Impacts of Job Satisfaction on Organizational Commitment: A Theoretical Model for Academicians in HEI of Developing Countries like Pakistan

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Abstract
Job satisfaction and organizational commitment are the leading issues in Human Resource Management, Psychology and organization oriented studies. Both the attitudes are mutually interrelated and interdependent which influence each other however; the role of job satisfaction in defining the organizational commitment is widely researched topic. This paper offers a theoretical model of the complexity of relationships between these attitudes and other related variables or factors which explain the whole story of their interdependencies between the job satisfaction and organizational commitment of teachers in higher education institutions. The main objective of this paper is to pinpoint a 'conceptual-model' to explain these attitudes to satisfy the teachers at Higher Educational institutions in developing states like, Pakistan.
Keywords: Job-satisfaction, Organizational-Commitment, Demographics

Introduction
Job satisfaction is crucial problem for all organization no matter whether in public or private organizations or working in advanced or underdeveloped countries. One of the purposes for this degree of interest is that satisfied personnel is reported as committed workers and commitment is indication for organizational output and effectual operations (Robbins & Coulter, 2005:370). There is no doubt that the valuable asset of a country is its teachers. They build fortune of the nation. Teachers are said to be the builders of the nation. There is accord about the truth that all other factors are meaningless without the existence of effective teachers. There must be educated and experienced teachers in universities who be provided with sufficient accommodation facilities so that they give due meditation and

attention to teaching as well as research (Rehman et al., 2009). Better employment opportunities are created for academics and their salary scales be revised and they are given fairly desirable pay package, in order to prevail over the problem of brain drain of teachers (Manzoor et al., 2011).

Unprecedented changes are happening around the globe, which forces the public administration to repeat their theory and practice of managing individual performance in the public setup. The new public service and new governance demands primary transformations in those factors which are influencing individual performance (Gliem & Gliem, 2001; Linz, 2003; Perry et al., 2006; Moynihan & Pandey, 2007). However, the practice of public management is characterized by its prescribed constraints as well as casual opportunities. Managers have limited tools to inspire and maintain their employees, because civil service regulations limit the capacity to identify and reward those through salary, up-gradation, or bonuses. To the point that personal attributes influence work motivation, establishment can alter these qualities most efficiently through recruiting, appointing, and upgrading the required people (Moynihan & Pandey, 2007).

The idea of job satisfaction is one of the premeditated matters in both public as well as private sector organizations (Mulinge, 2000). There is currently a renewed interest in the performance level of the public sector in many developing countries, as they face a more competitive global environment (Sokoya, 2000). Similarly, it has been postulated that the low pay, limited chances for up-gradation are qualities of government sector organization which avert the most educated employees from residual in government agencies. The outcome can be loss in output and initiative in the public sector organization (Barrows & Wesson, 2001). Organizations desire their employees to be fulfilled and become more fruitful and efficient therefore research is being conducted about different sizes of job like, work, salary, supervision, upgradation, coworkers and the demographic impacts on the overall satisfaction of the workers (Shah & Jalees, 2004).

Organizational Commitment refers to when an employee accepts the organization and wants to remain with it (Robbins, 1998:142). It is a mental state that ties the individual to the institution, a strong wish to remain a member of a specific organization, a person readiness to struggle a high level of efforts and a strong trust and acceptance of, the principles and goals of the institution (Tella et al. 2007). Improvements in loyalty levels can not only constructive behavioral effects, however according to the current outcome, the indirect result of improved worker contentment as well. Results of the emotions about work recital (Organizational commitment and Job satisfaction) and being in a job and institution that suits one's principles and targets (by means of job unit influence and work inspiration) have an effect on intentions to give up or continue (Bashir & Ramay, 2008). Organizational commitment is said to be the outcome of 'Job Satisfaction' from a diversity of the Factors which are further mediated by the demographic attributes of each employee. This study seeks the answer to: How far the 'Job Satisfaction & Commitment' of 'Academicians' in Gomal University, DIK is determined by the Factors, overall satisfaction and Demographics of the respondents?

Job Satisfaction and Organizational Commitment
Job Satisfaction
The research tells us that job satisfaction is the level of "favorableness or un favorableness with which workers view their job (Werther & Davis, 1999:501)." It refers to an employee's general opinion towards his/her job, such as; a person with high degree of job satisfaction has a positive feeling towards his job, whereas one who is unhappy with the job

can grip a negative attitude (Robbins & Coulter, 2005:374). Some scholars argue that job satisfaction is an emotive reaction to a job condition, which is often decided by how nicely results meet up or exceed expectations, for example, if workers think that they are treated unjustly, receive less remunerations, they are more probably to have a negative feelings toward their work, supervisor or coworkers (Luthans, 2005:212; Manzoor et al., 2011).

Therefore, job satisfaction is concerned with how well an employee's expectations at work are in tune with outcomes (Khan, 2006). More accurately, it is an agreeable emotional state resulting from the assessment, emotional feedback and attitudes towards one's job (Wikipedia, 2009). The quality of the staff implies acceptable social and financial status, a wish to reduce inequality such as, those relating to gender; a concern to supervise force in accordance with the deserve belief and give them within the service instruction they require, in turn to carry out their function in a altering society; the formation of motivation and constitutions to promote scholars to work in multidisciplinary groups on thematic projects, therefore violation with the custom of entirely sole technical job (Sabir et al., 2011).

Organizational Commitment

Organizational commitment is the extent to which a worker recognizes with the organization and desires to carry on. It is a degree of the worker's willingness to continue with the organization in the future. It reflects the employee's belief in the mission and targets of employer establishment and his/her willingness to expend attempt in their achievement with intent to carry on working there (Singh & Pandey, 2004:98). A large variety of explanation and measures of organizational commitment exist; a strong wants to remain the part of a specific organization; a willingness to exert high levels of efforts on behalf of the organization; and belief in and acceptability of the values and goals of the organization (Tella et al., 2007). It is the psychological state that binds the individual to the organization. Antecedents of organizational commitment are quite diverse in nature and origin (Bashir & Ramay, 2008).

The organizational commitment is determined by a number of individual and organizational variables including age, tenure in the organization and character such as positive and negative, affectivity or internal and external control ascription, job design, values and the leadership style of one's supervisor (Singh & Pandey, 2004:98). Effects of organizational commitment on outcome vary across vocation stages. This is particularly true for the association between organizational commitment and turnover. Procedural fairness, information sharing, and work life policy practice must be considered as balancing means to attain lower turnover rates. Professional remain in organizations where work is exciting and demanding, possibility for progress are high and if they feel logically well paid then there is require to shift from control oriented to commitment oriented job practices and to line up policies to these high allegiance work practices (Malik et. al., 2010).

Thus, organizational commitment is a situation in which a worker recognizes with a specific organization and its goals, and desires to continue attachment in the organization (Al-Aameri, 2000). Worker's commitment is the psychological possession one has for his/her job in the work environment. These concepts often interrelate with each other where worker motivation influences job satisfaction or employee's commitment while job satisfaction may persuade motivation or employee's commitment (Gliem & Gliem, 2001). It is the level to which a worker recognizes with a specific organization and its targets and desires to retain relationship in the institution. Research recommends that organizational commitment also leads to lower degrees of both absence and turnover and actually, it is a good sign of turnover then job satisfaction (Robbins & Coulter, 2005:375). The organizational commitment is

partially the effect of intrinsic personal characteristics and partially the consequence of how peoples understand the institution and their instant job function (Daneshfard & Ekvaniyan, 2012).

Based on the multidimensional nature of organizational commitment there is increasing support for a three factor model, which have implication for the individual and organization:

1. *Normative Commitment:* Workers stay with an organization, because he feels grateful to maintain employment (Singh & Pandey, 2004:98). The recognition measurements involve adoption of goals and values (Moynihan & Pandey, 2007). Normative commitment is an emotion of requirement to carry on service (Bashir & Ramay, 2008).

2. *Affective Commitment:* Workers stay with an establishment because he needs to. He believes in and recognizes himself with the organization. The ethical participation requires internalization of the targets and principles of the establishment (Moynihan & Pandey, 2007). Affective commitment the worker's motive attachment to, recognition with, and participation in the organization (Sabir et al., 2011).

3. *Continuance Commitment:* An employee stays with an organization, because he feels that the individual costs of leaving are also high, for example when age limits his probability to find new job (Singh & Pandey, 2004:98). Continuance commitment "a consciousness of the expenditure linked with parting the organization" (Bodla & Naeem, 2008; Aydogdu & Asikgil, 2011).

The research on organizational behaviors has point out important variables that are helpful or harmful to the functioning of employees. For example, organizational commitment and job satisfaction are extensively premeditated factors in management literature (Bodla & Naeem, 2008; Park et al, 2005) which are the antecedent of employees' recital. These factors are still more vital to study in educational institutions, particularly universities which are the sources of employees and single answer for teaching the mind of states. Instructor is the inner component in instructive system griping a variety of essential responsibilities (Bodla & Danish, 2009; Malik et al., 2010). The literature recommend that employees become devoted to establishment for a diversity of reasons, containing an emotional affection to the principles of the institution, a fulfillment of the expenses engage with leaving the institute, and a sense of requirement to the organization (Aydogdu & Asikgil, 2011; Meyer & Allen, 1997; Marginson, 2003). Perceptive of how teachers become pleased and devoted to their universities, and to what level a variety of factors contribute to their degree of loyalty is significant to boost their performance (Sabri et al., 2011).

The overall performance of universities depends upon their instructors and eventually their degree of organizational commitment and job satisfaction. Hence understanding their activities and behaviors wants more concentration in organizations (Tsui & Cheng, 1999; Rehman et al., 2009). Staff member usually think or perceive of calling and duty to their job. The influence of the occupation on work/non-work exchanges, with increased stress of student affairs job, perhaps pessimistically influence commitment to the career. In a period of quick array, knowledge resources must be maintained in order for the institute to continue constructive and receptive to the requirements of its stakeholders (Bodla & Naeem, 2008; Manzoor et al., 2011).

Conditions in Higher Education

In Pakistan, a variety of research projects has been conducted and the same continue to determine and analyze the job satisfaction of workers in both public and private sectors of Pakistan. Most of them used survey techniques (with questionnaire and interview as data

collection tools) to record the attitudes of job satisfaction and organizational commitment (Bodla & Naeem, 2004); degrees of job satisfaction (Shah & Jalees, 2004); demographic impacts on organizational motivation and support (Qammar et al., 2006); organizational commitment (Chughtai & Zafar, 2006); the association of performance assessment with output and job satisfaction (Khan, 2006); determinants of organizational commitment between IT-Professionals (Bashir & Ramay, 2008); and impacts of age, tenure on the job satisfaction of white collar workers in Pakistan (Tirmizi et al., 2008); and demographic impacts on the job satisfaction of academicians (Rehman et al., 2009; Saif-ud-Din et al., 2010; Sabir et a., 2011).

Moreover, many researchers are recognizing various issues of incentive for the teachers in universities (Noordin & Jusoff, 2009). Their outcomes show that even though in a competitive market atmosphere reward and benefits are key aspects, however intangibles motivators job environment, job design, reaction, identification, and empowerment or managerial participation are also prospective determinants for encouraging teachers in higher educational institution (Rasheed et al., 2010). Also, other researchers in Pakistan have recognized that academicians in government universities were disappointed with their existing pay structure and accommodation facilities which resulting a brain drains of teachers. Additionally, they have recommended that instructors salary scales be modified and give them fairly attractive salaries in order to prevail over brain drain of instructors (Manzoor et al., 2011).

Determinants of Job Satisfaction
Factors of Job Satisfaction

A wide assessment of the literature specifies that the factors conducive to job satisfaction are: pay, work, environment, coworkers (Robbins, 1998:152). Likewise, having sufficient work tools, capital's, and teaching opportunities and a reasonable workload all considerably affect a worker's job satisfaction (Ellickson & Logsdon, 2001). Other scholars determine job satisfaction on the source of attitude to the work, relationships with member employees, supervision, company strategy and support, salary, promotion and progress (Shah & Jalees, 2004). Luthans (2005:212) recommends work, pay, promotion, supervision and coworkers as the major determinants of job satisfaction.

a. Work/Job

Job serves several functions. The financial function of work for generating goods and services is its most apparent value. In response for making the employee is paid salaries that enable the buy of food, clothes, refuge, and other lavishness of life. Second objective is; work is the title of social prominence or satisfying the social desires of citizens (Beach, 1998:320). Employees that carry out tasks that have high proficiency selection, independence, reaction, and job significance skill greater level of job satisfaction than their counterpart who perform responsibilities that are low on those attributes. Expressiveness in job setting is found to relate positively to job satisfaction (Bajpai & Srivastava, 2002). Workers tend to choose jobs that give them chances to employ their proficiencies and aptitudes and offer a diversity of tasks, autonomy, and response on how well they are doing (Malik et al., 2010).

b. Pay

Adequate salary structure is linked with job satisfaction (Bajpai & Srivastava, 2002; Marginson, 2003). The characteristic of education depends on the incentive for teaching

performance determined by the academia, which, sequentially depends on the marginal dollars of university income produce from education excellence (Marginson, 2003). Worker reward refers to all forms of pay or rewards available to workforce and arising from the service (Dessler, 2005:410; Fattah, 2010). Money or other monetary incentive in the classic performance exemplar is based broadly on the abstract propositions of reinforcement theory. Reinforcement theory concentrates on the affiliation between the target behavior (performance) and its consequences (pay) and is premised on the main beliefs and methods of organizational behavior adjustment. Organizational behavior modification is a structure within which worker behaviors are recognized, measured, and analyze in terms of their functional consequences (existing reinforcements) and where an interference is developed using values of reinforcement (Perry et al., 2006). Compensation systems have impacts on the job satisfaction in both the public and private sector workers (Getahun et al., 2007).

c. Supervision

The outcomes of the affiliation between organizational factors and job satisfaction are, that the greater the perception at people's orientation in supervisory style the greater the job satisfaction (Saiyadain, 1996). From an organizational viewpoint, supervision is a key factor in all performance and behavior administration systems. Supervision is important component in payment and reward systems, and effectual supervisory behavior is a basic element in such systems to make sure worker performance and job satisfaction (Koh & Neo, 2000). Worker's job satisfaction is connected to supervisor personality. Public sector (white collar) employees have also been found to be less probably to consider their superiors as cooperative (Marginson, 2003). The research shows that superior's attitude to employees plays an important role to promote self-confidence and, hence, probably productivity, for example, the strongest impact on self-esteem are bring by supervisors' reactions to the ideas that employees proposed (Malik et al., 2010).

d. Promotion

In relation to opportunities for upgrading, Herzberg (1966) proposed that person needs for progress, accountability, appealing and challenging work, safety, vacation and currency are all connected to salary system preference. Individuals high in the first three desires, referred to as "motivator" desires, were establish to favor a pay for performance system more than individuals low in these needs (Bajpai & Srivastava, 2002). Fair upgrading policies and practice provide chances for personal development, more tasks and increased social condition. When a person get fair upgrading which is usually his true evaluation, he gets a type of acknowledgment and hence job satisfaction. It amplifies worker perception to the excellence of their job and improves both their job satisfaction and organizational commitment (Luthans, 2005:212). The workers who value opportunity for evolution display a high degree of job participation in the wishes of solicit such compensation. Naturally, if workers do not perceive development chances materialized, this outcome will be lost. Even though condemn for various causes, the hierarchical and insular kind of country civil service systems do give for transparent and expected inner progress (Manzoor et al., 2011).

e. Co-workers

The most attracting areas of organizational science study in recent years has been in the area of organizational citizenship behavior (OCB), which is explained as the behavior by an worker planned to help coworkers (Murray, 1999). Researchers state that job satisfaction

of individual worker is made of his/her individual as well collective job satisfaction with coworkers. The social relations produce social environment with fellow employees and supervisor are important determinants of an individual's job (Bull, 2005).

The social environment of the organization's can influence member of staff job satisfaction, particularly coworker relations (Ellickson & Logsdon, 2001). It shows that satisfaction from the coworker's behavior is the extent to which member employees are technically proficient and socially helpful (Bas & Ardic, 2002). A few say that task self sufficiency, increase in emotion of belongingness and harmonization among workforce increases the level of job satisfaction. Open interaction can also improve satisfaction from the job (Bajpai & Srivastava, 2002). Employee's happiness is more strongly associated to the content of their job and the association with colleagues and supervisors (Hiroyuki et al., 2007). But, there is also a potential negative aspect to creating a strong group culture it can show the way to group think. This can lead to broadmindedness for behavior that harms performance, including dishonesty or lack of ability, and has been at the heart of some major public administration failures (Sabri et al., 2011).

f. Work environment

Organizational environment is an influential determinant of both output and worker contentment. Its affect is so powerful that it can prevail over the influence of the characteristic of frontline leadership (Beach, 1998). Scholars establish that job satisfaction of civic workers depends more on environmental factors rather than own characteristic thereby demanding a better worker atmosphere fit (Tella et al., 2007). Research shows that poor work situations effect job satisfaction negatively (Tsigilis et al., 2006). Exactly, job satisfaction is frequently determined by how well result meet or exceed expectations (Rehman et al., 2009). Such as, the policies and practices of an institution persuade motivation and satisfaction indirectly. If health and safety programs are strictly imposed, they can give workers and supervisors a great sense of protection from accidents and industrial health risks (Werther & Davis, 1998:500). Therefore, work environment is measured as one of the most significant job satisfaction factors. It is also broader in its sense and an implication as it is made of both visible and invisible (psychological) variables (Bodla & Naeem, 2008; Manzoor et al., 2011).

Demographic Impacts

A number of demographics have been researched and recognized (Crossman & Abou-Zaki, 2003; Kim, 2004; Getahun et al., 2007; Tan et al., 2007). Some of the demographic features are universally documented, such as, gender, designation, experience, qualification but, some variables differ from situation to situation (Getahun et al., 2007; Tirmizi et al., 2008; Moynihan & Pandey, 2007; Rehman et al., 2009; Kuchinke et al., 2009; Sabri et al., 2011), for example, influence of an worker is an important personal trait for policeman with transportable job but not so important for a bank manager with office work in the chair.

Theoretical Framework

Figure 1 Schematic Diagram of the Theoretical Framework
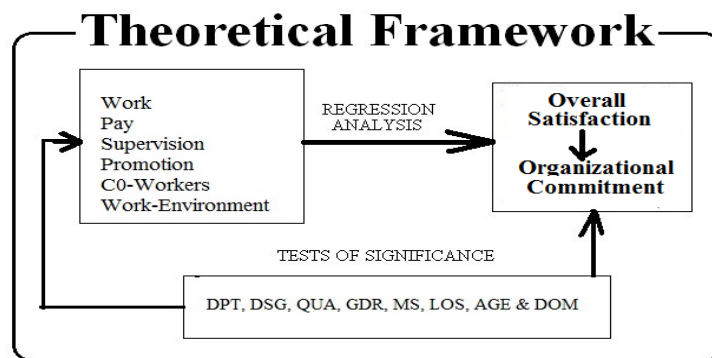
Discussions

The studies on organizational behavior are stressing significant variables that are helpful or harmful to the performance of employees. This concept holds accurate whereas concentration on excellence of employees that is key factor which contributes considerably to the organizational achievement thus, commitment with the organization and satisfaction from job are internationally studied factors in organization research (Tsui & Cheng, 1999; Park et al, 2005). These factors become more important in academic work environments, especially universities. The overall performance of institution of higher educations depends upon their instructors and eventually their degree of organizational commitment and satisfaction from the job. Thus perceptive the behaviors and attitudes of teachers desires further concentration in HEIs (Bodla & Naeem, 2008a; Bodla & Naeem, 2008b). The literature reports that persons become devoted to institutions for a diversity of causes, containing an emotional affection to the values of the establishment, an understanding of the expenditure involved with exiting the institution, and wisdom of requirement to the institution (Meyer & Allen, 1997). Consideration of how instructors become fulfilled and devoted to their universities, and to what extent different factors contribute to their degree of loyalty, is actually significant to rising up their performance (Malik, 2010).

Factors causing satisfaction and dissatisfaction were identified. These were sometimes influenced by the above-mentioned demographics (Schulze, 2006). Although academics have often researched the job satisfaction of others, electronic data bases reveal that their own job satisfaction has less often been investigated. Academics are a unique group worth studying. Their primary tasks are defined as teaching, research and community service although they also have administrative and management tasks. Academics have to keep abreast of new developments in other fields that influence the way they work, such as computer and computer-related developments (Bodla & Danish, 2009). Hence, job satisfaction is considered as a main catalytic representative global in increasing the excellence of teaching (Aktaruzzam et al., 2011).

Conclusions

Teaching is the main institutional organizations of a state. It supervises matters on countrywide schedule. Its effectual management depends determinedly on its harmonization in the way of community anticipation. Successful instructive agenda lie on the significant contributions of attempt, participation, and most prominently on the whole instructor professionalism (Noordin & Jusoff, 2009). A constructive and sound university environment

interprets into better academic employee's job satisfaction. A sound campus atmosphere will not only boost the job satisfaction of academic employees but it will at the same time increase the education atmosphere and boost the output of the university. In addition, it becomes important to job satisfaction because usually held ideas and viewpoint, attached with an encouraging environment, bring with them energy for achievement (Sabri et al., 2011).

Job is a necessary component of life, where various factors affect community. Work life is one of the vital parts of our everyday life which create a great deal of pressure if worker is not happy with his/her work. Due to the cutthroat nature of the job most of the citizens in the world are performing their works with professional capability ignore the stressor which affects their job and life. Generally people are more concerned about result of their job but not consider facts that in fact impede their effectiveness and influence overall characteristic of their life (Manzoor et al., 2011).

Although job, organization and person related variables are universal in their existence as predictors of job satisfaction however, they all 'read' differently from person to person, job to job, organization to organization and location to location. The same factors operate in every study of job satisfaction but their impact on workers' contentment and performance vary significantly in multiple manners. Given this, neither the same explanation/definition can portray all the situations nor the single solution model can be implemented everywhere. There is need to understand every individual organizational situation separately in terms of job, organization and person related factors. These factors hold unique attributes in every employee and work situation and must be tapped by the researchers so that a 'local' definition of 'job satisfaction' could be developed to figure out a 'domesticated solution' for addressing satisfaction problems.

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