based on input. The output of any organisation largely depends on the quality of factors provided irrespective of the importance attached to profit making or not in the organization. In an educational organisation, the students, teachers, parents, academic and non-academic administrators, the community in which the school is based and government among others are all part of the resources needed to enhance productivity however, but what is needed by each of them differs in proportion, time, place and form to make them productive.

Organisational productivity can therefore be said to be the efficiency of an organisation in converting inputs into useful outputs. Mathis and Jackson (2000) suggested that to measure organisational human resource productivity one has to consider unit labour cost, or the total labour cost per unit of output. The teacher's productivity heavily depends on a number of factors, among which are professional training, academic environment, academic background, infrastructure as well as staff development programmes that are in place at a given time. Teacher productivity could be measured in terms of student academic performance (Nndugu, 2014). Measurement of job productivity is important because it allows the organization to evaluate the extent to which behavior of employees can lead to desired outcome. Productivity can thus be conceptualized as the ability of a worker to optimally utilize available resources in carrying out administrative task, through administrative procedures to meet expectations of his job within a specified time. Productivity is viewed as the ability of the staff to bring about achievement of educational objectives in the schools. The concern about teacher productivity is considered crucial because of its apparent direct relationship with the standard of education and eventual long-term effect on the future labour force.

Hence, teacher productivity is the relationship between the total resources input utilised in the production process (Ndu, 2007). In this context, a teacher is said to be productive if such teacher is sufficiently motivated, devoted and committed to his or her duties, and demonstrates willingness to stay in the teaching profession. This in return will be shown in student results. Over time students results have been used as one of the criterion to judge teachers' productivity. Such

an efficient or productive teacher can be seen to produce maximum output with a given quantity of input or produce a given quality of output with the minimum quantity of inputs. For a highly productive teacher, there is an optimal relationship between his output and input. A highly productive teacher makes optimal use of the time available to him to see that the students acquire necessary skills, knowledge and attitudes as specified in the schools curricular and co-curricular activities.

Teacher demonstrates sufficient interest in the operation of the school in spite of adverse external influences. However, there are certain factors that are capable of impeding teachers' productivity. There are four factors that affect organisational productivity and they are environment, organisation, management and employee-related factors. The environment include geographic, political and economic. The structural arrangement of an organisation can be influenced by the environment it operates in. Managerial style also determines organisation productivity as it influences employees' attitude to work. To further point out environment as a determining factor of productivity in the organization. Abdul-Rahman, (2010) opines that uncongenial workplace environment might reduce the efficiency in performing daily tasks by reducing employees attention span to the tasks assigned to them. There are debates whether low productivity arises from the fit-or more precisely misfit between an individual work environments (Sturman & Walsh, 2014). This misfit arises at different levels such that stress can occur, if there is mismatch between the demands employed on an individual and his or her capacities, as well as, reward to encounter those demands. Gap between the objective genuineness of the work environment and individual's subjective feelings of the work environment also can lead to low productivity. Outcomes of all these factors, such job dissatisfactions and work environment measures can result in worries which indicate negative feelings that employees have regarding their jobs and its related achievements (Abowd, Kramarz & David, 1999).

According to Blumenthal (2003) an inverted U-type curve has been used to depict the effect stress has on performance. It can be shown that, as stress increases, so does the performance. However if stress continues to increase beyond an optimal point, performance will peak and start to decline. This shows that stress is necessary to

enhance performance but once it reaches a level of acute discomfort, it is harmful and counterproductive.

Blumenthal (2003) argued that excess stress is harmful, destructive and detrimental to human well-being and productivity. Stress can have an impact on an individuals' wellbeing by causing dysfunction or disruption in multiple areas. This dysfunction extends into the organisational world and leads to decreased productivity. When stress is not handled well, absenteeism, turnover, and medical compensation increase and productivity decreases (Ekeinabor 2016). These factors could be personal or environmental (Dessler, 2000). One of the personal factors is stress. Stress is a universal phenomenon that essentially manifests itself in human as a result of pressure emanating from several experiences or challenging situation (Oladinrin, Adeniyi and Udi, 2013). Stress is a universal element and persons from nearly every occupation have to face stress (Ekeinabor, 2016). Stress at work is known to be one of the main factors affecting employees' performance and commitment. Stress can be caused by events that are pleasing or events that destabilizes our lives. Change causes stress either good change or bad change; is irrelevant. When change occurs we usually experience some level of stress. The stress man encounters at one's place of work can be referred to as workplace stress. A mismatch between the demands placed on workers and the physical environment in which they meet those demands is by definition stress-generating (Abdul-Rahman, 2010). However, some stress is essential and promotes personal growth but excessive stress or an inappropriate way of coping with stress brings about negative results (Karanja, 2014). Workers who are stressed are more likely to be unhealthy, poorly motivated, less productive and less safe to work with at work. Occupational stress is seen as an undesirable phenomenon which is brought about by inadequate coping with environmental sources of stressors associated with a particular job (e.g., work overload, role conflict/ambiguity, poor working conditions), and which results in negative mental and physical ill health consequences (Cooper, 2013).

Hornby (2010) sees stress management, as a skill that is used to deal with situations that are stressful and may eventually lead to burnout. Stress management is the amelioration of stress, especially those that are chronic and capable of affecting one's physical, psychological and environmental state. Measures taken to manage

harsh conditions in order to maintain a state of psychological or physiological equilibrium are termed stress management strategies (Uko, 2012). Stress management are coping actions, behaviours or attitudes which an individual exhibits when faced with certain psychological and social demands that tax the individuals adaptive resources. Stress management is an important skill that teachers need in order to acquire and improve themselves on as problem solvers and to be more in control of their lives. It has been observed that people react to the same job in the different ways, because personal factors also influence stress. Stress can make an individual productive and constructive when it is identified and well managed. In times of great stress or adversity, it is always best to keep busy, to plow anger and energy into something positive. Research has shown that there are two kinds of distress namely acute stress and chronic stress (Seaward, 2004). Acute stress is the result of short-term stressors (Olpin and Hesson 2007). Acute stress occurs, usually quite intense, and then disappears quickly (Seaward, 2004). Meanwhile chronic stress is long-term stress resulting from the unrelenting demands and pressures that go for interminable periods of time (Olpin & Hesson, 2007). Bowin and Harvey (2001) summarized factors leading to stress in the work place as follows:

1. Little control of the work environment;
2. Lack of participation in decision-making;
3. Uncontrolled changes in policy;
4. Sudden reorganisations and unexpected changes in work schedules;
5. Conflict with other people (subordinates, superiors, peers) and other departments;
6. Lack of feedback;
7. Not enough time to do expected duties; and
8. Ambiguity in duties

Effective management of job stress can be achieved under two conditions. First, the individual worker must be able to recognize stressors and understand their consequences and secondly, organisations should develop stress prevention, as well as stress reduction techniques (Pestojnee, 1999). It is generally assumed that there are two basic approaches to cope with stress i.e. individual

oriented approach and organisational oriented approach. To manage stress, you have to admit that encountering stress at work is an inevitable experience that comes up anytime. Stress at work can stem from different sources ranging from inadequate work tools, excess work overload, working conditions, conflicts with colleagues, superiors and parents, lack of motivation in both financial and non-financial ways, stress from home to work place etc. However, a teacher that could not manage stress may also not be able to be fully committed to his or her work/Job.

Job commitment is the collection of feelings and beliefs that workers have about their current jobs. Job commitment manifests itself in distinct behaviour. Commitment also has an emotional component: People usually experience and express positive feelings toward an entity or individual to whom they have made a commitment (Meyer and Allen, 1991). Workers have different reasons for being committed to their work and they also exhibit different levels of commitment. Job commitment involves emotional and mental effort as well as investment of time and effort; this therefore makes workers to have expectation in return of their commitment to work. Workers commitment to the job can be influenced by the organisations management depending on how the workers are treated. An organisation cannot achieve more success than the level of commitment shown by its workers. There are different reasons why employees are committed to their job. According to Robinson (2010), these reasons include demographics of employees, recruitment process, met expectations, induction and training, relationship with managers and colleagues, group membership and organisational justice and trust, promotion and work-life balance, job satisfaction and finally pay and reward of employee. Thus, this study examined how stress management and job commitment influence organizational productivity of secondary school in Lagos state.

Statement of problem

Productivity is the main target of most organisations. The major aim of all the stakeholders in the education sector is the positive behavioural outcome of students which in a way is dependent on the quality of education given to students and has a way of determining as this is the end product of education process. Teachers, who are the major input

the school organisation, make use of every other resources in achieving the objectives stated in the National Policy of Education in Nigeria. The contribution of Teachers to the realization of the goal of education cannot be over emphasized. It is however sadden that the outcome expected in the education sector is below expectations, this has called for common slogan as the standard of education has fallen among other slogans. Where teachers sees teaching profession as a means of survival as against the bedrock of national development pose a threat to productivity. Such teacher may not be passionately concerned about how much students have learned.

Literature Review

Different studies have been carried out on the variables of choice in this study.

Alam, Gouhar and Shafiqur (2015) studies revealed that there is significant negative relationship between job stress and employee performance in the banking sector. Ayodele (2014) and Indhu and Thirumakkal (2015), found that stress affects organisational productivity negatively. Similarly, the study of Bewell, Yakubu, Owotunse and Ojih (2014) concluded that the concept of work-induced stress, workers' effectiveness and organisation productivity are relatively inseparable, Also Musyoka, Ogutu and Awino (2012) empirical results found that stress had positive influence on corporate performance. Qadoos *et al* (2015) study found that there is positive moderate relationship between organisational stress and organsational productivity.

Ekienabor (2016) carried out investigation on impact of organisational stress on organiational productivity and commitment. Based on findings of this study it was concluded that job stress is a real challenge for employees who are working in different universities in Nigeria. Ementa (2015) study looked into the bank secretaries' perceived causes of stress, its effect on their performance and effective strategies for coping with stress. The study showed that bank secretaries consider most of the work functions as causes of stress in the workplace, and these stressors has great effect on their performance, and have considered a number of factors as effective strategies for coping with occupational stress. This study concluded

that bank secretaries experience a lot of work stress as they carry out their administrative and clerical functions in the bank.

Meanwhile Aasia, Hadia and Sabita (2014) findings, revealed that organisational stress does not impact organisational productivity. Okeke, Ojan and Oboreh, (2016) examined the effects of stress on organisational productivity. This study revealed that significant relationship existed between stress and organisational productivity. Enekwe, Chinedu, Agu, and Ikechukwu (2014) found that stress management is gender specific. This means that the problem of stress is genders sensitive.. Also, the study of Muthuveloo and Raduan (2005) revealed that job commitment, leads to positive organisational outcomes. Also, Meyer, Paunonen, Gellatly, Goffin and Jackson (1989) examined facts of a positive correlation between organisational commitment and job performance, Low commitment was found to have association with low levels of morale (DeCottis and Summers, 1987) non-committed employees may depict the organisation in negative terms to outsider thereby inhibiting the organisations ability to recruit high-quality employees (Mowday, Porter and Teers, 1982) and decreased measures of altruism and compliance (Schappe, 1998).

Studies by Angle and Perry (1981) and Jenkins (1995) revealed a negative relationship between turnover intentions and organisational commitment. According to Konovsky and Cropanzano (1991) and Meyer and Allen (1998) uncovered a positive relationship between commitment and job performance. Employees who are committed to their respective organisation are more likely not only to remain with the organisation but are also likely to exert more efforts on behalf of the organisation and work towards its success and therefore are also likely to exhibit better performance than the uncommitted employees.

Hypotheses

- Ho₁: There is no significant composite contribution of stress management and job commitment to organisational productivity of teacher in senior secondary school in Lagos state
- Ho₂: There is no relative contribution of stress management and job commitment to organisational productivity of teachers in senior secondary school in Lagos state

Ho3: There is no significant influence of years of experience on organisational productivity of teachers in Lagos state

Methodology

The researcher used descriptive survey research design. This helps in providing information on influence of the independent variables. Therefore, the researcher made presentation by reporting the situation as it occurred without any manipulation of the variables.

The target population of the study was secondary school principals and teachers in Lagos. This comprised 99 principals and 4096 teachers in the district. The district comprised of both junior and senior secondary school teachers in Agege Local government, Alimosho Local government and Ifako/Ijaiye Local government areas.

The sample for this study was fifty one (51) principals and five hundred and ten (510) teachers. Proportionate stratified and simple random sampling techniques were used to arrive at the sample. 50% of each school in the local government was selected. Principals of each school were purposefully picked. While simple random sampling was used to select 10 teachers from each selected school.

Instrumentation

Four research instruments were used for the study vis Stress Management Questionnaire (SMQ), Job Commitment Questionnaire (JCQ) and Productivity Questionnaire (OPQ)

Stress management questionnaire was self-developed scale. The scale has 11 items which was designed to measure stress management among teachers. It is a four-point Liked scale measurement ranging from 1-Strongly Disagree (SD), 2-Disagree (D), 3-Agree (A) and 4-Strongly Agree (SA). For instance, it has sample item like, "I experience stress at work". The questionnaire has been subjected to appropriate validation with reliability 0.82 coefficient using cronbach alpha method. Job commitment questionnaire was adapted. The scale has 10 items which was designed to measure job commitment among teachers. It is a four-point Liked scale measurement ranging from 1-Strongly Disagree (SD), 2-Disagree (D), 3-Agree (A) and 4-Strongly Agree (SA). It contained items such as, My job provides me with chances to grow and develop. The questionnaire has been subjected to appropriate validation with reliability 0.76 coefficient

using cronbach alpha method. While Teachers Productivity Questionnaire (OPQ) was constructed by researcher with 10 items. The scoring of the instrument was made in respect of the 4-point Likert type rating scale of Strongly Agree (4points), Agree (3points), Disagree (2points) and Strongly Disagree (1point). The questionnaire has been subjected to appropriate validation with reliability 0.68 coefficient using cronbach alpha method. The researcher personally visited the schools with the help of two trained research assistants to administer the questionnaire to teachers and this was made possible by seeking the permissions of the principals. The respondents were adequately briefed on the importance of the study and were assured of the confidentiality of their responses. Data collected was analyzed using Multiple Regression Analysis.

Results and Discussion of findings

H₀₁: There is no significant composite contribution of stress management and job commitment to organisational productivity of teachers in senior secondary school in Lagos state.

Table.1: Composite influence of stress management and job commitment to organisational productivity of teachers in senior secondary school

	ANOVA					
	Model	Sum of Squares	Df	Mean Square	F	Sig
R =.244	Regression	268.103	2	89.368	3.072	.030
R² = .059	Residual	4246.837	146	29.088		
Adj. R² = .040	Total	4514.940	149			
Std Error = 5.393						

Table 1 shows significant combined influence of stress management and job commitment on organisational productivity of teachers ($R = .244$; $R^2 = .059$; $F = 3.072 < .05$). The table shows that stress management and job commitment contributed 5.9 % to the variance in

organisational productivity of teachers in public senior secondary schools. This implies that stress management and job commitment significantly influenced organisational productivity of teachers. Hence, the null hypothesis is rejected. This implies that the combination of stress management and job commitment of teachers are responsible for organisational productivity of teachers to the tune of 5.9% while there could be other reasons responsible for productivity which were not captured in this study. This outcome could be as a result of teachers ability to manage stress and their job commitment is on the high side. Prompt payment of salary may be one of the reason responsible for this outcome. This agrees with the finding of Ayodele (2014) and Indhu and Thirumakkal (2015) which found that stress affects productivity negatively. Similarly, also to the finding of Bewell, Yakubu, Owotunse and Ojih (2014) that the concept of work-induced stress, workers effectiveness and organisation productivity are relatively inseparable,

H₀₂ There is no significant relative contribution of stress management to organisational productivity of teachers in senior secondary school in Lagos state.

Table 2: Influence of stress management to organisational productivity of teacher

	ANOVA					
	Model	Sum of Squares	Df	Mean Square	F	Sig
R = .195	Regression	171.547	1	171.547	5.845	.004 ^b
R² = .038	Residual	4343.393	148	29.347		
Adj. R² = .031	Total	4514.940	149			
Std Error = 5.417						

Table 2 shows significant influence of stress management on teachers productivity in senior secondary schools ($R = .195$; $R^2 = .038$; $F = 5.845 < .05$). The table also shows that stress management contributed 3.8 % to the variance in organisational productivity of teachers. This implies that stress management significantly influence organisational productivity of teachers. Hence, the null hypothesis is rejected. This

implies that how teachers are able to manage stress has influence on their productivity. Teachers who are able to cope or manage job stress are more likely to be more productive than teachers that are not able to manage stress. This agrees with the finding of Qadoos, Ayesha, Tayyab, Toqeer and Hafiz (2015) who found that there is positive moderate relationship between stress and organisational productivity. It also, agrees with the report of Ekiabor (2016) that job stress is a real challenge for employees who are working in different in institutions.

H₀₃: There is no significant influence of Job commitment on organisational productivity of teachers in senior secondary schools

Table 3: Influence of job commitment on organisational productivity of teachers in senior secondary schools

	ANOVA					
	Model	Sum of Squares	Df	Mean Square	F	Sig
R = .211	Regression	200.511	1	200.511	6.878	.010
R² = .044	Residual	4314.429	148	29.152		
Adj. R² = .038	Total	4514.940	149			
Std Error = 5.399						

Table 3 shows significant influence of job commitment on teachers productivity in senior secondary schools ($R = .211$; $R^2 = .044$; $F = 6.878 < .05$). The table also shows that job commitment contributed 4.4% to the variance in organisational productivity of teachers in public senior secondary schools. This implies that job commitment significantly influence organisational productivity of teachers in public senior secondary school. This implies that High committed teachers are much less likely to leave their work of teaching and they are also less likely to be absent from school, while low committed teachers are often absent from school to engage more attractive activities such as heading for urban area to caring family. It also shows that teachers are highly committed to work which has enhanced productivity. The finding

conforms with the report of Raduan, Nasresh and Ong (2005) which revealed that job commitment leads to positive organisational outcomes (productivity).

Conclusion

Based on the findings of the study, it is concluded that stress management and job commitment determined teachers' productivity. This implies that these identified variables are important to teachers' productivity in the school system. The far reaching implication is that if these variables are catered for judiciously, productivity may be enhanced.

Recommendations

The study recommended that government should continue prompt payment of teachers' salary with other benefits. Also activities that can impede teachers' job commitment and aggravate stress should be avoided.

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