

Job Satisfaction and Organizational Commitment among Faculty in Public Universities: An Empirical Analysis

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ABSTRACT

The present study investigates the relationship between job satisfaction and organizational commitment among faculty members in a single public university in India. The conceptual framework of the study is grounded in Frederick Herzberg's Two-Factor Theory (1959), which explains job satisfaction through motivational and hygiene factors. Based on this framework, three dimensions of job satisfaction were examined: job design, remuneration and welfare benefits, and management practices. Organizational commitment was conceptualized through the three-component model developed by John P. Meyer and Natalie J. Allen (1991), encompassing affective, continuance, and normative commitment. Primary data were collected using a structured questionnaire distributed to faculty members working in a single public university. A total of 103 valid responses were obtained and analyzed using IBM SPSS Statistics. The statistical techniques applied in the study included Pearson correlation analysis and multiple regression analysis to determine the relationships between the dimensions of job satisfaction and the components of organizational commitment. The results indicate that job design has a statistically significant positive relationship with affective commitment, suggesting that faculty members who perceive their work structure, autonomy, and role clarity positively tend to develop stronger emotional attachment to their institution. However, the findings reveal that remuneration, welfare benefits, and management practices do not exhibit statistically significant relationships with the components of organizational commitment. Furthermore, the analysis suggests that a decline in affective commitment among faculty members is associated with a reduced sense of involvement and engagement in institutional activities. Considering that faculty members represent a critical intellectual resource for universities, the findings highlight the importance of enhancing job satisfaction through effective job design and meaningful academic engagement in order to strengthen organizational commitment. The study provides practical implications for university administrators and policymakers and suggests directions for future research to explore additional institutional and psychological factors influencing faculty commitment in university.

KEYWORD: Job Satisfaction, Organizational Commitment, Library, India

Introduction

In the contemporary landscape of higher education, universities increasingly rely on the commitment and satisfaction of their faculty members to maintain academic excellence, institutional reputation, and sustainable development. Faculty members represent one of the most critical intellectual resources of universities, as they contribute not only to teaching and research but also to curriculum development, student mentoring, and institutional governance. Consequently, understanding the factors that influence job satisfaction and organizational commitment among university faculty has become an important area of investigation in higher education research. Faculty turnover and declining levels of organizational commitment have emerged as significant challenges in many public universities. High turnover among academic staff can disrupt teaching continuity, weaken research productivity, and reduce institutional stability. One of the most effective ways to understand and address this issue is to examine the determinants that influence faculty members' commitment to their university. Organizational commitment has attracted substantial scholarly attention from researchers in industrial and organizational psychology, management studies, and sociology. According to Randy Hodson (1991), organizational commitment reflects employees' behavioral intention to remain associated with their institution, indicating their willingness to continue contributing to its long-term objectives. When faculty members develop a strong sense of commitment toward their university, they are more likely to demonstrate higher levels of dedication, engagement, and professional responsibility. Such commitment can enhance teaching effectiveness, research output, and participation in academic and administrative activities. Conversely, when faculty members experience a low level of commitment toward their institution, their motivation and work performance may decline, leading to reduced productivity and increased intentions to leave the organization. In the long run, such conditions may negatively affect the reputation and performance of the university. Job satisfaction has frequently been identified as a major antecedent of organizational commitment. The concept of job satisfaction has been widely examined in Small wonder then that the profit of an organisation will be affected. Indeed, it will also give a bad impression to its customers. Finally, this definitely gives rise to high turnover rate. On the other hand, job satisfaction has been considered an element of organizational commitment (Kovach, 1977). Locke (1969) describes job satisfaction as a level of enjoyment that comes from using one's values to satisfy a job. It could be an important sign on how much concern employees have for their work and find work that is satisfying too. Hence today's managers are paying great attention to the job satisfaction of their employees, because happy employees are more likely than unhappy ones to accept organizational goals. Such workers also usually take great pride in members of organizations who believe in the goals and objectives of their organization are likely to show greater efficiency levels than those who do not. (Robbins and Jugde, 2007) Plainly speaking, organizational commitment means the employees' relationship with its organization, how that affects employee behavior and well-being, as well as what part employees play in achieving organizational effectiveness. (Meyer and Allen, 1997) On the other hand, job satisfaction is an important variable closely associated with commitment in the research literature. This paper attempts to identify determinants which might influence employees' organizational commitment. Based on literature reviewed, are three factors of job satisfaction--namely job design, salary and welfare, and management --which were based by Herzberg Two Factors Theory (1959). Conviction, erronany and vogue that were conceptualized by Meyer Alwn (1991) as key natures of organizational commitment. The population for the present study is the employees of an Indian public university. If job design, salary and welfare, and the management are significant in influencing organizational commitment of employees, then the Indian organizations should concentrate on this factories in order to brig their employees into become Moe committed to their organizations.

CONCEPTUAL BACKGROUND

Organizational Commitment

Organizational commitment has been conceptualized from multiple theoretical perspectives within organizational behavior literature. Early contributions by Steers (1977) characterized organizational commitment as an attitudinal construct reflecting employees' psychological attachment to their organization, manifested through a strong willingness to exert effort and an enduring intention to maintain organizational membership. This perspective positioned commitment as both an affective orientation and a behavioral predisposition. Subsequently, Mowday, Steers, and Porter (1979, 1982) expanded the construct by identifying three core dimensions: (1) a strong belief in and acceptance of organizational goals and values, (2) a readiness to invest substantial effort on behalf of the organization, and (3) a strong desire to sustain membership within the organization. Their framework emphasized identification, involvement, and loyalty as central components of commitment. A more comprehensive and widely adopted conceptualization is provided by Meyer and Allen (1991) through the Three-Component Model of Organizational Commitment. This model distinguishes commitment into affective, continuance, and normative dimensions. Affective commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization; individuals remain because they genuinely desire to do so. Continuance commitment reflects a cost-based evaluation, wherein employees remain due to perceived economic, social, or professional losses associated with leaving the organization. Normative commitment denotes a sense of moral obligation or duty, whereby individuals continue organizational membership because they believe it is the appropriate or ethical course of action. Collectively, this tripartite framework provides a multidimensional understanding of the psychological bonds linking employees to their institutions.

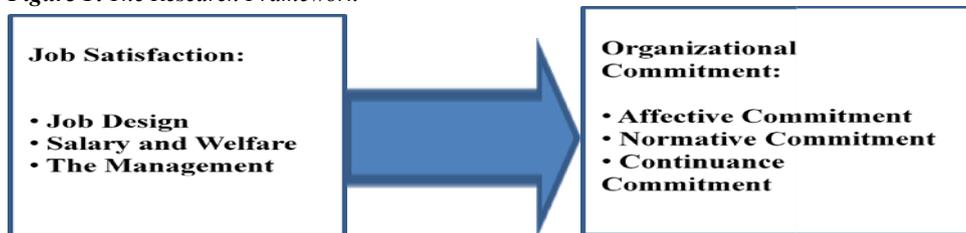
Job Satisfaction

Job satisfaction is similarly recognized as a multifaceted attitudinal construct. Robbins and Judge (2007) define job satisfaction as a positive emotional state arising from an appraisal of one’s job characteristics. Locke (1969) further conceptualized job satisfaction as a pleasurable emotional response resulting from the comparison between expected job outcomes and actual job experiences. This evaluative process underscores the cognitive-emotional interplay inherent in satisfaction judgments. Drawing on O’Reilly and Caldwell’s (1980) work, Nasurudin and Ramayah (2003) distinguished between task-related and organizational rewards as primary determinants of job satisfaction. Task rewards encompass intrinsic aspects such as meaningful work, skill utilization, job variety, and intellectual challenge. In contrast, organizational rewards refer to extrinsic and tangible benefits including salary, promotion opportunities, and favorable working conditions. Both dimensions contribute to overall satisfaction, albeit through distinct motivational mechanisms. The theoretical underpinnings of job satisfaction are deeply rooted in classical motivational theories. Maslow (1943) proposed the Hierarchy of Needs Theory, which posits that human motivation progresses through five hierarchical levels: physiological, safety, social, esteem, and self-actualization needs. According to this framework, individuals seek to satisfy lower-order needs before advancing to higher-order aspirations, thereby influencing workplace attitudes and behaviors. Complementing Maslow’s perspective, Herzberg, Mausner, and Snyderman (1959) developed the Two-Factor Theory, also referred to as the Motivation–Hygiene Theory. This model differentiates between motivator factors (intrinsic elements such as achievement, recognition, and responsibility) that generate job satisfaction, and hygiene factors (extrinsic elements such as salary, supervision, and working conditions) that prevent dissatisfaction but do not inherently produce satisfaction. The theory suggests that satisfaction and dissatisfaction operate along distinct continua rather than as opposite ends of a single dimension.

Conceptual Framework

Based on the theoretical foundations discussed above, the conceptual framework for the present study has been developed in alignment with its research objectives. The framework posits that selected dimensions of job satisfaction—specifically job design, salary and welfare, and management practices—serve as independent variables influencing the three components of organizational commitment: affective, continuance, and normative commitment. This integrative model enables a structured examination of how intrinsic and extrinsic job-related factors differentially shape faculty commitment within public university settings.

Figure 1: The Research Framework



HYPOTHESIS

Affective Commitment

- H1a: Satisfaction with job design has a significant and positive effect on affective commitment.
- H1b: Satisfaction with salary and welfare benefits has a significant and positive effect on affective commitment.
- H1c: Satisfaction with managerial practices has a significant and positive effect on affective commitment.

Continuance Commitment

- H2a: Satisfaction with job design has a significant and positive effect on continuance commitment.
- H2b: Satisfaction with salary and welfare benefits has a significant and positive effect on continuance commitment.
- H2c: Satisfaction with managerial practices has a significant and positive effect on continuance commitment.

Normative Commitment

- H3a: Satisfaction with job design has a significant and positive effect on normative commitment.
- H3b: Satisfaction with salary and welfare benefits has a significant and positive effect on normative commitment.
- H3c: Satisfaction with managerial practices has a significant and positive effect on normative commitment.

RESEARCH METHODOLOGY

The present study adopts a quantitative research design to examine the relationship between job satisfaction and organizational commitment among faculty members working in a public university in India. The population of the study consisted of doctoral-qualified faculty members, including lecturers and professors. Data were collected using a structured questionnaire designed to measure the dimensions of job satisfaction and organizational commitment. A total of 103 questionnaires were distributed among faculty members of the university. Out of these, 97 completed questionnaires were returned and found suitable for analysis, resulting in a response rate of 94.17%, which is considered adequate for empirical research in the social sciences. The collected data were coded and analyzed using IBM SPSS Statistics. Both descriptive and inferential statistical techniques were employed in order to analyze the data and examine the relationships among the study variables. Specifically, Pearson correlation analysis was used to determine the strength and direction of the relationship between job satisfaction and organizational commitment, while multiple regression analysis was conducted to identify the significant predictors of organizational commitment among faculty members. The methodological approach adopted in this study ensures systematic data collection and statistical analysis, thereby providing reliable empirical evidence regarding the relationship between job satisfaction and organizational commitment in the context of public university faculty.

MEASUREMENT

measures utilized in this study were derived from earlier research but were concisely adjusted. Based on the study conducted by Meyer and Allen (1997), the measurement for job design was carried out using three items, salary and welfare had four items, the management contained six items and affective commitment was measured with six items. Continuance commitment had three items and normative commitment six items. The respondents gave responsibility to 5-point Likert scale (1 = “Strongly Disagree” to 5 = “Strongly Agree”). Cronbach’s alpha for job design, salary and welfare, management, affective commitment, continuance commitment and normative commitment is: Job design 0.63; Salary and welfare 0.62; The management 0.64; Affective commitment 0.76; Continuance commitment 0.67; Normative commitment 0.60. Stepwise multiple regression analyses were conducted, to determine the relationship of affective, continuance and normative commitment between three parts of organizational commitment (i.e. job design, salary and welfare), the management of independent variable–job satisfaction.

Table 1 -Multiple Regression Results of Job Design, Salary and Welfare, and Management on Affective Commitment.

Predictor Variables	β (Standardized)
Job Design	0.21*
Salary and Welfare	-0.03
Management	0.14
Adjusted R ²	0.06
R ² Change	0.03
F Change	2.03

Note. $p < .05$, $p < .01$., Indicates change in R².

Interpretation

The multiple regression analysis indicates that job design has a significant positive effect on affective commitment ($\beta = 0.21, p < .05$), supporting H1a. This suggests that well-structured and meaningful job roles enhance employees’ emotional attachment to the university. Salary and welfare ($\beta = -0.03, p > .05$) and management ($\beta = 0.14, p > .05$) do not exhibit statistically significant effects on affective commitment; therefore, H1b and H1c are not supported. The model explains 6% of the variance in affective commitment (Adjusted $R^2 = 0.06$), indicating a modest but meaningful explanatory power in the context of behavioral research.

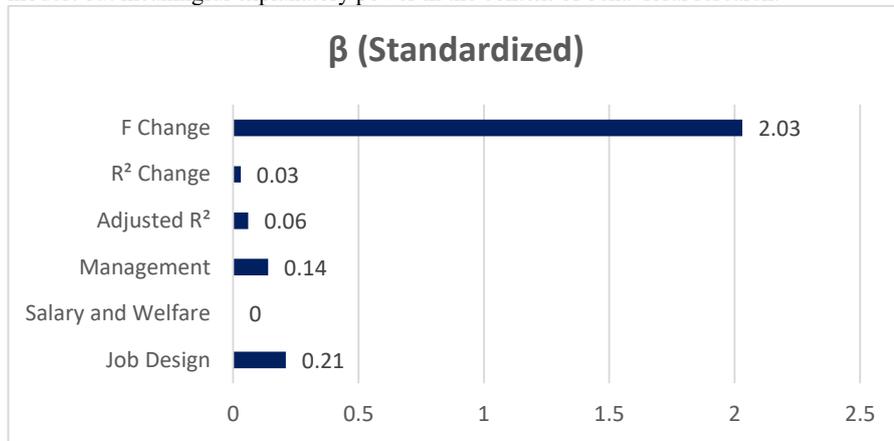


Table 2-Multiple Regression Results of Job Design, Salary and Welfare, and Management on Continuance Commitment

Predictor Variables	β (Standardized)
Job Design	-0.13
Salary and Welfare	0.20
Management	0.02
Adjusted R²	0.02
R² Change	0.03
F Change	1.60

Note. $p < .05, p < .01$., Indicates change in R^2 .

Interpretation

The regression results reveal that salary and welfare demonstrate a positive but statistically non-significant relationship with continuance commitment ($\beta = 0.20, p > .05$). Job design ($\beta = -0.13, p > .05$) and management ($\beta = 0.02, p > .05$) also fail to reach statistical significance. Accordingly, H2a, H2b, and H2c are not supported. These findings suggest that continuance commitment among university faculty is not strongly driven by satisfaction with job design, compensation, or managerial practices, but may instead be influenced by external constraints such as job security, pension benefits, or limited alternative employment opportunities. The model explains only 2% of the variance in continuance commitment (Adjusted $R^2 = 0.02$), indicating a weak predictive capacity.

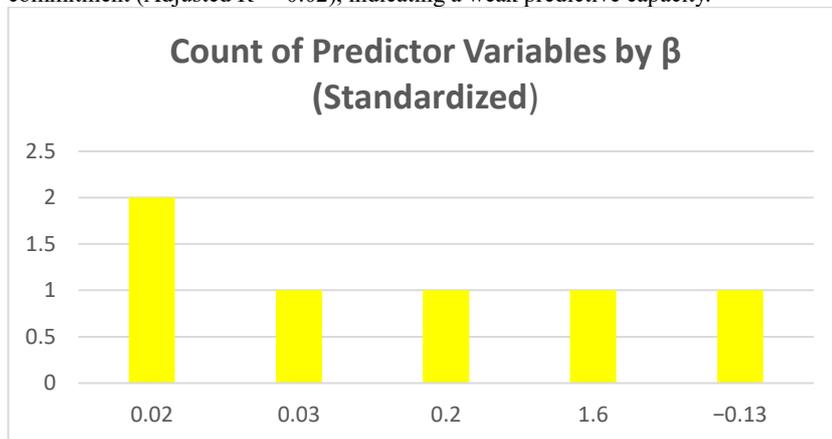


Table 3 Multiple Regression Results of Job Design, Salary and Welfare, and Management on Normative Commitment

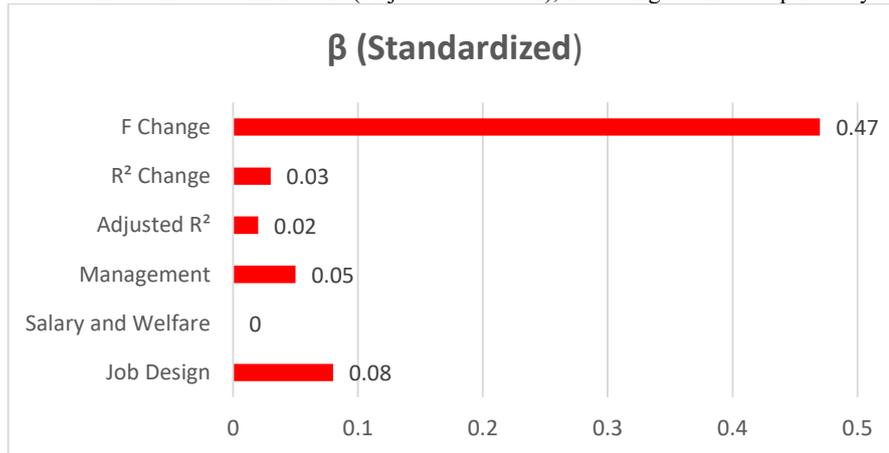
Predictor Variables	β (Standardized)
Job Design	0.08
Salary and Welfare	-0.09
Management	0.05
Adjusted R²	0.02
R² Change	0.03
F Change	0.47

Note. $p < .05, p < .01$., Indicates change in R^2 .

Interpretation

The multiple regression analysis indicates that none of the job satisfaction dimensions—job design, salary and welfare, and management—have a statistically significant effect on normative commitment. Job design shows a weak positive association ($\beta = 0.08, p > .05$), while salary and welfare exhibit a weak negative association ($\beta = -0.09, p > .05$). Management also demonstrates a negligible positive relationship ($\beta = 0.05, p > .05$). Accordingly, H3a, H3b, and H3c are not supported. These findings suggest that normative commitment among faculty members in Indian public universities is less influenced by satisfaction-related factors and may instead stem from moral obligation, professional ethics, cultural

values, or institutional norms, rather than from job-related rewards or managerial practices. The regression model explains only 2% of the variance in normative commitment (Adjusted $R^2 = 0.02$), indicating a limited explanatory capacity.



DISCUSSION

The present study investigated the influence of three dimensions of job satisfaction—job design, salary and welfare benefits, and management practices—on the three components of organizational commitment among faculty members in a public university in India. The findings derived from the multiple regression analyses provide several important insights into the determinants of organizational commitment within the academic context.

Affective Commitment: The results presented in indicate that job design has a statistically significant positive effect on affective commitment ($\beta = 0.21, p < .05$). This finding suggests that faculty members who perceive their job roles as meaningful, structured, and intellectually stimulating tend to develop stronger emotional attachment to their university. In academic environments, the nature of job design—such as autonomy in teaching, opportunities for research, participation in academic decision-making, and flexibility in course development—plays a critical role in shaping faculty members' psychological attachment to the institution. salary and welfare benefits ($\beta = -0.03, p > .05$) and management practices ($\beta = 0.14, p > .05$) did not demonstrate statistically significant relationships with affective commitment. These findings indicate that financial incentives or administrative practices may not be the primary determinants of emotional attachment among university faculty. Instead, intrinsic aspects of academic work, particularly the structure and intellectual nature of job roles, appear to exert greater influence on affective commitment. The regression model explains 6% of the variance in affective commitment (Adjusted $R^2 = 0.06$), which represents a modest but meaningful level of explanatory power in behavioral and organizational research. This result highlights that although job design contributes significantly to faculty members' emotional commitment, other factors—such as academic recognition, research opportunities, and institutional culture—may also play important roles.

Continuance Commitment: The regression results reported in reveal that none of the examined job satisfaction dimensions significantly predict continuance commitment among faculty members. Although salary and welfare benefits exhibit a positive coefficient ($\beta = 0.20$), the relationship does not reach statistical significance ($p > .05$). Similarly, job design ($\beta = -0.13, p > .05$) and management practices ($\beta = 0.02, p > .05$) also fail to demonstrate significant effects. These findings imply that continuance commitment—defined as the perceived cost associated with leaving an organization—may not be strongly influenced by faculty members' satisfaction with their job structure, compensation, or administrative environment. In the context of public universities, continuance commitment may instead be influenced by external factors such as job security, pension benefits, tenure systems, and limited alternative employment opportunities in academia. The regression model explains only 2% of the variance in continuance commitment (Adjusted $R^2 = 0.02$), indicating a relatively weak predictive capacity. This result suggests that continuance commitment among faculty members is shaped more by structural and institutional constraints than by satisfaction-related factors.

Normative Commitment: The findings from demonstrate that none of the job satisfaction dimensions significantly influence normative commitment among faculty members. Job design shows a weak positive relationship ($\beta = 0.08, p > .05$), whereas salary and welfare benefits display a slightly negative association ($\beta = -0.09, p > .05$). Management practices also exhibit a minimal positive relationship ($\beta = 0.05, p > .05$). However, none of these relationships achieve statistical significance. These results suggest that normative commitment—defined as a sense of obligation to remain with an organization—is not strongly determined by satisfaction with job characteristics or organizational rewards within the university setting. Instead, normative commitment among faculty members may stem from professional ethics, cultural expectations, institutional loyalty, and a sense of duty toward students and academic communities.

The regression model explains 2% of the variance in normative commitment (Adjusted $R^2 = 0.02$), indicating limited explanatory power. This outcome further supports the notion that normative commitment is influenced by factors beyond the traditional dimensions of job satisfaction.

FINDINGS

Findings of the study highlight that among the examined job satisfaction dimensions, job design emerges as the most influential predictor of affective commitment among faculty members, while salary, welfare benefits, and management practices do not demonstrate significant effects on the three components of organizational commitment. These results emphasize the importance of designing academic roles that promote autonomy, intellectual engagement, research opportunities, and professional development in order to strengthen faculty members' emotional attachment to their university. At the same time, the relatively low Adjusted R^2 values (0.06, 0.02, and 0.02) across the regression models indicate that organizational commitment among faculty members is likely influenced by a broader set of factors beyond job satisfaction, including institutional culture, leadership style, academic recognition, career advancement opportunities, and work-life balance, findings suggest that improving the quality and structure of academic work roles may be more effective in enhancing faculty commitment than focusing solely on financial incentives or administrative policies. Universities seeking to strengthen faculty engagement and long-term institutional loyalty should therefore prioritize strategies that enrich job design and promote a supportive academic environment.

CONCLUSION

The study provides a rigorous empirical assessment of the relationships between selected dimensions of job satisfaction—job design, salary and welfare, and management—and the three-component model of organizational commitment. Data comes from Indian public university teachers. Using multiple regression analysis, we show that different attitudinal consequences follow from intrinsic than extrinsic work-related factors in shaping academic organizational culture. The results unambiguously show that job design has a statistically significant and positive effect on affective commitment. Therefore, jobs of more richness in structure -- that is to say those with higher levels of autonomy, task significance, skill

variety and intellectual challenge -- stir stronger emotions in person towards the organization. In technical terms, the standardized beta coefficient shows that job architecture's intrinsic motivational properties are important antecedent of affective organizational ties. By way of comparison, neither salary and welfare provisions (including retirement pay), nor managerial practices have statistically significant predictive abilities so far as affective commitment is concerned. Thus emotional attachment in academic settings--as opposed to being materially provoked by better income or conditions of service--may well be self-created. As for continuance commitment, it is minimally explained. None of the independent variables are statistically significant and adjusted R² suggests a weak fit for the model. This says that continuance commitment is less affected by satisfaction-driven factors and more by the existence or not of structural constraints: for example employment security, pensions systems and tenure frames. In short, continuance commitment seems to work like a calculating machine rather than enjoying its own pleasures and pains directly derived from work satisfactions. Similarly examined predictors reveal only great weakness of association for normative commitment. The absence of statistically significant relationships suggests that moral obligation or sense of duty to place merit on the organization is not much shaped by job design, payment systems, or managerial efficiency. However, it then follows that normative commitment could result from socio-cultural internalization, vocational socialization in place structures such as the institution and deeply imbedded ethical precepts. This suggests that embedded within public higher education systems are cultural values as well as specific orientations taken by individuals. Taken overall, although explanatory power of these regression models is modest--fitting, performance; they are after all just attempts to relate human attitudes on an enterprise-wide scale--the findings greatly enhance our understanding of theory on commitment. For one thing the research supports to be regarded as true suggestion from literature that intrinsic attributes of job have stronger predictive ability for affective commitment than any extrinsic reward structure in academic settings. The study identifies the multiple, diverse determinants of organizational commitment and over-riding need for structural enrichment of jobs above only compensation. The theoretical struggle upon which commitment literature is based is given technical support by this work: it underscores the distinction of commitment dimensions and insists upon integrating a context-sensitive human resources strategy for the promotion of institutional allegiance and corporate sustainability.

SUGGESTIONS

1. Universities should prioritize job enrichment strategies, including autonomy, participative decision-making, and opportunities for scholarly innovation.
2. Institutional leaders should cultivate a supportive academic climate that reinforces intrinsic motivation.
3. Compensation systems should be reviewed to ensure equity and transparency, even though they may not directly enhance emotional commitment.
4. Organizational culture-building initiatives may strengthen normative commitment.

IMPLICATIONS OF THE STUDY

1. The findings emphasize the predominance of intrinsic job characteristics over extrinsic rewards in shaping faculty commitment.
2. Organizational commitment in academic institutions is multidimensional and influenced by structural, psychological, and cultural factors.
3. Job enrichment and role clarity emerge as strategic mechanisms for strengthening emotional attachment among faculty members.
4. Financial incentives alone are insufficient to significantly enhance overall organizational commitment.
5. Higher education institutions must adopt a holistic human resource framework that integrates.

FUTURE SCOPE

Future research may incorporate mediating and moderating variables such as organizational culture, leadership style, psychological empowerment, perceived organizational support, and work-life balance. Longitudinal designs could better capture causal relationships. Comparative studies across private and public universities, or cross-cultural investigations, would further enrich understanding. Additionally, mixed-method approaches may uncover deeper contextual explanations for the relatively low explained variance observed in the present study.

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