RESEARCH ARTICLE

ORGANIZATIONAL CLIMATE AND JOB SATISFACTION: A LITERATURE REVIEW

*McWinner Yawman

University of Southeastern Philippines, Tagum Philippines

ARTICLE INFO	ABSTRACT
	The aim of this study of to review the relationship between Organizational Climate and Job Satisfaction as reported by different authors within the last 10 years. Seven different relationships are reviewed in this study. It begins by describing Organizational Climate and Employee Commitment, then continues with Organizational Design and Employee Commitment, Leadership Communication and Employee Commitment, Teamwork, Culture and Employee Commitment, Motivation and Job Satisfaction, Job Satisfaction and Employee Performance, and finally Organizational Commitment and Job Satisfaction. The author concludes that within the past 10 years, researchers agree that a positive organizational Climate tend to lead to higher commitment from employees and vice versa.

INTRODUCTION

Job commitment is an indicator of satisfaction, and job satisfaction is a product of organizational climate. It means when the feeling of job satisfaction is enhanced, it creates supportive environment and enhances the sense of job commitment (Alomian, 2010). Accordingly, when organizations attach great importance to the provision of an appropriate organizational climate to achieve their goals by raising the level of job satisfaction, job performance could be achieved. Studies in the past decades have shown that job satisfaction has helped achieve greater productivity and better commitment, and reduced levels of absenteeism and intention of leaving work (Hagmaier, Tamara & Abele, Andrea, 2015; Melhem, 2016). Organizational climate includes the nature of power, leadership styles, communication, and also social environment represented with the culture, values and behavioral norms. It also includes organizational features which impact the motivation and behavior of those who are working in that environment (Chen & Hung, 2007). As stated by Loukas and Murphy (2007), The feeling and attitudes elicited by a school's environment is often referred as school climate. A safe and supportive environment in which students flourish emotionally, socially, and academically is based

Corresponding author: **McWinner Yawman,**
University of Southeastern Philippines, Tagum Philippines.

largely on the quality of relationships between many individuals, including, students, parents, school personnel, and the community (Demaray & Jenkins, 2011). Schools that are not hospitable to learning are detrimental to students' achievement (Watson, 2011). According to Griffin and Museus (2011), climate generally refers to direct perceptions of the work environment. Organizations need a positive climate in their workplace to boost employee motivation and raise the opportunity that employees will implement adequate efforts doing their tasks. Therefore, a positive climate encourages employees' productivity and decreases turnover. Thus, it is vital for business success. In addition, Jung, Chow, and Wu (2013) and Jung and Ali (2017), adds that organizational climate is one of the most important characteristics of a great and comfortable workplace. Therefore, if a leader can create a great workplace or climate, it will increase employees' commitment and therefore productivity.

Organizational Design and Employee Commitment: In the 21st century, a new organizational design has emerged. This design focuses on a team-based approach rather than the typical individual approach in traditional organizations. Organizations that use this new design are often referred to as high performance organizations. High performance organizations focus on bringing the best out of their human resource, and in so doing create an exceptional team capable of delivering outstanding results (Hunjra, Ali, Chani, Khan and Rehman (2010). High performance organizations produce goods and services at higher quality than their traditional

counterparts though both have access to the same resource and opportunities (Ponnu and Chuah (2010). One of the key features of high performing organizations is that they create a very more meaningful work experience for their employees, gives them a sense of belonging. In a traditional organization, the managements and employees' roles tend to be completely segregated, which is not true of high-performance organizations. In traditional organizations, workers tend to have one specific task or role that they perform every day. High performance organizations take the approach of developing skills that will allow the worker to better serve the company by solving problems and interacting with customer (Bersin, McDowell, Rahnema & Durme, 2017). Another aspect that differs between traditional organizational design and high-performance organizational design has to do with the goals. Traditional organizational design tends to focus on primarily how well the company does (business goals) and that everything is within the organization is secure for the workers (i.e., working conditions, economic security, fair treatment).

On the other hand, high performance organizations tend to be more concerned on customer satisfaction, learning, as well as adapting to change within the workplace. Within high performance organizations, employees are given more responsibilities and are trusted to achieve the goals necessary for the company to succeed; but not only does the organization succeed, the workers do as well because they are viewed as a valuable asset which motivates them to want to succeed.

Leadership Communication and Employee Commitment:
Leadership communication involves fostering and keeping a workplace environment in which communication flows freely and quickly in all directions (Mai & Akerson, 2013). It could be said that leadership communication is one of the important elements in managing every organization. Good communication in the workplace brings in mutual understanding, unity and action. On the other hand, poor communication only wastes time and resources, delays achieving essential goals and destroys relationships. From the arguments above, communication is prime to effective leadership, and without it, managers would not be effective as leaders (Barrett, 2006). There is also a direct link between communication and organizational commitment. In implementing organizational change, effective communication is considered to be a key in this process. The importance of communication in change implementation has been empirically demonstrated and agreed on among practitioners. It has been well noted that organizational change and effective communication are closely related (Lewis, 2009).

Commitment is considered as very essential for all human relations within an organization (Disch & Faan, 2010). Commitment solidifies all management goals, quality management, employee empowerment and motivation (Linstead, Marechal, & Griffin, 2010; Tourish & Hargie, 2014). It is a vital part of every effective organization, more so in educational institutions. Great commitment in an organization is important because committed employees are viewed as stable, productive, and more likely to accomplish organizational goals (Farooq, Irfan, & Farooq, 2011). Several studies on communication have reported that communication has positive correlation with many organizational factors like organizational commitment, performance, organizational citizenship behaviors, and job satisfaction. Inversely, failure in communication creates results like stress, job dissatisfaction, low trust, decrease in organizational commitment, severance

intention, and absences (Elving & Hansma, 2008) and this has a negative impact on organizational efficiency (Zhang & Agarwal, 2009). Organizational commitment is directly linked to educational success. In the study of Armon (2015), the researcher concludes that faculty commitment is one of the most essential factors for success in higher educational institutions. In higher educational institutions, the leaders influence subordinates such as faculty, staff, students, and parents. Effectiveness of educational institutions depends on many factors, one of which is the interaction between leaders and staff. It has been noted that good leadership communication inspires people to excel and contributes as much as 90% to an organization's success. Effective leadership produces effective communication (Amy, 2008).

Effective leaders develop visions and strategies, and inspire commitment, which in turn, improve job satisfaction and performance, consequently increasing productivity and profitability. Several studies explore the links between organizational commitment and behaviors such as absence, tardiness, and turnover. These studies regard organizational commitment to be the link between employees and the organization, and assess the relationship between leadership communication practices and organizational commitment (Sulaiman &Bhatti, 2013).

Teamwork, Culture and Employee Commitment: One of the superior characteristics of an organization is the level of loyalty and commitment possessed by the human resource. Employee commitment increases the profit levels of an organization and leads to increased efficiency and service quality by influencing personnel performance (Riketta, 2012). Research shows that commitment influences staff performance, organizational outputs including service abandonment, sales, corporate profitability and employee absenteeism (Eisenberger & Stinglhamber, 2011). Allen and Meyer (2010) in their work on research provided a new classification which is more comprehensive compared to old organizational commitment dimensions.

Emotional commitment means employee's emotional attachment to the organization. The second classification is continuous commitment. Under this kind of commitment, employee commitment is based on their perception of the costs related to leaving the organization, and the third classification is normative commitment. Normative commitment means employees stay with an organization because they have a sense of duty that they should not leave the organization. Leadership has to provide their employees with an experience that gets them to emotionally commit to the organization. It is emotional commitment that causes employees to stay with a company for longer years or even a life time (Conway & Briner, 2012). Evidence shows that if the organization provides improvement, suitable career path, fair pay, fairness in the distribution of rewards, autonomy at work, professional identity and suitable image for the job, employees develop a sense of belonging and therefore emotional attachment. In the study conducted by Kenneth and Dae-seok (2014), the researcher revealed that there was no relationship between staff teamwork, organizational commitment and employee performance. Based on the findings, he therefore recommended that if employee performance is to be improved school management should come up with policies that make teaching staff feel recognized and appreciated.

The importance of organizational commitment has given birth to several studies attempting to identify its causal antecedents (Clugston, 2010; Salami, 2008). However, organizational culture has received relatively low levels of attention from researchers among the possible pillars of organizational commitment (Lok & Crawford, 2014). Corporate culture affects the way in which people behave in an organization. Corporate culture can be viewed as the unique pattern of shared values, attitudes, rituals, beliefs, norms, expectations, socialization, and assumptions of employees in the organization (Armstrong, 2009). Corporate culture is therefore equated with the personality of the organization, depicting employee behavior even when they are not instructed on what to do (Hellriegel *et al.*, 2011).

Evidence in research (Clugston, 2010; Peters & Watermann, 2012; Winkler, 2010) proves that corporate culture exerts a great influence on organizational behavior, especially in the areas of efficiency, effectiveness, and commitment. This means that when organizations devote to developing an appropriate corporate culture, they can achieve immense success. This calls for the need to study the influence of corporate culture and related factors on employee commitment on the organization. Research shows that corporate culture influences employees' sense of engagement, identification and belonging to the organization. The work of Lok and Crawford (2014) points out that such sentiment could possibly affect commitment. The effectiveness of an organization is influenced by corporate culture, which affects the way managerial functions of planning, organizing, staffing, leading, and controlling are carried out (Hellriegel & Slocum, 2011).

Organizational commitment is the substance that makes employees get attached and involved with an organization (Kotter, 2012). Committed employees are resolute to stay with their organization irrespective of the organization's crises at appoint in time (Lunenburg & Ornstein, 2012). Corporate culture is contagious and powerful as it can either enhance change or hamper change in the organization. Managers must understand this vividly as corporate culture is either the adhesive that binds employees to the organization or the wind that blows them away. Culture is also important in determining how well an employee fits into an organization. Nonetheless, how well an employee fits in an organization cannot be overemphasized (Gardner, 2011).

DuBrin (2012) argues that the culture in an organization impacts the employees' commitment, and the strength of corporate commitment is correlated with the strength of corporate culture; which means strong corporate culture helps employees personalize the goals of the organization as they work toward achieving them (O'Reilly & Tushdman, 2011). This process tends to increase and strengthen their level of commitment. In addition, when corporate values are in line with the values of employees, their sense of identity is enhanced and therefore their attachment to the organization. This clearly depicts that employees will be committed to organizations whose values they share (Nazir, Riaz, & Does, 2015). Similarly, DuBrin (2012) state that symbols are important in achieving organizational commitment. Although empirical research has been carried out on corporate culture and employee commitment to the organization, there has been little evidence to prove the how corporate culture influences organizational commitment (McKinon *et al.,* 2013). In a research conducted by Lok and Crawford (2014) on Hong Kong and Australian managers, a positive influence of

corporate culture on organizational commitment was reported. Zain, Ihsak, and Ghani (2009) studied the effect of four dimensions of corporate culture: teamwork, communication, reward and recognition, and training and development on organizational commitment and revealed that all the four dimensions of corporate culture were essential determinants of organizational commitment. Similarly, Mahmudah (2012) reports a significant correlation between corporate culture and organizational commitment. On the contrary a research by Adenike (2011) showed only a weak association between corporate culture and organizational commitment. This study sought to further examine this relationship with particular reference to the Nigerian work environment. Furthermore, Veeriah, Chua and Siaw (2017) aimed at determining the relationship between school culture and organizational commitment in primary cluster schools in Selangor. The study also attempted to investigate the predictability of key dimensions of school culture towards teachers' commitment. The findings showed that school culture and organizational commitment are significantly correlated. The greater body of literature as mentioned earlier clearly depicts that corporate culture has great influence on how employees commit to an organization. It could be deduced that for managers to really get their employees to commit themselves to serve, they will need to provide them with a great culture, positive emotional experience and a sense of identity in the organization.

Motivation and Job Satisfaction: Motivation is an inner drive that influences a person to attain particular goals. Peretomode and Peretomode (2015) explain motivation as the process of creating a desire in a person to take action especially in attainment of particular goals. A motivated academic staff is one who not only feels satisfied with his or her job but is empowered to strive for excellence and growth of his organization. When academic staffs are motivated, they become satisfied and more committed to their teaching job. The more satisfied academic staff are with their job the more productive they will be, and the healthier they will be physically, emotionally, socially and academically. Hayat *et al.,* 2015, and Sansone and Harackiewiz (2010) report that motivational factors (intrinsic motivation) make employees to persevere, work harder and produce result of higher quality. Other researchers such as Kupchik and Monahan, 2006; Alderman, 2008; Johnson and Matthes, 2018;Gredler, Broussard, and Garrison, 2014,and Al shlowiy (2014)argue that teachers who feel deprived of these factors are less motivated to do their best in the classroom.

Job satisfaction is a general attitude towards an individual's job, and the difference between the amount of reward workers receive and the amount they believe they should receive (Adenuga, 2015). Job satisfaction is the match between an individual's expectations and the perceived reality of the job as a whole (Munsamy & Venter, 2009). It implies that job satisfaction can be understood as an emotional state of human beings that reflects the positive and pleasant feeling of a person when he or she appreciates his or her own job well (Johnson & Sohi, 2014). Many tools are used to retain the best employees but job satisfaction is one of the best.

Job Stress and Job satisfaction: Stress is derived from the Latin word "*Stringere*" and it means to draw tight (Chen, Sparrow & Cooper, 2016). Job stress is "the extent to which employees feel a tension of anxiety caused by their jobs" (Gill, Flaschner & Shachar, 2006).

Job stress can also be defined as "the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities and resources, or needs of the worker" (Liu, Jing & Gao, 2015). Job stress is also the damaging physical and emotion of a person that arise when the wishes of the job do not compete with the abilities, means, or wants of the employee. Stress sets in when organizations do not fulfill their promises and demands of employees. Work-related stress is a key factor to job satisfaction. When stress serves as a motivator, it results in creativity and satisfaction and consequently removes boredom and anxiety.

On the other hand, it could lead to aggression and low job satisfaction when it functions as a negative factor (Munich Personal RePEc Archive, 2012). Job satisfaction may protect workers from stressors. Satisfaction is a regulating factor for stress. During the neoclassical period, theories supported the fact that employees' satisfaction directly affected productivity. They believed that there was a cause-effect relationship between satisfaction and productivity. These two factors (work-related stress and job satisfaction) may have a negative impact on the productivity of a working group and consequently cause an added cost to the expenses of a company (Munich Personal RePEc Archive, 2012). The analysis of the present situation at the international level has revealed, among others, the necessity of improving work quality and productivity, as well as providing safety and health in the work place (Liaudanskiene, Varnas &Ustinovichius, 2012).

Numerous researchers have found that stress influences employees' job satisfaction and their overall performance. Because most organizations now demand better job outcomes, the 21st century has been called as the "age of anxiety and stress" (Gill, Flaschner & Shachar, 2016). Factors that cause stress are known as stressors (Winkler, 2010). Workplace stress occurs when employees are confronted with tasks and conditions wherein, they can't cope with it and cannot adapt. Any job has a potential for some type of stressor, however, the stressor are either motivators prompting one to succeed or negative factors causing lowered self-esteem and damage to employees. Although stresses are identified in the work setting the, level of stress experienced can only be determined by the individual who has experienced the stressor. The impact of work stress can seriously affect the organization and employee. The organization may be unable to achieve the desired goals it planned to achieve, and the employee may experience job dissatisfaction and be a financial loss to the organization (Solaymannezhad, 2014). The relationship between stress and job satisfaction has been studied in a variety of professions. A study by Chang, Ma, Chiu, Lin and Lee, (2009) on general medical practitioners in Hongkong revealed that though the medical practitioners' job is considered as hard work, majority of the practitioners were generally satisfied with their work. In another study on military pilots, Ahmadi and Alireza (2007) reported that during peace times in Iran, 13.5 % pilots out of 89 military pilots studied experienced high stress. Yet in another study on role stress of scientists and defense personnel in the Antarctic expedition by Devine (2017), role stress was found to be correlated with job related tension and alienation. In the expedition, both scientists and defense personnel were asked to play roles that were not related with their occupation. The result was that both groups perceived some difficulty in integrating the different roles assigned to them while they were in Antarctica.

There have been other studies on different professionals on their experiences of job satisfaction and stress. For instance, Soleiman, Tahereh, Masiello and Brommels (2007) studied organizational job stress among medical school faculty members in Iran. The study revealed that role stress was experienced comparatively in higher degree among faculty members. On the contrary, Chandraiah *et. al.*, (2013) studied the effect of occupational stress on job satisfaction among managers of different age groups. A positive relationship between job stress and Job satisfaction amongst older managers was found.

Job Satisfaction and Employee Performance: Employee job performance has always been a major challenge in organizational management, and there is the need to adopt effective ways to motivate employees to achieve and deliver higher job (Lee, Lee, & Wu, 2011). Ogbulafor, (2011) revealed that the declining level employee performance in tertiary institutions is a threat to the growth of universities in Nigeria. It is believed that employee performance is instrumental to organizational growth and profitability. Employees are regarded as the major business resources that facilitate the daily activities and operations of an organization (Muda, Rafiki, & Rezeki, 2013).

The most vital concern in most organizations is job performance (Shokrkon, 2011). According to Nmadu (2013), the performance of employees is a degree of accomplishment of task(s) that make up an employee's job. Managers at the workplace must ensure that employees' activities and output contribute to the organization's goals. This process requires knowledge of what activities and outputs are designed, observing whether they occur and providing feedback to help improve employees morale and to meet expectation (Nmadu, 2013). Understanding the performance of employees is essential for management decision making (Sonnentag, Volmer, & Spychala, 2008). Performance is defined as behavior, actions and routines that accomplishes results and contribute to an organization's goals (Armstrong, 2009; Campbell & Wiernik, 2015). Some researchers have identified two types of individual job performance. The former is task performance (Kappagoda, 2012) or in-role performance (Khan & Afzal, 2011), and the latter is contextual performance (Kappagoda, 2012) or organizational citizenship behavior (OCB). Nonetheless, other types of job performances have been identified. Robbins and Judge (2011) outlines three major types of behaviors that comprise job performance. The first type is called task performance. It has to do with performing duties and responsibilities that contribute to production of a good or service or to administrative tasks. The second type is citizenship. It involves actions that contribute to the psychological environment of an organization. Acts such as helping workmates, supporting organizational objectives, and treating co-workers with respect are considered as part of citizenship (Robbins & Judge, 2013). The third type is adaptive performance, and it refers to the flexibility and proficiency of integrating new learning experiences (Sonnentag *et al.,*2008). Job Performance is a multi-dimensional concept that comprises the behavioral (process) component and the outcome (result) component (Armstrong 2015). The former refers to what employees do at work, while the later refers to the results of employee behavior (Sonnentag, Volmer, & Spychala, 2008; Campbell & Wiernik, 2015). Employee performance is associated with satisfaction. It translates to quantity of output, quality of output, timeliness of

output, presence or attendance on the job, morale at work, efficiency of the work completed and effectiveness of work completed (Mathis, Fredrick & Kenneth, 2009). Performance is a major prerequisite for future career development and success in the labor market. High performers seem to get promoted more easily within an organization and generally have better career opportunities than low performers (Nmadu, 2013). Inversely satisfied employees become high performing employee. As employees deepen their loyalty as a result of their high satisfaction, they go the extra mile to produce amazing results for their organization. When employers take care of their employees and satisfy them, the employees take care of the organization because of their sense of belonging.

Organizational Commitment and Job satisfaction: The concept of organizational commitment has received great attention among numerous researchers (Lumley, 2010). Gbadamosi and Nwosu (2011) argues that the more positive the attitudes of employees toward the organization, the easier they embrace the goals of their organization, as well as their willingness to exert more effort on behalf of the organization. Strong positive relationships have been observed between organizational commitment and desirable work outcomes such as performance, adaptability and job satisfaction (Chuang, Dill, Morgan & Konrad, 2012). Research findings show that satisfied employees tend to be committed to an organization, and employees who are satisfied and committed are more likely to attend to work, stay with an organization, arrive at work on time, perform well and engage in behaviors helpful to the organization (Aamodt, 2007). According to Kotze and Roodt (2015), a strong relationship has been empirically established between job satisfaction, employee commitment and retention. Organizational commitment is ultimately affected by factors such as type of work, leadership or management, the autonomy involved in the work, the level of responsibility associated with the work, the quality of the social relationship at work, rewards and remuneration, and the opportunities for promotion and career advancement in the organization (Riggio, 2009).

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