

The Cause-& Effect and Correlation between Job Satisfaction and Organizational commitment on Intention to leave among the Academicians in higher Educational Institutions of Khyber Pakhtunkhwa, Pakistan

¹Muhammad Saqib Khan, ²Dr. Ghulam Muhammad Kundi,
³Dr. Shadiullah Khan, ⁴Irfanullah Khan, ⁵Hamid Khan,
⁶Naseem Bakht Yar

^{1,2,3,4} Department of Public Administration, Gomal University, Dera Ismail Khan, Pakistan

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

³ Bachelors of Business Administration, FAST School of Business (NUCES), Islamabad, Pakistan

¹Saqiblecturer@gmail.com, ²gmkundi@hotmail.com, ³drshadiullahkhan@yahoo.com,

⁴Irfanado_100@yahoo.com, ⁵hamid_nido@yahoo.com, ⁶Seema_yar@yahoo.co.uk

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Abstract

It is a matter of great concern that the dissatisfaction among the academician`s distort their commitment level to such an extent that the concerned academic institution has to bear the cost of their departure in many respects. All analysis circles around the idea of identifying, analyzing and calculating the role of job satisfaction and organizational commitment on the ITL of teachers/academicians in Gomal University, Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan. All these variables have been extracted from the relevant available literature and then transformed into a theoretical framework or research model. A sample of 100 academician`s was selected by using random method. Data were collected by using questionnaire which was analyzed by using simple correlation analysis and regression analysis. The empirical section of the study was anchored by the research model derived from the literature. The role of job satisfaction in the prediction process is insignificant while organizational commitment is fully significant in predicting the change in the criterion variable.

Keywords: Job satisfaction, Organizational commitment, Correlation, Cause-&-Effect, Academicians, Higher Educational Institutions.

1. Introduction

The existing literature provides a sound stuff of knowledge to develop a theory that what is taking place in the area of research on job satisfaction, organizational commitment and its effect on the ITL in the (HEI) of the developing nations and Pakistan as well. Many studies has already been carried out on the existence of job satisfaction, its consequences, commitment and its impact on ITL and also its implications for the institutional output and for the individual as well. Additionally, there are numerous studies on exploring the relationship between the job satisfaction and that of the levels of commitment (Balassiano et al., 2012). So, the literature proposes a complete set of operational model or variables to built-up a hypothetical structure to explore the research model that is obviously locate in the information offered on the subject matter (Irfan et al., 2013).

The appointments and maintenance of satisfied academicians is probable through the development of a motivational and faire mechanism. The Pakistan's higher education systems faces the lack of motivational arrangement for academicians all over the country i.e. the insufficient and non-uniform pay packages and facilities particularly with high burden, overloaded classrooms and the absence of financial and non-financial motivators hampers the standard of education in current highly competitive scenario (Rehman et al., 2010). It was found that there is a communication gap among the academic staff and administrators and the institutions that is also the main reason of de-motivation of the teachers, while the motivated academic staff further motivate the scholars/students, which is necessary for the achievement of the institution and the students as well. It was observed that the employment and maintenance of the academicians is one of the poor areas of Pakistani HEIs (Raza & Nawaz., 2011). The study also revealed that the teaching method is stereotype and due to political interferences in appointment and promotions, in the educational system, there is no grooming for professional teachers. However, contrary to the above, the faculty is more worried about the financial, promotion and less interested in research, working, teaching and knowledge creation (Sabri et al., 2011).

The severe budget cuts, the higher education institutions increased the fee structure and eradicated numerous facilities that to some extent faced student's resistance and also grounds to closures of the universities (Saifuddin, 2010). Though, through this stage of crisis and economic constraints, the mushroom growth of private universities is witnessed all over the country, which also increases the enrolment of students. Resultantly, this ease the high ups by saving plus turn down in the expenses of the government in higher education, exaggerated the services in the universities. The fast and continues growth in the mid of accomplishment and abruptly the declining finances has worsened diverse dimensions of higher education institutions. For instance, the physical facilities and development has been in bad condition, the library facilities become out of date with accumulation of obsolete books and textual material. The quality of teaching and research has started declining and thus the students' class rooms became overcrowded. The staff disheartens started due to several unfavorable factors, including non-competitive and inadequate salaries packages also dissatisfaction with monetary benefits i.e. heavy workload, poor working conditions and bad governance of the institutions etc. after change in the existing universities acts through Khyber Pakhtunkhwa Universities Act 2012. This led to the drain of brain of academic staff from public to the private sector higher education institutions and abroad in search of better financial opportunities and career development.

1.2 Statement of the Problem

Intention to leave (ITL) in organization depends on many factors including the organizational commitment and job satisfaction. The main question of this study focuses on the computation of job satisfaction and OC impact on the ITL of Academicians in the universities. With this background, the problems statement of this study could be that how the job satisfaction of academicians in HEIs affects the organizational commitment and intention to leave in higher educational institutions of Khyber Pakhtunkhwa, Pakistan.

1.3 Research objectives

No activity including research could be undertaken without justification of its objectives. Though objectives of a research study may be diverse, however, the objectives of this study could be coined as below:

1. To find out whether there is any relationship between the job satisfaction, organizational commitment and intention to leave among the academicians of Gomal University, D. I. Khan.
2. To investigate deep into the effect of job satisfaction and organizational commitment influence on the intentions to leave among the academicians of the Gomal University, D. I. Khan.

1.4 Significance of the Study

Higher education system in Pakistan is experiencing unprecedented growth and expansion since 2002. As a result of the rapid expansion, however, after 2008 election and 18th amendment, when the subject matter of higher education is handed over to provinces mainly for reasons of political expediency, since that public sector universities has been facing a myriad of problems that not only affected their ability to function rather consequently, commitment and job satisfaction is low among the workforce due to inadequate and non-competitive salaries and other non-monetary factors, which are considered as the major factor that weight employee commitment, job satisfaction and retention. The results of the present work are expected to enhance the knowledge of academia and administration about the human resource practices in HEIs of Pakistan. Simultaneously, understanding of the relationships among different variables i.e. organizational commitment, job satisfaction and ITL will enable the universities to follow such HR practices that could improve their quality of performance and work.

2. REVIEW OF LITERATURE

2.1 Job satisfaction

An individual, when arrive in an institution, they bring with itself some specific objects and necessities that have a direct effect on their job performance at the workplace. From time to time, these are immediately obvious, but frequently they are not only difficult to get out and persuade but also vary considerably from person to person. The job satisfaction (JS) is the degree by which the employees experience negative or positive feature about their work (Sattar et al., 2010). One's approach about the job is the compilation of JS. If the workforce is satisfied internally, the performance of the institution will be satisfactory. The job satisfaction is a perception in which two independent variables (satisfaction and dissatisfaction) are discussed (Haq et al., 2011). Through any means, job satisfaction consists of the opinion of the employee towards his/her job or work. The job satisfaction confirms the individual

analysis towards a work in an institution. The individual positive idea towards their job and its magnitude including job nature, promotion opportunities, compensation, social environment and the opinion regarding the high ups is the combination of the Job satisfaction (Irfan et al., 2013).

The positive approach about work or job can be best described as job satisfaction. The intention to leave of workers and absenteeism will be decreased if the employees are satisfied from their work; in turn the performance of workers and institutional outcome will be better than before. In theory, JS is the best predictor of optimistic work and related with the outcome such as enhanced performance. The interest in teaching and provision of excellent education is only possible if academicians are satisfied from their job (Mumtaz et al., 2011). In general, the individual's positive response to a particular job refers to the job satisfaction. It is a sentimental response of the individual to a job that outcome from the individual's evaluation of real results that are deserved, predictable and preferred. The reward that is being offered to the teachers is the key reasons for the lack of teacher's commitment and job satisfaction (Haq et al., 2011). The teachers will present enhanced returns in shape of work and greater importance if worker's requirements are met. The different rewards and job related activities are directly related to the job satisfaction, which are obtained through performance. The committed and satisfied academicians are commonly the contributor and performer towards enhancing institutional efficiency and success (Nawab et al., 2011).

The related literature on the topic suggests that in the accomplishment of organizational goals and objectives, the organizational commitment and job satisfaction play a significant role. Around the globe in general and the developing countries (DCs) like Pakistan in particular, the research to review the impact of job satisfaction and organizational commitment on ITL in higher educational institutions (HEIs) is gaining momentum as of its importance and relationship with the optimistic job performances. In its relationship with several important behaviors of the employee, the popularity of the topic is rooted. For example, the research studies have found optimistic impact of the job satisfaction on the OC and the work performances as well as ITL which results to switchover (Anakwe, 2002). Consequently, understanding the employee commitment, satisfaction and switchover are highly important since the workforces are the only basis of sustainable competitive lead to HEIs. Therefore, an employee's satisfaction and commitment becomes more significant if an institution aspire to meet their objectives and goals effectively (Allen & Mayer., 2003).

2.2 Organizational commitment

The commitment is an inner feeling of the person, which may refer to a condition of authenticity to some-thing that can be articulated by feelings, wishes and behavior. For this purpose, the organizational commitment can be best understood, as the psychosomatic association that is made up between institution and individual (Balassiano et al., 2012). In this regard, switchovers for the higher educational institutions have become a core problem. The main cause behind is the accessibility of lucrative jobs opportunities for the experienced and the skilled workforce. In this regard, the financial benefits and related privileges play a motivating role. In this research, some distinctive indicators associated with the intention to leave which results to turnover, particularly in the weak professional groups has been organized (Irfan et al., 2013).

The new entrance of the individuals, once enter in an institutional settings, are expected to utilize their knowledge and skills to attain the institutional goals. To realize these ends in the way by enhancing probability of increased commitment to the institution, it is perceived that

the educational institutions would facilitate the academicians (Sial et al., 2011). The employees, those who are committed and dedicated to their current institution, have a well-built desire to continue their membership with their current institution. The employees will stay and continue longer to make efforts for their respective institution when they are in agreement with the desire and goals to remain in it. Conversely, if there is no aspiration to be psychologically engaged and attached in the institution, then the employees may desire to leave either to stay (Choong et al., 2011). By growing the commitment of their own to the institution by presenting their enthusiasm and being extremely concerned to complete the institutional objectives, the academicians will reciprocate this kind of action (Lew et al., 2011).

Organizational commitment is considered as three dimensional constructions which comprises of affective, continuance and normative commitment. The employee who has perceived high emotional commitment will more likely and pleasing to continue with their current institution (affective). It will be expected that employees will have little aspiration to be emotionally attached with the institution if they does not experience any sense of feelings to the institution. The particular worker will plan to stay rather than leave the institution, if he/she observes that the cost of leaving is higher than the benefits of continual to stay in the institution (continuance). The option of staying or leaving is actually based on the worker`s faith of the correct and moral object to achieve. The individual perceive to remain as member of the particular institution, if he/she feels and show loyalty to their respective employer (normative) (Arti Bakhshi, 2009). In accepting and elucidation the occupational behavior of workforce in the institution, the OC has been recognized as an important factor with the affective, continuance and normative dimensions of the commitment (Choong et al., 2011).

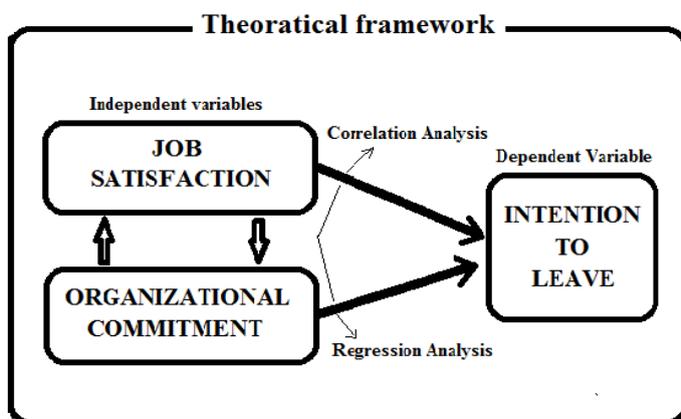
2.3 Intention to Leave

The intention to leave indicates a breach in the relationship between the employee and the institution. The separation invites a significant amount of costs to the employees and to the institution as well. The costs of switching might be comprised of; costs required for re-selection, the opportunity costs, re-training costs and may decline the self-esteem level of the remaining employees. The costs would make to be even graver when the institution loses precious workforce in terms of their commitment. Resultantly, a deep analysis of ITL in relation with commitment, job satisfaction and personal attributes is direly needed (Eunmi Chang, 1999). In this study the researcher reflect on the voluntary switchover, influenced by the commitment and job satisfaction. Here the employee desires to leave the institution on his own will (Dess & Shaw, 2001). In addition, the financial benefits and bright future opportunities also act as scapegoats for switchover. Consequently, the identification and comprehension of the antecedents of intentions to leave plays a pivotal role in reducing the magnitude of switchover (Irfan et al., 2013).

Although, credible and convincing empirical evidence are available in the literature which clearly demonstrate that JS is negatively related to the ITL of the employees, yet, there is lack of research on organizational commitment, job satisfaction and ITL amongst the academicians of public sector HEIs in KP, Pakistan (Saif-ud-Din, 2010). In the competitive environment, increasing academic qualification, quality and higher education institutions have opened profuse job opportunities for the young employees especially, who for ‘better’ offers always want to change their jobs, professional growth and career development though not limited to young ones but the senior faculty is also found with frequency of changing their institutions. Especially, in private sector, with the lack of absence of well-structured pension

schemes, academicians in well established public sector are less likely to quit their jobs or have ITL, irrespective of how long they have stayed in the institution (Saif-ud-Din, 2012). Yet, in private sector and in remote backward public sector universities, one could observe that the frequency to leave is very high (Ucho, 2012).

The turnover of the employee is among one of the most important area of interest for the organizational researchers about which the human resources management of an organization is always found worried. The reason for this worry could be because organizations invest huge amount of its resource on the induction, training, developing, compensation plans and perspective building of the employees in order to achieve the goals of the organizations. It is evident from this discussion that job turnover is an individual decision which is most often based on the locus of control and personal behavior of the employee (Kazi & Zadeh, 2011; Irfan et al., 2013).



3. RESEARCH METHODOLOGY

Since the study seeks to describe and explain the relationship and the cause-& effect between the variables, without the researcher interference, it is a descriptive co-relational study.

3.1 Research Population

The pilot study was conducted to determine the sample size through a statistical formula $[SD^2/((E^2/Z^2)+(SD^2/N))]$ developed for finite population with 95% confidence level, generally accepted and used in social science research, which equals 1.96 z-values. One Public Sector University (Gomal University, D. I. Khan) was the population of this study. Using the same formula for the selection of sample size from finite population, a sample of 100 was selected.

3.2 Data collection tools

The research tools included the questionnaires of organizational commitment, job satisfaction and the ITL. In this study the researcher used a 5 point Likert-scale questionnaires (ranging from Strongly Disagree to Strongly Agree) to the academicians (sample population) of the public sector University of KP, Pakistan.

3.3 Data collection method

After determining the appropriate sample size by finite formula, the questionnaires were distributed through self-administered and 'drop and pick' methods as suggested by Babbie

(1993). A letter of introduction accompanied the questionnaires to explain the objectives of the study and also assuring the respondents of confidentiality and anonymity.

3.4 Data analysis method

The results obtained from the questionnaires were analyzed using the descriptive and inferential statistics through SPSS.

3.5 Descriptive Statistical Analysis

Table 3.1 Descriptive Statistics on the Research Variables

	n	Minimum	Maximum	Mean	Std. Deviation
Organizational Commitment	100	1.60	5.00	3.7380	.90003
Job Satisfaction	100	1.50	5.00	3.4650	.80080
Intention to Leave	100	1.70	4.90	3.0370	.80436
Valid N (list-wise)	100				

3.6 Inferential Statistical Analysis

The inferential statistical tools like correlation analysis was applied to understand the association/ relationship between the different variables of the study besides, regression analysis, which were used to study the impact of the independent on the dependent variables. The detail in presented below:

3.6.1 Association of the Predictors and Criterion Variables

Hypothesis # 1: The organizational commitment and job satisfaction are highly correlated with academicians’ intention to leave.

Correlations		OC	JS	ITL
Organizational Commitment	Pearson Correlation	1	.531**	-.448**
	Sig. (2-tailed)		.000	.000
	n	100	100	100
Job Satisfaction	Pearson Correlation	.531**	1	-.241*
	Sig. (2-tailed)	.000		.016
	n	100	100	100
Intention to Leave	Pearson Correlation	-.448**	-.241*	1
	Sig. (2-tailed)	.000	.016	
	n	100	100	100

Key: Organizational Commitment (OC), Job Satisfaction (JS), Intention to Leave (IL)

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Analysis

1. There is a positive association between organizational commitment and job satisfaction i.e. $r=.531^{**}$ with 0.05 p-value giving 95% significance of the relationship, where organizational commitment have negative relationship with intention to leave i.e. $r=-.448^{**}$ with p-value 0.05.
2. As for as correlation between job satisfaction and organizational commitment are concerned, there is a positive association i.e. $r=.531^{**}$ at p-value 0.05, yet job satisfaction have negative correlation with intention to leave i.e. $r=-.241^*$ with p-value 0.01 at 99% level of significance.
3. Likewise, intention to leave is negatively correlated with organizational commitment i.e. $r=-.448^{**}$ with p-value at 0.05 level of significance, while job satisfaction is also negatively correlated with intention to leave i.e. $r=-.241^*$ at p- value 0.01.

Decision: Hypothesis # 1 is therefore **partially accepted** as true and substantiated.

3.6.2 Cause-n-Effect Relationships

Hypothesis # 2: Organizational Commitment and job Satisfaction explains the academicians’ Intention to Leave.

Model summary

Model	R	R ²	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	0.465 ^a	0.217	0.200	0.71926	13.406	.000 ^a

b. Dependent Variable: Intention to Leave

Coefficients

Model		Un- standardized Coefficients B	Std. Error	Standardize d Coefficients Beta	t	Sig.
1	(Constant)	4.340	.338		12.852	.000
	Organizational Commitment	.522	.118	.584	4.431	.000
	Job Satisfaction	.187	.132	.186	1.411	.161

a. Dependent Variable: Intention to Leave

Analysis

The organizational commitment and job satisfaction explains the academicians’ (respectively) are the two predictors which are explaining 22% ($R^2=0.217$) of variation in the intention to leave of the academicians in higher education institutions at .000 level of significance. The above table of coefficients shows that the role of job

satisfaction in the prediction process is insignificant while organizational commitment is fully significant in predicting the change in the criterion variable.

Decision: Hypothesis # 2 is therefore **accepted** as true and substantiated.

4. DISCUSSIONS

Employee who has perceived elevated affective commitment will more expected and enthusiastic to continue with their particular institution for the reason that they want to do so. If a worker does not experience any sense of belonging to the institution, then they are likely to have little wished to be emotionally involved in the institution. If an individual distinguish the cost of leaving is much more that the benefits of continual to stay in the institution, then the particular employee will plan to continue rather than quit the institution. The academicians showed reasonably lower normative commitment which deals with the sentiment of obligation to stay with the present employing institution. 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; Irfan et al., 2013).

An institution requires highly committed employees so as to accomplish their objectives and goals in an efficient and effectual way. The organizational commitment involves employees' emotional state that makes them more faithful to their job and their organization. Generally, OC has two sides; the first involves the manner institutional management treats their employees and behaves towards them fairly and lawfully, while the other side relates to the individual's emotional state that makes him committed to the institution. Because of that, it is unexpected to find a committed employee when at the same time; he/she has been treated unfairly or unlawfully (Kazi & Zadeh, 2011). Job satisfaction results into constructive approaches like organizational commitment, participation and attention in the work. The JS of an employee prevails between two extremes of dissatisfaction and satisfaction from job in any type of institution. Where does an employee situate on the range of two extremes, depends upon diverse job related factors. The JS is a worldwide issue and a diversity of research is going on to help institutions 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 institution are important for all the educational institutions. Higher job satisfaction of the faculty outcomes in the strong and productive setting of the institution. Optimistic environment of the university not only boost the JS of the employees but also increase the output of the institution (Saba et al., 2011). Service life is most important part of our day to day life which causes a big deal of stress. The majority of the people in the world are spending their time for job-related work purposes due to the spirited nature of the job setting, 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 institution (Naji et al., 2011; Irfan et al., 2013). 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.

5. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

The educational sector in Pakistan is far behind and needs plenty of improvement concerning the academic staff. The intention of the study was to test the association between OC, JS and ITL. The results show that the organizational commitment has significant impact on intention to leave. The academicians' satisfaction with the job enhances the commitment level and hence ITL the educational institution decreases. The academicians, who are satisfied and committed, add value to the growth of institution being more dynamic. 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.

As for as correlation between job satisfaction and organizational commitment are concerned, there is a positive association with p-value (0.05), yet job satisfaction have negative correlation with intention to leave with p-value (0.01). Likewise, intention to leave is negatively correlated with organizational commitment with p-value at 0.05, while job satisfaction is also negatively correlated with intention to leave at p- value (0.01). In regression analysis, the organizational commitment and job satisfaction explains the academicians' (respectively) are the two predictors which are explaining 22% of variation in the intention to leave of the academicians in higher education intuitions at (.000) level of significance. Findings of the current study lead to the development of following suggestions/ recommendations for future research.

5.2 Recommendations

The issue of intention to leave exists in every public and private HEI. Though, the intensity and nature in this regard differs from times to times, country to country, and from institution to institution. Therefore, special actions are required to address the problem of intention to leave in diverse conditions. The available literature suggests that intention to leave is a critical and leading problem for the public sector HEIs like Pakistan where the private sector is the main competitor with a strong economic base and clientele. Conversely, the public sector HEIs are facing with a severe fiscal restrictions resulting in the switchover on the large level.

Based on the findings from the research and the field study, the following recommendations are suggested as guiding principles for the public and private sector HEIs in the developing countries like Pakistan:

1. Generally, the researchers are reporting again and again that the key reason at the back of intention to leave is the employee's satisfaction from their work/job thus enhancing the OC. Moreover, it is the organizational commitment which gives up a specialized consistency to the employees to effort for a longer time. Likewise, the same phenomenon of organizational commitment among the teachers is the main

factor that needs to be effectively analyzed, manipulated and understood by the management of the higher education institutions.

2. Intention to leave is the physically and psychologically confusing problem so it is suggested that consistent and proper research activities should be practiced by the higher education institutions in the course of regularly examining of the variables which are operational in the background. This will facilitate in accomplishing the knowledge concerning the problem to recognize the instant resolution.
3. The empirical results explain that the role of organizational commitment is much significant and broader in Gomal Universities, Dera Ismail Khan. Therefore, it is recommended that the academicians should be emotionally and psychologically managed and engaged through the package of the academician's training with a focus on the development of the personality.

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