

JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT OF ACADEMIC STAFF OF PUBLIC UNIVERSITIES IN YANGON

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Abstract

The main objective of the study is to analyze the job satisfaction and organizational commitment of academic staff of public universities in Yangon. The descriptive and analytical research methods are used to meet the objectives of the study. A total of 365 academic staff from three selected public universities in Yangon is surveyed by using two-stage random sampling method. The academic staff perceptions on selected workplace characteristics, and job characteristics are explored in this study. According to the results, two demographics variable (position, and working experience), and four workplace characteristics variables (relationship with co-workers and supervisors, adequacy of facilities and resources, training opportunities, and promotion), and five job characteristics variables (skill variety, task identity, task significance, autonomy, and feedback) have positive significant relationship with job satisfaction, and one workplace characteristic variable (workload) has a negative significant relationship with job satisfaction. Two demographics variables (position, and working experience), and three workplace characteristics variables (relationship with co-workers and supervisors, adequacy of facilities and resources, training opportunities), and four job characteristics variables (skill variety, task identity, task significance, and autonomy) have a positive significant relationship with organizational commitment. From the analysis, job satisfaction also has a positive significant relationship with organizational commitment. Accordingly, job satisfaction and organizational commitment have a positive significant impact on intention to stay. Therefore the study highlights a more comprehensive understanding of academic staff job satisfaction and organizational commitment based on demographic characteristics, workplace characteristics, and job characteristics of public universities in Yangon. The results of this study are encouraging for policy makers in higher education, and management of public universities as it suggests opportunities for increasing job satisfaction, and organizational commitment of public universities.

Keywords: Job Satisfaction, Organizational Commitment, Intention to Stay, Academic Staff, Public Universities

Introduction

For the development of any nation, education plays a significant role. The involvement, effort and the professional expertise of the teachers can create the success of the education system. Universities play an important role in the development of human society and for the purpose of delivering knowledge and fulfilling the intellectual needs of society. Universities are also responsible for preparing the best human capital to meet the need of the public, private and social sector. Academic staff is the key source of learning at the university level, and university's objective cannot be completely fulfilled without fully satisfied academic staff. By fulfilling university level physical resources, enough salaries, and equipped with modern method of teaching, the academic staff can enjoy at workplace. Academic staff's job satisfaction and their commitment are predictors of their retention. It has an effect on effectiveness of universities, and influences job performance, motivation, morale and students' performance. The input of human resource in higher education hugely contributes to the overall performance of the universities, students and the community. Therefore, for the universities to achieve their goals, the job satisfaction and organizational commitment of the academic staff must be given special attention.

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Selected public universities in Yangon are offering undergraduate and graduate degrees, master degrees, doctoral degrees, post-graduate diplomas, and certificates and diploma programs and also offering multidisciplinary courses. These universities aim to train and equip the new generations to play a different role in governing firms and institutions. To achieve this aim, maintaining experienced and qualified academic staff plays an important role, and job satisfaction and organizational commitment of academic staff are also essential for the achievement of the universities' objectives. There is no research concerning with job satisfaction and organizational commitment of academic staff of public universities in Myanmar. Therefore, the purpose of this study is to find out the factors affecting job satisfaction and organizational commitment among academic staff of public universities in Yangon. After that, it intends to analyze the relationship of these factors with job satisfaction, and organizational commitment. The study also aims to find the effect of job satisfaction on organizational commitment. Finally, the effect of job satisfaction and organizational commitment on the intention to stay is explored.

Objectives of the Study

The main objective of this study is to evaluate job satisfaction and organizational commitment among academic staff of public universities in Yangon. The specific objectives are:

1. To identify the levels of job satisfaction and organizational commitment of academic staff of public universities.
2. To analyze the relationship between factors (demographic characteristics, workplace characteristics, and job characteristics) and job satisfaction among academic staff.
3. To analyze the relationship between factors (demographic characteristics, workplace characteristics, and job characteristics) and organizational commitment among academic staff.
4. To evaluate the relationship between job satisfaction and organizational commitment of academic staff.
5. To assess the effect of job satisfaction and organizational commitment on intention to stay.

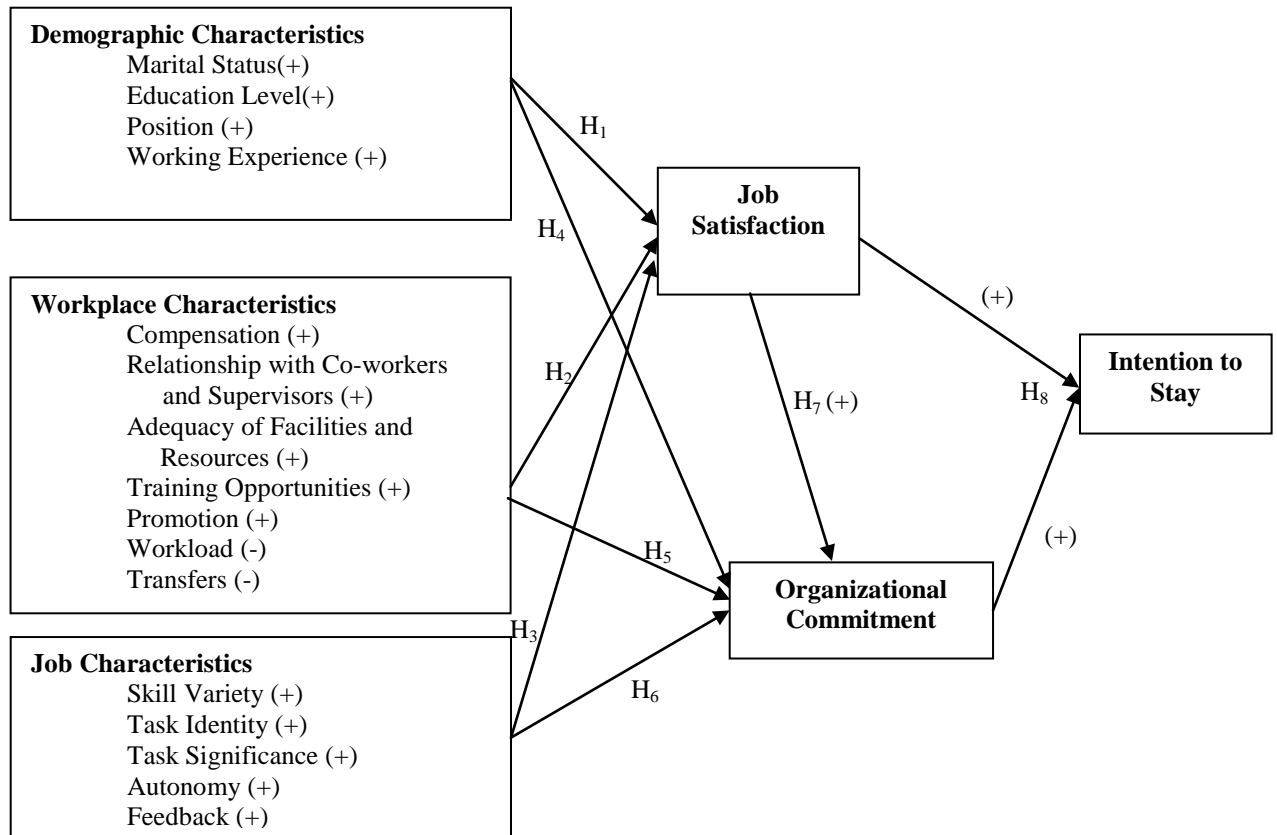
Method of the Study

Quantitative research techniques are used, and this study is analytical in nature. In this research, both primary and secondary sources of data are used. Primary data are collected through questionnaire while secondary data are taken from the various sources such as management text books, published reports, conducted research papers concerning with job satisfaction and organizational commitment from various fields, and internet.

Two-stage random sampling method is used in this study. At the first stage, three out of eight universities in Yangon are selected. Target population of this study is the academic staff from selected public universities in Yangon. Among them, academic staff from each position (Professors, Associate Professor, Lecturers, Assistant Lecturers, and Tutors) are selected as sample by using stratified random sampling method at the second stage. Survey method is used through questionnaire to collect the data needed to analyze the objectives of this study. Data are collected by using structured questionnaire for the academic staff. Data are analyzed through frequency distribution tables, percentages, and, some statistical analysis such as multiple linear regressions.

Conceptual Framework of the Study

The main focus of this study is the impact of three main aspects: demographic characteristics, workplace characteristics, and job characteristics, based on the theory, previous research paper, and frameworks. The conceptual framework which is illustrated in Figure (1) describes the independent variables and dependent variables used in the empirical analysis of this study.



Source: Own Compilation, 2017

Figure 1 Conceptual Framework of the Study

Results/Findings

For the purpose, 365 academic staff from universities are selected and given the structured questionnaires. Based on data, the demographic characteristics of respondents, validity and reliability test for workplace characteristics, job characteristics, job satisfaction, organizational commitment, and intention to stay, the descriptive statistics, and data analysis by using the multiple linear regression models are performed.

Demographic Characteristics of Academic Staff

The demographic data are based on some variables such as marital status, educational level, position, and working experience of academic staff. Each characteristic has been analyzed in terms of absolute value and percentage, and the summary table of demographic characteristics is used to display these data more clearly. Table (1) shows the summary table of demographic characteristics of academic staff.

Table 1 Demographic Characteristics of Academic Staff

Marital Status	Number of Respondents	Percent
Single	272	74.5
Married	93	25.5
Education Level	Number of Respondents	Percent
Bachelors (Hons)/ (Q)	3	0.8
Masters	237	64.9
PhD (Ongoing studies)	52	14.2
PhD	73	20.0
Position	Number of Respondents	Percent
Tutor	120	32.9
Assistant Lecturer	59	16.2
Lecturer	138	37.8
Associate Professor	28	7.7
Professor	20	5.5
Working Experience (Years)	Number of Respondents	Percent
1-5	146	40.0
6-10	28	7.7
11-15	73	20.0
16-20	56	15.3
21-25	33	9.0
26-30	25	6.8
31 and above	4	1.1
Total	365	100.0

Source: Survey Data, 2017

Workplace Characteristics, Job Characteristics, Job Satisfaction, Organizational Commitment, and Intention to Stay of Academic Staff

This part firstly provides academic staff perception on job characteristics, organizational characteristics. And then, academic staff job satisfaction, organizational characteristics, and their intention to stay are explored.

Workplace Characteristics

In this study, the workplace characteristics are compensation, relationship with co-workers and supervisors, adequacy of facilities and resources, training opportunities, promotion, workload, and transfers. The respondents' perception on workplace characteristics are summarized in Table (2), and details of each are shown in Appendix (1).

Table 2 Perception on Workplace Characteristics

Sr. No.	Description	Mean Values
1	Compensation	2.418
2	Relationship with Co-workers and Supervisors	3.783
3	Adequacy of Facilities and Resources	3.389
4	Training opportunities	3.625
5	Promotion	3.165
6	Workload	3.157
7	Transfers	3.372

Source: Survey Data, 2017

According to the average mean value of compensation (2.418), it can be concluded that academic staff feel that their compensation are not attractive and not satisfactory. The perception on the relationship with co-workers and supervisors score is fairly high (greater than 3.5), which indicated a good agreement level regarding relationship with co-workers and supervisors, and the respondents have good relationship with co-workers and supervisors at their universities. The average mean value of perception on adequacy of facilities and resources is 3.389. The academic staff feel that their university provides moderate facilities and resources for their staff. According to the average mean value perception on training opportunities (3.625), it can be concluded that academic staff feel that their university provides good training opportunities for their staff. According to the average mean value (3.165), it is observed that that academic staff feel that their university provides moderate promotional opportunities for their staff. The average mean value of the respondents’ perception on workload is 3.157. It is observed that the academic staff have moderate workload at their university. It is also observed that the academic staff feel that transfer makes moderate difficulty for academic staff.

Job Characteristics

In this study, skill variety, task identity, task significance, autonomy, and feedback are used as job characteristics. The respondents’ perception on job characteristics are summarized in Table (3), and details of each are shown in Appendix (1).

Table 3 Perception on Job Characteristics

Sr. No.	Description	Mean Values
1	Skill Variety	3.748
2	Task Identity	3.836
3	Task Significance	3.835
4	Autonomy	3.413
5	Feedback	3.491

Source: Survey Data, 2017

Generally, according to the average mean value of skill variety (3.748), it is observed that there is a positive attitude towards the questions and it can be concluded that academic staff feel that they have good opportunities to use their talent and skill at their job. As shown in table, the perception on task identity score is fairly high (greater than 3.5), which indicated a good agreement level regarding task identity. It can be concluded that academic staff feel that they have clear job instruction and know thoroughly about purpose of their job. According to the average mean value (3.835), it is observed that there is a positive attitude towards the questions, and it can be concluded that academic staff feel that their job plays as significant role in universities and in society. The perception on autonomy score is 3.413. It is observed that there is a moderately positive attitude towards the questions, and it can be concluded that academic staff feel that they have moderate autonomy for doing their job. According to the average mean value (3.491), it is observed that there is a positive attitude towards the questions, and can be concluded that academic staff feel that they can get good chance for getting feedback for how well there are performing their job.

Job Satisfaction, Organizational Commitment and Intention to Stay

The respondents' job satisfaction, organizational commitment and their intention to stay are shown in detail at appendix. The job satisfaction, organizational commitment, and their intention to stay score are fairly high (greater than 3.5). In general, it can be concluded that the academic staff are satisfied in their jobs, have organizational commitment to a good extent, and academic staff feel that they have intention to stay at their university.

Multiple Regression Analysis

Multiple regression analysis was performed to observe the relationship between the independent variables and dependent variable. The result of multiple linear regression analysis for model 1, model 2, and model 3, and model 4 are shown in Table (4) to Table (11).

Analysis Results for Model (1)

Model 1a shows the relationship between demographic factors and job satisfaction. The summary results of model 1a are presented in the following Table (4).

Table 4 Summary Results of Model 1a

	Model 1a (Job Satisfaction)				VIF
	Coefficient	Beta	t	Sig.	
(Constant)	3.399		76.591	.000	
Marital Status	-.024	-.020	-.439	.661	1.006
Education Level	-.060	-.055	-.954	.341	1.650
Position	.483***	.315	5.347	.000	1.699
Working Experience	.019***	.299	4.919	.000	1.813
R	.515				
R ²	.265				
Adjusted R ²	.257				
F statistics	32.414***			.000	
Durbin-Watson	1.723				

***, **, * Statistically significant at 1%, 5%, 10% level respectively.

Source: Survey Data, 2017

For the regression coefficient and significant level of each independent variable, it can be seen that the two variables, including position, and working experience, have a positive relationship with job satisfaction. Model 1b shows the relationship between workplace characteristics and job satisfaction. The summary results of model 1b are presented in the following Table (5).

Table 5 Summary Results of Model 1b

	Model 1b (Job Satisfaction)				VIF
	Coefficient	Beta	T	Sig.	
(Constant)	.981		3.366	.001	
Compensation	.013	.013	.299	.765	1.017
Relationship with co-workers and supervisors	.289***	.271	5.599	.000	1.342
Adequacy of facilities and resources	.211***	.198	4.172	.000	1.295
Training opportunities	.171***	.231	4.146	.000	1.775
Promotion	.092**	.115	2.223	.027	1.522
Workload	-.058*	-.072	-1.663	.097	1.072
Transfer	.033	.033	.763	.446	1.062
R	.613				
R ²	.376				
Adjusted R ²	.364				
F statistics	30.747***			.000	
Durbin-Watson	1.761				

***, **, * Statistically significant at 1%, 5%, 10% level respectively.

Source: Survey Data, 2017

For the regression coefficient and significant level of each independent variable, it can be seen that four variables, including relationship with co-workers and supervisors, adequacy of facilities and resources, training opportunities, and promotion have positive relationship with job satisfaction. On the other hand, workload has a negative relationship with job satisfaction.

Table 6 Summary Results of Model 1c

	Model 1c (Job Satisfaction)				VIF
	Coefficient	Beta	t	Sig.	
(Constant)	.263		1.160	.247	
Skill Variety	.198***	.179	3.459	.001	1.623
Task Identity	.254***	.243	5.107	.000	1.367
Task Significance	.191***	.180	4.097	.000	1.172
Autonomy	.166***	.185	3.706	.000	1.509
Feedback	.108**	.117	2.348	.019	1.515
R	.638				
R ²	.408				
Adjusted R ²	.399				
F statistics	49.389***			.000	
Durbin-Watson	1.750				

***, **, * Statistically significant at 1%, 5%, 10% level respectively.

Source: Survey Data, 2017

Model 1c shows the relationship between job characteristics and job satisfaction. The summary results of model 1c are presented in the above Table (6). For the regression coefficient and significant level of each independent variable, it can be seen that the five variables, including

skill variety, task identity, task significance, autonomy, and feedback, have a positive relationship with job satisfaction.

Analysis Results for Model (2)

Model 2a shows the relationship between demographic characteristics and organizational commitment. The summary results of model 2a are presented in the following Table (7).

Table 7 Summary Results of Model 2a

	Model 2a (Organizational Commitment)				VIF
	Coefficient	Beta	t	Sig.	
(Constant)	3.431		89.740	.000	
Marital Status	-.018	-.018	-.383	.702	1.006
Education Level	.074	.083	1.364	.173	1.650
Position	.365***	.290	4.693	.000	1.699
Working Experience	.007**	.129	2.014	.045	1.813
R	.436				
R ²	.190				
Adjusted R ²	.181				
F statistics	21.070***			.000	
Durbin-Watson	1.721				

***, **, * Statistically significant at 1%, 5%, 10% level respectively.

Source: Survey Data, 2017

For the regression coefficient and significant level of each independent variable, it can be seen that two variables, position and working experience has a positive relationship with organizational commitment.

Table 8 Summary Results of Model 2b

	Model 2b (Organizational Commitment)				VIF
	Coefficient	Beta	T	Sig.	
(Constant)	1.749		6.566	.000	
Compensation	-.014	-.017	-.364	.716	1.017
Relationship with co-workers and supervisors	.168***	.192	3.561	.000	1.342
Adequacy of facilities and resources	.161***	.184	3.483	.001	1.295
Training opportunities	.119***	.196	3.153	.002	1.775
Promotion	.040	.061	1.063	.288	1.522
Workload	.013	.020	.422	.673	1.072
Transfer	.025	.030	.632	.528	1.062
R	.476				
R ²	.226				
Adjusted R ²	.211				
F statistics	14.928***			.000	
Durbin-Watson	1.759				

***, **, * Statistically significant at 1%, 5%, 10% level respectively.

Source: Survey Data, 2017

The summary results of model 2b (the relationship between workplace characteristics and organizational characteristics) are presented in the above Table (8). It can be seen that three variables, including relationship with co-workers and supervisors, adequacy of facilities and resources, training opportunities, have a positive relationship with organizational commitment. Model 2c shows the relationship between job characteristics and organizational commitment. The summary results of model 2c are presented in the following Table (9).

Table 9 Summary Results of Model 2c

	Model 2c (Organizational Commitment)				VIF
	Coefficient	Beta	T	Sig.	
(Constant)	1.182		5.766	.000	
Skill Variety	.180***	.198	3.482	.001	1.623
Task Identity	.156***	.181	3.467	.001	1.367
Task Significance	.199***	.229	4.722	.000	1.172
Autonomy	.073*	.099	1.807	.072	1.509
Feedback	.031	.042	.759	.448	1.515
R	.531				
R ²	.282				
Adjusted R ²	.272				
F statistics	28.165***			.000	
Durbin-Watson	1.734				

***, **, * Statistically significant at 1%, 5%, 10% level respectively.

Source: Survey Data, 2017

For the regression coefficient and significant level of each independent variable, it can be seen that four variables, skill variety, task identity, task significant, and autonomy have a positive relationship with job satisfaction.

Analysis Results for Model (3)

Model 3 shows the relationship between job satisfaction and organizational commitment. The summary results of model 3 are presented in the following Table (10).

Table 10 Summary Results of Model 3

	Model 3 (Organizational Commitment)				VIF
	Coefficient	Beta	T	Sig.	
(Constant)	1.355		12.686	.000	
Job Satisfaction	.608***	.741	21.008	.000	1.000
R	.741				
R ²	.549				
Adjusted R ²	.547				
F statistics	441.327***			.000	
Durbin-Watson	1.783				

***, **, * Statistically significant at 1%, 5%, 10% level respectively.

Source: Survey Data, 2017

For the regression coefficient and significant level of independent variable, it can be seen that job satisfaction has a positive relationship with organization commitment.

Analysis Results for Model (4)

Model 4 shows the effect of job satisfaction and organizational commitment on intention to stay. The summary results of model 4 are presented in the following Table (11).

Table 11 Summary Results of Model 4

	Model 4 (Intention to Stay)				VIF
	Coefficient	Beta	T	Sig.	
(Constant)	1.572		8.053	.000	
Job Satisfaction	.248***	.256	3.781	.000	2.216
Organizational Commitment	.329***	.279	4.119	.000	2.216
R	.500				
R ²	.250				
Adjusted R ²	.245				
F statistics	60.197***			.000	
Durbin-Watson	1.723				

***, **, * Statistically significant at 1%, 5%, 10% level respectively.

Source: Survey Data, 2017

For the regression coefficient and significant level of each independent variable, it can be seen that all variables, job satisfaction and organizational commitment, have a positive impact on intention to stay.

The summary results that are derived from the analysis on job satisfaction and organizational commitment of academic staff of public universities in Yangon is shown in Appendix (3).

Discussion

In relationship with compensation, the academic staff feel the unfairness of salary with responsibilities and workload, unattractive salary to others, inadequacy of research grants, and inadequate benefits to academic staff (i.e health benefit, housing arrangement, transportation, etc.). Regarding with relationship with co-workers and supervisors, the academic staff have good relationship with co-workers and supervisors at their universities. Therefore, raising academic staff satisfaction and their organizational commitment with their co-worker relation and with supervisor relation means improving their overall job satisfaction and organizational commitment, and it also contributes a lot for the success of the universities by improving their work related behaviors. Concerning with adequacy of facilities and resources, the academic staff pointed out especially the need for internet connection. Although there are internet accesses at the universities, most of academic staff face weak internet connection. Regarding with training opportunities, academic staff feel that their university provides good training opportunities for their staff. By ensuring academic staff have the necessary knowledge and communication skills required for their basic tasks of teaching, research, and service, the university should ensure that their programmes are well-planned and well designed. Regarding with promotion, the academic staff perceived moderate level on promotional opportunities. Although promotion policy of

academic staff is transparent and known to all academic staff, academic staff have different opinion upon promotion policy and promotion criteria such as same performance evaluation criteria that are used for different nature of universities, performance appraisal only made by department head etc. Some assistant lecturers pointed out upon unstable promotion policy due to change of management of Ministry of Education. For example, as a promotion criterion for tutor, 7 years of experience are needed to become assistant lecturer before the policy change. According to new policy, only 3 years of experience are required. Academic staff with 7 years of experience feel that it is unfair for them because all tutors having minimum 3 years are promoted as assistant lectures at the same time. Relating to workload, the academic staff perceived moderate level of workload. Academic staff in the universities reported their feelings upon workload. Some reported they have not only teaching duty but also departmental clerical work to do because of there are no clerk at department. Most of academic staff of the respective departments that have CHRD program needs to take morning, evening and weekend classes for CHRD program. Apart from teaching at universities, academic staff also need to take matriculation correction duty, teaching for intensive course for distance university students, and correction of distance education exam papers. Academic staff also take part in universities activities such as job fair, taking football and basketball duty, and supervising the plant trip etc. Therefore, the management of universities should set out academic workload policies and guidelines for their academic staff to support academic staff and enhance quality in teaching, supervision, research, and effective and efficient academic that results in equitable, fair, transparent and safe workloads for staff. Regarding with transfer, the academic staff perceived moderate difficulty on transfer. Although transfer policy of academic staff is transparent and known to all academic staff, academic staff have different opinion upon transfer rule and policy. There is debate among academic staff for criteria upon remote area and Yangon Mandalay region. Some academic staff pointed out that they want to get enough support for housing arrangement, welfare and health care for transferred academic staff.

According to the analysis on the perception of job characteristics, academic staff perceived fairly high level on skill variety, task identity, task significant, feedback, and moderate level on autonomy. Academic staff reported that they have good opportunities to use their talent and skill at their job, their job required continuous learning on new ideas and concepts, they have clear job instruction and know thoroughly about purpose of their job, their job plays as significant role in universities and in society. Although their jobs allow them to try new things with creativity, there is not much opportunity to make their own decision. Concerning with their job performance, they can get good chance for getting feedback for performing their job. Academic staff show very positive attitudes toward the sense of pride in their job. Such an attitude truly reflects the optimism of university academics that they still consider teaching is a noble profession.

Then, the level of job satisfaction, organizational commitment, and intention to stay of academic staff is measured. It is found that the fairly high level of job satisfaction, organizational commitment, and intention to stay. The results showed that most of the academic staff at universities have job satisfaction and organizational commitment, and they also have intention to stay.

Suggestions

According to the results, two demographic variables, including position and working experience, have a positive relationship with job satisfaction and organizational commitment. To become professional and experienced academic staff, it takes time. The management of public universities should retain them by providing appropriate level facilities, authority, training opportunities, and appropriate job design for them. Management of public universities should also consider necessary strategies for improving job satisfaction and organizational commitment of lower rank and less experienced academic staff. In doing so, it can make sure succession plan of academic staff at universities.

Additionally, four workplace characteristics variables including relationship with co-workers and supervisors, adequacy of facilities and resources, training opportunities, and promotion have positive significant relationship with job satisfaction. On the other hand, workload has a negative significant relationship with job satisfaction. In addition, three workplace characteristics variables including relationship with co-workers and supervisors, adequacy of facilities and resources, training opportunities have positive significant relationship with organizational commitment. Therefore, the management of universities can provide these workplace characteristics should take into account when planning for academic staff job satisfaction and organizational commitment. This means that these workplace characteristics variables are important source of consideration for maintaining and improving academic staff job satisfaction and organizational commitment. Therefore, management of universities needs to uphold the factors that influence the job satisfaction. These include bolstering positive interpersonal relationships with co-workers and supervisors, providing required facilities and resources for teaching and research work, providing training opportunities for improving academics' skill, providing promotional opportunities, and equitable workload.

Moreover, the findings of this study imply that all job characteristics variables (skill variety, task identity, task significant, autonomy, feedback) have positive significant effects on academic staff job satisfaction, and four job characteristics variables (skill variety, task identity, task significant, autonomy) have positive significant effects on academic staff on organizational commitment. In other words, these job characteristic variables should be taken into account in designing academic job when planning for academic staff job satisfaction and organizational commitment. This means that these job characteristics variables are important source of consideration for maintaining and improving academic staff job satisfaction and organizational commitment.

Based on findings, the academic staff have job satisfaction and organizational commitment of their universities. Moreover, job satisfaction has positive significant relationship with organizational commitment. Thus, management of public universities should take into consideration on the factors that can increase the job satisfaction to increase organizational commitment of academic staff.

The results showed that academic staff at universities have intention to stay. According to the research finding, job satisfaction and organizational commitment have positive significant effect on academic staff intention to stay. Management of public universities should pay attention on the factors that influence the job satisfaction and organizational commitment are equally

important and take them into consideration to meet academic staff expectations and to maintain academic staff at public universities.

Summary

The current study contributes to the existing research knowledge by introducing novel data and findings from different researchers, as well as improving the management of academic staff job satisfaction and organizational commitment through the process of highlighting the factors that increase job satisfaction and organizational commitment. It also proposes ideas about how academic staff job satisfaction and organizational commitment in the universities can be improved.

In addition, public universities in Yangon will benefit directly from this research, because they will become aware of the factors that affect the job satisfaction and organizational commitment of academic staff. Invariably, this study will improve different educational organizations' understanding of the impact of the demographic characteristics, workplace characteristics, and job characteristics on the academic staffs' work life, organizational commitment, as well as their intention to stay.

Furthermore, the academic staff who do not have job satisfaction and organizational commitment do not intend to stay at their university, and they expend a great effort on searching for a new job and adjusting to new situations. Thus, the issue is obviously relevant to universities' administration, managers, researchers, and individuals, while the prevention can be perceived as better than the cure. Hence, it is more advantageous to manage cases of subsequent employee turnover or to control staff intention to leave instead of spending money and time on solving its detrimental effects.

It can be stated that this current study contributes methodologically to understanding of the nature of the chosen sample, which is represented by academic staff at universities in Yangon. There is no research concerning with job satisfaction and organizational commitment of academic staff of public universities in Myanmar. Thus, by attempting to understand the phenomenon of the job satisfaction and organizational commitment of academic staff, and the factors that influence on the academic staffs' job satisfaction and organizational commitment to their universities, the findings of the present study will act as a bridge, filling a gap in the job satisfaction and organization commitment literature for public universities in Myanmar.

Limitation and Need for Further Study

Firstly, this study only focuses on job satisfaction and organizational commitment of public universities in Yangon. Thus, job satisfaction and organizational commitment of private educational institutions in Myanmar should be explored as further studies in order to compare and contrast in two sectors. In addition, the total number of academic staff in this study is thirty percent of three selected public universities in Yangon. Therefore, further study with the rest of public universities in Yangon should be conducted and consider a larger number of academic staff. Furthermore, public universities of different geographic locations in Myanmar also should be conducted to know job satisfaction and organizational commitment of academic staff of different areas in Myanmar. Furthermore, a study on the relationship between job satisfaction and organizational commitment of non-academic staff in both public and private higher education institutions can be done for further study. This paper in further study should focus job satisfaction

and organizational commitment of other governmental service organizations such as hospital, hotel and tourism etc.

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APPENDIX

SUMMARY OF THE RESULTS

