

# Determinants of Commitment and Job Satisfaction among Faculty in Higher Education

SHIRLEY D. DANGAN<sup>ID</sup>

Palawan State University-Cuyo Campus, Philippines

*Corresponding author: [danganshirleyd@gmail.com](mailto:danganshirleyd@gmail.com)*

Originality 100% • Grammar Check: 95% • Plagiarism: 0%

## ABSTRACT

### *Article history:*

Received: 16 Feb 2025

Revised: 30 Aug 2025

Accepted: 09 Oct 2025

Published: 30 Oct 2025

**Keywords** — Commitment, Job Satisfaction, State Universities, Faculty, Work-Related Variables, quantitative, Philippines

Faculty members are the front-line employees of any higher education institution who directly impact the successful implementation of the institution's vision, mission, and goals. Therefore, studying the organizational factors that may influence their organizational behavior is essential. This study examined the relationships between the faculty's self-reported commitment and job satisfaction and their perceptions of organizational support, climate, and justice in the university. It aimed to provide research-based information that may guide policy-makers in formulating policies that promote commitment and job satisfaction. This quantitative research used a survey questionnaire with a reliability index of 0.91. A total of 203 or 69% faculty of Palawan State University, Puerto Princesa City, Philippines, served as respondents. In compliance with research ethics, the researcher ensured the respondent's voluntary participation and the anonymity and confidentiality of data. Based on the regression model, POJ ( $\beta=0.329$ ,  $p<.001$ ) and POS ( $\beta=0.298$ ,  $p<.001$ ) predict organizational commitment, with a  $R^2$  of 0.470, attributing 47% of the variance in commitment to organizational variables. However, only 14% of the variance in job satisfaction



© Dangan, S.D. (2025). Open Access. This article published by JPAIR Institutional Research is licensed under a Creative Commons Attribution-Noncommercial 4.0 International (CC BY-NC 4.0). You are free to share (copy and redistribute the material in any medium or format) and adapt (remix, transform, and build upon the material). Under the following terms, you must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. You may not use the material for commercial purposes. To view a copy of this license, visit: <https://creativecommons.org/licenses/by-nc/4.0/>

is accounted for by the organizational variables ( $R^2=0.145$ ), confirming POC ( $\beta=0.285$ ,  $p<.001$ ) as a predictor of job satisfaction. The positive beta coefficients manifest that the better the faculty's perceptions of the organizational variables, the higher the levels of commitment and job satisfaction.

## INTRODUCTION

Faculty members are the front-line employees of any higher education institution who directly impact the successful implementation of the institution's vision, mission, and goals. Most universities adapt scientific management to sustain the performance and efficiency of the faculty members. Thus, a deep understanding of their commitment, job satisfaction, and their perceptions of organizational climate, support, and justice is essential. When faculty members feel obligated to stay and associate themselves with the university's goals, their commitment is high. It is further heightened when faculty members feel a positive emotional state resulting from the appraisal of their job experiences (Ali & Anwar, 2021). From the lens of the social exchange theory, the researcher conceptualized that when faculty members feel valued, sense fairness and supportive leadership, they feel a sense of obligation to respond positively to achieve the university's goals.

Several studies highlighted commitment and job satisfaction as critical variables influencing organizational productivity (Mohammed & Eleswed, 2013; Mong-Chein & Kao-Mao, 2012; Supriyanto, 2013; Usmani & Jamal, 2013). The relationships of commitment, job satisfaction, and teachers' perceptions on various organizational aspects are widely studied in education as determinants of performance and efficiency (Fatt et al., 2010; Ferris et al., 1998; Luthans et al., 2008).

Higher education institutions are responsible in molding the human capital of the country. The delivery of quality of education is affected by the level of commitment and job satisfaction of the faculty (Supriyanto, 2013). Researches over the past years about factors that determine the level of commitment and job satisfaction of faculty yielded varying results (Ashraf, 2020; Khan et al., 2014; Osemeke, 2016; Patterson, 2004).

In 2001, Rogg et al. studied the antecedents of commitment and job satisfaction at the organizational level. The current study delved into the individual level and analyzed the faculty's perceptions of organizational climate, justice, and support concerning their commitment and job satisfaction. During the post-pandemic era, commitment and job satisfaction have become a major concern in many universities across countries. This has increased the need for policies and programs to address the problem (Ali & Anwar, 2021). Palawan State University shared the same concern, which is shown by the low turnout in instruction, research, extension, and production services. The researcher is interested in gathering baseline data that may provide valuable insights

to supervisors, administrators, and policy-makers in formulating policies that would keep faculty members engaged and satisfied in performing their instruction, research, extension, and production functions. Guided by the norms of reciprocity from the social exchange theory, when faculty members perceive high levels of support and fairness from the administration and experience a good working environment, they will become more committed to the organization and satisfied in their job (Chong & Yazdani, 2020).

## FRAMEWORK

In this highly pluralistic society, human behavior in the workplace has become more complex (Chernyak-Hai & Rabenu, 2018). State university faculty members are more cognizant of how their supervisors care for their welfare and exercise fairness in the organization. Hence, this study about the determinants of organizational commitment and job satisfaction among faculty in relation to their perceptions of organizational variables was anchored in Social Exchange Theory (Blau, 2017) and Organizational Support Theory (Eisenberger et al., 1986).

According to Cropanzano et al. (2017), the Social Exchange Theory (SET) is one of the most useful theories for understanding organizational human behavior. Social exchange happens when both parties exchange something based on trust (Wang et al., 2020).

Alparslan and Kiliç (2015) and Hernaus et al. (2018) stressed that when employees receive a leader's support and have the opportunity to participate in decision-making, their commitment to the organization increases, and they are more likely to reciprocate with a positive work attitude by exerting extra efforts to achieve organizational goals.

Organizational support theory explains that employees form general beliefs concerning how much the organization values their contribution and cares about their well-being (Eisenberger et al., 1986). Using a social exchange framework, Eisenberger (1990) and his colleagues argued that employees who perceived a high level of organizational support are more likely to feel an obligation to "repay" the organization in terms of affective commitment and work-related behaviors (Eisenberger et al., 1990). In 2001, Rhoades et al. (2001) reported a direct relationship between perceived organizational support and commitment to the organization. Additionally, the social exchange framework that underlies perceived organizational support suggests that these perceptions create feelings of obligation that increase commitment that supports organizational goals (Shore & Wayne, 1993).

Organizational commitment is the willingness to exert extra effort for the

organization's benefit and a strong desire to maintain membership (Zeinabadi & Salehi, 2011). According to Eslami and Gharakhani (2012), commitment is critical to retain and attract well-qualified personnel. In recent years, commitment in schools has become a major preoccupation throughout many countries. This has led to a considerable increase in the number of public policies and programs aimed at addressing the problem. The direction of this present study is to guide policy-makers in formulating policies that would increase commitment and job satisfaction of the faculty.

Mong-Chien and Kao-Mao (2012) found that faculty with higher organizational commitment scores also had higher levels of job satisfaction. They also found that faculty with higher academic degrees had higher organizational commitment. While many proposed antecedents to organizational commitment exist, job satisfaction has received more attention than others. Some behavioral scientists, such as Mohammed and Eleswed (2013) and Eslami and Gharakhani (2012), stated that organizational commitment is a predictor of job satisfaction; some say that job satisfaction is a predictor of organizational commitment (Mong-Chien & Kao-Mao, 2012). A strong relationship between organizational commitment and job satisfaction cannot be ignored (Adekola, 2012).

In 2004, Kim found out that employees who perceived that they were treated fairly by their company tended to develop and maintain communal relationships with the organization. When employees felt that their organization treated them fairly, they were likely to hold more commitment, trust, satisfaction, and control mutuality than when they perceived that they were mistreated. Similarly, Fatt et al. (2010) also concluded that employees were more satisfied when they felt rewarded fairly for their work by ensuring they were rewarded for genuine contributions to the organization and consistent with the reward policies. Likewise, employees who have a sense of equality and feel rewarded fairly for their genuine contributions to the organization are satisfied.

Employees with high job satisfaction tend to exert higher levels of performance, productivity, commitment and retention rates (Al-Zu'bi, 2010). Thus, in order to keep employees satisfied, committed and loyal to the organization, it needs to be fair in its system of distributive, procedural and interactional justice (Usmani & Jamal, 2013).

Karim and Rehman (2012) studied the impact of job satisfaction, perceived organizational justice, and employee empowerment on organizational commitment in semi-government organizations of Pakistan and concluded that job satisfaction and perceived organizational justice significantly affect organizational commitment.

As stated by Aziri (2011), job satisfaction is closely linked to an individual's

workplace behavior. Employees' degree of job satisfaction ranges from extreme to extreme dissatisfaction about various aspects of their jobs, e.g., their work, colleagues, supervisors, or subordinates, and their pay. The importance of job satisfaction especially emerges when many negative consequences of job dissatisfaction come to mind, such as disloyalty, increased absenteeism, low productivity, and turnover. Related to this, Mohammed and Eleswed (2013) posited that job satisfaction creates a pleasant feeling that leads to a positive work attitude. A satisfied employee is more likely to be creative, flexible, innovative, and loyal.

Organizational climate is behaviorally oriented and represents employees' perceptions of organizational policies, practices, procedures, and subsequent patterns of interactions and behaviors that support the organization's creativity, innovation, safety, or service (Marcoulides & Heck, 1993). In this study, organizational climate is viewed to influence commitment and job satisfaction. Although the value of supportive organizational climate has been recognized over the years, a better understanding of its relationship with employee outcomes is needed. The study of Luthans et al. (2008) investigated whether organizational climate mediates commitment and job satisfaction. The results of their study confirmed the study of Mercer and Bilson (1985), who reported a positive relationship between supportive organizational climate and employee outcomes such as organizational commitment and job satisfaction.

Theoretical models assert that the values supported and reinforced within an organization influence the types of human resource systems in place, which in turn affect the organization's climate. This resulting climate has been shown to positively impact employee attitudes, behavior, and individual and organizational performance (Ferris et al., 1998). In previous years, Eisenberger and his colleagues (Eisenberger et al., 1990; Rhoades et al., 2001) examined supportive climate in terms of the perceived organizational support one believes is present.

Organizational justice is concerned with the fair treatment of employees (Randeree, 2008). It represents the individuals' perceptions and reactions to fairness towards the organization. Tabibnia et al. (2008) added that justice or fairness in organizations may include issues associated with perceptions of fairness in pay, equal opportunities for promotion, and the employee selection process. Moreover, organizational behavior researchers identified three types of organizational justice: distributive, procedural, and interpersonal, which were further divided into informational and interactional justice (Colquitt & Greenberg, 2005).

The influence of organizational justice on job satisfaction is a widely studied topic. Bakhshi and his colleagues (2009) emphasized the role of fairness in the workplace by proving that organizational justice perceptions strongly affect workers' attitudes, such as job satisfaction, turnover intentions, organizational commitment, and workplace behavior, such as absenteeism.

The associations between justice perceptions and work outcomes such as commitment and job satisfaction are well established in Western literature (Karim & Rehman, 2012). However, these studies lack specificity and might not apply to Palawan State University. This gap in the literature led the researcher to include organizational justice perceptions as one of the study's variables.

### **OBJECTIVES OF THE STUDY**

This research aimed to describe the faculty's perceptions of organizational variables such as organizational support, organizational climate, organizational justice, and their level of work-related behavior. It also determined which organizational variables predict organizational commitment and job satisfaction.

### **METHODOLOGY**

This study used a quantitative research design involving data collection and analysis. In this research design, the numerical descriptions of the variables included in the study were examined to draw conclusions about the relative strength of the faculty's perceptions of organizational climate, support and justice in predicting work-related behaviors such as organizational commitment and job satisfaction. This study involved the 203 or 69% of the permanent faculty of Palawan State University. Of 203, 136 or 67% were from the main campus and 67 or 23% from the external campuses. A stratified sampling method was used to get a representative sample of faculty from all colleges and campuses.

The respondent's perceptions about organizational support, organizational climate, and organizational justice were measured using a questionnaire adopted from Al-Zu'bi (2010), Moore (2012), and Rhoades et al. (2001). Moreover, Meyer and Allen (2004) and Moore (2012) adopted a commitment and job satisfaction questionnaire. The reliability of the research instrument is confirmed by the Cronbach's Alpha of 0.91 based on the pilot testing conducted among the non-tenured faculty of PSU-Cuyo.

Descriptive statistics and linear regression were applied to summarize, analyze, and interpret the data. To conform to research ethics, each respondent's informed consent was secured, and the anonymity and confidentiality of the data were strictly observed.

## RESULTS AND DISCUSSIONS

**Table 1**

*Faculty's Perceptions of Organizational Variables*

Variables (n=203)	Mean	SD
Perceived Organizational Support (POS)	3.79	0.63
Perceived Organizational Climate (POC)	3.61	0.45
Perceived Organization Justice (POJ)	3.76	0.34

*Score Interpretation: 1.00-1.79 (Very poor), 1.80-2.59 (Poor), 2.60-3.39 (Fair), 3.40-4.19 (Good), 4.20-5.00 (Very Good).*

Table 1 points out that organizational support got the highest mean score while the lowest is organizational climate. As the standard deviations suggest, the faculty's responses to organizational justice and support are more or less the same. Generally, the faculty perceived the organizational variables in the study as "good". It implies that the faculty members feel a sense of fairness in the organization and believe their contributions to the university are valued. Similar findings were noted in the study of Arabaci (2010) and Guan et al. (2014), where faculty reported mid-level organizational support and climate. Universities need to show more care and concern about the needs and interests of their faculty, widely disseminate information that would help the faculty perform their work, become more objective in making job decisions, and reward faculty members to keep them committed and satisfied in their work.

**Table 2**

*Faculty's Level of Work-Related Behaviors*

Variables (n=203)	Mean	SD
Commitment	3.86	0.47
Job Satisfaction	4.17	0.37

*Score Interpretation: 1.00-1.79 (Very low), 1.80-2.59 (Low), 2.60-3.39 (Moderate), 3.40- 4.19 (High), 4.20-5.00\ (Very High).*

As shown in Table 2, the faculty reported high levels of commitment and job satisfaction. The minor standard deviations reveal that the faculty's rating of their commitment and job satisfaction are more or less the same. The studies of Dundar and Tabancali (2012), Guan et al. (2014), and Yang (2015) reported varying levels of organizational commitment and job satisfaction. The high descriptions of work-related behaviors imply that the faculty members feel secure and happy in doing their work; sense fairness in the decisions made about their jobs, and feel respected in their opinions and decisions.

**Table 3**  
*Regression of Organizational Variables and Work-Related Behaviors*

Variables (n=230)	R	R <sup>2</sup>	SE	F	Sig	Beta
Perceived Organizational Justice (POJ)			0.0779	4.22	<.001	0.329
Perceived Organizational Support (POS)	0.685	0.470	0.0555	5.37	<.001	0.298
Perceived Organizational Climate (POC)			0.0789	2.46	0.015	0.194
<i>Dependent Variable: Commitment</i>						
Perceived Organizational Justice (POJ)			0.0775	-0.163	0.871	-0.0126
Perceived Organizational Support (POS)	0.381	0.145	0.0553	0.518	0.605	0.0286
Perceived Organizational Climate (POC)			0.0785	3.632	<.001	0.2850
<i>Dependent Variable: Job Satisfaction</i>						

The data in Table 3 supports the idea that faculty members' views on organizational elements affect how they act at work. However, the strength of the prediction and the precise factors that affect commitment and job satisfaction are very different. The data strongly supports the assertion that faculty perceptions of organizational variables predict their work-related behaviors. The model for organizational commitment is a robust predictor, with a R<sup>2</sup> of 0.470 indicating that nearly half of the variance in commitment is explained by the three organizational variables. Organizational justice ( $X=0.329$ ,  $p<.001$ ) and perceived support ( $X=0.298$ ,  $p<.001$ ) emerge as the most powerful, statistically significant positive drivers.

The findings of this study confirmed the earlier findings of Eisenberger et al. (1990) who claimed that employees who perceived a high level of organizational support are likely to feel an obligation to repay the organization in terms of commitment and work-related behavior. Furthermore, Shore and Wayne (1993) asserted that perceived organizational support creates feelings of obligations that increase work behaviors that support organizational goals. Similarly, Rhoades et al. (2001) also reported a direct relationship between perceived organizational support and commitment to the organization. Moreover, Kim (2004) found that employees who perceived that they were treated fairly develop and maintain communal relationships hold more commitment, trust, satisfaction, and control mutuality than when they perceived that they were treated unfairly.

In contrast, the model for job satisfaction is considerably weaker ( $R^2=0.145$ ), and among the predictors, only organizational climate ( $X=0.285$ ,  $p<.001$ ) demonstrates a significant positive relationship, while support and justice show no statistical significance. The result of this study supports the claim of Luthans, Norman, Avolio and Avey (2008) that supportive organizational climate plays a mediating role with the effects of commitment and job satisfaction. Mercer and Bilson (1985) also found a positive relationship between supportive organizational



climate and employee outcomes such as organizational commitment and job satisfaction. Moreover, it is interesting to note that Miao (2011) reported that job satisfaction increases with more favorable perceptions of organizational support, which contradicts the findings of this study.

The influential factors differ notably between commitment and satisfaction. This difference shows that a faculty member's strong commitment to the school is based on their feelings of being treated fairly and supported by the school, while their day-to-day satisfaction is mostly based on the work environment and climate, with other organizational factors having a less direct effect. In addition, when climate in the organization is well-defined making its employees fully aware of the events happening in the organization, it can motivate employees to render extra efforts that would contribute to the effective functioning of the organization (Guan, et al. 2014). According to Miao (2011), positive organizational climate improves work attitudes and engenders effective work behaviors. For example, suppose faculty members are given adequate training, resources, and support. In that case, it is more likely that they would want the university to succeed and would be more capable of helping other faculty. The findings of this study support the claims of the Social Exchange Theory, which posits the reciprocal relationships in the workplace.

## **CONCLUSIONS**

Based on the results and discussions, the faculty reported a high level of commitment and job satisfaction even with a moderate level of organizational climate, organizational justice and organizational support. It implies that while support, climate and justice in the organization predict commitment and job satisfaction, these are not the most influential determinants. The faculty's high level of commitment and job satisfaction suggest that there are other factors in their work environment that back up the deficits in organizational support, climate and justice experienced by the faculty in the university.

## **TRANSLATIONAL RESEARCH**

The findings of the study may be translated into policies in the university that would motivate faculty members to improve their performance and engender their sense of obligation to contribute to the accomplishment of the goals of the university. The extent to which such policies (e.g., rewards and incentives) are implemented in the university will help faculty members experience job satisfaction, perceived higher levels of support and justice, and ultimately become committed to their teaching, research, and community service functions.

## LITERATURE CITED

- Adekola, B. (2012). The impact of organizational commitment on job satisfaction: A study of employees at Nigerian Universities. *International Journal of Human Resource Studies*, 2(2), 1-17. <https://tinyurl.com/5cjhkr3m>
- Ahmad, R., Nawaz, M. R., Ishaq, M. I., Khan, M. M., & Ashraf, H. A. (2023). Social exchange theory: Systematic review and future directions. *Frontiers in psychology*, 13, 1015921. <https://doi.org/10.3389/fpsyg.2022.1015921>
- Ali, B. J., & Anwar, G. (2021). An empirical study of employees' motivation and its influence job satisfaction. *Ali, BJ, & Anwar, G.(2021). An Empirical Study of Employees' Motivation and its Influence Job Satisfaction. International Journal of Engineering, Business and Management*, 5(2), 21-30. <https://doi.org/10.22161/ijebm.5.2.3>
- Almeida, A., Gaerlan, A., & Manly, N. (2016). Research fundamentals: From concept to output.
- Alparslan, A. M., & Kılınc, U. K. (2015). The power of informal communication and perceived organizational support on energy at work and extra role behavior: a survey on teachers1. *power*, 12(2). <https://tinyurl.com/mrx2v2kt>
- Al-Zu'bi, H. A. (2010). A study of relationship between organizational justice and job satisfaction. *International journal of business and management*, 5(12), 102. <https://pdfs.semanticscholar.org/9fe4/05306fe20de01c36dde9b13475e6a8da1c60.pdf>
- Arabacı, I. B. (2010). Academic and administration personnel's perceptions of organizational climate (Sample of Educational Faculty of Firat University). *Procedia-Social and Behavioral Sciences*, 2(2), 4445-4450. <https://doi.org/10.1016/j.sbspro.2010.03.709>
- Ashraf, M. A. (2020). Demographic factors, compensation, job satisfaction and organizational commitment in private university: an analysis using SEM. *Journal of Global Responsibility*, 11(4), 407-436. <https://doi.org/10.1108/JGR-01-2020-0010>
- Aziri, B. (2011). Job satisfaction: a literature review. *Management research & practice*, 3(4). <https://tinyurl.com/5n75znm7>

- Bakhshi, A., Kumar, K., & Rani, E. (2009). Organizational justice perceptions as predictor of job satisfaction and organization commitment. *International journal of Business and Management*, 4(9), 145-154. <https://tinyurl.com/4s8w7ruk>
- Blau, P. (2017). *Exchange and power in social life*. Routledge. <https://www.taylorfrancis.com/books/mono/10.4324/9780203792643/exchange-power-social-life-peter-blau>
- Brown, S. P., & Leigh, T. W. (1996). A new look at psychological climate and its relationship to job involvement, effort, and performance. *Journal of applied psychology*, 81(4), 358. <https://psycnet.apa.org/fulltext/1997-41277-003.html>
- Chernyak-Hai, L., & Rabenu, E. (2018). The new era workplace relationships: is social exchange theory still relevant?. *Industrial and organizational psychology*, 11(3), 456-481. DOI: <https://doi.org/10.1017/iop.2018.5>
- Chong, S. M., & Yazdani, K. (2020). Factors affecting the affective organizational commitment, job satisfaction and job acceptance intention of interns: A conceptual framework. *International Journal of Social Science and Humanity*, 10(2), 68-72. <https://tinyurl.com/s798uajf>
- Colquitt, J., & Greenberg, J. (2005). *Handbook of organizational justice*. Lawrence Erlbaum Associates.
- Cropanzano, R., Anthony, E. L., Daniels, S. R., & Hall, A. V. (2017). Social exchange theory: A critical review with theoretical remedies. *Academy of management annals*, 11(1), 479-516. <https://doi.org/10.5465/annals.2015.0099>
- Day, D. V., & Bedeian, A. G. (1991). Predicting job performance across organizations: The interaction of work orientation and psychological climate. *Journal of management*, 17(3), 589-600. <https://doi.org/10.1177/014920639101700304>
- Dundar, T., & Tabancali, E. (2012). The relationship between organizational justice perceptions and job satisfaction levels. *Procedia-Social and Behavioral Sciences*, 46, 5777-5781. <https://doi.org/10.1016/j.sbspro.2012.06.513>

- Eisenberger, R., Fasolo, P., & Davis-LaMastro, V. (1990). Perceived organizational support and employee diligence, commitment, and innovation. *Journal of applied psychology*, 75(1), 51. <https://psycnet.apa.org/record/1990-15893-001>
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of applied psychology. Journal of Applied Psychology*, 71(3), 500-507. <https://psycnet.apa.org/buy/1986-31507-001>
- Eslami, J., & Gharakhani, D. (2012). Organizational commitment and job satisfaction. *ARNP journal of science and technology*, 2(2), 85-91.
- Fatt, C. K., Khin, E. W. S., & Heng, T. N. (2010). The impact of organizational justice on employee's job satisfaction: The Malaysian companies perspectives. *American Journal of Economics and Business Administration*, 2(1), 56-63. <https://pdfs.semanticscholar.org/1d5c/a2e5a7f664ec0309c165f7f9cc1954469b4a.pdf>
- Ferris, G. R., Arthur, M. M., Berkson, H. M., Kaplan, D. M., Harrell-Cook, G., & Frink, D. D. (1998). Toward a social context theory of the human resource management-organization effectiveness relationship. *Human resource management review*, 8(3), 235-264. [https://doi.org/10.1016/S1053-4822\(98\)90004-3](https://doi.org/10.1016/S1053-4822(98)90004-3)
- Guan, X., Sun, T., Hou, Y., Zhao, L., Luan, Y. Z., & Fan, L. H. (2014). The relationship between job performance and perceived organizational support in faculty members at Chinese universities: a questionnaire survey. *BMC medical education*, 14(1), 50. <https://doi.org/10.1186/1472-6920-14-50>
- Hernaus, T., Cerne, M., Connelly, C., Poloski Vokic, N., & Škerlavaj, M. (2019). Evasive knowledge hiding in academia: when competitive individuals are asked to collaborate. *Journal of Knowledge Management*, 23(4), 597-618. <https://doi.org/10.1108/JKM-11-2017-0531>
- Karim, F., & Rehman, O. (2012). Impact of job satisfaction, perceived organizational justice and employee empowerment on organizational commitment in semi-government organizations of Pakistan. *Journal of Business Studies Quarterly*, 3(4), 92-104. <https://tinyurl.com/bdh43pnt>
- Marcoulides, G. A., & Heck, R. H. (1993). Organizational culture and performance: Proposing and testing a model. *Organization science*, 4(2), 209-225. <https://doi.org/10.1287/orsc.4.2.209>

- Mong-Chien, H. S. U., & Kao-Mao, C. H. E. N. (2012). A study on the relationship among self-motivation, organizational commitment and job satisfaction of university faculty members in Taiwan. *International Journal on New Trends in Education & their Implications (IJONTE)*, 3(3). <https://tinyurl.com/yrmddhmy>
- Moore, H. L. (2012). *Ethical climate, organizational commitment, and job satisfaction of full-time faculty members* (Doctoral dissertation, East Tennessee State University). <https://www.proquest.com/openview/9ca40da4fa4e1d579e2f1707f66f4a6c/1?pq-origsite=gscholar&cbl=18750>
- Osemeke, M. (2016). Identification of Determinants of Organizational Commitment and Employee Job Satisfaction. *African Research Review*, 10(2), 81–102. <https://doi.org/10.4314/afrrrev.v10i2.6>
- Jyothi, G., Parvathi, C., Srinivas, P., & Althaf, S. (2014). Fuzzy expert model for evaluation of faculty performance in Technical educational Institutions. *International Journal of Engineering Research and Applications*, 4(5), 41-50. <https://tinyurl.com/bpafkfun>
- Khan, A., Masrek, M. N., & Nadzar, F. M. (2014). Analysis of competencies, job satisfaction and organizational commitment as indicators of job performance: A conceptual framework. *Education for Information*, 31(3), 125-141. <https://doi.org/10.3233/EFI-150954>
- Kim, S. (2004). Individual-level factors and organizational performance in government organizations. *Journal of public administration research and theory*, 15(2), 245-261. <https://doi.org/10.1093/jopart/mui013>
- Luthans, F., Norman, S. M., Avolio, B. J., & Avey, J. B. (2008). The mediating role of psychological capital in the supportive organizational climate—employee performance relationship. *Journal of organizational behavior: The international journal of industrial, occupational and organizational psychology and behavior*, 29(2), 219-238. <https://doi.org/10.1002/job.507>
- Mercer, A. A., & Bilson, K. (1985, August). Factors Influencing Organizational Commitment by Physicians. In *Academy of Management Proceedings* (Vol. 1985, No. 1, pp. 72-76). Briarcliff Manor, NY 10510: Academy of Management. <https://doi.org/10.5465/ambpp.1985.4978511>
- Meyer, J. P., & Allen, N. J. (2004). TCM employee commitment survey academic users guide 2004. *London, Ontario, Canada: The University of Western Ontario, Department of Psychology*, 143-59.

- Mohammed, F., & Eleswed, M. (2013). Job satisfaction and organizational commitment: A correlational study in Bahrain. <https://dspace.auk.edu.kw/handle/11675/7611>
- Patterson, M., Warr, P., & West, M. (2004). Organizational climate and company productivity: The role of employee affect and employee level. *Journal of occupational and organizational psychology*, 77(2), 193-216. <https://doi.org/10.1348/096317904774202144>
- Randeree, K. (2008). Organisational justice: migrant worker perceptions in organisations in the United Arab Emirates. *Journal of Law and Governance*, 3(4), 57-68.
- Rhoades, L., Eisenberger, R., & Armeli, S. (2001). Affective commitment to the organization: the contribution of perceived organizational support. *Journal of applied psychology*, 86(5), 825. <https://psycnet.apa.org/buy/2001-18662-002>
- Rogg, K. L., Schmidt, D. B., Shull, C., & Schmitt, N. (2001). Human resource practices, organizational climate, and customer satisfaction. *Journal of management*, 27(4), 431-449. <https://doi.org/10.1177/014920630102700403>
- Supriyanto, A. S. (2013). Role of procedural justice, organizational commitment and job satisfaction on job performance: The mediating effects of organizational citizenship behavior. *International Journal of Business and Management*, 8(15), 57-67. <http://repository.uin-malang.ac.id/1090/>
- Shore, L. M., & Wayne, S. J. (1993). Commitment and employee behavior: Comparison of affective commitment and continuance commitment with perceived organizational support. *Journal of applied psychology*, 78(5), 774. <https://doi.org/10.1037/0021-9010.78.5.774>
- Tabibnia, G., Satpute, A. B., & Lieberman, M. D. (2008). The sunny side of fairness: preference for fairness activates reward circuitry (and disregarding unfairness activates self-control circuitry). *Psychological science*, 19(4), 339-347. <https://doi.org/10.1111/j.1467-9280.2008.02091>
- Usmani, S., & Jamal, S. (2013). Impact of distributive justice, procedural justice, interactional justice, temporal justice, spatial justice on job satisfaction of banking employees. *Review of integrative business and economics research*, 2(1), 351-383. <https://tinyurl.com/58s27hbt>

- Wang, Z., Zaman, S., Rasool, S. F., Zaman, Q. U., & Amin, A. (2020). Exploring the relationships between a toxic workplace environment, workplace stress, and project success with the moderating effect of organizational support: Empirical evidence from Pakistan. *Risk management and healthcare policy*, 1055-1067. <https://doi.org/10.2147/RMHP.S256155>
- Yang, C. C. (2015). The effects of higher education's institutional organizational climate on performance satisfaction: Perceptions of university faculty in Taiwan. *International Business Research*, 8(8), 103. <https://pdfs.semanticscholar.org/0dc6/fb0bffd3dbbf001de90e1424c85c82bf991.pdf>
- Zeinabadi, H., & Salehi, K. (2011). Role of procedural justice, trust, job satisfaction, and organizational commitment in Organizational Citizenship Behavior (OCB) of teachers: Proposing a modified social exchange model. *Procedia-Social and Behavioral Sciences*, 29, 1472-1481. <https://doi.org/10.1016/j.sbspro.2011.11.387>