

Teacher's Job Satisfaction and commitment of Tombel subdivision, Cameroon: A comparative analysis between private and public schools.

Abstract

The success of the educational sector depends on the satisfaction and commitment of both public and private teachers. Thus, the recruitment, training, development, and growth of both sectors are vital for the overall growth of the educational sector. This research, therefore, aims to examine if there is a significant mean difference between job satisfaction and commitment of public and private secondary school teachers in the Tombel subdivision. The survey sample 253 teachers comprising of 171 teachers from public schools and 82 from private schools. The empirical analysis employed the independent t-test using SPSS version 22. The findings indicate there is no significant mean difference between public and private schools for most instruments of job satisfaction (salary growth, perceive growth opportunities, working environment, and co-worker relationship) except job security. In addition, all the instruments of job commitment (workload, employee turnover intentions, motivation, fear of loss, and Job affection) reveal a significant mean difference between public and private schools in the subdivision. The study, therefore, recommends that to close the gap between public and private secondary school teachers, the educational stakeholders should encourage both sectors by ensuring a single salary scale, ensured better working conditions, and more security in their job.

Keywords: Job commitment, job satisfaction, private schools, public schools, secondary education

1. INTRODUCTION

Teachers play a critical role in the student-learning environment. However, the inputs and energy utilized in the teaching process highly depend on how satisfied and committed they are toward their job. Thus, job satisfaction and commitment are paramount and play a critical role in student-teacher interaction[1]. Job satisfaction refers to employees' subjective feelings about their jobs[2] while job commitment is a worker's personal and psychological attachment to a job or organization. It is strongly affected by the level of motivation, which is necessary for boosting the employee's attitude towards the job[3]. Every employee will be committed to their job if there is a match between the expectation of the job and the reward that the job provides and this will play a positive impact on the overall performance of the educational sector. However, Low teacher motivation and its detrimental effect on student achievement are central problems of many education systems in Africa[4]. This is not different in Cameroon as most teachers abandoned their job due to poor job satisfaction, especially in the private sector. For the educational sector to yield fruit and plays a significant role in the economy, both public and private teachers should be given the attention they deserve. In most societies, the variances between private and public schools are so apparent with serious gaps. In Cameroon, a Private educational system is a non-governmental establishment that is owned, controlled, and managed by a group of people or an individual while a Public educational system is a government institution that is owned, managed, and controlled by the government. These two categories of institutions have a sole objective, which is the education of the citizens, but they differ in some key aspects such as the quality of infrastructure, teaching staff, and performance. Usually, Private schools are characterized by better infrastructure like computers, good classrooms, chairs, and well-equipped libraries

to attract students, parents, and guardians since their objective is profit-making compared to public schools which are for the social benefit of the citizen. This makes private schools more costly than government schools, which set affordable prices for the benefit of all. Since private schools' sole motive is profit, teaching is more effective because teachers are paid according to their efficiency and output, as dismissal awaits those with poor performance. Thus, private teachers usually put in more effort to secure their job though public teachers highly compete with them to earn extra income. In fact, some private schools prefer to hire qualified personnel from public schools, who are well trained by offering them better working conditions at the detriment of private teachers who most at times have not gone to a teachers training institution. This makes most public teachers utilize their energy in the private sector to make extra money since the government is a more relaxed institution where dismissals are hardly implemented. This lead to poor job commitment of some private teachers thereby constantly, increasing their intention to leave their job. Studies have shown that job satisfaction and commitment have a positive impact on organizational performance [5, 6]. As such, the satisfaction and commitment of a teacher are considered a significant panacea for their performance[7]. There is therefore a need to modernize both the private and public education sectors to enhance productivity and performance. The educational stakeholders must therefore design good policies to recruit, train, and motivate teachers who are an important factor in nation-building. The lone objective of this study is, therefore;

- To compare the various aspects of teachers' job satisfaction and commitment between public and private schools in Tombel subdivision, Cameroon.

2. Hypothesis Testing

Hypothesis testing is a form of statistical inference that uses data from a sample to draw conclusions about a population parameter which can either be in the null form indicating no significant relationship or alternative form indicating significant relationship [8]. The null

hypothesis of the study will therefore be thus; there is no significant mean difference between public and private schools in terms of job satisfaction and commitment in Tombel subdivision.

3. LITERATURE REVIEW

3.1 Theoretical literature

While it is generally assumed that the work of a teacher is characterized by its formal job description, some researchers argue that this view is naïve. Thus, many studies have utilized theories in explaining job satisfaction and commitment. Some scholars believe that workers job satisfaction can be classified into three categories: 1) situational theories which look at the nature and environment of a worker's job, 2) dispositional approaches which look at a worker's attitude and psychological make-up, and 3) interactive theories which address the social environment as well as the interactions between colleagues and supervisors at work[9]. Theories that influence job satisfaction, as discussed by [9], are the two-factor theory of Herzberg and [10] job characteristics theory.

The two-factor theory of Herzberg holds that some job factors result in satisfaction while others prevent dissatisfaction and these factors which he considers to be motivational and hygiene factors affect the performance of the organization[11]. Hygiene factors are those job factors, which are essential for the existence of motivation such as pay, company policy, fringe benefit, working conditions, and job security. Their absence leads to dissatisfaction. Motivational factors on the other hand are factors that the employees find intrinsically rewarding. They are psychological needs that employees perceived as additional benefits such as recognition, growth opportunities, and responsibility. Therefore, while motivational factors encourage employees to work harder, hygiene factors will not but they will cause employees to become unmotivated if they are absent [12]. The organization must therefore adjust these two key factors to influence motivation in the organization.

The [10] job characteristics theory recognizes how a worker can achieve more levels of job satisfaction when they are involved in the five core characteristics of job design which are skill variety, task identity, task significance, autonomy, and job feedback[9, 13]. Putting in place these core characteristics in an institution affects work-related outcomes such as satisfaction, motivation, performance, absenteeism, and worker turnover.

For job commitment, the Side Bets theory of [14] viewed commitment as a tendency to engage in an activity resulting from his recognition of the cost or lost side bets associated with the discontinuance of that activity. Thus, the more workers invests their time, energy, skill, and other personal assets in the organization, it is natural to expect a greater personal commitment to the organization. The theory, therefore, maintains that employees develop a high level of commitment when they perceived that the time, effort, and other personal resources invested in the organization would be lost if they terminated membership [14]. Other scholars consider employee commitment as a strong desire to remain a member of the organization[15]. This is not different in the teaching sector especially teachers who are partners in private institutions. They are always committed and will not want to leave after investing so much time, money, and energy in the institution.

3.2 Empirical Literature

Numerous empirical research works exist on job satisfaction and commitment and well comparative analysis between private and public schools. Starting with a country-specific study, [16] examines how principals' inspirational motivation, idealized influence, and organizational commitment affect teachers' job satisfaction in secondary schools in the memo division of Cameroon. With a sample size of 100 teachers selected from government, confessionnal, and lay private, the Anova results revealed a positive and significant relationship between principals' inspirational motivation, idealized influence, and organizational commitment on teachers' job satisfaction. Similarly, [17] examine the effects

of job satisfaction on the work performance of 45 lecturers in the Higher Teachers' Training College, Bambili-Cameroon. Using Descriptive and inferential statistics, the results revealed that all the indicators of job satisfaction (remunerations, staff welfare, and the work itself) significantly affect the work performance of lecturers. Similarly, Using a sample of 426 teachers [7] analyzes the effects of human resource development practices on the social performance of public secondary teachers in Cameroon. The descriptive results indicate that continuous training and career management have a significant influence on the social performance of teachers. In the same line, [5] explore the impacts of job stress (JS), work environment (WE), overall compensation benefits and pay (OCS), leadership, and moderating role of leadership on employees' job satisfaction (EJS) in the Telecommunication Industry of Cameroon. The study employed a quantitative method with a sample size of 515 responses selected at random. The findings proved a significant relationship between JS, OCS, leadership, EJS, and WE. Equally, [6] examine how good a working environment affects the work performance of teachers across private higher institutions in Buea. The sample size included a total of 107 teachers drawn from 187 teaching staff. Using a multiple regression model, the findings showed that employer/employee relations, working conditions and rewards, and compensation were positive and significantly affecting the commitment of teachers in private higher institutions of learning in Buea.

In other economies, [18] analyze a comparative study on the Job Satisfaction of teachers in Higher Education Institutions from the Public and Private Sectors in Lahore, Punjab, Pakistan. Using a sample of 345 teachers, the Chi-Squared test reveals a significant differences in the degree of agreement between the Public and Private University Teachers on the Job Satisfaction scale (salary, promotion, benefits, coworkers, type of work done, and communication within the organization). Similarly, [19] determine whether a difference exists between job satisfaction levels of public school teachers and of teachers who are transferred

to private education institutions from public schools due to retirement or resignation. Using the Quantitative Survey method, the findings indicate a difference between job satisfaction levels of public school teachers and of teachers who are transferred to private education institutions from public schools due to retirement or resignation. Also, [2] investigates a comparative study of job satisfaction in public and private school teachers. Using a sample of 150 public and private schools conveniently selected for the study, the t-test and ANOVA indicate no significant difference between teachers' job satisfaction in public and private schools.

Using a sample of 159 respondents,[20] examines the internal and external factors of teachers' job satisfaction as well as, the levels of teachers' commitments in the selected general secondary schools of Hadiya Zone in Ethiopia. The findings reveal a higher level of teachers' job satisfaction and commitment are associated with each other. The results further indicate that external factors were found to have more influence than internal factors on teachers' job satisfaction in the study area. Similarly,[21] describes the effect of teachers' job satisfaction on their organizational commitment and job performance in the remote state elementary schools of Merauke District, Papua, Indonesia. Using a sample of 105 teachers purposively drawn from 117 remote state elementary schools, results revealed a positive and significant effect of teachers' job satisfaction on both their organizational commitment and job performance. Likewise,[22] using the Division of Misamis Occidental as a case study during the school year 2018-2019 found supporting evidence that the teachers were highly satisfied with their job, and their work performance was very satisfactory. The findings also affirm that of [23] who explores the factors that influence job satisfaction among teachers in Jerash Governorate in Jordan. The result indicates that the job satisfaction of teachers in terms of their work conditions, responsibility, salary, professional status, relationship with their colleagues, and the administrative style of their employer influence their job performance.

This conclusion is also consistent with that of [24] who find enough evidence to conclude that the higher the job satisfaction, the higher the performance of employees.

Using Yogyakarta in Indonesia as a case study, [25] examine the influence of a principal's managerial competence on teachers' job satisfaction and work commitment. With a sample of 77 teachers using PLS-SEM, the study revealed the following conclusions. First, work commitment significantly influences teachers' job satisfaction. Second, a principal's conceptual competency does not considerably affect the teachers' work commitment and job satisfaction. Third, the principal's interpersonal competency significantly influences teachers' work commitment and job satisfaction. Fourth, a principal's technical competency significantly affects teachers' work commitment and job satisfaction. Also, [26] described the work performance, degree of professionalism, and work commitment of teacher education faculty members of Nueva Ecija University of Science and Technology. They use 42 full-time faculty members in the College. The frequency and correlation analysis indicate that respondents were generally very satisfied with their work and that this satisfaction level was found not significantly related to work performance, degree of professionalism, and commitment of the teachers towards work. [27] compare school teachers' job satisfaction levels and principals' instructional supervision behaviors in Turkish private and public schools. The results reveal that private school teachers had higher levels of job satisfaction and assessed their principals' instructional supervision behaviors higher than public school teachers.

Participation in the study was voluntary and only adult participants from 18 to 50+ who are either principal or vice principal, discipline masters, and teachers were sampled using a 5-point Likert scale. The questionnaire was administered only in private and public secondary schools. The frequency distribution for the sample population is shown below

Table 1: frequency distribution for participants

participants	Public school	Private school
Vice Principal/principal	12(7%)	7(8.5%)
Discipline masters	10(5.8%)	6(7.3%)
teachers	149(87.2%)	69(84.2)
Total	171(100%)	82(100%)
Gender participation		
male	72(42.11)	43(52.44)
female	99(57.89)	39(47.56)
total	171(100%)	82(100%)

Source: computed by Author.

The table 1 reveals the majority of the respondents from both public and private schools were teachers representing 87.2% from public schools and 84.2% from private schools. The least respondents in both sectors were vice principals/principals representing 7% for public schools and 8.5% for private schools. The table also indicates that in public schools, female respondents were more than that of males while in private schools male respondents were more than that of females. The reason is logical; the private schools workload is tedious for some females to withstand reasons while more males are in private schools than public schools

5. METHODOLOGY

5.1 Data, population, and sampling

Data used in this study were obtained using two independent samples through a self-administered questionnaire for the school year 2022. The two independent samples comprised job satisfaction and commitment. Job satisfaction dimensions were perceived growth opportunities, working environment, job security, salary growth, and coworker relationship

while dimensions of job commitment were workload, employee turnover intentions, motivation, fear of loss, and job affection. Out of the 12 secondary schools with a total population of 691, giving everyone an equal chance of being selected warrants the usage of stratified and random sampling. The Yamane's Formula of: $n = N/(1 + N(e)^2)$, was used to determine the sample of the study, where n is the sample size, N is the population size and e is the margin of error to be defined by the researcher[28]. The sample size of each stratum was calculated using the formula: $\frac{PS}{N}(n)$ where; Ps is the population size of each stratum, N is the total population of all strata and n is the sample size of all strata. The sample size of each stratum using the formula is presented below.

Table 2: Sample population.

strata	Public schools	Private schools	Total
Population size	468	223	691
Sample size	171	82	253

Source: computed by Author.

5.2 Data Analysis

The independent t-test was used to examine whether there is a significant mean difference in terms of job satisfaction and commitment between public and private schools. The Independent Samples t-test is a parametric test that compares the means of two independent groups to determine whether there is a statistically significantly different associated with the population means. The test assumes that the dependent variable should be continuous while the independent variable should be categorical which fits in the context of this study since there is a public and private school. Also, the dependent variables; job satisfaction and commitment can be considered continuous variables. The rationale center on the fact that the Likert scale with five or more categories can often be used as a continuous variable without any harm to the analysis [29, 30]. The null hypothesis of the test appears thus: The means for the two groups are equal against the Alternative hypothesis: The means for the two groups are

not equal. The decision rule is that if the p-value is less than or equal to 5%, the null hypothesis is rejected indicating strong evidence to conclude that the two population means are different.

Table 3: Reliability and Validity Test

variable	Cronbach's Alpha	AVE	variables	Cronbach's Alpha	AVE	conclusion
Salary growth	0.681	0.51	Workload	0.761	0.53	Reliable and Valid
perceived growth opportunities	0.763	0.53	Employee turnover intension	0.696	0.52	Reliable and Valid
Working environment	0.683	0.52	motivation	0.861	0.51	Reliable and Valid
Job security	0.681	0.54	Fear of loss	0.752	0.54	Reliable and Valid
Coworkers relationship	0.761	0.52	Job affection	0.745	0.51	Reliable and Valid

Source: computed by Author.

The reliability test is usually estimated using Cronbach's alpha, which measures the internal consistency of variables. A Cronbach's Alpha of at least 0.70 is considered reliable[31]. Other scholars consider a Cronbach's Alpha value greater than 0.6 to be highly reliable and acceptable[32]. On the other hand, the average variance extracted (AVE) is used to determine reliability, which is calculated as the mean of the squared loadings of each indicator associated with a construct. A construct is valid when the average variance extracted (AVE) is >0.50 [33]. The result in table 3 reveals all research instruments are reliable and valid.

6. RESULTS AND DISCUSSIONS

Table 4: The independent t-test result

variables	Job satisfaction constructs				
	Public schools		Private schools		p-values of t-test
	mean	S.D	mean	S.D	
Salary growth	2.93	0.886	3.08	0.807	0.192
perceived growth opportunities	3.02	1.025	3.10	1.013	0.550
Working environment	3.04	0.736	3.01	0.788	0.791

Job security	2.91	0.998	3.20	1.021	0.039
coworkers relationship	3.01	0.856	3.08	1.043	0.141
Job commitment construct					
Workload	4.07	0.745	4.30	0.579	0.011
employee turnover intentions	2.65	0.858	2.99	0.837	0.003
motivation	3.56	0.935	3.82	0.901	0.043
Fear of loss	3.44	0.815	3.66	0.791	0.041
Job affection	3.31	0.910	3.37	0.856	0.031

Source: computed by Author.

The table 2 **reveals** if there is a significant mean difference in job satisfaction and commitment between public and private secondary schools. From the table, the mean value for salary growth in public schools is 2.9 while the deviation from the sample average is 0.9. In the case of private schools, the mean value is 3.1 while the standard deviation is 0.8. However, the p-value for the independent t-test is more than 5%. Thus, the null hypothesis cannot be rejected, indicating no significant mean difference between public and private school teachers in terms of salary growth. The same conclusion holds for perceive growth opportunities, working environment, and co-worker relationships. Their respective p-values are greater than 5% affirming that the difference in perceive growth opportunities, working environment, and co-worker relationship between public and private school teachers is not significantly different. However, the p-value of job security is less than 5% indicating a significant mean difference between private and public schools. This means that job security is more guaranteed in public schools than in private schools.

For job commitment instruments, all p-values are below 5%. Thus, a significant mean difference exists between public and private **schools** regarding the workload, employee turnover intentions, motivation, fear of loss, and Job affection. These findings are true as public teachers in the subdivision in particular and Cameroon in general usually have a lesser workload compared to their counterparts in private schools. In addition, teachers in private schools have a high turnover ratio due to poor motivation, which makes them have low affection for the job. Most times, they are easily sacked for no just cause especially if the

educational institution has limited finance to pay wages. This scenario hardly occurs in public schools reasons why they have little or no fear for their job.

7. CONCLUSION AND RECOMMENDATIONS

The main objective of this study was to ascertain if there is a significant mean difference between job satisfaction and commitment of public and private secondary school teachers. The survey sample 253 teachers comprising of 171 from public schools and 82 from private schools. The empirical analysis employed the independent t-test using SPSS version 22. The findings reveal there is no mean significant difference between public and private schools for most instruments of job satisfaction (salary growth, perceive growth opportunities, working environment, and co-worker relationship) apart from job security which reveals a significant mean difference between both sectors. In addition, all the instruments of job commitment (workload, employee turnover intentions, motivation, fear of loss, and Job affection) reveal a significant mean difference between public and private schools in the subdivision. Based on these conclusions, the study proposed the following recommendations for the educational sector in the Tombel sub-division.

To close the gap between public and private secondary school teachers, the educational stakeholders should encourage both sectors by ensuring a single salary scale, ensured better working conditions, and more security in their job. A good co-worker relationship should also be established to boost output productivity.

Also, since all indicators of job commitment indicate a significant mean difference exists, the educational stakeholders should motivate the private teachers just like public teachers like salary and carrier growth opportunities to increase their affection for the job and reduce their

intention to leave. This will ignite their passion for the job and boost the overall performance of the institution.

However, for a complete appraisal of this study to be made, other studies comparing teacher's job satisfaction and commitment in both private and public schools should be conducted in other subdivisions and divisions in Cameroon.

Consent

As per international standard or university standard, Participants' written consent has been collected and preserved by the author(s).

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