

## A Study of Affective, Continuance and Normative Commitments and its Impact on Job Satisfaction among the Faculty Members of Technical Universities

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### *Abstract*

*Affective commitment is an individual's emotional attachment to the organization. Normative commitment reflects individual's sense of moral obligation to remain with the organization. On the other hand, continuance commitment is based on the individual's recognition of costs associated with leaving the organization. Affective commitment is considered more effective measure of organizational commitment since it indirectly influences the other two dimensions of organizational commitment. Job satisfaction is defined as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. The present research was conducted on 341 faculty members of technical universities using purposive random techniques with the help of psychometric questionnaires with the objective to find out the level of affective, continuance and normative commitment as well as job satisfaction among them. The study reveals that the faculty members of Technical University .has shown moderate level of affective and continuance commitment and high level of normative commitment. Job satisfactions among the faculty members were also found to be moderately high. Organizational commitment and job satisfaction have been found at moderate level in Ph.D. and Non Ph.D. degree holder faculty members. Job satisfaction is found positively correlated with continuance commitment only and none other significant relationship has been observed in both the groups. Faculty members of both the government as well as private university have moderate level of organizational commitment. Government university' faculty members have shown low level of job satisfaction than their private university faculty members' counterparts who have shown high level of job satisfaction. Organizational commitment and job satisfaction are also reported at moderate level between male and female faculty members Technical University.*

**Key Words:** *Affective Commitment, Normative Commitments, Continuance Commitment, Job Satisfaction, Technical University, Organizational Commitment.*

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### **Introduction**

Organizational commitment has been defined by Porter (1968), who holds that it consists of “ (a) a willingness of employees to exert high levels of effort on behalf of the organization, (b) a strong desire to remain in the organization, and (c) an acceptance of the organization's major goals and values.” Boles, et

al. (2007, ), defined “the organizational commitment as the feeling towards organization and its values”. Similarly in same context between Porter (1968) on classifying the organizational commitment with the Mayer and Allen (1991) organizational commitment model as it classify in terms of continuance, affective and normative commitment. There are two dominant conceptualizations of organizational commitment in sociological literature. These are an employee’s loyalty towards the organization and an employee’s intention to stay with the organization. Loyalty is an affective response to, and identification with, an organization based on a sense of duty and responsibility.

Meyer and Allen ( 1987 & 1991) proposed a three-dimensional attitudinal construct of organizational commitment namely, affective, normative, and continuance commitment. According to Allen and Meyer “Affective commitment is an individual’s emotional attachment to the organization. Normative commitment reflects individual’s sense of moral obligation to remain with the organization.” On the other hand, continuance commitment is based on the individual’s recognition of costs associated with leaving the organization.” “ Affective commitment is considered more effective measure of organizational commitment since it indirectly influences the other two dimensions of organizational commitment” It has been established from the researches that there is high correlation between affective and normative commitment (Cohen, 1996; Meyer et al.,2002). Therefore, for this study we have focused on this aspect of commitment in Allen and Meyer’s three-dimensional commitment model.

“Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one’s job; an affective reaction to one’s job; and an attitude towards one’s job”. Weiss (2002) has argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviours. This definition suggests that we form attitudes towards our jobs by taking into consideration our feelings, beliefs and behaviors.

"Job satisfaction is defined as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 1997.). This definition suggests job satisfaction is a general or global affective reaction that individuals hold about their job. While researchers and practitioners most often measure global job satisfaction, there is also interest in measuring different "facets" or "dimensions" of satisfaction. Examination of these facet conditions is often useful for a more careful examination of employee satisfaction with critical job factors. Traditional job satisfaction facets include: co-workers, pay, job conditions, supervision, nature of the work and benefits."

Job satisfaction at work is an important aspect of people's lives and people spend most of their working lives at work. Understanding the factors involved in job satisfaction is crucial to improving employees' performance and productivity. Though job satisfaction has been an area of active importance for many years, but still some attention is needed towards the study of job satisfaction to job status, sex, educational qualification and quality of work life which affect the satisfaction because it is very vital and of great significance for the growth and development of any organization.

## Literature Review

Chordian et al (2017) conducted a study and compared Indian and few states of USA employees and found that in both the country job satisfaction makes a significant impact on the affective commitment. Faridi et al (2017) studied 292 branch managers of banks and found that continuance commitment were high in female managers and normative commitments were high in male managers and they also observed that organizational commitment are positively correlated with job satisfaction. Islam and Irfan Conducted a study on employees of Banking sector of Bangladesh and found organizational commitment and job satisfaction at moderate level. Bhalla and Sayeed (2013) did a study on 150 executives of organized retail sector and found that the employees were showing low level of organizational commitment. They further found negative significant relationship between organizational role stress and organizational commitment.

Ahmady et al (2007) conducted a study on 525 medical college faculty members of Iran and found high level of stress among medical school faculty members. They also found that all the three designations of faculty members are suffering with high level of stress and dominant stressors are overload, inter role distance, role expectation conflict, resource inadequacy, role stagnation and role isolation. They also found that length of service has positive correlation with organizational role stress, means, with the increase in length of service the level of organizational role stress will go. Singh (2007) conducted a study on 250 female teachers to check the effect of stress on job satisfaction and work values among female teachers of secondary education and found that stressed and dissatisfied teachers had less attachment and less dedication to their profession. Pestonjee & Mishra (1999) conducted a study on 70 doctors and examined role stress and job satisfaction among them and found that job satisfaction variables correlated negatively with all the dimensions of role stress. Longford (1987) examined the relationship between stress and job satisfaction among boarding academy teachers and found that stress was a significant determinant of teachers job satisfaction. Nazneen and Bhalla (2013) studied level of organizational commitment among 220 faculty members of public and private universities and found that faculty members of public universities are showing high level of organizational commitment as compare to their private university counterparts and dominant organizational commitments are normative and affective commitment. Nazneen and Singh (2012) conducted a study on 126 faculty members of UPTU and PTU affiliated institutions and found that PTU affiliated institutions faculty members are showing low level of organizational commitment than their TU counterparts. They also found negative correlation between organizational role stress and organizational commitment.

Hafeez (2017) conducted a study on 213 public and private bank employees of Pakistan and found affective, normative and continuance commitment has positive relationship with employees performance means when the aforesaid commitment level go up the performance level of employees will also be high. Ogunlana et al (2016) conducted a study on 405 library and information science professional and found job satisfaction and organizational commitment constructs have positive and canonical relationship. Nazneen and Sayeed (2012) conducted a study on 215 faculty members of UP and Punjab and found that faculty members of Punjab are showing low level of organizational commitment than their counterparts of UP. Sharma & Bajpai (2010) conducted a study among the 156 managers of Public and Private sectors and found that public sector managers had shown high level of organizational commitment than private sector managers and officials. Malik et al (2010) conducted a study on 255 faculty members and found high level of organizational commitment and job satisfaction among faculty members of university of Pakistan. They also found a positive relationship between organizational commitment and job satisfaction means if a faculty level of commitment is high it is then his level of satisfaction will also be high. Nigam and Jain (2014) conducted a study 163 members of Delhi university and found that majority of the faculty members were highly satisfied with the job and they also found that there is no difference between male and female faculty members on the level of job satisfaction. Nazneen and Sayeed (2012) conducted a study on 215 faculty members of UP and Punjab and found that faculty members of Punjab are showing low level of job satisfaction than their counterparts. Singh & Dubey (2011) found that job satisfaction was negatively correlated with organizational role stress among middle level executives. Gautam et al (2006) conducted a study to measure the level of job satisfaction among 44 faculty members of Veterinary Science and Animal Husbandry department of Sher E Kashmir University and found moderate level of job satisfaction among the faculty members and also found that faculty members with less experience are more satisfied than their senior faculty members. Gakhar and Sachdeva (1987) conducted a study of job satisfaction on school teacher and found moderate level of job satisfaction among them they also found male school teachers were more satisfied than female teachers.

## Hypothesis

We have not formulated any null or alternate hypothesis rather our research is exploratory in nature.

## Objectives

1. To study the level of affective, normative and continuance commitment and Job satisfaction among Faculty Members.
2. To study the effect of affective, normative and continuance commitment on Job Satisfaction.
3. To evaluate the relationship affective, normative and continuance Commitment & Job Satisfaction.
4. To suggest the Strategy to Stakeholders to increase affective, normative , continuance commitment and Job Satisfaction among faculty members for better performance.

## Research Methodology

### Sample

Faculty members of Engineering, Information Technology, Pharmacy and Management department with more than one year experience were used as subject. This study was conducted on 352 faculty members of technical University and after scrutiny of the filled data 11 were rejected because of various reasons like incomplete information, wrong entries etc. The remaining 341 cases were used in this study. The respondent were divided on the basis of qualification, gender types of university etc..

### Procedure

Faculty members from Engineering, Information Technology, Pharmacy and Management departments of Technical University in the various cities were selected as a sample keeping in mind the availability of the data, cost and distance for the data collection. The data were collected using survey method. Each of the respondent was personally contacted in group by the investigator and the data was collected through questionnaire. They were asked to fill the questionnaire after going through carefully the given instructions on each scale separately. They were also assured of confidentiality of their responses.

### Tools used:

**Organizational Commitment Scale:** Meyer and Allen (1997) five point rating scale were used to measure organizational commitment. There are 18 items in the scale, 6 items each for affective, continuance and normative commitment. Reliability and validity found to be within acceptable norms.

**Job Satisfaction Scale:** Singh (1989) Job Satisfaction Questionnaire were used in this study. This questionnaire consists of 20 items that measures the degree of job satisfaction. Each item was rated on five point rating scale ranging from highly satisfied to highly dissatisfied with a weighted score of 5 to 1.. The reliability and validity of the scale is within acceptable norms.

### Analysis of the Data

The collected data were tabulated as per the research design to meet out the objectives of the study and suitable statistical tools like Mean, Median, S.D., Correlation and Critical ration (t-Value) were calculated using SPSS. Based on the outcome of the statistical analysis, the obtained result were discussed in the light of literature review and other novel findings.

## Results and Discussion

Table 1: Showing Mean and SD Value on OC and JS of Faculty Members of Institutions affiliated to Technical University (N-341).

Table 1

Variables	Mean	SD
Affective	14.59	3.005
Continuance	15.53	2.997
Normative	17.00	3.17
OC TOTAL	47.11	6.747
JS TOTAL	69.45	9.915

Table 1 reveals that the faculty members of Technical University have shown overall moderate level of affective and continuance commitment and the dominant factor is normative commitment supporting the findings of Sharma (2015). He reported moderate level of organizational commitment among faculty members. While on the dimension of job satisfaction faculty members responded moderately high level of job satisfaction.

During interaction with the faculty it has been observed that what ever is being offered by the institutions to the faculty members in terms of salary, policies and procedure, work environment, leadership style and other benefits, is considered sufficient by the faculty members leading to moderately high level of job satisfaction. It has also been observed that faculty members of Technical University were complaining a lot about the working of the universities but were happy and satisfied also. This can be termed as feeling of learned helplessness where the faculty members believes that they don't have control over outcome and whatever efforts they will put will not affect or alter the outcome of the vents.

Table 2: Showing Correlation among affective, continuance and normative commitment and job satisfaction among the Faculty Members of Technical University.

Table 2:

Variables	AFF	CONT	NORM	OC	JS T
JS T	0.049	.186**	0.087	.146**	1

\*: Significant at .01 level and \*\*: Significant at .05 level

Table 2 shows Organizational commitment and job satisfaction are found to be positively correlated among the faculty members of . It sports the findings of Velnampy and Arvinthan (2013). Job satisfaction is significantly correlated with continuance commitment. If the faculty member thinks of leaving the organization has high cost associated with it , they will not leave the organization and show high level of commitment and that will increase their job satisfaction level also . Since it is the perception of faculty members that leaving the Institutions will be costly affair they will project high level of satisfaction that's appears to be purely psychological.

Table 3 indicates that Ph.D. holder faculty members of technical universities have shown moderate level of organizational commitment and dominant components are normative commitments means faculty members reflects obligation to remain in the organization followed by continuance commitments where faculty members felt that leaving the organization will be a costly affair. There is a possibility that they are showing commitment under compulsion as if they do not show commitment with the organization the management may sack them or ask them to leave the university. In almost all universities hiring and firing of faculty members are very rampant and managements are least concerned about the academic performance of faculty members rather retentions are based on lot many other factors and academics in these Technical universities are at back seat.

Table 3: Showing Mean and SD of Ph.D. Holder Faculty Members Technical University. ( N-115).

Variables	Mean	SD
Affective	14.55	3.21
Continuance	15.23	2.469
Normative	17.41	3.179
OC TOTAL	47.19	6.003
JS TOTAL	69.43	9.294

Ph.D. holder faculty members have shown surprisingly high level of job satisfaction, which is contradictory to the above explanation. Faculty members working in the technical universities majority belong to the nearby vicinity and are not willing to move to distant university which may be good in all respect and even offer better opportunities. Another reasons for high level of job satisfaction among those faculty members, may be their getting lot of respect from the students, their parents and from society and is famous for such characteristics where people are ready to sacrifice so many things if they are getting respect and recognition.

Table 4: Showing Mean and SD of Non Ph.D. Holder Faculty of Technical University. ( N-226)

Variables	Mean	SD
Affective	14.61	2.903
Continuance	15.68	3.227
Normative	16.79	3.152
OC TOTAL	47.08	7.109
JS TOTAL	69.46	10.237

Table 4 shows that Non Ph.D. degree holder faculty members of technical universities have moderate level of organizational commitment and dominant components are normative commitments means faculty members reflects degree to remain in the organization followed by continuance commitments where faculty members feel that leaving the organization will be a costly affair hence showing moderate level of organizational commitment. Non Ph.D. holder faculty members have shown high level of job satisfaction which is contradictory to the above explanation where they have revealed high level of organizational role stress and moderate organizational commitment. This phenomenon needs to be investigated further to know the factors which are operating in getting high level of job satisfaction among non Ph.D. holder faculty members. No significant differences of means are seen on the dimension of organizational commitment and job satisfaction among the Ph.D. and Non Ph.D. degree holder faculty members of affiliated institutions. The study sports the findings of Nazneen and Singh (2014).

Table 5: Z Value between Ph.D. and Non Ph.D. Degree Holder Faculty Members of Technical University.

Variables	Mean	SD	Mean	SD	CR
Affective	14.55	3.21	14.61	2.903	0.169
Continuance	15.23	2.469	15.68	3.227	1.29
Normative	17.41	3.179	16.79	3.152	1.703
OC TOTAL	47.19	6.003	47.08	7.109	0.15
JS TOTAL	69.43	9.294	69.46	10.237	0.034

\*: Significant at .01 level of significance

Table 5 shows no significant differences of means are seen on the dimension of affective, continuance and normative commitment and job satisfaction among the Ph.D. and Non Ph.D. degree holder faculty members of technical universities and sports the findings of Nazneen and Singh (2014).

Table 6: Showing Correlation among affective, continuance and normative commitment and job satisfaction of Ph.D. Holder Faculty Members of Technical University.

Variables	AFF	CONT	NORM	OC T	JS T
JS T	0.109	.248**	.138**	.233**	1

\*: Significant at .01 level of significance.

\*\* : Significant at .05 level of significance

Job satisfaction is positively but non significantly correlated with all organizational commitments and have significant correlation with continuance commitment. Continuance commitment and job satisfaction has strong relationship as faculty members feel that leaving the university will be a very costly affair and they will remain committed and satisfied contrary to the findings of Khatibi et al (2009).

Table 7: Showing correlation among affective continuance and normative commitment and job satisfaction among Non Ph.D. Holder Faculty Members of Technical University.

Variables	AFF	CONT	NORM	OC T	JS T
JS T	0.019	.165*	0.065	0.112	1

\*: Significant at .01 level and \*\*: Significant at .05 level

It is clear from Table 7 that job satisfaction were found to be positively correlated with continuance commitment means as along as he feels the high cost associated with leaving the organization, faculty may show high level of job satisfaction because it will be difficulty for them to get any such job because of poor employment scenario.

table 8: Showing Mean and SD of Faculty of Government Technical University. ( N-72)

Variables	Mean	SD
Affective	14.01	2.865
Continuance	15.35	2.989
Normative	16.72	3.136
OC TOTAL	46.08	6.284
JS TOTAL	66.83	9.674

Table 8 indicates Organizational commitment is moderate among the faculty members of government technical university and Job satisfaction level were also found to be high and reason for this may be attributed to job security , better salary, low workload and great sense of affiliation of being government employee.

Table 9: Showing Mean and SD of Faculty of Private Technical University.( N-269)

Variables	Mean	SD
Affective	14.74	3.028
Continuance	15.58	3.002
Normative	17.07	3.18
OC TOTAL	47.39	6.851
JS TOTAL	70.15	9.879

Organizational commitment found moderate among the faculty members of private technical university but normative commitment were found high among them because the faculty feels obliged to remain in the organization. And Job satisfaction were found to be high among them as well. During the data collection it has been observed that majority of the private technical universities don't have any set norms, rules and regulation to be followed. There is big pay disparity and it also depends on the bargaining power and other

characteristics of the faculty members rather than the academic and research excellence. It has also been seen that majority of the faculty members working in the private technical university have no academic credibility and neither fit to teach. But they have been recruited and asked to take classes of even those subjects that they never studied. Since they are aware that they are not fit to be part of academic system induces big sense of job satisfaction among them. But they are not as committed as they should be because of exploitation they encountered with in the institutions.

Table 10: Showing Z value between Faculty of Government. and Private Technical University.

Variables	Mean	SD	Mean	SD	CR
Affective	14.01	2.865	14.74	3.028	1.827
Continuance	15.35	2.989	15.58	3.002	0.575
Normative	16.72	3.136	17.07	3.18	0.837
T. Commitment	46.08	6.284	47.39	6.851	1.462
T. Job Satisfaction	66.83	9.674	70.15	9.879	2.543*

\*: Significant at .01.

Table 10 shows that on the dimension of organizational commitment, no significant difference of means has been observed on all the three dimensions among the faculty members of government and private technical universities.. Government technical university faculty members have shown low job satisfaction than private technical university faculty members. The low level of job satisfaction in government technical university faculty members may be attributed to high level of organizational role stress, and it supports the findings of Nazneen and Singh (2012), Bhalla and Nazneen(2013), Sayeed and Nazneen (2014).

Table 11: Showing Correlation among affective continuance and normative commitment & job satisfaction of Govt. Technical University faculty members.

Variables	AFF	CONT	NORM	OC T	JS T
JS T	0.045	.167**	.133**	0.033	1

\*: Significant at .01 and \*\*: Significant at .05 level of significance.

It is clear from the table 11 that no significant correlation can be established between job satisfaction and organizational commitment, but significant positive correlation were found among continuance and normative commitment means government faculty members will show high level of job satisfaction when they will feel that leaving the job will be a costly affair and he will not get a good secure job like that will show high level of job satisfaction or in other words when the feeling of not getting good and secure job go high the level of job satisfaction will also go high. Similarly when the moral obligation to be remain in the organization will be high the job satisfaction will also be high.

Table 12 reveals Job satisfaction and normative and continuance commitment is found to have significantly high level of correlation and positive significant correlation were observed between organizational commitment and job satisfaction means when the level of continuance commitment, normative commitment and organizational commitment goes up the level of job satisfaction among private technical university faculty members will also be high.

Table 12: Showing Correlation among affective, continuance, normative commitment and job satisfaction dimensions of Faculty Members of Private Technical University.

Variables	AFF	CONT	NORM	OC T	JS T
JS T	0.034	.188**	.137*	.161**	1

\*: Significant at .01 level of significance.

\*\*\*: Significant at .05 level of significance



Table 13: Showing Mean and SD of Male Faculty Members of technical University (N-193)

Variables	Mean	SD
Affective	14.46	3.205
Continuance	15.54	3.399
Normative	16.59	3.233
OC TOTAL	46.59	7.387
<b>JS TOTAL</b>	<b>69.74</b>	<b>10.382</b>

In Table 13 Organizational commitment is found to be moderate among male faculty members and dominant dimensions are normative commitment that reflects their obligation to stay on in the organization) and continuance commitment where faculty feels that leaving the organization would be a costly affair. On the dimension of job satisfaction male faculty members are showing moderately high level of job satisfaction and phenomenon needs to be investigated separately to explore the real cause of job satisfaction.

Table 14: Showing Mean and SD of Female Faculty Members of Institutions affiliated to technical University. (N-148)

Variables	MEAN	SD
Affective	14.46	3.205
Continuance	15.54	3.399
Normative	16.59	3.233
OC TOTAL	46.59	7.387
<b>JS TOTAL</b>	<b>69.74</b>	<b>10.382</b>

In Table 14 Organizational commitment is found to be moderate among male faculty members and dominant dimensions are normative commitment (that reflects their obligation to stay on in the organization) and continuance commitment where faculty feels that leaving the organization would be a costly affair. On the dimension of job satisfaction male faculty members are showing moderately high level of job satisfaction and phenomenon needs to be investigated separately to explore the real cause of job satisfaction.

Table 15: Showing Z Value between Male and Female Faculty of Technical University.

Variables	Mean	SD	MEAN	SD	CR
Affective	14.46	3.205	14.75	2.725	0.879
Continuance	15.54	3.399	15.51	2.383	0.114
Normative	16.59	3.233	17.54	3.011	2.785*
OC TOTAL	46.59	7.387	47.8	5.762	1.641
JS TOTAL	69.74	10.382	69.07	9.292	0.615

\*: Significant at .01 level of significance.

It is clear from the table 15 that the male and female faculty members of Technical affiliated institution have not significant differences on organizational commitment but significant difference of means are found on normative commitment and female faculty have shown high level of normative commitment. They have a degree of obligation to remain in the organization and perform accordingly and hence are committed. No significance difference between means is found on the dimension of job satisfaction among male and female faculty members. Both the gender groups have been enjoying moderately high level of job satisfaction and results of the study are in accordance with the study conducted by Nigam and Jain (2014) and Nazneen and Bhalla (2013).

Table: 16 Showing Correlation among ORS and JC & JS Dimensions of Male Faculty Members of Institutions affiliated to technical University.

Variables	AFF	CONT	NORM	OC T	JS T
JS T	.181**	.242**	0.003	.189**	1

\*: Significant at .01 level of significance.

\*\* : Significant at .05 level of significance

In Table 16 Job satisfaction has been seen to be positive and significantly correlated with affective and continuance commitment, it sports the findings of Natrajan (2011) and Malik et al (2010). It is the faculty emotional attachment with organization and recognition of costs involved in leaving the organization which leads to a sense of job satisfaction.

Table: 17 Showing Correlation among ORS and JC & JS Dimensions of Female Faculty of Institutions affiliated to Technical University.

Variables	AFF	CONT	NORM	OC T	JS T
JS T	.171**	0.072	.245**	0.077	1

\*: Significant at .01 level of significance.

\*\* : Significant at .05 level of significance

Table 17 indicates that all the dimensions of organizational role stressors along with total organizational role stress have been found negatively and significantly correlated with all the dimensions of organizational commitment e.g. affective, continuance and normative commitment as well as total organizational commitment. Organizational role stress is negatively and significantly correlated with job satisfaction which is as per findings of Singh (2007) and Nobile and McCormick (2005). Job satisfaction has been seen as positive and significantly correlated with affective commitment and normative commitment means the female faculty members has great a sense of emotional attachment and side by side they were feeling sense of moral obligation to remain in the organization giving them the feeling of job satisfaction.

## Conclusion and Suggestions

It was found that the faculty members of Technical Universities have shown moderate level of affective and continuance commitment and high level of normative commitment. Job satisfaction were found to be moderately high among faculty members. Organizational commitment and job satisfaction have been found at moderate level among Ph.D. and Non Ph.D. degree holder faculty members. Job satisfaction were found positively correlated with continuance commitment only and none other significant relationship has been observed in both the groups. Faculty members of the government as well as private university have shown moderate level of organizational commitment. Government university' faculty members have shown low level of job satisfaction than their private university faculty members' counterparts who have shown high level of job satisfaction. Organizational commitment and job satisfaction were also reported at moderate level between male and female faculty members of Technical University. A positively correlation has been observed between job satisfaction with affective commitment and normative commitment, and no significant relationship were found between job satisfaction and organizational commitment.

## Recommendations

The technical university should ensure to have policies, rules and regulations create a supportive environment and or University must ensure that their rules regulations and procedures in the system must be strictly implemented so that the faculty members will feel comfortable. The technical university must ensure that their faculty members are attending faculty development programme regularly related to their field of specialization and enhance their knowledge and skills. Technical universities must ensure that

the faculty members are engaged in teaching, research and academic administration related work only rather than getting involved in other non academic activities which were found very common in private technical universities. All technical universities/ state government should ensure salary package as per the rules and policies of the concern governing body to the faculty members and avoid their exploitation by the private management bodies. Proper career development programs should be implemented in all universities. If the suggested recommendations implemented, may be helpful to increase job satisfaction and organizational commitment among the faculty members which in turn will increase the efficiency /effectiveness of those universities.

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