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Highlights

A Study of Job Satisfaction

Evaluation of Logistics Enterprises

Discovering Thoughts, Inventing Future

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Empirical Research on the Performance Evaluation of Logistics Enterprises

By Li Zhou, Hong Zhang & Anjie Deng

Beijing Wuzi University, China

Abstract- The paper analyze the logistics enterprise's financial date using factor analysis, and analysis to questionnaire investigation of financial data for analysis using the hierarchical, finally build the logistics enterprise performance evaluation index system, determined the different dimensions, the weight of each index between relations. The paper is through the empirical study of logistics enterprise, verify the feasibility of system building and simplicity. This paper proposed empirical analysis by 2013 financial data of 11 logistics enterprises to verify feasibility and operability of index system, and proves that the index system can really evaluate the financial performance of logistics enterprises.

Keywords: *logistics enterprise, performance evaluation, analytic hierarchy process(AHP), factor analysis method(AHP), empirical analysis.*

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EMPIRICAL RESEARCH ON THE PERFORMANCE EVALUATION OF LOGISTICS ENTERPRISES

Strictly as per the compliance and regulations of:



Empirical Research on the Performance Evaluation of Logistics Enterprises

Li Zhou^α, Hong Zhang^σ & Anjie Deng^ρ

Abstract- The paper analyze the logistics enterprise's financial data using factor analysis, and analysis to questionnaire investigation of financial data for analysis using the hierarchical, finally build the logistics enterprise performance evaluation index system, determined the different dimensions, the weight of each index between relations. The paper is through the empirical study of logistics enterprise, verify the feasibility of system building and simplicity. This paper proposed empirical analysis by 2013 financial data of 11 logistics enterprises to verify feasibility and operability of index system, and proves that the index system can really evaluate the financial performance of logistics enterprises.

Keywords: *logistics enterprise, performance evaluation, analytic hierarchy process (AHP), factor analysis method (AHP), empirical analysis.*

I. INTRODUCTION

Shaw Arch was considered the first to propose the logistics concept, and the practical exploration of the scholars. In 1915 he first had a number of issues in the market circulation and pointed out that the important part of enterprise circulation was to create demand and logistics activities. The book also presents material after time or space transfer, will generate additional values, The activities of creating demand and supply of physical objects are the basis of balance and mutual existence, The lack of coordination between the creation of demand and logistics is the cause of major failure in the circulation activities. Although he did not specify the process of logistics activities, but still produced the basis for logistics theory and practice, namely, balance, coordination and interdependence.

In 1935, the American sales association had the earliest definition of the logistics: distribution physical was the material and service that was produced in the activities of the production to the sales ground.

In 1986, the American Association of logistics management will narrow the field of "physical distribution" changed to "logistics", the change exceeded the range of flow of goods, the logistics activities extended to the production field.

In 1998, the American Association of logistics management of logistics of the new definition is: logistics is to effective rate of the goods, services and related information from the source to point of consumption flow and storage, and plan of the whole process, implementation and control process. Its ultimate aim is to in order to meet the needs of the customers. The definition of logistics are more likely and the definition of logistics management, rather than the definition itself connotation of the concept of logistics, nevertheless, this definition still have the desirable and importance, because he emphasizes the logistics activities of objective and controllability.

II. EMPIRICAL RESEARCH

a) Data source

Due to non-acquisition of the non-financial indicators, this paper selects the financial index taken as a case study, but the actual enterprise performance evaluation shall fully consider the enterprise non-financial indicators. Only so the results of the evaluation will be more close to the real situation of the enterprise.

In order to verify the correctness of the financial index system, 11 financial statements of the 2013 listed logistics enterprises were selected, and the factor analysis of the financial index X1-X11 was carried out.. These 11 enterprises are Wuzhou Communications (1), the Hong Kong Group (2), Tielong logistics (3), Delivery of shares (4), COSCO Shipping (5), Jinzhou Port (6), Lianyungang (7), Tianjin Port (8), Chiwan (9), Yingkou Port (10) and Henderson Daxin (11).

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Table 1 : The original data in 2013 of 11 listed logistics enterprises

	X_1	X_2	X_3	X_4	X_5	X_6	X_7	X_8	X_9	X_{10}
	Main business profit margin	Cost rate	Total return on asset	Net assets yield	Property ratio	Assets liability ratio	Inventory turnover rate	Fixed asset turnover	Main business revenue growth rate	Net profit growth rate
1	13.35	3.78	9.46	6.41	0.01	0.01	3.15	0.84	14.60	24.66
2	32.88	35.68	23.10	10.55	0.02	0.03	6.55	0.79	-0.77	7.47
3	14.64	14.47	27.38	9.70	0.05	0.05	2.00	2.47	4.05	-8.93
4	11.45	5.35	26.21	9.47	0.02	0.02	8.10	3.87	6.64	15.40
5	6.09	0.20	27.13	0.50	0.01	0.02	25.54	0.72	18.03	-3.71
6	26.73	13.66	13.27	2.75	0.01	0.02	30.80	0.27	57.84	21.57
7	24.50	12.16	25.36	5.04	0.01	0.02	77.05	0.80	-4.52	6.74
8	17.81	12.04	24.72	8.41	0.02	0.02	36.52	1.47	23.22	7.58
9	48.51	67.67	34.76	12.74	0.03	0.03	42.75	0.63	-0.17	4.34
10	32.42	22.54	25.10	5.23	0.02	0.03	46.83	0.31	7.13	2.37
11	45.64	53.98	35.71	5.73	0.04	0.05	239.67	0.29	-6.48	-24.07

b) Data processing

The sample data are input into spss20.0 software, and it is concluded that the correlation matrix

of the following ten indicators. Standardize data, and the standardization of the data were analyzed by factor analysis. The findings are as follows:

Table 2 : common factor variance

	Initial	Extraction
Zscore(Main business profit margin)	1.000	0.972
Zscore(Cost rate)	1.000	0.974
Zscore(Total return in asset)	1.000	0.832
Zscore(Net assets yield)	1.000	0.976
Zscore(Property ratio)	1.000	0.975
Zscore(Assets liability ratio)	1.000	0.959
Zscore(Inventory turnover rate)	1.000	0.813
Zscore(Fixed asset turnover)	1.000	0.871
Zscore(Main business revenue growth rate)	1.000	0.877
Zscore(Net profit growth rate)	1.000	0.974

According to the variables common degree table 2, we can get that values of variable degree are relatively high, which reflects that most information on

variables were extracted by the factor, and variable and common factors are closely related, so factor analysis result is effective.

Table 3 : spherical test results

KMO metric	0.831
Bartlett spherical degree test	96.847
Approximate Chi square	45
df	0.000
sig.	

According to the table 5-3, P-value is 0.000, correlation between the data. Factor analysis can be carried out. which is lower than 0.05, so the original hypothesis H_0 is rejected. This result indicates that there is a certain

Table 4 : factor contribution rate

Component	Initial eigenvalue			Extraction of squares and loading			Rotating square and loading		
	Total	Variance %	Cumulative %	Total	Variance %	Cumulative %	Total	Variance %	Cumulative %
1	5.008	50.079	50.079	5.008	50.079	50.079	2.898	28.894	28.894
2	2.081	20.814	70.893	2.081	20.814	70.893	2.555	25.550	54.534
3	1.379	13.789	84.662	1.379	13.789	84.662	2.000	19.995	74.529
4	0.755	7.549	92.231	0.755	7.549	92.231	1.770	17.701	92.231
5	0.370	3.702	95.932						
6	0.286	2.858	98.790						
7	0.075	0.752	99.543						
8	0.025	0.253	99.795						
9	0.019	0.190	99.895						
10	0.001	0.0215	100.00						
Extraction method: principal components analysis									

According to the principle that cumulative contribution rate should be more than 80%, we can see that the first four public factor of sample variance cumulatively explained to 92.231% from the factor analysis results table 5-4. The first four public factor can

reflect more than 90% information volume of the original indexes, indicating that most information of variables has been extracted by first four common factors. Factor analysis result is effective.

Table 5 : Initial component matrix

	Component			
	F_1	F_2	F_3	F_4
Zscore(Main business profit margin)	0.718	-0.452	0.498	0.065
Zscore(Cost rate)	0.833	-0.249	0.484	0.045
Zscore(Total return in asset)	0.856	0.100	-0.160	-0.250
Zscore(Net assets yield)	0.438	0.608	0.644	-0.006
Zscore(Property ratio)	0.777	0.458	-0.118	0.384
Zscore(Assets liability ratio)	0.848	0.180	-0.249	0.382
Zscore(Inventory turnover rate)	0.650	-0.534	-0.384	-0.154
Zscore(Fixed asset turnover)	-0.111	0.910	-0.141	-0.105
Zscore(Main business revenue growth rate)	-0.667	-0.272	-0.015	0.598
Zscore(Net profit growth rate)	-0.830	0.078	0.529	0.002
Extracting method: principal component Four main ingredients have been extracted				

From the table 5, we can see the relationship of the initial factor load structure is not very clear and the load values of the 4 factors are not very different. It is not easy to explain the factor. In order to achieve the purpose of simplifying the structure, this paper is to rotate the load factor, so the variables have a higher load in some factors and in the rest of the factor only

have a small to medium load, which makes the public factor classification and interpretation becomes easier. In this paper, the orthogonal rotation of the factor load matrix is carried out by using the maximum of variance method (i.e. Varimax method), and the factor load matrix of the rotation is as table 6.

Table 6: Rotating factor load matrix

	Component			
	F_1	F_2	F_3	F_4
Zscore(Main business profit margin)	0.205	0.935	0.196	0.137
Zscore(Cost rate)	0.320	0.840	0.295	0.279
Zscore(Total return in asset)	0.533	0.237	0.237	0.051
Zscore(Net assets yield)	0.184	0.163	0.163	0.932
Zscore(Property ratio)	0.904	0.054	0.054	0.352
Zscore(Assets liability ratio)	0.934	0.201	0.201	0.075
Zscore(Inventory turnover rate)	0.336	0.501	0.501	-0.496
Zscore(Fixed asset turnover)	0.155	-0.750	-0.750	0.508
Zscore(Mainbusiness revenue growth rate)	-0.182	-0.087	-0.087	-0.251
Zscore(Net profit growth rate)	-0.758	-0.167	-0.167	0.324
Extracting method: principal component Rotation method: orthogonal rotation method with Kaiser standardization The rotation is convergent after 5 iterations.				

The coefficients in table 6 are loads of rotated factors, which indicates the correlation coefficient between the variables and the factor. The linear relationship between each factor and the original index was fully displayed in table 6. It is clearly seen that rotated factor loads matrix structure is clearer, and the meaning of each common factor is clearer. Specific meaning are as follows:

The first common factor F_1 represents the logistics enterprise debt paying ability. From table 6 we can see that values of factor load of the assets and liabilities rate and equity ratio index are largest, and these two are related to the solvency of enterprises. So F_1 is called its solvency factor. It contributes to the overall variance rate for 28.894%.

The second common factor F_2 represents the profitability of logistics enterprises. Due to large load factor value of main business profit rate and cost rate index, and the two indicators link up with corporate profitability, it can be called profit factor. Its contribution to overall variance rate is 25.550%.

The third public factor F_3 represents the growth potential of logistics enterprises. Because factor loading

value in the main business income growth rate and net profit growth rate index is relatively large, the two are related to enterprise growth potential, so it can be called growth factors. The contribution to the overall variance offer rate is 19.995%.

The forth public factor F_4 represents the enterprise operating capacity. Although net rate of capital return accounts for a relatively high proportion, inventory turnover rate and fixed asset turnover rate index occupies the main position, and these two reflect the logistics enterprise operation ability, so the factor can be called Camp transport capacity factor. The contribution to the overall variance offer rate is 17.701%.

Through the analysis of 2013 financial data of 11 listed companies, we can draw the conclusion that the financial indicators of logistics enterprises can be divided into profitability factor, operating capacity factor, debt capacity factor and potential factor four factor. Next, this paper will use the unified factor score relationship to analysis the weaknesses each enterprise should improve and the advantages continue to maintain.

Comprehensive analysis of treatment results Because we has used the multi data to obtain the financial index correlation factor score:

$$F_{\text{财务}} = 0.61F_1 + 0.154F_2 + 0.099F_3 + 0.136F_4$$

Debt service factor F1 score column:

$$F_1 = 0.124X_1 + 0.186X_2 + 0.489X_3 + 0.288X_4 + 0.967X_5 + 0.952X_6 + 0.09X_7 + 0.013X_8 - 0.13X_9 + 0.002X_{10}$$

Debt service factor F2 score column:

$$F_2 = 0.898X_1 + 0.896X_2 + 0.654X_3 + 0.533X_4 + 0.179X_5 + 0.194X_6 + 0.146X_7 - 0.423X_8 - 0.156X_9 + 0.255X_{10}$$

Debt service factor F3 score column:

$$F_3 = -0.011X_1 + 0.12X_2 - 0.064X_3 + 0.681X_4 - 0.001X_5 - 0.018X_6 - 0.046X_7 - 0.615X_8 + 0.726X_9 + 0.854X_{10}$$

Debt service factor F4 score column:

$$F_4 = 0.209X_1 + 0.005X_2 - 0.223X_3 + 0.008X_4 + 0.029X_5 + 0.132X_6 + 0.936X_7 + 0.457X_8 - 0.085X_9 + 0.005X_{10}$$

Table 7 : According to the factor score and the annual index data of the enterprise, the Excel is used to sort the factor scores, as

Logistics enterprise	F_1	R	F_2	R	F_3	R	F_4	R	CS	R
Winbase	57.26	1	145.51	1	-28.51	11	229.22	1	88.04	1
Chiwan	43.21	2	140.83	2	16.04	5	229.24	3	57.69	3
Lianyungang	26.73	3	65.51	5	2.42	10	46.22	2	37.66	2
Yingkou Port	25.34	5	74.73	4	9.54	7	73.02	4	35.17	4
Port Group	25.81	4	84.89	3	15.63	6	45.73	8	32.81	8
Tianjin Port	19.30	7	50.46	6	27.94	3	10.18	5	27.42	5
Jinzhou Port	8.47	10	47.26	7	61.53	1	31.80	6	22.62	6
Delivery of Shares	17.94	8	39.71	9	25.27	4	27.49	9	21.08	9
Logistics	20.45	6	45.54	8	3.17	9	5.76	11	20.69	11
COSCO Shipping	14.18	9	23.33	11	7.75	8	0.37	7	16.03	7
Wuzhou Communications	7.29	11	29.10	10	36.10	2	17.92	10	13.23	10

R : Ranking

CR : Comprehensive ranking

CS : Comprehensive score

From table 5-7 we can see Winbase's comprehensive performance status is the best. All aspects of strength is very strong for the reason that in the ranking of F1, F2 and F4 are located on the first,. Despite the growth factor is at a disadvantage, due to the low proportion of growth factors in comprehensive performance, so it ranked the first position. Therefore, Winbase should focus more on how to improve the development potential of the enterprise in the future.

Various aspects ability of Shenzhen Chiwan is relatively balanced. The reason is that it has a higher solvency and profitability and the ranking of the enterprise in the four factors is on the comparison and close, so among the second. This shows that it is a

comprehensive development oriented enterprises. If it can be more excellent in all aspects of business management, corporate performance can get a further breakthrough.

Lianyungang shows strong earnings and operating ability for the reason that it received high marks in the common factor F1 and F4. Score in the other two common factors belong to medium or lower. But due to earnings factor and operating factor in comprehensive score occupy a high proportion, Lianyungang achieved the third place. It should put more attention in the ability of the growth in the future development.

Yingkou port and Port group are in a medium level in all aspects, so their rankings are in the position of fourth and fifth..This paper suggests that it should learn essence from enterprise with better performance in the business process in the future, carry forward the strengths and make up for weaknesses.

Tianjin port has good growth potential compared to the other factors. Despite its common factor F3 ranked near the top, the scores of the other three public factors are in the middle position, so its comprehensive ranking is in the sixth. Tianjin port also needs to continue to improve the profitability, debt service and operational capabilities.

Jinzhou port showed strong growth potential rather than other enterprises, and its score in the common factor F3 ranked the first, which showed it had very good potential for development. Secondly scores in F2 and F4 ranked in the middle position, which shows the profit ability and operation ability still need to be improved. While the profitability ranked the bottom second, the problem to be solved is earning problem. The enterprise should focus on business earnings level of business next year.

Eighth to tenth of the logistics companies, ranking in the four factors are relatively lower, so the overall ranking is also lower. So, The delivery of shares, Logistics and COSCO Shipping should find the reasons for the decline of comprehensive ability, and improve them.

Wuzhou traffic's performance is somewhat lacking. It performed relatively worse in terms of profitability, solvency and operating capacity that most of them ranked in the countdown to the first or the second, although it is in the second position on the development potential. Potential accounts for less proportion in comprehensive performance evaluation of development, therefore, comprehensive performance ranking is still in the last one. So simply according to 2013 financial situation, Wuzhou traffic lacks of competitive advantage compared with other logistics enterprises. Compared to other logistics enterprises, regardless of the overall strength or ability of each dimension, it still has far gap, so Wuzhou communications should make efforts in many aspects or find their own areas of strength, to strengthen the breakthrough, and then drive the business forward.

III. SUMMARY

The research and analysis above showed that the performance evaluation index system of the logistics enterprise is feasible and available. So we can evaluate the financial performance of logistics enterprises from four perspectives, that is, profitability, debt service ability, growth ability and operation ability. In these four skills, leading role are mainly the profitability dimension and solvency dimensions, for their size determining the survival ability of logistics enterprises, and they are

symbols of the lifeline of the logistics enterprises. The contribution to the system in the rate is 49.195%. Growth and operating ability contribution rate are in general in comparison, which only accounted for 1/3 of the overall, but in logistics enterprise financial performance is also one of the most important factors, which operation ability reflected in the overall strength of the enterprise logistics management and growth ability reflects the potential of logistics enterprises and the future value may bring, and it has an important significance on the company's future development. Therefore, in the process of financial evaluation of logistics enterprise performance, it should comprehensively and accurately evaluate four levels of ability, and strive to do the evaluation results comprehensively and effectively to reflect the enterprise management status.

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Organizational justice: a vision by higher education academic staff

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Abstract- Organizational justice is a common concept and of great interest among high education professionals, because it represents equal opportunities and outcomes for all people. The objective of this paper is to determine the significant effect among the qualifying academic variables and the variables in organizational justice. The sample population was made up of 334 teachers and we used Moorman's (1991) Organizational Justice Instrument. The main results show that the teachers within a range of 40 to 49 years old perceive a better distribution in the work-load. This could be explained because they have greater seniority in the institution.

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Organizational Justice: a Vision by Higher Education Academic Staff

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Enrique Martínez Muñoz ^ω & Guillermo González Naranjo[‡]

Abstract- Organizational justice is a common concept and of great interest among high education professionals, because it represents equal opportunities and outcomes for all people. The objective of this paper is to determine the significant effect among the qualifying academic variables and the variables in organizational justice. The sample population was made up of 334 teachers and we used Moorman's (1991) Organizational Justice Instrument. The main results show that the teachers within a range of 40 to 49 years old perceive a better distribution in the work-load. This could be explained because they have greater seniority in the institution.

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I. INTRODUCTION

Organizational culture is defined by Omar (2006), cited by Patlan et al.(2014) as the perception employees have about what is fair and what is unfair inside the organization where they work. In essence, the assumption researchers that support the value of organizational justice have is, that if employees believe they are being treated fairly, this will bring about positive attitudes toward their work, their bosses and supervisors, and the organization itself; on the other hand, if they feel the treatment they receive is unfair, such perception will end up creating tension, feelings of dissatisfaction and demotivation (De Boer, et. al, 2002), which will result in lack of productivity, decreased work quality, and absenteeism (Wayne, et. al, 2002). Greenberg (1993) cited by Martinez (2014) proposed a two-dimensional taxonomy, in which the first dimension defines the categories of distributive and procedural justice and the second dimension by social components associated with distributions and procedures.

As stated by Buluc (2015) in modern organizations, it is common to hear the concepts of fairness, justice and righteousness.

According to Colquit, Noah and Jackson (2006) cited by Tziner et al.(2015) organizational justice generally relates to three specific components, distributive, procedural and interactional justice. Greenberg (1993) cited by Martinez (2014) proposed a two-dimensional taxonomy. In the first dimension, he defines the categories of distributive and procedural justice, while the second dimension deals with the social components associated with distributions and procedures. This way, interactional justice was divided into interpersonal justice (that is the treatment among those making distributive decisions and those affected by them) and informational justice (based on the extent to which people perceive that they are receiving the adequate and necessary information for the efficient performance of their tasks).

According to Moorman (1991) organizational justice is the perception workers have about what is fair or what is not in the organization, which includes three aspects: distributive, procedural and interactional.

II. LITERATURE REVIEW

a) *Distributive justice*

In accordance with Tziner (2015) the concept of distributive justice traditionally is based on Adams' general theory of equality; Greenberg (1993) defines distributive justice as the perception of justice on resources received by the organizations and individual workers, since they may experience a sense of injustice when they feel they are not treated equally.

According to Leventhal (1980), cited by Enoksen (2015), distributive justice refers to the perceived fairness by employees of an organization. For Moorman (1991) cited by Patlan et al.(2013) distributive justice is perceived regarding different aspects of work: wage levels, working hours, workload and allocation of responsibilities.

Messick and Cook (1983) cited by Arboleda (2009) state that distributive justice is related to the perception of a fair result taking into account the initial investment.

The concept emerged in the mid-fifties when employees expressed their concern about the distribution of wages and it is defined as the cost and effort it takes to solve a problem or as the calculation of benefits received given the cost of the service/product,

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or as equal treatment to all customers (Maxham and Netemeyer 2002, Mc Collough 2000).

b) *Procedural justice*

Greenberg (1993) defines procedural justice as the impartiality of the means by which a resource allocation decision is made. According to Leventhal, Karuza and Fry (1980) procedures are likely to be considered fair if they meet six elements: they must be consistent, unbiased, accurate and correctable, should represent all problems and should prevail on the basis of ethical standards.

For Moorman (1991) procedural justice is defined as the degree in which decisions are made on the job and include mechanisms to ensure the proper collection of information, the possibility of expression by the workers and the existence of feedback processes.

Leventhal et al. (1980) states that for the procedures to be seen as fair, the following criteria must be taken into account:

- They must apply in the same conditions to all people at any given moment;
- They must not be biased;
- The information used to make decisions must be valid and reliable
- There must be procedures to detect and correct biased actions;
- Must conform to the company's ethical and moral standards ;
- Must take into consideration the opinions of the groups that may be affected by those decisions.

According to Arboleda (2009) the perception of justice that individuals have about the policies and procedures that employees follow is known as procedural justice. Thus processes are just when they are defined in a fair and consistent manner, letting people know that the organization has standardized processes to allocate resources and salaries to employees. So it is a complementary concept to distributive justice.

c) *Interactional justice*

Interactional justice has been found to be an important variable in understanding a variety of workers attitudes and their behavior in response to layoffs, budgetary decisions, purchasing decisions, negotiating tactics, corporate hiring practices (Bies and Moag 1986), customer service practices, and operational market practices. Moreover, interactional justice has been an important variable in understanding organizational behavior (Moorman, 1991), confidence in management and organizational commitment and consumer behavior.

Bies y Moag (1986) call it interactional justice when the procedures are implemented and carried out with different levels of quality, which reflects in the way customers receive friendly, dignified and respectful treatment from the directors of the organization.

Moorman (1991) defines interactional justice as the degree to which employees feel their needs are taken into account and that there are appropriate explanations to the making of decisions.

The perception of being treated fairly by the management in an organization produces in the employees behavior patterns that favor or limit their interest to give greater or lesser effort, to feel satisfied or dissatisfied, to value the directors positively or negatively, to achieve greater or lesser organizational commitment or be more or less vulnerable to stress according to Greenberg (1993) cited by Xiaoyu (2012).

In the opinion of Arboleda (2009) interactional justice was initially the part of procedural justice to assess whether people offered customers a friendly treatment, but in the eighties the concept received more attention to measure the quality of interpersonal relationships and he defines it as the intention to help communicate what is appropriate and strive to solve problems.

d) *Organizational justice in the academic world*

Moorman (1991) suggests that the study of organizational justice in an educational institution begins when the perceptions of academics are known from the following approaches:

- Distributive justice. It is defined as the fairness with which an organization, through management, distributes benefits such as, incentives, work positions, and promotions.
- Procedural justice. It is defined as the fairness in the procedures with which an organization makes the decisions to distribute the benefits.

Moorman (1991) proves the importance of the perception of organizational justice on the part of the employees of an educational institution as a modifier of the work attitudes and behaviors which give us the following:

- The relationship between participation and job satisfaction is influenced significantly by the perception that people have of receiving a fair treatment in the process of decision making. This is defined as distributive justice, resulting in the fact that the participatory systems make the perception of distributive justice more critical.
- The perception of distributive justice affects satisfaction and the idea that workers have of the incentives being related to work effort.

This perception of organizational justice has effects that go beyond the attitudes and behaviors of workers such as organizational commitment and effort, because, through them, influence can be applied on the clients of the educational services such as students, who respond to the assessment they make of the fairness with which they are treated with positive (or negative) emotional responses with respect to both, the teachers and the educational organization as Moorman

(1991) noted in a study done on a sample of students and university professors seen as clients.

The perception of organizational justice also has a major impact on teacher behavior by preventing the manifestation of symptoms of stress and pathologies with negative effects that affect academic organizational efficiency.

e) Problem statement

In order to perform an analysis of organizational justice in a sample of professors from a public higher education institution, the next objective was set: "To determine the significant effect between the qualifying variables of the professors and the variables of organizational justice." The research hypotheses are as follows

H10 There is no statistically significant relationship perceived by the professors between the organizational justice variables and the qualifying variables at a university.

H1A There is a statistically significant relationship perceived by the professors between the organizational justice variables and the qualifying variables at a university.

III. METHOD

To reply to the statement of the problem we carried out the collection and analysis of data using descriptive statistics and inferences which corresponds to a quantitative, non-experimental, cross design approach.

The research was conducted on a sample of 334 teachers to whom we applied Moorman's (1991) Organizational Justice instrument, which consists of three dimensions and includes 20 items on a five-point Likert scale

We carried out the validity of the instrument and the results obtained in the dimension analysis performed with the Quartimax main components and rotation method gave confirmation of the construct in which three dimensions were obtained: Dimension 1, Distributive justice composed of 5 items, Dimension 2, Procedural justice made up of 6 items, and Dimension 3, Interactional justice which has 9 items, thus confirming the validity of the construct as it can be seen in Table 1.

Table1 : Construct validity on the scale of organizational justice

Items on the scale	Dimensions			Commonality
	F1. Distributive Justice	F2. Procedural Justice	F3. Interactional Justice	
1	.846			.798
2	.643			.627
3	.578			.678
4	.680			.720
5	.506			.484
6		.702		.505
7		.904		.819
8		.839		.718
9		.917		.845
10		.764		.615
11		.796		.647
12			.848	.719
13			.882	.787
14			.833	.701
15			.879	.772
16			.901	.829
17			.835	.709
18			.849	.732
19			.924	.856
20			.839	.732
% explained variance.	58.29	7.74	5.43	
% of accumulated explained variance.	58.9	66.03	71.47	

Note: Extraction method: Analysis of principal components with Quartimax rotation. Source: Authors' calculations based on a statistical run.

In the reliability results of Moorman's (1991) Organizational Justice Scale, the score for the three dimensions was as follows: for Dimension 1 distributive

justice was 0.730, for Dimension 2, Procedural Justice, 0.921 and for Dimension 3, interactional Justice, 0.961, as it can be seen in table two.

Table 2 : Reliability of Moorman's (1991) Organizational Justice Scale

Dimensions	Cronbach's alpha
F1. Distributive Justice	.730
F2. Procedural Justice	.921
F3. Interactional Justice	.961

Source: Authors' calculations based on a statistical run.

IV. RESULTS

The hypotheses raised in this investigation were tested by the Variance Analysis (One-Way ANOVA). We found a statistically important relationship between the organizational justice variable perceived by the professors and the qualifying variables. These results proved hypothesis **H1_A** which states that the organizational justice variables perceived by the academics have a statistically significant relationship with the qualifying variables.

Based on the results of the Variance Analysis (One-Way ANOVA), the distributive justice dimension perceived by the sample of professors has a statistically significant relationship with the qualifying variables: age, schooling of teachers, and the educational programs where they teach.

- As shown in Table 3 the highest mean score of the distributive justice dimension and the age variable is

found in teachers with an age range of 40 to 49 years (mean=3.29) and the lowest in the age range of 30 to 39 years (mean=2.96)

- In regard to the schooling variable, the highest mean of the distributive justice dimension is found in professors that have an specialty (mean=3.45) and the lowest in educators with a doctorate degree (mean=2.81)
- According to the educational programs where they teach, the highest mean of the distributive justice dimension is found on professors that work in undergraduate programs (mean=3.17) and the lowest for those who teach a postgraduate level (mean=2.79).

No significant differences between the variables: marital status, gender, category, school where they teach, hours they work or seniority were identified among the professors.

Table 3 : Mean scores of distributive justice in accordance with the qualifying dimension variables.

Variable	N	Mean	F	p
Marital Status:			.181	.671
Single	89	3.16		
Married	137	3.12		
Gender:				
Male	137	3.16		
Female	89	3.09		
Age:			3.727	.012
Up to 29 years	22	3.26		
From 30 to 39	103	2.96		
From 40 to 49	65	3.29		
50 or more years	36	3.26		
Schooling:			5.951	.001
Bachelor	70	3.28		
Specialty	24	3.45		
Master	92	3.08		
PhDs	40	2.81		
Category:			2.705	.101
Hourly	paid 88	3.23		
professor				
Full-time	138	3.07		
professor				

School where they teach:			1.526	.183
Agricultural Cs.	31	3.17		
Administrative Cs.	54	3.09		
Basic Sciences and Engineering	39	3.30		
Arts	38	3.10		
Social Sciences	34	2.90		
Health Sciences	30	3.28		
Programs where they teach:			6.214	.013
Undergraduate	203	3.17		
Postgraduate	23	2.79		
Hours worked per day:			1.089	.338
Up to 5 hours	35	3.26		
From 6 to 8	184	3.10		
More than 8	7	3.37		
Seniority:			1.682	.126
Up to 5 years	85	3.09		
From 6 to 10	81	3.09		
From 11 to 15	20	3.20		
From 16 to 20	14	3.38		
From 21 to 25	11	3.47		
From 26 to 30	9	2.73		
More than 30 years	6	3.56		

Source: Authors' calculations based on a statistical run.

In regard to the procedural justice dimension of the variable organizational justice perceived by a sample of professors, there is a statistically important relationship with the variables: school where they teach and teacher's seniority.

As it can be seen in Table 4, the highest mean scores of the distributive justice dimension and the institute where they teach variable are found with the professors who teach at the Institute of Agricultural Sciences (ICAP) (mean=3.45), and the lowest with those who teach at the Institute of Economic-Administrative Sciences (ICEA) (mean=2.75).

In the matter of the seniority variable, the highest mean of the procedural justice dimension is found in those academics with a seniority greater than 30 years (mean=3.72) and the lowest with those with between 26 to 30 years on the job (mean=1.81).

No significant differences between the following variables were identified: marital status, gender, age, academic schooling, category, programs where teach, and the number of hours worked every day with the perceived procedural justice dimension.

Table 4 : Mean scores between the procedural justice dimensions according to the qualifying variables.

Variable	N	Mean	F	p
Marital Status:			3.010	.084
Single	89	3.23		
Married	137	3.00		
Gender:			.149	.700
Male	137	3.11		
Female	89	3.06		
Age:			.055	.983
Up to 29 years	22	3.13		
From 30 to 39	103	3.07		
From 40 to 49	65	3.12		
50 or more years	36	3.06		
Schooling:			.769	.512
Bachelor	70	3.19		
Specialty	24	3.21		
Master	92	2.97		
PhDs	40	3.12		
Category:			.006	.939
Hourly paid	88	3.10		
Professor	138	3.09		

Variable	N	Mean	F	p
Full time professor				
Institute where they teach:			3.396	.006
Agricultural Cs.	31	3.45		
Administrative Cs.	54	2.75		
Basic Cs. Eng.	39	3.35		
Arts	38	3.19		
Socials Cs.	34	2.81		
Health Cs.	30	3.19		
Programs where they teach:			.019	.891
Undergraduate	203	3.09		
Postgraduate	23	3.12		
Hours worked per day:			1.21	.300
Up to 5 hours	35	2.88		
from 6 to 8	184	3.12		
more than 8	7			
Seniority:			3.264	.004
Up to 5 years	85	3.19		
from 6 to 10	81	3.04		
from 11 to 15	20	3.14		
from 16 to 20	14	3.30		
from 21 to 25	11	3.06		
from 26 to 30	9	1.81		
more than 30 years	6	3.72		

Source: Authors' calculations based on a statistical run.

The interactional justice dimension of the justice variable perceived by teachers has a statistically significant association with the variables: marital status, the institute where they teach and their age.

Table 5 shows that the highest mean scores of the interactional justice dimension and the marital status variable are found among single teachers (mean=3.34) and the lowest among married teachers (mean=3.04).

Regarding the "institute where they teach" variable the highest mean of the interactional justice dimension is found with the teachers that work at the Agricultural Sciences Institute (ICAP) (mean=3.49) and

the lowest among those who teach at the Economic-Administrative Sciences Institute (ICEA mean=2.81).)

In relation to the seniority variable, the highest mean of the interactional justice dimension is found in the professors who have a seniority of more than 30 years (mean=3.72) and the lowest among those that have been teaching between 26 to 30 years (mean=1.76).

No significant differences between the following variables were identified by the professors: gender, age, academic schooling, category, and the number of hours worked per day with the interactional justice dimension.

Table 5: Mean scores between interactional justice dimensions according to the classifying variables

Variable	N	Mean	F	p
Marital Status:			4.670	.032
Single	89	3.34		
Married	137	3.04		
Gender:			.024	.876
Male	137	3.15		
Female	89	3.17		
Age:			.460	.711
Up to 29 years	22	3.39		
From 30 to 39	103	3.10		
From 40 to 49	65	3.17		
50 or more years	36	3.14		
Schooling:			.623	.601
Bachelor	70	3.27		
Specialty	24	3.27		
Master	92	3.06		
PhDs	40	3.11		
Category:			.037	.848

Variable	N	Mean	F	p
Hourly paid	88	3.17		
Professor				
Full time	138	3.15		
professor				
Institute where they			2.987	.012
teach:	31	3.49		
Agricultural Cs.	54	2.81		
Administrative Cs.	39	3.42		
Basic Cs. Eng.	38	3.35		
Arts	34	2.93		
Socials Cs.	30	3.10		
Health Cs.				
Programs where			1.548	.215
they teach:	203	3.19		
Undergraduate	23	2.90		
Postgraduate				
Hours worked per			1.148	.319
day:	35	2.93		
Up to 5 hours	184	3.19		
from 6 to 8	7	3.41		
more than 8				
Seniority:			3.365	.003
Up to 5 years	85	3.26		
from 6 to 10	81	3.12		
from 11 to 15	20	3.16		
from 16 to 20	14	3.32		
from 21 to 25	11	3.27		
from 26 to 30	9	1.76		
more than 30 years	6	3.72		

Source: Authors' calculations based on a statistical run.

V. DISCUSSION AND CONCLUSIONS

In regard to distributive justice and according to the results obtained, scholars that range in age from 40 to 49 years perceive a better distribution of the workload and this could be explained because they are academics who have seniority in the institution.

In respect to the schooling variable, those who have a specialty recognize a more positive distributive justice; this could be explained because they feel that the wages earned, the workload, and the work schedule are distributed according to the level of preparation they have.

The teachers that detect a more equitable distributive justice are those who teach at the bachelor's degree level, which could be related to the structure of the curricula and study plans.

As far as procedural justice is concerned, the professors of the Agricultural Sciences Institute notice a more positive justice, and this could be due to the fact that the director makes sure that all the concerns of the academic personnel are heard before decisions are made, they receive additional information when it is required in order to object or appeal some decisions made by the director, who, during this process, treats the staff with kindness and consideration, and shows concern for the rights of the teachers.

The seniority variable in relation with procedural justice came out more positive with those academics that have been at the job for 26 to 30 years. This could be a result of the interest these teachers have to carry out each and every one of the procedures defined within the study plans and programs in order to fulfill the curricular objectives.

Finally, the result of the interactional justice dimension was more positive with those teachers who are single and this is due to the fact that they have less limitations in their relationship with their co-workers.

At the Agricultural Sciences Institute there is a more positive perception of a procedural justice, which means that the professors have improved the manner they interact and relate to the rest of the personnel.

Seniority is an important aspect for interactional justice and, according to the results, the scholars with more than 30 years working have a more positive perception, and this is due to the fact that they have more capacity to relate with their workfellows.

There have been studies on organizational justice with the objective of having the workers perceive what is just and unjust within the organization to which they belong. Based on their perception, the workers could sustain positive attitudes towards their jobs, the decision makers and the organization; that is why it is vital to continue with further studies to explain the

behavior of organizational justice to improve the perception of the distributive, procedural, and interactional justice. It is also essential to continue with its analysis regarding job satisfaction, organizational climate, as well as with the image of the company in order to create and propose strategies to improve the levels of perception.

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Transformational Leadership a Study of Banking Sector in Saudi Arabia

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Abstract- This is a study of Transformational Leadership and its relationship with job satisfaction & organizational commitment among the employees of banking sector. This study was carried out in Jeddah, a commercial city of Kingdom of Saudi Arabia. The research concentrated on four commercial banks that are Al Bilad Bank, AL Rajhi Bank, Riyadh Bank and SABB. 300 questionnaires were circulated to employees of banks operating in Jeddah. Full-time bank employees mostly working as trainee officers were our targeted population. The questionnaire consisted of 38 items, divided into four categories; transformational leadership, overall job satisfaction, organizational commitment and turnover intentions. Primary resources were used for collecting data in order to carry out research work. Multifactor leadership questionnaire developed by Bruce & Avolio (2009) was used to measure the respondents' perception about the transformational leadership.

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Strictly as per the compliance and regulations of:



Transformational Leadership

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I. INTRODUCTION

Human resource is an important and indispensable factor for every organization. It is important to run an organization smoothly, effectively and efficiently (Mosadragh, 2013). Every success of an organization depends directly or indirectly on the hard work, loyalty and involvement of its managers and employees. In the era of globalization where the whole world is a global village, firms are considered to be competitive on the basis of competence of their human resources.

According to Rennie (2013) employees are the backbone for every organization and success of the organization depends on performance their workforce. In order to improve organizational performance, workers should be guided and managed in an effective and proper organized manner.

Tighe (2014) found that management of employees largely dependent upon the quality of leadership within the organization. He further postulates that leadership is a bond which makes people to work together. These days organizations care for understanding, development and improvement of their leadership.

Leadership is an important and crucial factor in the commencement and implementation of the transformations in organizations (Thomas & Dennis 2014).

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If leaders want to produce a positive influence on individuals, groups and organizations, then leadership should be broadened from old rigid autocratic style to friendly and contemporary style (Tighe 2014). Modern leaders tend to adopt an attitude which supports employees, support them with a vision, cultivate a series of hope, encourage them to continuously think innovatively, individualized consideration and broaden their communication.

All these factors are the main features of transformational leadership style leading to boost up organizational strengths and increasing level of job satisfaction among workforce. Transformational leaders not only think about the competencies, skills and needs of individual workers but also engage them towards accomplishing organizational goals.

According to (Tighe 2014) transformational leaders are an important factor in obtaining the success of the organization.

The major variable of this study is transformational leadership. The core aspire of this study is to investigate whether transformational leadership is being implemented by bank managers of Saudi Arabia or not as studies found that that Arab firms used bureaucratic and hierarchical leadership styles where leadership is centralized (Thomas & Dennis 2014).

Muthuveloo & Rose (2012) defined organizational commitment as worker's level of involvement with his job and organization. Organizational commitment can be attributed as employees' loyalty and faithfulness towards organization and his intentions to be the part of that organization. There are three main types of organizational commitment: affective, continuance and normative. But, in the current study, our center of attention will be organizational commitment in general.

According to Tella (2012) Organizational commitment is the strongest motivator that highly affects persons' intentions to perform well, increases his efficiency, and improves his skills.

II. LITERATURE REVIEW

The complete literature review is divided into sub-groups for the better understanding of the subject. All the subgroups have been detailed below.

a) *Banking Sector of Saudi Arabia*

Saudi Arabia's banking industry continues to experience robust growth despite the global macroeconomic environment being difficult. According to the results of a survey released in March 2014 by professional services firm Ernst & Young, 53% of Saudis have complete trust in their primary financial service providers, far above the global average of 44%. Respondents to the survey said issues such as confidentiality, reputation and pricing of services were among the key factors in building confidence. Despite the increase in lending activity, asset quality remains high, ratings agency Fitch wrote in an early 2014 report, attributing this to better underwriting standards, a stable operating environment, and new loans directed mainly towards government-related projects.

b) *Leadership*

The Malcolm Baldrige National Award gave a comprehensive definition on leadership in its core values. According to this agency the organization's senior leaders should set the directions and create a customer focus, clear and visible values and high expectations. The directions, values and expectations should be in balance with the needs of all your stakeholders. Your leader should ensure the formation of strategies, systems and methods for getting excellence, having innovation, building knowledge and capabilities. The values and strategies should help the leaders in guiding all activities and decisions of the organization. Senior leader should play a role of a person that inspires and motivates the entire workforce and should encourage all the employees to do their part, to develop and learn, to be innovating and to be creative in work (Bester field, 2010). According to Lok & Crawford (2011) leadership plays a crucial role in determining the success and failure of a firm.

Jong & Hartog (2010) described leadership as a process to influence people in order to get desired results.

c) *Transformational leadership*

Burns was the first person who gave the concept of transformational leadership in 1978. According to him, transformational leadership is observed when leaders encouraged followers to boost up the level of their moral values, motivation, beliefs, perceptions, & coalition in line of the objectives of the organization. Bass & Avolio (2012) introduced some developments in transformational leadership. They divided transformational leadership into four components; charismatic role of modeling, individualized consideration, inspirational motivation, and intellectual stimulation.

According to Schepers (2013) "the transformational style of leadership has characteristics of charisma, individual consideration, intellectual stimulation, and inspirational motivation whereas

transactional leadership is characterized by contingent reward and management-by-exception".

Gill (2010) described that job stress and burnout leads to job dissatisfaction which will result in lower workers' performance and a decrease in their efficiency and performance. Organizations, by applying transformational leadership can reduce job stress and burn out.

Zopiatis & Constanti (2010) investigated the relationship between various leadership styles of hospitality managers in Cyprus and burnout of employees. The study found that transformational leadership serves as an exposing factor for personal achievements and have a negative relationship with emotional exhaustion and burnout. Transactional leadership improves employees' productivity but it is insignificantly related with emotional exhaustion and depersonalization.

So to conclude it can be said that transformational leaders are the most positive, effective and beneficial leaders for an organization.

d) *Job Satisfaction*

According to Lu (2011) job satisfaction is a topic which has taken attention of not only business unit employees rather also of researchers. Job satisfaction is the sentimental response of an individual toward his or her job or place of job extracting from his or her experience from the job.

Luthans (2007) defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Mosadeg Rad & Yarmohammadian (2009) mentioned that job satisfaction is the general behavior of the employees regarding their jobs and the place where they perform their duties, Job satisfaction can be affected by a various factors and overall job satisfaction consists of satisfaction from its different parameters. In this study, our area of interest is overall job satisfaction. Many researchers had indicated different parameters that can affect job satisfaction.

Arnett (2010) related organizational performance with worker's job satisfaction. High degree of job satisfaction makes employees to do their jobs more efficiently. Satisfied employees will perform better which will result in customer satisfaction. They indicated a positive relationship between supervisor's leadership styles and employee job satisfaction. The study found that if employees have the right to participate in decision making, it will increase their confidence and sincerity with the job which will result in job satisfaction and would be beneficial for the organization performance.

i. *Organizational commitment*

Luthans (2007) gave a comprehensive definition of organizational commitment. According to him, "It is an attitude reflecting employees' loyalty to their organization and is an ongoing process through which

organizational participants express their concern for the organization and its continued success and well-being". Henkin & Marchiori (2011) defined organizational commitment as a feeling of employees which influence them to be the part of their organization and understand the goals, values, norms and ethical standards of an organization.

Allen & Meyer (2009) define organizational commitment as "A psychological state that binds the individual with the organization (i.e., makes turnover less likely)."

Shaw (2007) defined organizational commitment in three dimensions; affective, continuance and normative commitment. A positive, sincere and utmost involvement of employee for the organization is called affective commitment. Continuous commitment can be observed when individual is committed with the organization because of certain benefits like pension, insurance, medical and other benefits whereas in general he does not have a positive thinking for organization.

ii. *Job satisfaction and organizational commitment*

Wu & Norman (2010) investigated the relationship among employee's job satisfaction, organizational commitment and role ambiguity. Employee's job satisfaction has positive relation with organizational commitment and negative link with role ambiguity.

Fang (2011) stated that job satisfaction has strong positive correlation with organizational commitment and professional commitment and it is inversely related with work stress.

Gunlu & Aksarayli (2010) identified the effect of workers job satisfaction on organizational commitment. He found the relationship between job satisfaction, employee's characteristics and organizational commitment. The result indicated that extrinsic, intrinsic and general job satisfaction positively and significantly co-relates with normative and effective commitment. There is strong relationship between subordinate's age, level of pay, education and extrinsic job satisfaction.

Popoola (2009) explored that organizational commitment of employees is determined by socio-economic factors, job satisfaction and level of control. Low rate of absenteeism, increased job commitment and positive effect on productivity would be the results of high level of job satisfaction. Job satisfaction will also affect the quality of work. Socio-economic factors consist of employee's age, gender, marital status, level of education, length of service and salary. Gender, age, marital status, length of service and remuneration had strong positive effect on organizational commitment while on the other hand level of education negatively correlates with organizational commitment.

iii. *Job satisfaction and employees' turnover*

Aksu (2008) argues that employee satisfaction is inversely related with employee turnover. Satisfied employees are less intended to leave the job.

Tian-Foreman (2009) studied the effect of job satisfaction on employee' turnover and found that employees often thought to quit their job when they are not satisfied with their job thus proved a negative relationship between job satisfaction and turnover. Eliason (2007) argued that the general model of job satisfaction focuses on all feelings that employees has about his work. Level of job satisfaction is dependent on the nature of work and expectation of workers about their job. Study focused on the fact that more dissatisfied workers will experience a higher degree of turnover. Satisfaction from job security, working conditions and working hours are also positively related to overall job satisfaction but effect of these factors gets reduced with the passage of time.

iv. *Transformational leadership and employees' job satisfaction and organizational commitment*

The leadership style or behavior of a manager can influence the job satisfaction of employees. Many studies have been carried out to determine the relationship between leadership styles and employees' job satisfaction and concluded how organizations can use leadership styles to affect followers' level of satisfaction (AL-Hussami, 2007).

Kim (2011) stated that managers 'encouraging attitude enhances employees' job satisfaction and also affects the factors related to workers' job satisfaction. If managers are in good relationship with their employees it could result in having more satisfied workers. And if employees are given right to participate in strategic planning of organization, it would boost their job satisfaction. The study recommended transferring the conventional autocratic management style into participative management.

Bass (2012) found a sound relationship between leadership styles, values and norms at the job, satisfaction, productivity, motivation and organizational commitment.

Managers should be capable to use different styles for different situations. Different management styles should be applied as per organization's culture. Although there are many managerial styles which could have an effect on employees' job satisfaction and their organizational commitment but one should mainly consider transformational leadership. This study considers transformational leadership because of its friendly, productive and creative nature. These days most of the organizations are switching over from traditional autocratic style to transformational style because now employees not only consider financial benefits but they also require support and encouragement from their management.

III. RESEARCH METHODOLOGY

The present study was carried out on the banking sector and more specifically on commercial and Islamic banks of Saudi Arabia. Presently, there are 39 Scheduled banks, seven Micro finance banks and eight Development finance institutions functioning in Saudi Arabia (Government of Saudi Arabia, 2010).

The study was conducted to attain the following objectives:

1. To find the effect of transformational leadership on job satisfaction and organizational commitment of employees in banking sector.
2. To find the effect of job satisfaction on organizational commitment and turnover intentions of employees in banking sector.
3. To know the perceptions of employees about transformational leadership style, job satisfaction, organizational commitment, turnover intentions
4. To measure the satisfaction and commitment level of employees with their job.
5. To identify the significance of relationship between job satisfaction and organizational commitment and turnover intentions of employees.
6. To highlight the problems in transformational leadership, job satisfaction, organizational commitment and turn over intentions, affecting the performance of employees.

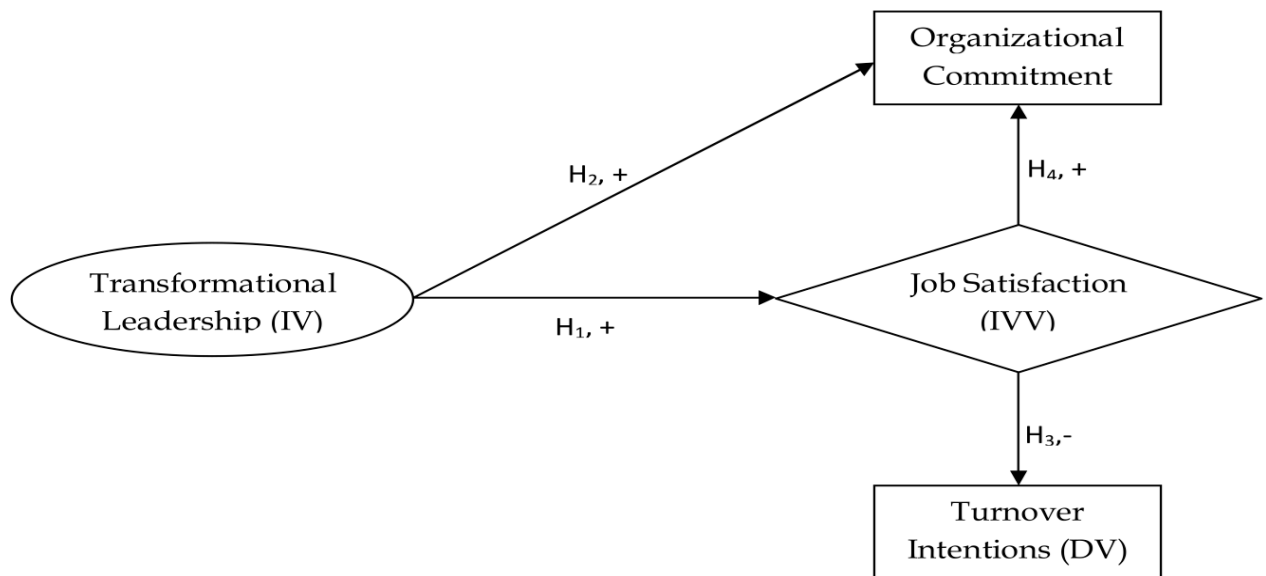


Figure 1 : Research Model

The above research model is presenting correlation amongst all independent, and dependent variables. Here transformational leadership is shown as independent variables (IV), job satisfaction is shown as independent variables (IV) while turnover intentions and organizational commitment are working as dependent variables (DVs). Model is indicating that transformational leadership is positively affecting employees' job satisfaction and organizational commitment on the bases of which is derived our first two hypothesis H1 and H2, whereas job satisfaction is influencing employees' organizational commitment positively and turnover intention negatively on the basis of which were developed our H3 and H4.

a) Hypothesis

H1: An appreciably positive relationship exists between transformational leadership and employees' job satisfaction. There is no impact of TL on JS.

H2: A significantly positive relationship exists between transformational leadership and employees' organizational commitment. There is no impact of TL on OC.

H3: More satisfied workers have less intention to leave the organization. There is no impact of TL on TI.

H4: More satisfied workers are more committed with their organizations. There is no impact of JS on OC.

H5: There is no impact of JS on TI.

In this study, four commercial banks were considered. These are Al Bilad Bank, AL Rajhi Bank,

Riyad Bank and SABB. 300 questionnaires were circulated to employees of banks operating in Jeddah. Full-time bank employees mostly working as trainee officers were our targeted population. The questionnaire consisted of 38 items, divided into four categories; transformational leadership, overall job satisfaction, organizational commitment and turnover intentions. Most of the respondents were males (75.7%), having Masters Degrees (53%), lies between 20 to 30 (59.9%) years of age and on average having the experience of 2-5 years (45.7%).

b) Sampling Technique

The target population for this study was banks operating in Jeddah. A list of all four AL Bilad bank, AL Rahji, Riyadh bank and SAAB these banks was sample the sampling frame. From the sampling frame four banks were chosen using non-probability convenience sampling technique. According to kinra (2006) theories a typical range of sample size used by most researchers was 150-300. This research aimed for a sample size of 181.

The research used semi-structured questionnaire to collect data from the banking staff. The questionnaires were administered in four banks. Initially, 211 questionnaires were returned however 181 were usable because 30 questionnaires were incomplete or wrongly filled out. In order, to increase the response rate and ensure representativeness, more questionnaires were circulated using email.

The instrument used in the present study was personally administered questionnaire because of conducting primary research and questionnaire is most effective tool for this type of research (Sekaran, 2010). Multifactor leadership questionnaire developed by Bruce & Avolio (2009) was used to measure the respondents' perception about the transformational leadership. The MLQ is a 5-point Likert scale was used, where (1) Not at all (2) Once in a while (3) Sometimes (4) Fairly Often and (5) Frequently, then researcher used (1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree and (5) Strongly Agree and in later portion of questionnaire 1=completely unsatisfied and 5=completely satisfied, to determine the overall job satisfaction of employees, as suggested by Cook (2009). Based on the questionnaire analysis, the reliability and validity of this instrument was 0.85 i.e. Cronbachalpha value. We have adopted a questionnaire developed by Mowday (2010) to measure an important variable of the study that is organizational commitment of the employees.

c) Validity and Reliability

A check of the reliability of the items of the questionnaire showed a coefficient of 0.877. The indication of this is that the 38 items that measured the independent and dependent variables did that reliability and validity.

The Cronbach's alpha is shown below:

Reliability and Validity Case Processing Summary			
		N	%
Cases	Valid	160	88.39
	Excluded ^a	21	11.60
	Total	181	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.877	38

d) Data Collection

Primary resources were used for collecting data in order to carry out research work. Data was taken from employees of banks. Self-administered questionnaires were used in January 2015 to collect data from the individual respondents.

An over-all of 300 questionnaires were distributed to banks operating in Jeddah. An equal amount of questionnaires were distributed to each targeted bank. Full-time bank employees mostly working as trainee officers were our targeted population. Response rate was 60.33 % as 181 out of 300 questionnaires were returned. 75 questionnaires were returned by AL Bilad bank, 48 from AL Rahji, and 26 from Riyadh bank and 32 questionnaires were being collected from SAAB. The questionnaires returned were either completely responded or contained few unanswered questions for which mid-points were taken.

Table1 : Response Rate

Banks	Distrib uted	Return	Not Retur n	Respons e Rate
Al Bilad Bank	75	75	00	100%
Al-Rajhi Bank	75	48	27	64%
Riyad Bank	75	26	49	34.6%
SABB	75	32	43	42.6%
Total	300	181	119	60.33%

e) Data Analysis Tool

SPSS 16.0 was used for data analysis. Data related to studied variables were coded and entered to the computer using SPSS (16.0) software as it was most widely available and powerful statistical software package. SPSS is user friendly and cost effective for quantitative research in social sciences (Prabhakar, 2008). The responses of the employees regarding transformational leadership, job satisfaction, organizational commitment, and turnover intentions were scored. The entered data were edited. For blank

responses mid-points (average) was considered suitable, as five-point Likert-type scale was opted for use and the blank responses were taken as undecided responses and were scored as such. It was examined whether the relationship exists between transformational leadership and job satisfaction and organizational commitment on the basis of responses of employees, the effect of job satisfaction on organizational commitment and turnover intentions was also examined. The job satisfaction, organizational commitment and turnover intentions with respect to demographics was also measured.

f) Findings

This study was carried out because of the researcher's interest in determining the effect of a transformational leadership style of bank managers on employee's job satisfaction and their organizational commitment.

1. The effect of overall job satisfaction on bank employees' turnover intentions and organizational commitment was also determined. Management of employees is largely dependent on the quality of leadership organizations have.
2. Leadership is very imperative in establishing highly determined, motivated and better performing teams. Therefore, If leaders want a positive influence on individuals, groups and organizations then the leadership should be reformed from traditional autocratic style to friendly and contemporary style. Modern leaders perfectly adopt an attitude to support employees, provide them a vision, cultivate hope, encourage them to think innovatively, individualized consideration and broaden the communication. All these parameters are the salient features of transformational leadership style leading to enhance organizational strengths and increasing level of job satisfaction among workforce. The findings of the current research strongly supports the proposed hypotheses of the present study which are based on mainly transformational leaders and employees job related behaviors i.e. overall job satisfaction, organizational commitment and turnover intentions' literature. The study also supports the previous researches and widens its application to bank employees of Jeddah (Saudi Arabia). Findings of the present study concluded that transformational leadership style was appreciably and positively related to overall job satisfaction and organizational commitment. The study also determined that transformational leadership had not been exercised by the bank managers. According to employees' perceptions, their leaders don't have supportive behavior, don't provide them a vision, not encouraging their innovative thinking, and don't try to extend the communication.

Employees' turnover intentions were significantly and negatively correlated and were influenced by level of overall job satisfaction and proved that more satisfied employees were having fewer intentions to quit their organizations. Employees overall satisfaction was also appreciably and positively correlated with organizational commitment. It was found that employees were moderately satisfied with their jobs and have very less intentions to leave their current jobs and they are loyal to their organizations but not at a very high level.

Further the study found no appreciable differences in commitment level of men and women working in conventional and Islamic banks. The study also indicated that employees with different educational backgrounds have significantly different level of satisfaction but education did not affect employees' organizational commitment. The significant differences were also found in satisfaction level of permanent, contractual and temporary employees. The study also found that age, name of bank and experience with current job did not affect employees' level of organizational commitment. Significant differences were found in organizational commitment of employees having different overall experience.

The study also indicated that age, overall experience and experience with current job did not affect employees' level of satisfaction.

There were no significant differences found in turnover intentions of bank employees on bases of following factors: name of bank, age, overall experience, experience with current job and type of job.

The present research tried to make important contributions towards existing transformational leadership overall job satisfaction, organizational commitment, and overall job satisfaction organizational commitment, turnover intentions relationships literature by utilizing Islamic and conventional banks sample, in this way contributing to a wider theorization and ultimately develops an enhanced understanding of the above mentioned relationships.

g) Implications

As far as, the managerial implications concerned, the current study helps leader to better understand the fact that if they want to have more satisfied and committed staff and lower turnover rate, they require to exercise improved leadership style i.e. transformational leader. Employees are the most valuable asset in organizations. Well-qualified and capable personnel are important in context of achieving goals and objectives of an organization. However, managers don't take required interest in learning human attitudes, improved ways of communication and how employees' performance is affected by managers' behaviors. Management should be willing to understand human nature, the basic requirements, needs and skills

of staff. For this, managers can assess employees overall job satisfaction, organizational commitment on permanent bases which will also help to predict related attitude of turnover. Further, organizations should properly train their managers for exercising transformational leaderships.

IV. CONCLUSION

Productivity and performance of an organization relies upon their employee satisfaction. Satisfied employees improve the performance of an organization in optimal time and escort it to growing profits. Transformational leadership is a device to develop higher level of job satisfaction and organizational commitment of employees which will eventually lead to the lower rate of turnover. Transformational leaders also help employees to become more creative, innovative and bring such new ideas which make the organization to flourish competitively and adapt itself to the changing external environment. Unfortunately this type of leadership is not being exercised by the bank managers of Saudi Arabia. The results of this recent study depicted that if managers use transformational leadership attitude, they would get more satisfied and committed employees.

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A Study of Job Satisfaction and Commitment of Government School Teachers in Ludhiana (Punjab)

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Abstract- The education is considered as the backbone of any country. In Punjab the number of total number of primary schools is 18045. Total 139317990 students have been enrolled in these schools for the primary education. In Punjab the number of these students is 2349111. The total number of teachers enrolled in the secondary education is 1063420 in India whether in Punjab this number is 138939. (Source: selected educational statistics 2008, MHRD). The employee satisfaction is an important aspect to run any of the organization. The case is same in the education industry as well. The quality of the student depend on the quality of teaching and teachers which is directly linked to the satisfaction. The current study attempt to study the satisfaction of the government schools teachers in Ludhiana (Punjab).

Keywords: *satisfaction, secondary education, teachers.*

GJMBR - G Classification : *JEL Code : J28*



A STUDY OF JOB SATISFACTION AND COMMITMENT OF GOVERNMENT SCHOOL TEACHERS IN LUDHIANA PUNJAB

Strictly as per the compliance and regulations of:



A Study of Job Satisfaction and Commitment of Government School Teachers in Ludhiana (Punjab)

Sanmeet Pal Kaur ^α & Dr. Sandhya Sharma ^σ

Abstract- The education is considered as the backbone of any country. In Punjab the number of total number of primary schools is 18045. Total 139317990 students have been enrolled in these schools for the primary education. In Punjab the number of these students is 2349111. The total number of teachers enrolled in the secondary education is 1063420 in India whether in Punjab this number is 138939. (Source: selected educational statistics 2008, MHRD). The employee satisfaction is an important aspect to run any of the organization. The case is same in the education industry as well. The quality of the student depend on the quality of teaching and teachers which is directly linked to the satisfaction. The current study attempt to study the satisfaction of the government schools teachers in Ludhiana (Punjab). The total sample of 200 has been selected from the government schools of Ludhiana. Syatamatic random sampling has been used to select the samples and the response has been recorded with the help of structured questionnaire. Descriptive statistics, Correlation, Regression, Factor Analysis and Chi square test has been used for the analysis purpose. The results shows that the teachers are satisfied upto a great extent in the region.

Keywords: *satisfaction, secondary education, teachers.*

I. OVERVIEW OF THE STUDY

The role of teachers is very vital in the formation of intellectual capacity and the intelligence in a student during the phase of student life. The knowledge and skills a student get at the time of school hood decides his future course of action in terms to his own career and also in terms to his role in the family, society, nation and universe. Teachers are the tools or the providers of the tools to the students to make them a responsible citizen of the world. Teachers Skill, Pedagogy and education level caused students progression and achievement level (Fuller & Clark, 1994). As a teacher it's very challenging job to make a student as a responsible citizen but at the same time it's very satisfied job too. A teacher always feel; satisfied when he see his student progressing.

On the other hand the teaching job is becoming frustrating and stressful when a teacher has to teach a larger class with additional work load, less salry, Very less or no reorganization, no up gradation or training

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and in an unpleasant work environment of the institution. Research study of Rao & Bhaskar (2003) validates the above said statement that a feel more stress when he or she has to take a class with extra strength or when he have to work extra hours in an unpleasant work environment and without sufficient monitory remuneration. In India also the condition of the secondary teachers is more or less same. With the introduction of international schools the competition increases a lot and thus the factors discussed above are came in play to increase the dissatisfaction among the teachers. The other impact of this is that that the commitment level of the teachers is decreasing towards the organization they are working with.

In a glimpse of India, the total number of schools in 2008 is 1226825, which includes the Government, Private, aided or funded schools out of which 674677 are the government schools and others are the local bodies, private aided or the private unaided schools. In Punjab the number of total number of primary schools is 18045. Total 139317990 students have been enrolled in these schools for the primary education. In Punjab the number of these students is 2349111. The total number of teachers enrolled in the secondary education is 1063420 in India whether in Punjab this number is 138939. (Source: selected educational statistics 2008, MHRD)

The current study evaluates the satisfaction level among the secondary teachers who work with government institutions in Ludhiana District of Punjab. The study will investigate the level of satisfaction among these teachers and further tries to find out the factor, which affects the satisfaction of the teachers at their work places. Further the study also explores the impact of the teacher's satisfaction on the commitment towards the organization he is working with.

II. REVIEW OF LITERATURE

A number of scholars evaluated the subject of satisfaction in different industries. Satisfaction among the teachers has been investigated by a number of researchers as well.

Borg and Riding (1991) investigated teacher stress, job satisfaction, absenteeism, career intention, career commitment and self-image as teacher in a

context which allowed many of the characteristics of an educational system to be incorporated in the design. A questionnaire survey of 545 teachers in Maltese secondary schools revealed that some of the demographic characteristics of the sample were related to self-reported teacher stress, job satisfaction and career commitment. Results also showed that teachers who reported greater stress were less satisfied with teaching, reported greater frequency of absences and a greater number of total days absent, were more likely to leave teaching and less likely to take up a teaching career again.

Malone (1993) conducted a study to determine factors influencing satisfaction and dissatisfaction. This study showed that teachers were satisfied with their profession. In addition, findings showed that the responsibility, interpersonal relationships with students and colleagues, achievement and job security were the main causative factors in job satisfaction. It also became clear that primary school teachers were the most satisfaction from their work compared with their counterparts from the teachers at the middle or secondary schools.

Andrew & Schwab (1995) examined the relationship between the length of the program and the retention rate and found that more teachers entered and remained in the field when they participated in a five-year program than in a four-year program. No studies were found that examined the relationship between what teachers taught and the level of their satisfaction.

Darling-Hammond and Sclan (1996) defined school culture as "the dominant ethos of the organization, its values and visions, and the everyday experiences of the school community members". This domain includes such factors as administrative support to the new teacher in assigning duties and workload, administrative support with discipline, staff involvement, and teachers working as a team. Overall, a positive working environment for teachers is part of the school culture. Working conditions for teachers are directly impacted by the principal's leadership style (Darling-Hammond & Sclan). This area is one that can be controlled predominantly at the district or school level. Local administrators have the power to create a favorable work environment for teachers.

Terry (1997) studied the factors, which impacts teacher's motivation. The findings of the study included five suggestions for principals to use with teachers. They are positive feedback, high standards, opportunities for professional growth, support systems, and increased parental and community involvement.

Van der post et al. (1997) studied the impact of rewards on the motivation of the employees and reported that employees as reinforcing the notion that most employees are good performers and there should be a linkage between reward and performance should perceive the organization's reward system.

Chan (1998) investigated the stress and mental illness among the teachers in China. Study unearthed that teacher Stress and Coping to mental ill-health, the present findings extend previous findings from non-Chinese settings to Chinese secondary school teachers, suggesting that Hong Kong teachers who report a relatively high level of stress are also likely to obtain high scores on the psychological distress or mental ill health index. However, caution must be exercised in the causal interpretation of the effect of stressors on psychological distress because teachers in mental ill health might simply report more stress. Such issues need to be more carefully addressed in longitudinal studies of teacher stress in future investigations.

Eid (2000) explained in his study, which aimed to disclose the extent of job satisfaction of secondary teachers in -The Directory of Education in the first area of Amman-and its relationship to director's leadership style of the school. Results showed a decrease in the degree of job satisfaction among male teachers rather than female. The researcher recommended disclosing the reasons for dissatisfaction with male teacher for the teaching profession and handling them.

James et al. (2001) in a paper about Performance-Based Pay for Teachers, to the CRS Congress put it that interest in performance-based pay for teachers rose, in part, from a basic dissatisfaction with the traditional salary schedule. Many policymakers believed that the traditional salary schedule provided no incentive for teachers to demonstrate subject matter competence, improve teaching, or increase academic performance by students.

Wu & Wu (2001) conducted a study among 960 elementary school teachers from Taipei Municipality and Taitung County. The study aimed at developing causal model to describe elementary school teachers' job satisfaction and how it is affected by social network and job characteristics. It was found, among others, that higher levels of satisfaction are generally found in female teachers, homeroom teachers, teachers who assumed directorship in schools, teachers with lower educational attainment and teachers with higher income.

Eick CJ (2002) evaluated the effect of motivation on the teachers by giving them more responsibility and challenges. The study reveals that the teachers proclaimed that teaching gave them an opportunity to experience new challenges and allowed them to explore, create and improvise the ways they teach. By having this kind of motivation, teachers are more satisfied with the work and this satisfaction will either maintain their motivation, or further motivate them to aim for a higher level of satisfaction. Satisfaction and motivation possibly move in a circle. This implied satisfaction tends to motivate teachers to aim for higher performance and achievement to fulfill their sense of accomplishment.

Odden & Kelly (2002) studied the linkage between the rewards and motivation in private schools and revealed that other individuals in private schools have also been rewarded on grounds of nepotism and other unclear grounds. It is upon such a background that some teachers have performed reluctantly while others continue to be promoted due to their pseudo performance. Employers have the opportunity to leverage the value of their total rewards program to provide solutions to all the challenges affecting teachers; this would increase their motivation and their performance. Some school employers realized that they could not merely mimic the rewards practices of other schools. A rewards strategy would be deliberately created to support school's unique human capital strategy if increased performance of teachers were to be realized.

Day et al. (2006) studied the intrinsic and extrinsic motivation and its effect on the teachers. Motivation can be classified into intrinsic and extrinsic. They argued that the extrinsic motivation of teachers is associated with many extrinsic factors such as salary, working conditions etc. Intrinsic motivation is the motivation contributed mainly by intrinsic factors such as enjoyment, personal satisfaction etc. The intrinsic motivation some extent is enhanced by the extrinsic factors. When studying the existing state of teacher motivation, it is essential to examine both the intrinsic and extrinsic factors affecting teachers' motivation.

DEST Research Paper (2007) indicates that the United States (US) Teaching Commission acknowledges that there is no single way to measure classroom excellence. The Commission suggests, however, that a balanced merit pay plan links pay increases to some or all of the following elements: Student achievement gains, satisfactory evaluations by principals or peers, Additional pay for extra responsibilities, Incentives for earning National Board Certification and Special rewards for specialists.

Karim et.al (2011) studied the difference between the facilities availed by government teachers and private school teachers. The study revealed that Government school teachers no doubt having the facility of fixed salary but it is also the fact that their salaries are not such groomed that they can easily accept the challenges of this tough life of today's world.

Arumugasamy (2012) evaluated the intrinsic factors science teachers perceive important for motivating them to teach and how their perceptions are affected by their gender, marital status, grade level taught, teaching experiences and geographical location of work place. Study unearth that all the teachers considered the intrinsic variables to be "important" and "very important". They perceived enjoyment as the most important factor affecting their motivation to teach science. Further the study finds that the teachers' perceptions of importance the intrinsic variables were

not affected by marital status, nationality, grade levels taught and geographical location of their workplace.

Gesinde and Edejumo (2012) evaluated the current job satisfaction level of primary school teachers in Nigeria. The study used a sample of 95 males and 143 female for the studies. The study revealed that greater percentage of teachers (52.9%) were very satisfied with their job while it is also evident that female teachers were very happy with their job than male teachers. Further analysis showed that no significant difference existed on gender basis while there were significant differences on educational qualification and age groups.

Though a number of researchers evaluated the satisfaction level of teacher's workings on primary or secondary level but not many studies have concentrated on the same in Ludhiana district. The current study will investigate the said topic in the district of Ludhiana.

III. OBJECTIVES OF THE STUDY

- To identify the level of job satisfaction among teachers teaching in the secondary schools of Ludhiana district.
- To identify and rank the factors affecting the secondary school teacher's satisfaction level.
- To find out the relationship between the job satisfaction and organizational commitment among the teachers teaching in the secondary schools.

IV. RESEARCH METHODOLOGY

The present study attempts to study the satisfaction level of the government school teacher's in Ludhiana region of the Punjab (North India). The study used the primary data for the research purpose. Sample of 195 has been selected from the 50 government school from the different parts of Ludhiana i.e., Jagraon, Doraha, Ludhiana city, Gill Village, Sanehwal, Dugri etc. Systematic random sampling has been used for the purpose of sampling.

Following tools are used for data analysis.

The *mean* is a particularly informative measure of the "central tendency" of the variable if it is reported along with its confidence intervals.

$$\text{Mean} = \frac{\sum X_i}{n}$$

Usually we are interested in statistics (such as the mean) from our sample only to the extent to which they can infer information about the population. The confidence intervals for the mean give us a range of values around the mean where we expect the "true" (population) mean is located (with a given level of certainty).

$$s = \sqrt{\frac{\sum (x_i - \mu)^2}{N}}$$

where

μ is the population mean and N is the population size

$$s = [S (x_i - \mu)^2 / N]^{1/2}$$

The sample estimate of the population *standard deviation* is computed as:

$$s = \sqrt{\frac{\sum (x_i - \bar{x})^2}{(n-1)}}$$

where

\bar{x} is the sample mean and n is the sample size

The *variance* of a population of values is the square of standard deviation.

Skewness measures the deviation of the distribution from symmetry. If the skewness is clearly different from 0, then that distribution is asymmetrical, while normal distributions are perfectly symmetrical.

$$\text{Skewness} = \frac{nM_3}{(n-1)(n-2)s^3}$$

where

$$M_3 \text{ is equal to: } \sum_{i=1}^m (x_i - \bar{x})^3$$

s^3 is the sample standard deviation raised to the third power

n is the valid number of cases.

Kurtosis measures the "peakedness" of a distribution. If the *kurtosis* is clearly different than 0, then the distribution is either flatter or more peaked than normal; the *kurtosis* of the normal distribution is 0. *Kurtosis* is computed as:

$$\text{Kurtosis} = \frac{n(n+1)M_4 - 3M_2^2(n-1)}{(n-1)(n-2)(n-3)s^4}$$

where:

$$M_2 = \sum_{i=1}^m (y_i - \bar{y})^2$$

$$M_4 = \sum_{i=1}^m (y_i - \bar{y})^4$$

n is the valid number of cases

A line in a two-dimensional or two-variable space is defined by the equation $Y=a+bX$; in full text, the Y variable can be expressed in terms of a constant (a) and a slope (b) times the X variable. The constant is also referred to as the intercept, and the slope as the regression coefficient or B coefficient. Multiple regression procedures will estimate a linear equation of the form:

$$Y=a+b_1X_1+b_2X_2+\dots+b_pX_p$$

The regression line expresses the best prediction of the dependent variable (Y), given the independent variables (X). However, nature is rarely (if ever) perfectly predictable, and usually there is substantial variation of the observed points around the fitted regression line. The deviation of a particular point from Pearson's chi-square is used to assess two types of comparison: tests of goodness of fit and tests of independence. A test of goodness of fit establishes whether or not an observed frequency distribution differs from a theoretical distribution. A test of independence assesses whether paired observations on two variables, expressed in a contingency table, are independent of each other – for example, whether people from different regions differ in the frequency with which they report that they support a political candidate.

The first step in the chi-square test is to calculate the chi-square statistic. In order to avoid ambiguity, the value of the test-statistic is denoted by X^2 rather than χ^2 (i.e. uppercase chi instead of lowercase); this also serves as a reminder that the distribution of the test statistic is not exactly that of a chi-square random variable. However some authors do use the χ^2 notation for the test statistic. An exact test which does not rely on using the approximate χ^2 distribution is Fisher's exact test: this is significantly more accurate in evaluating the significance level of the test, especially with small numbers of observation.

The chi-square statistic is calculated by finding the difference between each observed and theoretical frequency for each possible outcome, squaring them, dividing each by the theoretical frequency, and taking the sum of the results. A second important part of determining the test statistic is to define the degrees of freedom of the test: this is essentially the number of observed frequencies adjusted for the effect of using some of those observations to define the "theoretical frequencies".

The value of the test-statistic is

$$\chi^2 = \sum_{i=1}^n \frac{(O_i - E_i)^2}{E_i}$$

Where

χ^2 = Pearson's cumulative test statistic, which asymptotically approaches a χ^2 distribution.

O_i = an observed frequency;

E_i = an expected (theoretical) frequency, asserted by the null hypothesis;

n = the number of cells in the table.

V. FINDINGS AND ANALYSIS

The current chapters shows the analysis of the evaluated data. Table 1 and 2 shows the results of the

descriptive statistics of the data where the sample size of 195 has been chosen from the north Indian city of Ludhiana. The sample has been collected from the government school. The mean and the standard deviation shows that there is variation in the data set. The skewness shows that the data is negatively skewed in the most of the cases. Kurtosis depicts that the data is within the range of the normal.

Table 1 : Descriptive Statistics

	Var1	Var2	Var3	Var4	Var5	Var6	Var7	Var8	Var9	Var10
Mean	3.10	1.80	3.19	3.77	3.78	4.13	4.17	2.88	2.21	2.12
Std. Dev.	1.12	.92	1.47	1.44	1.09	1.48	1.26	1.51	1.53	1.55
Variance	1.27	.86	2.17	2.07	1.19	2.19	1.60	2.28	2.35	2.40
Skewness	.19	1.11	-.18	-.81	-.26	-1.42	-1.51	.14	.75	.95
Kurtosis	-.61	.61	-1.20	-.81	-1.02	.33	1.09	-1.32	-1.09	-.77

Table 2 : Descriptive Statistics (Cont..)

	Var11	Var12	Var13	Var14	Var15
Mean	2.47	1.68	3.88	2.80	3.98
Std. Dev.	1.68	1.20	1.56	1.798	1.499
Variance	2.84	1.44	2.45	3.232	2.248
Skewness	.54	1.69	-1.06	.152	-1.194
Kurtosis	-1.464	1.635	-.546	-1.811	-.195

Table 3 & 4 reveals the result of the correlation. Table shows that there is high correlation (45%) between var4 and var5 and var1 & var15 whether there is 34% correlation between var4 and var6. It may be also

observe from the table that there is 33% correlation between var9 and var3. Table also unearths that there is a negative correlation between var12 and var5.

Table 3 : Correlation

	Var1	Var2	Var3	Var4	Var5	Var6	Var7	Var8	Var9	Var10	Var11
Var1	1	.19	-.06	-.04	-.05	-.08	.08	-.04	-.00	-.08	-.07
Var2	.19	1	-.11	.19	.04	-.12	.13	.08	-.04	-.04	-.05
Var3	-.06	-.11	1	.10	-.10	-.00	.08	-.09	.33	.21	.21
Var4	-.04	.19	.10	1	.42	.32	.26	.06	.00	.06	.04
Var5	-.05	.04	-.10	.42	1	.18	.28	.17	-.16	-.12	-.12
Var6	-.08	-.12	-.00	.32	.18	1	.24	-.03	.05	.09	-.00
Var7	.08	.13	.08	.26	.28	.24	1	-.01	-.08	-.04	.00
Var8	-.04	.08	-.09	.06	.17	-.03	-.01	1	.03	.03	.09
Var9	-.00	-.04	.33	.00	-.16	.05	-.08	.03	1	.29	.26
Var10	-.08	-.04	.21	.06	-.12	.09	-.04	.03	.29	1	.32
Var11	-.07	-.05	.21	.04	-.12	-.00	.00	.09	.26	.32	1
Var12	-.04	.02	.32	-.01	-.26	-.12	-.17	.04	.36	.34	.28
Var13	-.04	-.13	.18	.20	.03	.15	.17	-.06	.08	-.08	-.06
Var14	-.04	-.08	.28	.10	-.07	-.06	-.01	.15	.22	.18	.18
Var15	.04	-.04	.07	.07	.03	.04	.10	.17	.09	-.07	.14

Table 3 : Correlation (Cont..)

	Var12	Var13	Var14	Var15
Var1	-.04	-.04	-.04	.044
Var2	.02	-.13	-.08	-.044
Var3	.32	.18	.28	.070
Var4	-.01	.20	.10	.070
Var5	-.26	.03	-.07	.032
Var6	-.12	.15	-.06	.045
Var7	-.17	.172	-.013	.106
Var8	.04	-.065	.150	.171
Var9	.36	.085	.221	.094
Var10	.34	-.083	.185	-.079

Var11	.28	-.068	.182	.149
Var12	1	.097	.409	-.008
Var13	.09	1	.414	.184
Var14	.40	.414	1	.183
Var15	-.00	.184	.183	1

Table 5 to 7 reveals the result of the regression analysis. Table 5 reveals that the dependent variable satisfaction is get impacted by 29% from the independent variables. Anova table supports the

findings of the regression table where the F test is significant with the value of 2.954. The coefficient table shows that the var2, var3 and the var13 are impacting the satisfaction most.

Table 5 : Regression

R	R Square	Adjusted R Square	Std. Error of the Estimate
.294	.087	.057	1.430

Table 6 : ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	36.249	6	6.041	2.954	.009
Residual	382.437	187	2.045		
Total	418.686	193			

Table 7 : Coefficients

		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
	(Constant)	3.154	.550		5.738	.000
	Var2	.217	.097	.178	2.242	.026
	Var3	-.242	.104	-.180	-2.323	.021
	Var4	-.007	.072	-.009	-.099	.921
	Var5	-.074	.091	-.072	-.821	.413
	Var6	-.053	.062	-.070	-.851	.396
	Var7	.096	.073	.109	1.330	.185
	Var8	-.043	.059	-.057	-.731	.466
	Var9	.045	.062	.060	.725	.470
	Var10	-.031	.061	-.043	-.513	.609
	Var11	-.047	.055	-.070	-.859	.391
	Var12	-.038	.086	-.040	-.441	.660
	Var13	-.471	.164	-.202	-2.862	.005
	Var14	.007	.058	.011	.115	.908
	Var15	.050	.059	.066	.850	.396

Table 8 and 9 reveals the result of the chi-square. The significance values of all the variables is

less than 0.05 thus the findings of the study can be apply on the universe of the study.

Table 8 : Chi-Square Test

	Var1	Var2	Var3	Var4	Var5	Var6	Var7	Var8	Var9	Var10
Chi-Squ	62.00	153.64	69.38	91.94	105.28	288.05	199.66	41.61	156.19	185.53
Asy. Sig.	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000

Table 9 : Chi-Square Test (Cont...)

	Var11	Var12	Var13	Var14	Var15
Chi-Square	120.66	296.56	179.02	124.33	195.84
Asymp. Sig.	.000	.000	.000	.000	.000

VI. CONCLUSION

The study reveals a number of facts about the satisfaction level of the teachers in the government schools of the Ludhiana. The study found that most number of teachers are satisfied in the region. The study reveals that the major reason of the satisfaction of these

teachers are the salary paid to them, the working hours of the schools and resources available in the campus for them. Karim et.al (2011) also revealed in his study that government teachers have an advantage of the fixed salary, though he also revealed in his study that the chance of growth is limited in government teaching. The present study unveiled that In the Ludhiana (Punjab)

region the teachers are happy from the salary, timing and resources which are the most important things for satisfaction of the employees at any organization. Thus to conclude it may said that the government teachers who comes under the universe of the present study seems to be happy and satisfied from their job. The future studies may be done on the comparison of satisfaction level for government and private school teachers.\

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Before start writing a good quality Computer Science Research Paper, let us first understand what is Computer Science Research Paper? So, Computer Science Research Paper is the paper which is written by professionals or scientists who are associated to Computer Science and Information Technology, or doing research study in these areas. If you are novel to this field then you can consult about this field from your supervisor or guide.

TECHNIQUES FOR WRITING A GOOD QUALITY RESEARCH PAPER:

1. Choosing the topic: In most cases, the topic is searched by the interest of author but it can be also suggested by the guides. You can have several topics and then you can judge that in which topic or subject you are finding yourself most comfortable. This can be done by asking several questions to yourself, like Will I be able to carry our search in this area? Will I find all necessary recourses to accomplish the search? Will I be able to find all information in this field area? If the answer of these types of questions will be "Yes" then you can choose that topic. In most of the cases, you may have to conduct the surveys and have to visit several places because this field is related to Computer Science and Information Technology. Also, you may have to do a lot of work to find all rise and falls regarding the various data of that subject. Sometimes, detailed information plays a vital role, instead of short information.

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Approach:

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