

The Impact of Demography upon the Academicians' Loyalty in the HEIs

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Abstract

The importance of the teaching faculty becomes more significant if the faculty members are competent, highly educated, experienced, consistent and last but not the least loyal to their institution. He/she must show their utmost dedication with their institution which is possible only when the factor of loyalty exists to its maxima. The loyalty is the multi-dimensional phenomenon which originates from the employee's empowerment, participation and socialization. All these three factors accumulatively makes a person loyal towards his/her institution which is a burning issue being discussed and analyzed by the both the employers and the employees. In the current studies, the loyalty has been elaborated as a matter of great importance regarding the academic standards of the institution and socio-economic status of the teacher. In this regard, in terms of conceptual framework, there is a dire need to recognize the association between the loyalty and the personal attributes of the employees.

Keywords: Loyalty, Empowerment, Participation, Socialization, Academicians, Demographics

1. INTRODUCTION

Regarding the higher education, the expectations on the part of the society, are high as most of the people realize that the education is the only path for the socio-economic salvation. The universities, in this regard, have a prominent role in creating some highly skilled, competent and dedicated professionals. In this regard, achieving the best level at the national and global level, it can bring up the socio-economic graph in all respects (Ishfaq, Nawaz & Iqbal, 2010). In institutions, humans' abilities are considered as the most critical and strategic resources in achieving institutional goals and the objectives. Therefore, human resource management in its most effective form has a critical importance in order to fulfill employees' various financial and psychological wants and motivating them towards the required institutional goals. In spite of such significant changes, numerous differences between the public and private sector still persists. The working format of the employees has certain strong differences as we move from public to private sector (Zubair, Gilani & Nawaz, 2012).

Due to numerous reasons, the faculty members, in the higher educational institutions, may be highly loyal; because of the objectives, vision, missions and standards of the institution, though his/her departure or leaving may affect their financial and professional status, however, due to the sense of responsibility, he/she may be loyal to their respective institutions. These measurements at different stages of loyalty are independent and practiced by all the employees of the institution (Islam, Ahmad & Ahmed, 2012). In Pakistan, for the universities, promoting the loyalty among the faculty members has become a serious issue. In terms of their knowledge and experience, retaining the competent and capable faculty members is a herculean job for the higher educational institutions. The Higher Education Commission (HEC), on the other hand, by imposing some very harsh academic restrictions, also tightening the noose of the HEIs at both public and private sector (Irfan, Nawaz & Saqib, 2013). To enhance the performance and responsibility of the institutions, in management, one of the leading challenges has to implement the strategies for the human resource development. Consequently, the stress upon the performance, the social scientists in the field of HRM have stressed upon the effective human resource strategies like participative management, employees' empowerment, employee's socialization and the employee's loyalty.

In terms of conceptual framework, there is a dire need to recognize the association between the loyalty and the personal attributes of the employees. "The socio-economic features of a community are age, gender, education standard, income level, marital status, occupation, religion, birth rate, death rate, average size of a family, average age at marriage". The linkage with the each member of a community, the demographic factors is a census is a compilation. The characteristics of the individuals (demographic) are the usually used variables concerning the commitment, job satisfaction, loyalty and intention to leave though there are changeable results in some studies. Similarly, Om Raj Katoch (2012) have found that the demographic variables influence were indirect over the work rewards and values. However, the literature revealed that the personal attribute comprising the age, tenure, marital status, education and gender play a major role in increasing loyalty and commitment of the employees while in these variables (Irfan et al., 2013) have found no significant association.

1.2 Problem Statement

In measuring and defining the loyalty in a specific way, there are certain technical complications. In this regard,

the complication is that the loyalty depends upon the functioning of some factors, determinants and the personal attributes of the employees. This research aims to build a employees' loyalty model for public sector higher educational institutions of Khyber Pakhtunkhwa and to inspect the effect of different demographic variables on the loyalty of employees serving in public sector university (Gomal University) of Khyber Pakhtunkhwa.

1.3 Research Hypotheses

Table 1.1 Detail of the Hypotheses (Extracted from the Literature & Field Surveys)

Hypotheses	Tools for Analysis	Code
Employee's demographic groups have differences of opinion about the loyalty.	Tests of Significance	H ₁ to H ₅

2. REVIEW OF LITERATURE

2.1 The Teacher's Empowerment

The faculty members, who are empowered and participate in the decisions making directly, affect the learning and teaching. The empowering working environments may improve the skills, competence and professionalism, improve the quality of work life, facilitate leadership of the teacher and facilitate the effective application of institutional development (Laschinger, Finegan, Shamian & Wilk, 2004). The available literature about the empowerment suggests the associations between institutional structures and the teacher empowerment, whereas the psychosomatic viewpoints on empowerment propose potential associations between the affective outcomes and the phenomenon of cognitive. The empowerment is measured in terms of teamwork and teams in the institution and the associations between the empowerment and loyalty of the faculty members (Suparlan, 2005). The empowerment can enhance professionalism, provide a heightened sense of conviction, improve the quality of work life and facilitate teacher leadership in terms of individuals own efficiency. The allied institutional benefits may include the improvements in student performance and implementation of institutional reforms effectively (Ingersoll, 2007). In the educational context, the empowerment is a teacher's opportunity for responsibility, autonomy, excellence and participation in decision making in the institution.

2.2 The Teachers Participation

In the educational institutions, the participatory decision making has been introduced which have diverse results regarding the teacher empowerment and the institutional efficiency. The literature revealed, that in the institutional decision making, teacher participation has many advantages for the institution and teachers, like increased motivation, job satisfaction, greater responsibility and increased dedication (Cheng, 2008). Conversely, in the beginning, the mutual decision making can be intimidating to faculty members, slows down the process of reaching a decision, involves the risk of conflict, may increase the stress and workload and therefore it can create a sense of work fragmentation and cause prevention to participants. In institutional decision making, the participation is a multifaceted assignment which denotes to the level of participation in different decision making capacities, loomed with different sources of power and levels of desire (Taylor, 2008). In higher educational institutions, teachers are the direct services providers who hold vital knowledge and information regarding the day-to-day operations, communications and interaction with the clientele (Somech, 2010). "The common goal of teachers and pupils is to contribute their knowledge to the collaborative learning environment, rather than competing with each other".

2.3 The Teacher's Socialization

The main concern of the institutions is how well its teachers fitting into it as an excessive time, effort and money are spent in preparing the teachers for their teaching practices. Conversely, the concern about teachers who have intentions to leave their current jobs since they feel that there is a mismatch between the culture of the institution and their needs (Green, 2005). Therefore, both the teacher and the institution have significant impacts on their regulation. This is evocative of influences emphasizing individual alterations in effective socialization. With comparison to the other professionals (architects, doctors, lawyers, accountants), new teachers practices a problematic transition and the moral and standard of their performance have no assurance. In their first year of job in the institution, they are expected to be fully effective professionals. "For a period of gradual development, unlike other professions, there is no real opportunity for a new teacher in the teaching profession". The scale and scope of work and efforts are indistinguishable among the experienced teachers and the beginner in the institution (Cooper et al., 2006). Be competent in all aspects, they are expected to bring in inspiring ideas, have positive attitudes and even become mediators of social and academic change.

2.4 The Teacher's Loyalty

On the part of teachers, the psychologically participative behavior, on one side and the academic achievements, the personality and intellectual development of the students' on the other rest upon the teachers' loyalty. The

loyal teachers work as an ideal of attitudes, values and behaviors to the students. From the invisible curriculum, the students learn quickly, the lives of high ups, institutions and teachers than from the visible curriculum (Phelps, 2006). In inducing the encouragement of learning and education in the students, the teacher must be an example of qualities, loyalty, integrity and perseverance. In a teacher, it is loyalty which nurtures a combination of influence, example and teaching. The loyalty, particularly in the teaching profession, is vital for the realization of professional and institutional aims and objectives (David et al., 2007). Consequently, it is significant to recognize and understand the standards that what motivates and sustains the teacher's loyalty to the profession of teaching. The individuals' psychological attachment to the values and goals of institution implicates in the attitudinal commitment and revealed in emotional feedbacks to the individualities of the institution and in the teachers and administrators relationships (Krishnaveni & Anitha, 2007).

2.5 Demographic Predictors

The studies on loyalty show numerous variables which define the employee's loyalty. Some of these are; age, gender, qualification, designation domicile which were used as demographic variables. Likewise, if demographically, the employees are contented and cultivate with his/her jobs a great amount of satisfaction from the job then they will expected to be loyal to the institution than those who are not contented with their jobs due to the same factors/features (Saqib, Irfan & Kundi, 2014). Below is the discussion on these variables:

A. Age

The literature consistently revealed that age of the employees is positively associated to job satisfaction and loyalty while negatively correlated with turnover intentions (Price & Mueller, 1981). Similarly, unlike the fresh employees, older employees have been found with developed loyalty and no leave intentions due to their families' financial obligations (Sager & Johnson, 1989). The findings of the Karsh (2005) were also similar with the same findings as they perceived that younger employees are expected to intention to leave as compared to older ones by means of lack the knowledge, routine jobs, less participation in decision making and low compensation. Likewise, in the study of Steijn & Leisink (2006), they found no relationship between age and loyalty, though, they reports that older employees with their career commitment are expected to have reached the raised ground of their professions. Thus, in comparison to the younger employees, they become less loyal to their. "More than many employees were only conscious of maintaining their working hours largely oblivious of their family demands. As the person grows older, his/her sense of obligations also gains maturity. Along, the chances for the switchovers also dwindle. Resultantly the individuals in the high age group possess more organizational commitment as compared to fresh entries" (Irfan, Nawaz, Farhat & Naseem, 2013).

B. Gender

Mowday et al. (1982) has found inconsistent and weak association between gender and loyalty. While, Mathieu & Zajac (1990) have also found a weak correlation between loyalty and gender, while female are being more loyal to the institution than their male counterparts. McElroy (2001) declares that in the institution, as women have had to overwhelmed more hurdles to manage their positions, thus they place more importance to their jobs and institutions in contrast to their male fellows. It is perceived that among the females, the graph of turnover comes down, as they are loyal to their institutions. Conversely, the males are more vulnerable for turnover, if the chance appears (Malik et al, 2010). "There are also many studies to examine the effects of gender on the organizational commitment, job satisfaction, performance, absenteeism, intention to leave and the loyalty. As traditional institutions are masculine oriented, females working in the institutions are considered to be less committed and loyal. The other side of the picture is that the institutions where female and male work together, the level of efficiency and output regarding productivity gets enhanced. Parallel to it, the graph loyalty and commitment also goes up" (Irfan et al., 2013). The literature revealed that the women put more hard work for achieving the tasks as they are more concerned about the same. Conversely, the men however physically strong are studied as exhausted and possess an attitude which is less task concerned.

C. Qualification

The results of research conducted by Kord (2012) found that in relation to the job satisfaction and loyalty of the employees, the education is negatively associated to the same, while these are positively correlated to intentions to leave of the employees. However, Mowday et al. (1982: 30) notes that "the reason for this could be that more educated employees do have higher expectations from their institution where institutions may not be able to meet and may result in the loss of loyalty towards their institutions". The results of Mowday et al. (1982: 30) report that the employees those who are highly educated are loyal to their institutions and their professions as well, therefore, for the psychological involvement of these employees, it is difficult for institutions to compete. The literature revealed that the individuals with advanced educational levels dwell in lower ranks may suffer in the complex of inferiority. "It affects not only the person's skill rather the functioning of the institution is also hampered along" (Matin et al, 2012). With the commitment and loyalty, the educational level is expected to have a adverse relationship. "The justification for this prediction is that people with low levels of educations usually have more difficulty to change their jobs and consequently show a greater commitment to their organizations".

“The literature shows that highly qualified employees are considered to be more committed due to their awareness about the organizational attitude with respect to those who are less qualified” (Irfan et al., 2013).

D. Designation

The professional groups of the employees considerably influence the job satisfaction and loyalty. The basic duty of the academics is research and teaching, and sometime administration and management too (Park & Rainey, 2007). Page (1998) on the basis of the education has distinguished the occupation into two groups, aims and goals and orientation to their institution and profession. “Research needs to investigate the special effects of demographic variable like Job Designation (Lecturer, Assistant professor, Associate Professor, Professor), which can also directly or indirectly influence the job satisfaction of the university employees” (Nawaz & Kundi, 2010). By enhancing their commitment and loyalty, several institutions fronting to the efficiency difficulties should develop resolution of augmented performance of the employees. “The literature shows a very little connection of designation with the commitment and loyalty regarding the faculties but it is also the fact that the individuals on high ranks show more commitment to their institution instead of those who are low in their ranks”. “The institutions must formulate such policies towards their low rank workers which may boost them in many respects to improve their commitment and loyalty” (Irfan et al., 2013).

E. Domicile

In developing the loyalty level of an individual employee, the domicile plays a decisive role. “An individual, intrinsically, has some strong affiliation with his/her soil, native home, blood relatives, immovable property, political benefits, family feuds etc., these matters greatly affect in inducing the intentions to leave”. The literature revealed that to enhance their loyalty level, certain institutions desire to engage the indigenous applicants. In the same line, the concerned employee possesses well knowledge about the demographic aspects and cultural of his/her region. “This very factor can elevate the graph of the clientele especially in the HEIs due to the social, cultural and linguistic linkages between students and the teachers” (Hakan et al., 2011). “Such local faculty members are more assertive in their communication with the students, their parents/guardians and their high ups”. With high level of funding, in the remote areas, number of public sector universities was established. The role of domicile, in this context, the ITL and the loyalty devastatingly became on the surface. Both the teaching and non-teaching staff opted for their homeland. “Here the factors affecting the individual's loyalty to the institution, the organizational structure, justice, job satisfaction, social dimension of work, wages, safety measures, working hours, working jurisdiction, opportunities for the professional advancement outside the organizational behavior, the literature is examined” (Irfan et al., 2013).

3. RESEARCH DESIGN

3.1 Survey Approach

Survey approach enables the researcher to collect every kind of data (Yin, 1994:6) because surveys are reportedly the excellent vehicles for measuring attitudes in large populations (Sekaran, 2003:257).

3.2 Population & Sample

Similarly the entire collection of elements (citizens, players, universities and accountants) is the population based on sample information about which we wish to make inference (Weiers, 1984:102). In the present work, the population of interest involved of all the ‘Teaching Staff’ working in the Gomal University, Khyber Pakhtunkhwa, Pakistan.

“Sampling is the process of selecting a sufficient number of elements from the population so that by studying the sample, and understanding the properties or characteristics of the sample subjects, it would be possible to generalize the properties or characteristics to the population elements (Sekaran, 1999:268)”.

3.3 Data Collection Methods

Secondary Source: Nor should one be undertaken without knowledge of the research that has already been done in the field (Goode & Hatt, 1952:103). A search over available data is simply the literature survey. “After all, if someone else has already investigated one or more aspects of a topic, it doesn’t make sense to spend money traveling the same path”. The available literature (secondary data) is in common abundance from various governmental, commercial, corporate, private and services documents, libraries and publications (Weiers, 1984:67).

Primary Sources: From the extensive literature survey, by first extracting variables and their related attributes, a structured questionnaire was prepared. The questionnaire included the demographic and the research variables. There were five (5) demographic variables while the research variables are the empowerment, participation, socialization and the loyalty. A 5-point Likert scale will be used to record the responses.

3.4 Tools for Data Analysis

Descriptive Tools: To present the classification of the respondents according to their personal attributes

(demographics), cross tables have been used. In the same way, about the research variables, a descriptive table is given to show the standard deviations, means and other data.

Testing of Hypotheses: The researcher has also used inferential tools To test the hypotheses. To test the hypothesis, the relationships between the research variables, the demographic attributes of the respondents, multiple tools have been applied. Following tools have been applied:

- Tests of Significance (t-Tests & ANOVA applications)

4. FINDINGS OF THE STUDY

In this section, the researcher presented the empirical results computed from the field study. The main sections are the descriptive results and the testing of hypotheses.

4.1 Descriptive Results

Table 4.1 Cross-tabulation on Gender & Designation

		Gender		Total
		Male	Female	
	Lecturer	36	22	58
	Assistant Professor	31	15	46
	Associate Professor	9	8	17
	professor	9	5	14
Total		85	50	135

Table 4.2 Cross-tabulation on Gender & Qualification

		Gender		Total
		Male	Female	
Qualification	Master	32	18	50
	M. Phil	28	17	45
	Ph. D	25	15	40
Total		85	50	135

Table 4.3 Cross-tabulation on Gender & Domicile

		Gender		Total
		Male	Female	
Domicile	Local	44	31	75
	Non Local	41	19	60
Total		85	50	135

Table 4.4 Descriptive Statistics on the Research Variables

	N	Min	Max	Mean	Std. D
Empowerment	135	2.20	7.00	5.9193	1.02594
Participation	135	1.80	7.00	4.6241	1.01487
Socialization	135	1.60	7.00	5.325	1.12735
Loyalty	135	1.86	6.71	4.7623	1.05145
Age	135	23	59	40.89	11.313
Valid N (list wise)	135				

4.2 Testing of Hypotheses

4.2.1 Mean Differences between the Demographic Groups (TOS)

A. Role of Gender in affecting the Loyalty

Hypothesis # 1 Males score lower than their Female Counterparts

Table 4.5 T-test application on Gender-based Groups

	F	Sig.	t	Df	Sig. (2-tailed)
Empowerment	3.674	.057	-1.745	134	.065
			-1.856	118.179	.051
Participation	.654	.420	-1.145	134	.252
			-1.149	99.389	.254
Socialization	.006	.938	-1.342	134	.186
			-1.343	100.656	.184
Loyalty	.023	.881	-.379	134	.703
			-.397	99.305	.706

Analysis

The t-Test application in the above table 4.8 reveals that on none of the variables (both predictors and criterion), the response has been changed. About the acceptance or rejection of the hypothesis, the p-values on all the variables are far more than the required 0.05 value for deciding. It is noted, in the light of these results, that hypothesis # 1 is rejected meaning that Null hypothesis is very much true.

B. Impacts of Domicile on the Responses

Hypothesis # 2 Locals score higher than the Non-locals

Table 4.6 t-Test to examine Mean Differences based on Domicile

	F	Sig.	t	df	Sig. (2-tailed)
Empowerment	3.872	.051	2.245	134	.027
			2.219	112.745	.028
Participation	.246	.621	.993	134	.324
			.978	122.542	.326
Socialization	.005	.945	2.349	134	.020
			2.348	125.582	.020
Loyalty	.011	.917	1.238	134	.213
			1.234	122.232	.215

Analysis

On two of the variables (empowerment and socialization), the role of domicile has changed the responses and comparatively significant with p-values of 0.026 and 0.020. The participation and loyalty have appeared as insignificant in being influenced by the grouping according to the classification. It is then decided that hypothesis # 2 is partially true and substantiated.

C. Role of Designation in Changing the Responses

Hypothesis # 3 All the designation-based groups are different from each other

Table 4.7 ANOVA Application to Test the Mean Differences on Designations

		Sum of Squares	Df	Mean Square	F	Sig.
Empowerment	Between Groups	10.219	3	3.479	3.328	.021
	Within Groups	133.865	131	1.024		
	Total	144.068	134			
Participation	Between Groups	.315	3	.106	.100	.959
	Within Groups	137.439	131	1.048		
	Total	137.729	134			
Socialization	Between Groups	3.777	3	1.264	.974	.406
	Within Groups	169.785	131	1.295		
	Total	173.579	134			
Loyalty	Between Groups	1.260	3	.420	.383	.765
	Within Groups	143.823	131	1.097		
	Total	145.079	134			

Analysis

On designation, according to the descriptive statistics of the groups based, the difference has been exposed only on the empowerment where p-value is 0.022. By the designation, none of the rest of variables has been affected. Therefore, the hypothesis # 3 is partially accepted.

D. Changes in Response due to Qualification

Hypothesis # 4 PhDs are scoring higher than the other groups

Table 4.8 Qualification-based Mean Differences (ANOVA)

		Sum of Squares	Df	Mean Square	F	Sig.
Empowerment	Between Groups	7.028	2	3.524	3.379	.037
	Within Groups	137.029	132	1.039		
	Total	144.059	134			
Participation	Between Groups	3.030	2	1.534	1.486	.230
	Within Groups	134.678	132	1.019		
	Total	137.726	134			
Socialization	Between Groups	8.443	2	4.223	3.369	.037
	Within Groups	165.149	132	1.254		
	Total	173.579	134			
Loyalty	Between Groups	.223	2	.111	.102	.903
	Within Groups	144.845	132	1.096		
	Total	145.076	134			

Analysis

Between qualification based groups, the mean differences have been substantiated on two of the variables (empowerment and socialization) giving similar p-values of 0.037. The participation and loyalty, according to qualification, have again remained unaffected by the classification of the sample. Therefore, the hypothesis # 4 is partially accepted with fifty percent significant results.

E. Impacts of Age on the Responses

Hypothesis # 5 Higher the Age, Higher is the Score

Table 4.9 t-Test to Examine Mean Differences on Age

	F	Sig.	t	df	Sig. (2-tailed)
Empowerment	14.028	.000	2.359	133	.020
Participation	.376	.540	-1.014	133	.313
Socialization	.676	.413	.532	133	.596
Loyalty	.320	.573	1.343	133	.181

Analysis

The respondents with higher age score higher on all the variables has been verified only on the empowerment. Only on one variable, there is difference of opinion (p-value = 0.020) while on all three rest of the variables, the responses are similar (p-values = 0.313, 0.596, and 0.181). The hypothesis # 5 is hence partially accepted as true.

Table 4.10 Summary Table (Demographic Impacts)

	GDR	DOM	AGE	DSG	QUA
Empowerment	.066	.026	.020	.022	.037
Participation	.251	.323	.313	.960	.230
Socialization	.253	.020	.596	.407	.037
Loyalty	.185	.214	.181	.766	.903

5. CONCLUSION

In the higher education institutions, either public or private sector, the issue of loyalty exists. Though, in this regard, the nature and intensity differs from times to times, country to country institution to institution and from individual to individual. Therefore, to address the issue of loyalty in different situations, different measures are needed. The related literature proposes that loyalty is a critical and leading problematic issue for the public sector universities of Pakistan where the private sector is the leading challenger with a strong financial base and clientele. Contrary to this, the universities in public sector are facing with acute financial constraints which hamper the level of loyalty and resulting in the turnover on the wide scale.

To compute the strength of mean differences between demographic groups of the respondents, in all the tests of significance, it is clear that the flavor of regression analysis is reasonably evident in these tests. Following points are of interest:

1. By the demographic attributes, only predictor variables have been influenced.
2. Empowerment is the most changed variable by four out of five (4/5) demographic factors.
3. Socialization has been changed by qualification and domicile while on the predictor three of the demographic variables did not show any effect.

4. By any of the demographic classifications, the participation has not been influenced.
5. About loyalty, all the respondents have similar views.

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