

The Impact of Organizational Commitment and Job Satisfaction on the ITL of Academicians in HEIs of Developing Countries like Pakistan

¹Irfanullah Khan & ¹Dr. Allah Nawaz, ²Farhatullah Khan, ²Hamid Khan, ¹Saqib Khan
³Abdul Hameed Kundi

¹Department of Public Administration, Gomal University Dera Ismail Khan KPK Pakistan

²Department of Business Administration, Gomal University Dera Ismail Khan KPK Pakistan

³In-charge Recruitment & Selection, Gomal University Dera Ismail Khan KPK Pakistan

Abstract:

Academicians are the role model of the system, accountable for producing specialized workforce for the poverty reduction and economic growth of any country. In the background of the developing countries like Pakistan, this role becomes more prominent. In this “Review Article” we endeavor to explore the consequences of organizational commitment and job satisfaction on intention to leave (ITL) of academicians in Higher Educational institutions (HEIs) of Pakistan with a view to construct a ‘Research Model’ on the issue, grounded in the contemporary research. This article stated the effect of job related factors (pay, supervision, promotion, working condition, co-workers) on job satisfaction. It is acknowledged from the present study that organizational commitment and job satisfaction have depressing impact on intention to leave and negatively related to each other. The literature also explores the fact that job related issues do effect the job satisfaction and organizational commitment of the Academicians.

Keywords: Organizational Commitment, Job Satisfaction, Factors of Job satisfaction, ITL, Public Sector Universities.

1. INTRODUCTION

The majority of literature explore that the important attribute of modern organizations is the fast and continuous rate at which the change occurs. Besides, some other challenges that the organizations face comprise of variety in workforce, new organizational arrangements, rivalry at the globe level and last but not the least, the rapid changes in the tools and techniques. While different organizations have their own priorities that they dedicate to the human resource elements to accomplish high production rate and benefits, still the organizations recognize the significance of dedicated, contented and committed workforce. The public sector Universities plays a very important role in the development and growth of an economy of any state by undertaking public service responsibilities. The capable performance of government machinery is extremely vital for the preservation of social and economic order and the development of a state as well. This study aims to evaluate the learning of organizational commitment, job satisfaction and intention to leave regarding the academicians of public sector Universities (Maqbool et al, 2012).

The existing literature offers a reasonable amount of material to develop a theory about what is occurring in the area of research on ‘organizational commitment’, job satisfaction and its effect on the intention to leave in the higher educational institutions (HEI) of the developing nations like Pakistan. The research has already been conceded on the existence of commitment, its consequences, job satisfaction and its impact on intention to leave and its implications for the individual and for the institutional output. In addition, there are numerous studies on investigating the relationship between the levels of commitment and the levels of job satisfaction (Balassiano et al, 2012). Thus, literature proposes a set of variables (operational model) to construct a hypothetical structure to explore the model that is clearly stands in the information presented on the subject (Maqbool et al, 2012).

Commitment comes to suggest a state of the individual, which might refer to a state of faithfulness to something that can be described by intentions, feelings, and wishes. Though, this state can be defined along a scale of extremity, describing conflicting dimensional values : commitment as a type of performance leading to pleasing states at the optimistic extreme and commitment as a type of interests that may slow down people’s proceedings at the unenthusiastic extreme. The organizational commitment can be understood, for the purpose of this effort, as the psychosomatic associations that are fictitious between individuals and the organization (Balassiano et al, 2012). Job satisfaction is a general approach towards the work and the degree to which the people like their job and illustrate the optimistic and pessimistic performance in actual job environment. It is

expected that highly satisfied teachers will be more dedicated to their institutions, which results into higher retention and decline in their intention to leave (Malik et al, 2010).

Job satisfaction is a sensitive reaction towards a job place, which is determined by how well the result meets up or goes beyond the expectations. If fair human resource strategies are implemented by the organization and take care of their workforce moderately then it will be more probable to have a positive approach towards the work. If workers are treated unfairly, they will have a negative approach towards their operational environment and will negatively influence the organization's efficiency (Saifuddin et al, 2012). Intention to leave is defined as one's behavioral approach to withdraw from the present organization whereas withdrawal is measured to be the real separation from the organization. Job satisfaction effects the agreement on continuing in or leaving the organization. If workers are dissatisfied with their jobs, they are more vulnerable to leave the organization (Mangi et al, 2011). In this background, organizational commitment among the university academician's can be viewed as: His or her well-built faith in and agreement to the university goals and standards; willingness to utilize dedicated efforts for the university; and a strong wish to carry on the university membership (Sial et al, 2011).

2. OC, JS & ITL

2.1 Organizational Commitment

New entries, when arrive in an organizational settings, are likely to make use of their skills to achieve their organizational objectives. It is perceived that the educational institutions would facilitate the academicians to realize these ends in the way by enhancing probability of increased commitment to the institution (Sial et al, 2011). Workforce, who is dedicated to their respective institution, would have a strong craving to stay as a member of the specific institution. They will continue to work for the institution when they agree with the institution's goals and desire to remain in it. On the other hand, when there is no wish to be psychologically attached and engaged in the institution, the workforce may wish to leave (Choong et al, 2011). Academicians will reciprocate this kind of action by growing their own commitment to the institution by being extremely involved and presenting their enthusiasm to work hard to accomplish the institutional objectives (Lew et al, 2011).

Individual employee who has professed elevated and affective commitment will more probable and agreeable to stay with their particular organization for the reason that they want to do so. If a employee does not feel any sense of belonging to the organization, then they will likely to have slight desire to be psychologically involved in the organization. If an individual observe that the cost of leaving is higher than the benefits of continual to stay in the organization, then the particular worker will plan to continue rather than leave the organization. The choice of leaving or staying is in fact based upon the individual worker's faith of the accurate and moral thing to do. If an individual employee feels that he or she should show loyalty to their respective employer, then he or she should remain as a member of the particular institution (Choong et al, 2011). Organizational commitment has been recognized as an important factor in understanding and explaining the occupational behavior of employees in organizations, which includes the affective (emotional attachment), continuance (cost-based) and normative commitment (obligatory) (Arti Bakhshi, 2009).

2.1.1 The Dimensions of Organizational Commitment

Organizational commitment is measured as 3-D construction containing of affective, continuance and normative commitment. Affective commitment is defined as the worker's emotional affection to the organization. As a result, the worker strongly identifies the aims of the organization and wishes to stay as a member of the organization. Continuance commitment is a consequence of the perception of benefit, related with continuing in and the perception of cost related with leaving from an organization. Normative commitment is cumulatively internalized normative force to act consistently with the organizational aims and welfare (Malik et al., 2010).

A. Affective Commitment

The employees' decisions that whether to continue in the organization possibly more by their emotional attitudes towards the organization, which is their degree of affective commitment to the organization and optional employment opportunities available (Shah et al, 2012). Affective commitment is the worker's affective attachment to the organization. Consequently, he or she powerfully identifies the aims of the organization and wishes to stay a part of it. Here the worker commits to the organization because he/she wants to do the same (Arti Bakhshi, 2009). They will likely to carry on working for the organization when they have the same opinion with the organizational objectives. Emotional commitment is an employee's affective attachment

to, recognition with, and contribution in an organization (Chao et al, 2008). Organizational commitment is a multidimensional construction; including an affective part, the employee's emotional attachment and participation in the organization (Ladebo et al, 2003). It is perceived that affectively committed employees carry on working with great loyalty on voluntary basis. Employees who are committed to their organization will have a strong aspiration to remain a member of a particular organization. Employees who have strong affective commitment will be more likely to remain happier in the organization because they want to be so (Malik et al, 2010).

B. Continuance Commitment

Continuance commitment is the agreement of worker to continue in an organization for the reason that of individual savings in the shape of nontransferable savings such as close operational association with co-worker, retirement reserves, occupational investments, acquired work skills which are distinctive to a particular organization, duration of employment in the organization, contribution in the community in which the organization is situated and other benefits that make it too costly to switch over (Shah et al, 2010). Continuance commitment builds up the perceived cost (benefit against loss) and requires that the employee should be conscious of these advantages and disadvantages. Continuance commitment ensures that workers keep hold of their organizational relationship, although individuals, who are normally committed, feel responsibility on their part to continue in the organization (Ladebo et al, 2003).

C. Normative Commitment

For several reasons workers may become dedicated to an organization, a person may perhaps continue with an organization because the organization's standards, tasks, and aims favor with his/her own. Another person may continue with the same organization for the reason that departure may impact his/her status, benefits, or public networks. However another may be dedicated to the organization due to the sense of obligation (Malik et al, 2010). Normative commitment is a sense of ethical responsibility to continue with the organization. The individual commits to and remains with an organization because of the feelings of obligation. For instance, the organization may have invested capital in preparation of an employee who after that feels a liability to put forth hard work on the work place and carry on with the organization to pay back the liability. Moreover it may reflect an internalized standard, developed earlier than the individual who joins the organization through family or other socialization processes, that one should be devoted to one's organization. Normative Commitment is the consequence of employee's sense of obligation to be a part of the organization (Nawab et al, 2011).

2.2 Job satisfaction

Job satisfaction is a very rich issue as a vast research has been completed in the past period. Because in the rapidly changes in the worldwide environment, it is extremely demanding to satisfy the employees in the organization. The happier workers at their jobs are more contented and the evidence in this regard is that they are treated equally in the organization. It has been observed that those workers are frustrated with their jobs who are treated with inequality. Resultantly, those organizations are not capable to improve their efficiency (Shah et al, 2010). Job satisfaction is to look upon one's approach or state-of-mentality concerning the nature of their job (Mudor et al, 2011).

People, when join an organization, they bring with them definite motives and requirements that have an effect on their performance on the work. Sometimes these are instantly apparent, but often they are not only complex to find out and satisfy but also vary significantly from one person to another. Job satisfaction is the level to which individuals experience positive or negative aspects regarding their jobs (Sattar et al, 2010). Job satisfaction is the combination of one's approach about the job. The performance of the organization is satisfactory if the employees are satisfied internally. Job satisfaction is a perception in which two independent variables are discussed i.e. job satisfaction and job dissatisfaction (Haq et al, 2011). By any means, job satisfaction consists of perception of an individual towards his/her job. Job satisfaction shows the analysis of people towards a job and an organization. Job satisfaction is a type of individual positive idea towards their job and its magnitude including compensation, job nature, promotion opportunities, high ups and the social environment (Naji et al, 2011).

Job satisfaction can be best described as positive approach about job. Theoretically, job satisfaction is best predictor of positive work related with outcome such as improved performance. If workforces are satisfied with their job, organization productivities and performance of workers will be greater than before and intention to leave of workers and absenteeism will be decreased. If teachers are satisfied about their jobs as a result they show good Interest in teaching and provide excellent education (Mumtaz et al, 2011). Generally, as a result, job

satisfaction refers to a people's positive emotional response to a particular job. It is a sentimental response to a job that results from the person's comparison of actual outcomes by means of individuals that are preferred, predictable or deserved. Job satisfaction is seen to be a touching reaction resulting from the communication of job rewards and job standards. One of the key reasons for the lack of teacher's commitment and job satisfaction is the reward that is being offered to them (Haq et al, 2011). If worker's requirements are met, they will present enhanced returns in shape of work of greater importance. The job satisfaction is interrelated to the performance, which are obtained through different rewards and job related activities. Satisfied and committed employees are generally contributor and performer towards enhancing organizational efficiency (Nawab et al, 2011).

2.3 Factors effecting Job Satisfaction

Job satisfaction or dissatisfaction depends upon a large number of factors ranging from the provision of food for the workforce to eat their lunch to the sense of self fulfillment they may obtain from doing their jobs. Generally, job satisfaction involves a description of those factors that a worker perceives to either promote an encouraging approach about work or an unenthusiastic approach about work (Ghazi et al, 2011). A worker with an elevated degree of job satisfaction holds optimistic approach about his or her job whereas a dissatisfied holds pessimistic emotions. It refers general aspects of employee's satisfaction like work condition, compensation, job itself, supervision, relationships with co-workers and the organization as a whole (Khalid et al, 2012).

2.3.1 Pay

Pay is the major forecaster of job satisfaction. It is the amount of monetary compensation that is expected by the workers in relationship with the services provided to the organization (Saifuddin et al, 2012). By identifying the impact of compensation, teacher's commitment can be improved and their degree of satisfaction could be improved as well. The compensation has optimistic relationship with job satisfaction and commitment (Mangi et al, 2011). According to the several researchers, a dynamic association exists between salary and satisfaction of job. Increase in one must enhance the other (Saba et al, 2011). There is a need to examine the association between job satisfaction and compensation practices. After reviewing the above literature the probability increases that there is optimistic association with the satisfaction and there is dire need to examine the University teacher all over Pakistan in this regard (Mumtaz et al, 2011). The development in job satisfaction depends upon whether the rewards match the prospects, desires, and requirements of the employee. If improved performance leads to elevated rewards and if those rewards are seen to be reasonable and fair, improved satisfaction results (Sattar et al, 2011).

2.3.2 Supervision

Supervision is one of another significant factor of job satisfaction which refers to the function of leading, coordinating and directing the effort of others to achieve and attain the predetermined goals and objectives. A supervisor guides their subordinates so that they produce the desired amount and excellence of work within the stipulated time period (Saifuddin et al, 2012). Supervision is the authoritative direction of the work of one's subordinates. It is the function of leading, coordinating and directing the work of others to achieve the selected objectives (Sattar et al, 2011). The performance of the supervisor plays a vital role with regard to the employees' reactions to difficult situation. It was stated that the workers who perceived their supervisor as more approachable and reactive were more likely to raise voice about their concerns (Aydogdu et al, 2011). There are a variety of interpretations of the term "supervision" but characteristically it is a management activity and supervisors have a management responsibility in the organization (Mudor et al, 2011).

2.3.3 Promotion

Academicians are more motivated and dedicated to carry out a job and also more satisfied if promotion opportunities are available to them. There is a need look into the connection among job satisfaction and promotion practice in universities. After reading the above literature one can better understand that there is a constructive relationship between job satisfaction and promotion practices among universities teachers of Pakistan. If the universities enhanced their pay structure and provide promotion opportunities for their teachers then the teacher will show more contentment towards their job (Saba & Mumtaz., 2011). The degree of job satisfaction of non-PhD faculty can be enhanced by preparing flexible promotion policies and initiating advance preparation services for the job and specialized fields (Mangi et al, 2011). Promotion possibilities involve the accessibility of progressive opportunities. If individual assume that they will not have much promotion possibilities then there will be negative impact as a whole (Aydogdu et al, 2011). Reasonable probability of promotion according to the employee's skill and ability to make employee more faithful to their work become a foundation of pertinent workability for the employee (Ghafoor et al, 2012).

2.3.4 Working Conditions

Working environment is another characteristic that has a major influence on the work satisfaction degree of the employees (Saba et al, 2011). Organizations can enhance this degree of employee's organizational commitment by enhancing job satisfaction with reward and work conditions (Nawab et al, 2011). Providing excellent physical working environment (e.g. cleanliness of the working place, lightening, sufficient and relevant tools and equipment) enables employees to perform their work without difficulty and professionally (Aydogdu et al-2011). Working environment is defined as the perceived entirety of non-pecuniary elements that provides surroundings to a teacher's job (Chao et al, 2008). Good working conditions such as clean and attractive environment facilitate employees to carry out their work easily and thus are expected to have a positive impact on organizational commitment and job satisfaction (Mangi et al, 2011).

2.3.5 Work Itself

Employees are likely to prefer jobs that provide them opportunities to utilize their skills and abilities and offer a diverse responsibilities, autonomy and feedback on how well they are pursuing. Jobs that have too little challenge create dullness but too much challenge creates frustration and a sentiment of disappointment (Saifuddin et al, 2012). If the employees are intensively involved in their job, they would more satisfy with their jobs. If they join this occupation due to their own interests, their satisfaction degree will be elevated as compared to if they are forced to do it (Saba et al, 2011). Work itself means the employees liking and disliking of his or her job. It explains whether the job of employee is gratifying or not (Ghafoor et al, 2012). Employees favor those jobs that give them opportunities to use their skills and abilities and offer a variety of tasks, liberty and feedback on how well they are doing (Sattar et al, 2011).

2.4 Intention to Leave

Job dissatisfaction can de-stimulate the workers and it results to leave the respective organization and search for some other better job's opportunities (Saifuddin et al, 2012). Due to lack of job satisfaction sometime academicians may possibly switch over from public to private sectors and private to public sectors institutions (Ghafoor et al, 2012). The conception of employee intention to leave means that the employees leave their jobs due to job-related dissatisfactions emerging from unsatisfactory pay, unattractive work and issues of promotion, interpersonal relations, working conditions and bad supervisory approach (Sattar et al, 2011). Intention to leave is defined as one's behavioral attitude to leave the organization while withdrawals are considered to be the actual separation from the organization. Job satisfaction has an effect on determining staying in or leaving the organization. If workers are dissatisfied with their work, they are likely to leave the organization (Aydogdu et al, 2011).

Switchovers can be positive or negative for employees, organizations and communities. Some times the employees may come to a decision to move from one organization to the other for their career objectives (Haq et al, 2011). Job satisfaction is an issue that would persuade the worker to work in the long duration. Regardless of job satisfaction, the organization would confront with the expenditure of recruitment caused by the switchovers. Therefore, the organization should give concentration to employees' job satisfaction as well. In other word, low teachers' job satisfaction is the important predictors of teachers' intention to leave the teaching profession (Mudor et al, 2011). Individuals who are not satisfied in their job become less committed or leave the job in general (Sattar et al, 2011).

3. DISCUSSIONS

Recent research in organizational psychology and organizational behavior literature has examined organizational commitment through two popular approaches, commitment-related attitudes and commitment-related behaviors. Similarly, organizational commitment has also been identified as a crucial factor in determining and influencing organizational outcomes. It is believed to be vital for organizational productivity, quality, and performance (Shah et al, 2012). Employees who are committed to their organization would have a strong desire to remain a member of a particular organization. They will continue to work for the organization, when they agree with the organization's goals and desire to remain in the organization. However, when there is no desire to be emotionally attached and involved in the organization, the employees may desire to leave (Choong et al, 2011).

Employee who has perceived elevated affective commitment will more expected and enthusiastic to continue with their particular organization for the reason that they want to do so. If a worker does not

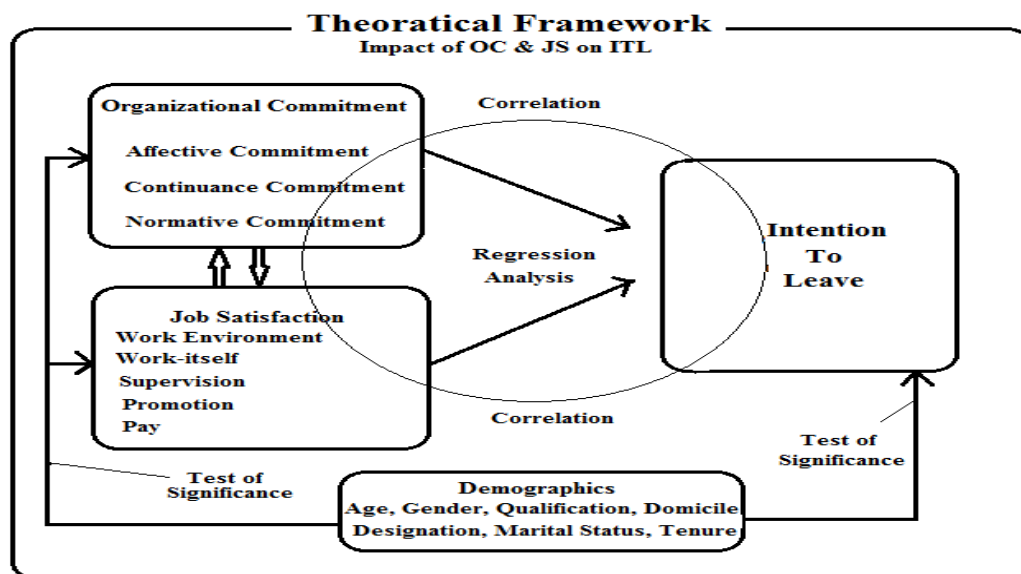
experience any sense of belonging to the organization, then they be likely to have little wish to be emotionally involved in the organization. If an individual distinguish the cost of leaving is much more that the benefits of continual to stay in the organization, then the particular employee will plan to continue rather than quit the organization. Teachers showed reasonably lower normative commitment which deals with the sentiment of obligation to stay with the present employing organization. The decision of quit or continue is in fact based on the individual employee faith of the accurate and ethical thing to do. If an individual employee feels that he or she should loyalty to their respective employer, then he or she should remain as member (Shah et al, 2012).

An organization requires highly committed employees so as to accomplish their goals and objectives in a well-organized and effectual way. Organizational commitment involves employees' emotional state that makes them more faithful to their job and their organization. Generally, organizational commitment has two sides; the first involves the manner organization's management treats their employees and behaves towards them fairly and lawfully, while the other side relates to the employee's psychosomatic state that makes him committed to the organization. Because of that, it is unexpected to find a committed employee when at the same time; he/she has been treated unfairly or unlawfully (Judeh et al, 2011). Job satisfaction results into constructive approaches like organizational commitment, participation and attention in the work. The job satisfaction of an employee prevails between two extremes of satisfaction and dissatisfaction from job in any type of organization. Where does an employee situate on the range of two extremes, depends upon diverse job-related factors. Job satisfaction is a worldwide issue and a diversity of research is going on to help organizations in understanding the job satisfaction and thereby resolve the related problems. Similarly, volumes of surveys are being conducted to determine the employee attitudes towards the dimensions of job-satisfaction, its facets the degrees to which workers are contented or otherwise from their job (Sattar et al, 2010)

When academicians are contented with their work they can carry out their responsibilities towards their tasks with more attentiveness, dedication and capability. Job satisfaction, retention and commitment to the organization are important for all the educational institutions. Higher job satisfaction of the faculty outcomes in the strong and productive setting of the organization. Optimistic environment of the university not only boost the job satisfaction of the employees but also increase the output of the organization (Saba et al, 2011). Service life is most important part of our day to day life which causes a big deal of stress. Due to the spirited nature of the job setting, the majority of the people in the world are spending their time for job-related work purposes resulting the pass over the stressor those are influencing their job and life. Individuals with a high working stress possibly will not be satisfied with their job and hence they will not feel happy to work in the organization (Naji et al, 2011). Academicians who found their work less intrinsically satisfying than others, more usually planned to leave the university. Financial resources as such did not appear to influence intentions to continue or leave. Such studies pointed out that the 'climate' or 'culture' of the environment in which Academicians work has a huge influence on their manner of satisfaction with the job, and their commitment to continue the job rather than seeking to fulfill basic requirements somewhere else.

It is vital for higher educational institutions to be acquainted with, what encourages faculty to continue in their positions, as replacing them is not only complex but also expensive in unrecoverable costs (Khalid et al, 2012). Turnover intention may be defined as the intention of employees to quit their organization. The highest correlation with turnover intention was of Pay, Promotion, Fringe benefits and contingent rewards. In general, job satisfaction was found to have a significant negative association with turnover intention (Naji et al, 2011). Job turnover is also likely to be higher in organizations that have a low level of job satisfaction, thereby resultant in higher preparation expenses (Judeh et al, 2011).

Figure 1 Schematic Diagram of the Theoretical Framework



4. CONCLUIONS & FUTURE WORK

Every nation desires to be in the directory of the developed nations and Pakistan is in one of them, where education can play a vital role in the achievements of these desires. The educational sector in Pakistan is far behind and needs lots of improvement concerning the faculty members. Pakistani government is the largest employer of the country like any other country of the world. The success of economy depends upon how effectively its government organizations are functioning. The purpose of the study was to test the relationship between organizational commitment, job satisfaction and intention to leave. The results show that both the organizational commitment and the job satisfaction have significant impact on intention to leave. The academicians' satisfaction with the job enhances the commitment level and hence the intention to quit the educational institution decreases. The satisfied employees add value to the growth of organization being more productive. The more an academicians' is satisfied, the more they will be productive and more committed.

This study has examined the relationship between organizational commitments, job satisfaction and turnover intentions. It enhances understanding of the turnover intentions and the impact of job satisfaction and organizational commitment on the turnover intentions using the higher educational institutions academicians and provides a number of implications. Intention to leave is widely researched topic, so far researches are trying to find what exactly lead an employee to think about leaving the organization. This study took two job-related variables to test the significance and support that job satisfaction and organizational commitment both are significant in determining the intention to leave. The academicians' decision as to whether to continue in the educational institution may be more influenced by their emotional attitudes towards to the institution, which is their level of affective commitment to the organization and alternative employment opportunities available (Shah et al, 2012).

Academicians who found their work less intrinsically satisfying than others, more usually planned to leave the university. Financial resources as such did not come into view to influence intentions to continue or leave (Khalid et al, 2012). Unrealistic expectation of employee is also an important personal factor which contributes in turnover. Many people keep impractical expectations from organization when they join. When these unrealistic expectations are not realized, the worker becomes disappointed and they quit. One of the personal factors which have been missed in many research studies is the failure of employee to follow organizations timings, rules, regulations, and obligations; as a result they resign (Shah et al, 2010). That would reduce the cost that an organization can bear in case of losing a valuable employee, the cost of recruiting, preparation and making an employee up to the level of employee who have left the organization. The findings suggest that if goals of educational institutions are to build up a stable work force then an extra force is required to develop commitment in the academicians. On the other hand, it is also important to note that most educational institutions goals are more than just developing a stable work force. They want much more from their employees to contribute then just having continued membership in the institution (Maqbool et al, 2012).

Findings of the present research will help the academicians and provide them with guidelines to enhance the level of their satisfaction and commitment. The institutions should give devoted concentration towards academicians who is dissatisfied from their job and should struggle to formulate such tactics that could improve the satisfaction level. The educational institutions should create an environment that should build up self-assurance in academicians to share their problems with them and the higher ups in turn should give attention to their complaints. Through shared conversation the academicians can be retained and the open discussion would lead the commitment level of an employee to raise thus making employee a valuable investment for institutions rather than a cost. Findings of the current study lead to the development of following suggestions for future research.

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