

# Determining the impact of Job satisfaction and Organizational commitment on ITL among the Teachers of HEIs in the Developing countries

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## Abstract

The commitment of HEI's academicians is a core issue, widely discussed and analyzed in the contemporary world, digitally connected. The phenomenon of organizational commitment has acquired such an importance that the socio-economic researchers have to broaden the sphere of their research beyond the traditional findings. In this regard, the employee/teacher has to survive multi-dimensional problems during the pursuit of his/her professional career. The gist of this "Review Article" is not only to elaborate the traditional causes and implications of the OC regarding job satisfaction and ITL rather certain very specific and related issues have also been evaluated in the present work. Presently, in the academically charged environment, the main focus of the HEIs is to workout upon the remedial measures to make the status of the teacher job's not only affordable but sustainable as well. From the socio-economic view, the phenomenon of OC and ITL both has a strong linkage with the job environment. How and why a teacher may survive in his /her institution, when the ITL can crop up, why the teacher is not satisfied from his/her job, under which circumstances the said teacher wants to switchover are the main heads of the present article. The main emphasis of this work commences from the reasons and implications of job dissatisfaction leading to ITL and thus hampering the commitment level. The review of the related literature provides the basis for the "theoretical framework" upon which the research model stands. This study examines the relationship of OC and job satisfaction as independent variable and the ITL as the dependent variable. Employee's switchover incurs some very serious and lasting impact upon the social and financial credibility of the institution.

Keywords: Organizational commitment, Job satisfaction, Intention to Leave, Academicians of HEIs

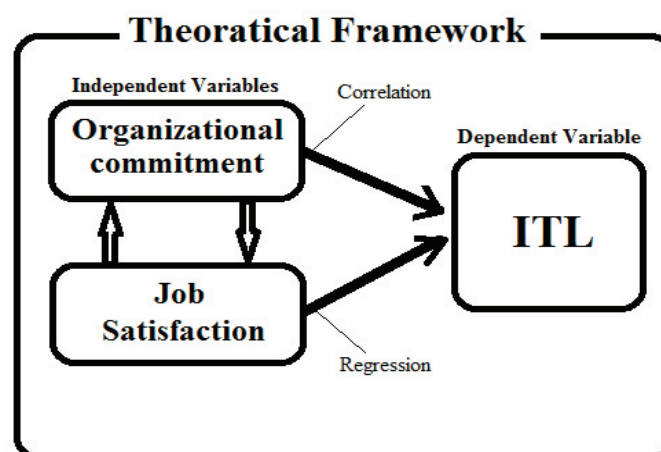
## INTRODUCTION

The educational institutions have a prominent character in the lifting of the socio-economic standards of the society. The onus, in this regard, falls upon the shoulders of the educationists those which are the main pillars of the HEIs. In the same line, the commitment of job is vital for the achievement of the aims and goals of an institution. On the other hand the research for assessing the impact of job satisfaction and organizational commitment on ITL in higher educational institutions is gaining strength and becoming significant not only in Pakistan but in other developing countries of the world as well. The focal point in the job satisfaction is primarily financial i.e. his/her salary packages and other job related bonuses, allowances and rewards (Al-omari & Khasaweh, 2008). The significance of this topic lies in its association to the employees on one or the other way. In this regard, the researchers made some diverse findings about the impact of the job satisfaction, organizational commitment and the accomplishment of the job upon the tendencies of switchover.

The idea of organizational commitment is put forward by Allen & Meyer (1990) as a multifaceted concept involves useful criteria and uninterrupted dedication of job. The commitment with the job and the consequent satisfaction of the employees are the factors which should be a matter of great concern for the institution management. It is mandatory on the part of the high ups to achieve the goals and accomplish the task assigned to the academic faculty. Johnrud & Rosser (2002) too studied other dimensions about the topic. There are no definite parameters by which the level of contentment and the consequent commitment can be gauged accurately. On the one hand, the financial status of the employee is strongly linked with his/her contentment as the economic disparity may result in the decline of his/her commitment level resulting in lack of participation thus hampering the satisfaction level (Malik et al, 2010). The whole phenomenon may result in the leaving of the same employee. Dedication is the individual's passion and eagerness which can be expressed by determination, sentiments and desires. The link between a person and institution can be comprehended by the psychological relations those which are dominant in this regard.

The job satisfaction is a psychological response towards the profession he/she occupies. The positive approach towards the work is only possible if fair human resource strategies are implemented by the institution and the workforce should be looked after regarding all their socio-economic problems those which are related to their profession. The employees will have be a negative approach about their professional environment if they maltreated and it will influence negatively upon the institutional productivity and its academic status (Sial et al., 2011). The organizational commitment, in this background, among the university teachers can be previewed as; his/her well-built belief in and the agreement to the goals and standards of the university; motivation to the hard work for the institution; and a strong aspiration to continue the institutional membership (Saifuddin et al., 2012). The ITL can also be perceived as the behavioral approach of the individual to switchover from the current institution to certain other which is more lucrative in all respects.

The job satisfaction does effect the agreement on leaving or continuing in the institution. If the teachers are not satisfied with their job, their colleagues may also opt for the better opportunities thus the whole academic environment is polluted with the intentions to leave (Irfan et al., 2013). An additional worsening impact of the same circumstances became outstanding was the declining education quality, thus, the private higher educational institutions in Pakistan appeared as an alternating opportunity of HEIs (Saqib et al., 2014). The private higher educational institutions have got a lead over the public sector higher educational institutions by offering market oriented courses. The academicians of the public sector universities also looked for part-time employment in these private universities to enhance their income, which also emerged in the quality of academics in private sector HEIs.



### Organizational Commitment

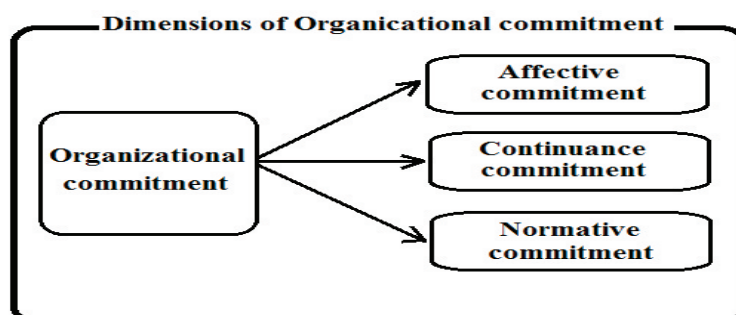
The organizational commitment can be examined among the employees through their participation level while accomplishing the organizational tasks. The new inductees, those who enter in educational institutions, are expected to utilize their knowledge and skills to attain the corresponding goals. It is perceived that the educational institutions would facilitate the teachers to realize these ends in the way by enhancing probability of increased commitment to the institution (Sial et al., 2011). The teachers, those who are committed and dedicated to their current institution, have a well-built desire to continue their membership with their current institution. The teachers 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 (Irfan et al., 2013). If committed, the employee is not only passionate rather he/she is enthusiastic and is extremely concerned to complete the institutional objectives; the academicians will reciprocate this kind of action (Saqib et al., 2014).

Organizational commitment entails the intention of the employees to make longer to work in an institution or not agreed to work. The psychological condition that forms employee's behaviors in the institution can also be defined as the organizational commitment. In this regard, the ultimate achievement of any academic institution entirely depends upon its teachers. However, there are few other allied phenomena those which are equally operative around (Balay et al., 2010). For instance, primarily it is very important for the institutions to have competent employees and there must be certain rules and regulations sufficient enough to sustain their social and academic life for the enhancement of their commitment level with the corresponding institution. Consequently, the commitment level of the experienced employees can be considered to be decisive for an institution to get competitive benefit and to enhance their performances (Salami, 2008). The 'organizational commitment' amounts to the common normative forces that are consign on the workers to achieve their institutional tasks, the maximum concentration towards the institution and the psychological condition that compels the worker to stay in the institution for a longer period. To enhance the employee's degree of organizational commitment and its manifestation, the administrator should be reasonable in their actions and decisions towards their academic workforce (Turgut et al., 2012).

To some extent, it is a wrong impression that the employees always opt for the economic rewards from their institutions. These kinds of theories out rightly neglect the implications which are very significant in this regard to be considered along. Consequently, this is not related to employee's retention and job satisfaction rather has unattractive sound effects on the institution too (Malik et al., 2010). "Numerous studies in social research in West have found that working issues/factors are the key determinants of job satisfaction, organizational commitment and ITL among academicians in HEIs, though, a very small interest is paid in Asian studies particularly on the impact of job satisfaction, organizational commitment and ITL in the HEIs in DCs like Pakistan (Irfan et al., 2013)". "In actual work environment, the job satisfaction is a common approach in the direction of the job and the level to which an employee dislikes their work and show the negative performance at the place of work. The well satisfied academician will be more dedicated, committed and contended to their organization. As a result, the high retention rate and downward trends in the employee's ITL have been studies (Irfan et al., 2014)".

The organizational commitment as proposed by Allen & Meyer (1990) to be a 3-D construction which comprised of the affective, continuance and normative. Though, many researchers have examined other forms of commitments but in the present study the researcher will utilize the three-dimensional organizational commitment of Allen and Mayer. Therefore, in this research, the researcher will use the organizational commitment concept of Meyer & Allen (1991), which consists of; affective commitment which means the individual's emotive attachment to, recognition with and participation in the institution. Whereas the normative commitment refers to the feelings of an employee taking into account his responsibility to continue in the institution. Furthermore, the continuance commitment implies that commitment of workforces is based upon the costs that are linked with intention to leave the institution.



### Job Satisfaction

When the worker commences his/her career, he/she bring along definite requirements and motives which have an effect on their work and performance. After some time the same aspirations come to the surface and gets

linked directly with the satisfaction level regarding the status of the job. As multi-dimensional phenomena, the level of job satisfaction varies regarding its causes, pre-requisites and implications from one group of employee to another. During the professional career of an employee, the seniority, job autonomy, pay packages, allowances, pension benefits and other alike perks and privileges are the main concern for him/her (Khin & Heng, 2009). The job satisfaction is the level of participation by which the employee practices the negative or positive features concerning their jobs and workplace (Sattar et al., 2010). The job satisfaction is the manifestation of individual's approach towards the work. If the employees are satisfied internally, the performance of the organization will be satisfactory. The job satisfaction is an opinion in which two independent variables are argued i.e. job dissatisfaction and job satisfaction (Haq et al., 2011). The employee's satisfaction not only increases the efficiency rather it also enhances the quality of the work and therefore play important role in defining the institutional achievements (Naseem et al., 2011).

The key perception that an individual is satisfied professionally is known as the job satisfaction. The job satisfaction shows the analysis of individual towards a job or work and an institution. The job satisfaction is a kind of individual's positive response towards their job and its degree including compensation, job nature, promotion opportunities, the social environment and the attitude and dealing of the high ups (Saifuddin et al., 2012). So, understanding of the fact is extremely vital to recognize that how workforces can be kept motivated and satisfied to achieve the objectives and goals. The well committed and motivated team of workers successfully contributes their hard work and recognizes the aims of an institution; while, the job satisfaction is an extent to which employee experience a negative or positive about their job with different aspects. Besides, the recognition and reward bring in self-assurance in the workforces (Shah et al., 2012). The satisfaction from the job leads to the job commitment while if an individual is committed and totally contented with his/her job that fulfills his/her wishes and demands is said to be a satisfied worker (Rehman et al., 2012).

The optimistic approach about the job can be best elaborated as Job satisfaction. Theoretically, the job satisfaction is best predictor of optimistic work-related with result such as improved performances at the workplace. "The institutional productivities and performance of the employees will be greater than before and absenteeism and ITL of workers will be decreased, if workforce is satisfied with their work. The teachers will show good interest in teaching and provide excellent education, if they are satisfied about their jobs (Irfan et al., 2013)". "In general, consequently, the people's optimistic touching response to a job refers to a JS. The JS a touching response to a particular job that outcomes from the individual's evaluation of actual results through individuals that are predictable, deserved or preferred. The job satisfaction is seen to be an emotive response which results from the communication of job standards and job rewards. For the lack of job satisfaction and teacher's commitment the reward is one of the key reasons that are being offered to them (Irfan et al., 2014)".

### **Intention to Leave**

Switchovers are conceived as a psychological decision which is based upon an individual's feelings about a job and his/her succeeding behavior to either continue or leave. Intention to leave of employees can be successfully checked and controlled through the handling of the contextual variables of organizational commitment and job satisfaction (Martin & Roodt, 1999). The intention to leave indicates a breach of relationship between the employee and the institution. The separation incurs a significant amount of costs to the employees and to the institution as well. The cost of switchover includes; costs required for re-selection, the opportunity costs, re-training costs and may decline the self-esteem level of the remaining employees. The costs can become even greater 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).

No matter, all the public and private institutions, what may be their operational size is, they have to motivate and satisfy their employees in order to avoid the negative consequences associated with the dissatisfaction i.e. commitment, lack of interest and absenteeism and finally the intention to leave or turnover. Founded on the envisioned negative impact of the ITL of the employees on the institutions, management always seek and tries better way-out to manage the affairs of their employees in a quest to ensure and retain the valued employees to sustain certain high level of performance to accomplish objectives efficiently and effectively. The background of ITL is discussed above in the paragraphs of organizational commitment and job satisfaction has pointed out intent to leave instead of the actual switchover as the outcome (Suliman & Iles, 2000). Before their final exit, the employees decide in advance whether to leave or not to leave the institution. Researchers have hypothesized that job dissatisfaction may lead to the leavings of employee, especially in terms of their voluntary switchover (2000Wasti, 2003).

The socio-economic impact of the switchovers can be negative or positive for employees, institutions and communities. Occasionally the individuals may come to a decision to move from one institution to the other for their career prospects (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' JS is the important predictors of teachers' ITL the teaching profession (Irfan et al., 2013)". "Individuals who are not satisfied in their job become less committed or leave the job in general (Saqib et al., 2014)".

## DISCUSSION

For an institution, leading and gaining are the only prime factors in the contemporary corporate culture. The institutions endeavor to implement various policies to win advantage over their counterparts. But capitalizing the human resources is not widely acknowledged. There is an increasing tendency of human resource practices but only few institutions take advantage of individual resource intentionally (Sattar et al., 2010). The institutions spending a lot on the employee's development to be expected certain benefits. The institutions invested in employee development will have to produce more contented and committed employees. The association between expenditure on employee development and intention to leave is completely mediated by job satisfaction and affective commitment but continuous commitment is not mediated the association (Kazi & Zadeh, 2011).

To enhance the effectiveness of the educational institutions, the highly committed teachers are more willing to go above and beyond the call of duty for their respective institutions (Nawab & Bhatti, 2011). The academic institutions those who seek to retain their faculty members by building strong OC, are in a better position to benefit from dedicated, motivated, and reliable academicians. The researchers, those who worked out a faculty survey at HEIs, identified the professional development and compensation packages as the most important factors for the organizational commitment, job satisfaction and ITL (Saifuddin et al., 2012). "It is vital for higher educational institutions to be acquainted with, what encourages faculty to continue in their positions, as replacing them cannot be only complex but also expensive in unrecoverable costs (Irfan et al., 2013)". "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 (Irfan et al., 2014)". "Job turnover is also likely to be higher in organizations that have a low level of job satisfaction, thereby resultant in higher preparation expenses (Saqib et al., 2014)".

The demand of the academic institutions is primarily the highly committed employees to accomplish their objectives and goals in an efficient and effective way. The organizational commitment involves employees' emotional state that makes them more faithful to their job and their organization. Organizational commitment 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 (Jehanzeb et al., 2013). 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 (Ashar et al., 2013).

"Based on the literature on employee ITL, employees may prefer intra-organizational mobility (i.e. changing job for a new in the same organization) or changing professions (a more drastic decision). First, in order to continue their professional and/or personal advantages, employees may look for job opportunities within their organization. Second, individuals who perceive psychosomatic bond breach or violation experience that their prospects have not been met (Irfan et al., 2013)". "Intention to leave may be defined as employee's decision to leave the current job. Employee may leave the organization, firstly voluntarily means due to unfavorable work environment or they have other job opportunities. Secondly involuntarily switchover means employer fire the employees due to incompetency. Involuntarily switchover is from employer's side. The cost of employee

switchover is not easy to measure particularly when the workers performance is high and possesses high level of talent and skills (Saqib et al., 2014)".

## CONCLUSION

The educational sector in Pakistan is far behind if viewed in the global context. It needs plenty of improvement regarding the academic staff. The intention of this study was to gauge and analyze the relationship between organizational commitment, job satisfaction and ITL. The literature shows that the job satisfaction and organizational commitment has significant impact on intention to leave. The academicians' satisfaction with the job enhances the commitment level and along with the ITL comes to the lower level. The teachers, who are committed and satisfied, add value to the progress of the institution. The findings of the present research will help the teachers and provide them with guidelines to enhance the level of their satisfaction and commitment. The institutions should concentrate upon the whims and wishes of the teachers those who are dissatisfied from their job and should formulate such policies that could improve the satisfaction level. The academic 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 enhance the commitment level thus the cost of switchover can be avoided.

After examining thoroughly, it can be indicated that the poor commitment level is the most important factor in teacher's ITL to switchover their positions. Consequently, the commitment to the institution will be hampered as less 'dependence' is to be found on the institution. A better understanding of the parameters that are linked with organizational commitment can be supportive in forming the strategies/policies to enhance the teacher's commitment and to reduce the intention to leave. There is a little understanding about the approach of the relationship between self-centered measurement in ITL and determining of organizational commitment. Employee's participative activities and its impact on employee's intention to leave may furnish potential guidelines for scholars to determine inter communication level of employees and institution and its further impact on employee's switchover.

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