

**RELATIONSHIP OF JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT WITH STAY INTENTION OF FACULTY OF HIGHER EDUCATION INSTITUTES: THE MODERATING ROLE OF WORK-FAMILY CONFLICT & FAMILY-WORK CONFLICT**

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**ABSTRACT**

*The faculty plays a pivotal role for knowledge creation and provides support to strengthen a higher education institutes. Indeed, recruitment and retention of faculty have emerged as big challenges for HEIs. Today, the institutes are striving hard to attract and retain the best faculty from the available pool to counter the scarcity of talented faculty. The objective of this cross-sectional research is to find the impact of Job Satisfaction (JS) and Organizational Commitment (OC) (employee attitudinal variables) on faculty retention in HEIs with moderating role of Work-Family Conflict (WFC) and Family-Work Conflict (FWC). Primary data was collected from full time faculty members from a higher education institute. The results indicated that JS and OC have significant impact on stay intention of faculty with partial moderating effect of WFC and FWC. Data analysis techniques used are reliability analysis, correlation analysis and multiple regression analysis. Limitations and future recommendations are also presented.*

**Key words:** Higher Education Institutions, Job Satisfaction, Organizational Commitment, Work Family Conflict, Family Work Conflict, Employee Stay Intentions.

**Introduction**

In present era, managers are very much concerned about employees' retention and their turnover because it has become one of the major challenges for the organizations to retain employees (an important organizational asset). For managers and organizational researchers, retention factors are considered an important topic (Abbasi & Hollamn 2002; Arkin 1997; Muchninsky 1997; Sightler & Adams, 1999). Employee's low retention rate ultimately results in spending extra time and financial resources on hiring, selection, training of new recruits that could otherwise have been utilized in other human resource activities like career development or employees

performance enhancement etc. Similarly, HEIs are also facing the same issue and challenge of employee retention (especially faculty).

HEIs are also considered as a center of research, knowledge, change and excellence that is skilled in acquiring, generating and transferring knowledge to the society (Mubarak et al., 2012). To meet this challenge, these institutions demand for human capital that may play a central role in developing them into a knowledge hub (Mubarak et al., 2012). Faculty serves this role by adding excellence through their cognitive ability and skills and knowledge (Wright et al., 1994).

Retention of employees has become more important to the institutions. It is also important as it help select, train and allow their most valued and capable employees to stay, particularly in the case when it is difficult to find proper substitute (Raimondo et al., 2011). Dissatisfaction of a faculty member can decrease his level of commitment to the institution. Ultimately, the institution has to face the loss of departure of faculty because of their dissatisfaction level. In view of the importance of retention of faculty in higher education institution, there is a need to explore the cause and effect which influence the faculty member's degree of satisfaction and their level of commitment towards their institutions.

### Justification of the Study

There has been very few research studies carried out in Pakistani context pertaining to the impact of job satisfaction and organizational commitment on employee retention in academia (Abbas et al., 2010).

### Objective of the Study

Aims of this research is to find the impact of job satisfaction and organizational commitment with moderating effects of Work-Family Conflict (WFC) and Family-Work Conflict (FWC) on faculty members' retention in the higher education institutions.

### Research Questions

Consistent with the discussion following research questions have been framed followed by the research model in Figure-I.

1. Does faculty members' satisfaction have positive impact on their intentions to stay with the organization?
2. Does faculty members' level of commitment to organization affect their intention to stay?
3. Do Work Family Conflicts moderate the relationship of faculty member's satisfaction with their job, level of

organizational commitment and with their stay intention?

4. Do Family Work Conflicts moderate the relationship of faculty member's satisfaction with their job, level of organizational commitment and their stay intention?

### Statement of the Problem

Indeed, higher education institutions play very important role in a civilized society. In current epoch, society demands such responsive higher institutions which fulfill the workforce requirement as per high tech advancements.

*“Higher education institutions in Pakistan are confronting many challenges in which faculty retention is a more serious issue. A competent and committed faculty member may contribute a lot to the future of the students, institutions and the society at large”.*

### Literature Review

In the present era, retention of employees has proven to be a critical challenge being faced by the higher education institutions. As per consequences of high staff turnover, employee retention has become one of the important concerns to employers. According to a study conducted by Dibble (1999), the factors which need to be considered for the retention of the employees are work environment, career development, work-life balance and performance management as these areas affect the stay intention of employees. Diverse factors have been identified in previous researches which could have a significant impact on employee retention. Normally, promotion, good working environment, work life balance, training and career progression and continuous development has become most important factor for stay intention of the faculty in higher education institutions. To survive in this present competitive business environment, it is important for organizations to retain their committed

employees because of the high costs which otherwise have to be borne on recruitment and selection of newly hired employees (Pfeffer, 1998). More committed employees will perform satisfactorily which results in retention of best human resource pool in the institution which ultimately leads the institution towards effectiveness and best performance. Tendency in faculty turnover has become more frequent during last decade because employee considers that they are underpaid. Better emoluments from other institutions provide a base to switch the parent institution these days (Mubarak, Wahab et al. 2012). Result of a study conducted in South African context depicts that job satisfaction and organizational commitment have a considerable positive impact on staff's intention to stay (Dockel et al., 2006). After the research study on turnover intention of academics, In 2010, a study conducted by Kipkebut on employees of universities concluded that opportunities of promotion, age, and role conflict were the prominent factors which influenced the intention of the employees negatively. All these findings reveal a mixture of factors of job satisfaction and opportunities which influence employees stay intention or leave the organization.

Faculty retention is yet a challenge in Pakistan. It is the major problem faced by the HEIs (Siddiqui, 2010). Achieving academic excellence, brilliance and superiority is desired by HEIs of both developing and underdeveloped countries. (Abbas et al., 2010). Like other universities in the world, the ability, potential and competence of a Pakistani HEIs to accomplish their goals and objectives depends on its capabilities to hire, sustain and preserve contented and talented human resource (faculty).

Literature search revealed that a study which aims to find how Job Satisfaction and Organizational Commitment affect the stay intention of faculty with moderating role of Work/Family Conflict and Family/Work Conflict has not been previously carried out

particularly in Pakistani context. Hence, it is very important to know about the development of interest of variables of the study.

### **Job Satisfaction**

Job satisfaction is defined as an "employee's response towards their work experiences" (Berry, 1998). Also, job satisfaction is "an employee's emotional state towards job (Gruneberg, 1979). Job satisfaction is one of the extensively researched antecedents in research area of work life conflict (Allen et al., 2000). Satisfaction of employees towards their job has been widely studied construct and it has also become an important variable in organization studies because of its close association with some work outcomes like productivity, absenteeism and then turnover. Employees' satisfaction is closely associated with their "labor market" behavior such as productivity, absenteeism and quits so organizations prefer that their employees be satisfied (Gazioglua & Tansel, 2006). Job satisfaction allows us to make confirmation about the analysis of an individual towards his job in an institution. The employees' positive view about their job and its degree which includes job nature, working environment, compensation, career growth opportunities and estimations regarding the high ups is the arrangement of the Job satisfaction. If the employees are satisfied with their work, the intention to stay will be increased (Khan et al., 2013). In most of the previous studies, job satisfaction has considerable negative relationship with turnover intention. Normally, it has been examined that employee's intention to leave is expected to be greater in all such organizations where job satisfaction exists with low intensity among employees (Khan et al., 2014). More specifically in educational institutions, if academicians are satisfied with their job, their interest in teaching to attain excellence (high level of performance) can be made possible (Mumtaz et al., 2011). In general, the

individual's positive response to a particular job refers to the job satisfaction. The diverse range of compensation rewards and job related activities, which are attained through performance directly influence the job satisfaction of employees.

As a result of different studies, it can be said that understanding of the variables such as the employee commitment, satisfaction and switchover has become vital since the personnel are the valuable assets to lead to higher educational institutions in the competitive environment. (Lambert et al., 2007) state that Job satisfaction generates contentment in working environment and it also increases the interest of the employee in the job. Consequently, if an institution seeks to meet its goals and objectives effectively, employee satisfaction and commitment are very significant to consider (Moynihan and Pandey, 2007). The committed and satisfied faculty members contribute towards institutional efficiency and success, and are more willing to go above and beyond the call of duty for their respective institutions (Nawab et al., 2011).

*HI: Job satisfaction has significant positive impact on stay intention of faculty retention in higher education institution.*

### **Organizational Commitment**

Meyer and Allen (1991) assumed an approach by incorporating attitudinal and behavioral approaches to organizational commitment with the purpose of developing a multidimensional approach. Organizational commitment refers to three divergent extents named "affective, normative and continuance commitment" (Snape et al., 2000). According to Meyer and Allen (1991) affective commitment is "an employee's connection through an emotional bond, linkage to and engagement with the organization". Normative commitment is defined as "an employee's sense of indebtedness towards the relevant organization; accordingly, employees may feel obligated to stay at their organization".

Continuance commitment refers to the "employee's observations of the benefits and advantages that may be lost when one leave the relevant organization". Allen & Meyer (1990) view all these kinds of organizational commitment as different psychological components and each type can be experienced by divergent degrees.

### **Affective Commitment**

Meyer & Allen (1984) interpret affective commitment as the "positive feelings that help employees to form a bond with and to participate in, the organization". The exchange principle is the base in the development of affective commitment. When employees receive rewards for their performance and/or get relaxation on punishments enhance their commitment towards the organization (Meyer & Allen, 1997). Nevertheless, employees having well-built affective commitment, remain with their organization because they want to, they do not wish to leave that organization (Meyer et al., 1993). As affective commitment helps to determine "employees' feelings of attachment" towards the organization and ultimately determines the intention to stay, it's significant to this study.

### **Continuance Commitment**

Continuance commitment is viewed as the "degree to which employees feel committed to their organization by virtue of the costs that they feel are associated with leaving" (Meyer & Allen, 1984). Employees having well-built continuance commitment stay with the organization because they believe they need to (Meyer et al., 1990). Thus, employees do not want to lose certain benefits or advantages that the organization may offer and will, therefore, remain with the organization. Continuance commitment is "expected to be related to anything that increases the cost associated with leaving the organization" (Meyer & Allen, 1997). Continuance commitment needs to be studied in this research work because it may help to identify employees' intention to



continue working at their current organizations.

### **Normative Commitment**

“Employee’s feeling of obligation to remain attached with the organization” is regarded as normative commitment (Allen & Meyer, 1990). Normative commitment is studied in this research work because it helps to identify employees’ sense of duty and responsibility towards their organization. Those employees who have well-built and sturdy normative commitment stay attached towards the organization due to inner feeling that make them realize that they should (Meyer et al., 1990). The process of development of normative commitment is “internalized through socialization of both familial and cultural processes; both occur before and after entry into the organization” (Meyer & Allen, 1997). Emotional bonds are generated by the effective commitment through which an employee develops his sense of duty and responsibility (normative commitment) towards the organization. There is also a possibility that employees may behave correctly because they have an obligation considering their jobs only. They may not feel any kind of commitment and loyalty in doing so. In addition, normative commitment can develop into continuance commitment through an employee attached emotionally with the organization, which may lead the employee to the desire for stay and continuation of the job (Martin & Roodt, 2008).

### **Factors Affecting Organizational Commitment**

Management take initiative to retain employees in order to make them stay connected with the organization like proper reward mechanism for performing duties effectively; to maintain pleasant operational and effective working relationship between recruits and their supervisors; and provision of secure, protected, healthy and strong work atmosphere (Cascio, 2003). McNee et al. (1998) and Dockel (2003) conducted the surveys and described six important factors

which require to be considered for the withholding of professional human resources: financial reward (basic pay); training and development; work and occupation distinctiveness (professional skills and job autonomy); relationship with managers; career growth opportunity and work life balance. Many organizations confronted the challenge of retention of their employees and are also promising that employees will show loyal and committed to the organization (Brown & Yoshioka, 2003). The foremost concern of the current era organizations is to make their committed and valuable employees stay in the organization. Thus talented employees are important asset for the organization and they need to be treated as esteemed and treasured assets who can be a potential basis of “competitive advantage” for the organization because of their organizational commitment, confidence, compliance, flexibility and elevated excellence in skills and knowledge (Storey, 1992). Hence, it has been perceived that the faculty members should be treated as a valued asset in higher education institutions; in response their level of commitment towards their organization may further enhance which may also provide an opportunity to attain and sustain competitive advantage.

*H2: Organizational commitment has significant impact on faculty retention in higher education institution*

### **Work Family Conflict (WFC)**

Work–family conflict is defined as “inter-role conflict between work and family in which the role pressures from the work and family domains are incompatible at some extent” (Greenhaus & Beutell, 1985). Work-family conflict is the type of “inter role conflict” in which a person is unable to fulfill family related responsibilities because of the job demands, time allocated to and stress/tension created by the job (Netemeyer et al., 1996). Due to technological advancements, balancing in job and occupation and the duties of the family has become vital apprehension for

employee retention in organizations. It is considered that there is incompatibility in the sphere of work and family domain. Thus, supportive organizational culture to keep balance in work and family domains has significant effects on family, job satisfaction and organizational commitment. Gordon et al. (2007) describes that organizational support in respect of work-family related issues is very vital factor in reducing WFC. Another important aspect which plays a pivotal role in both domains is support of family/spouse in work-family conflict and family/work conflict.

### Family Work Conflict (FWC)

Family-work conflict is defined as “a type of inter-role conflict in which a person is unable to fulfill job related responsibilities because of common demands, time allocated to and stress/tension created by family domain” (Netemeyer et al., 1996). Similarly, stress which is associated with family role has significant impact on feelings of family work-conflict than work-family conflict (Mesmer-Magnus & Viswesvaran, 2005). Primarily, three family stress factors like tension in marital relations, lack of support from spouse, and lack of child care facilities are normally linked with FWC (Fox & Dwyer, 1999). Nissly et al. (2005) indicated that both types of stressors are considered, organization related stress completely influence the impact of work--family conflict. Work-family conflict may arise, if an employee devotes major portion of his time mental and emotional capital to work. Likewise, family-work conflict may arise if an employee decides to devote more time and resources to their family than to their job and occupation. Friedman & Greenhaus (2000) suggested that disagreement flanked by work and family may be unavoidable if the other methods for reducing the stress are applied. To increase the quality of work life, networking with colleagues and more autonomy at work place is required. As per findings of this study, flexible work environment, opportunity to expend

supplementary time at home, effort and exertion in virtual employment and elastic time arrangements may be helpful to get better performance from the individuals who work for organizations. Thus, to reduce the feelings of conflict, maintaining the balance on both fronts is very important.

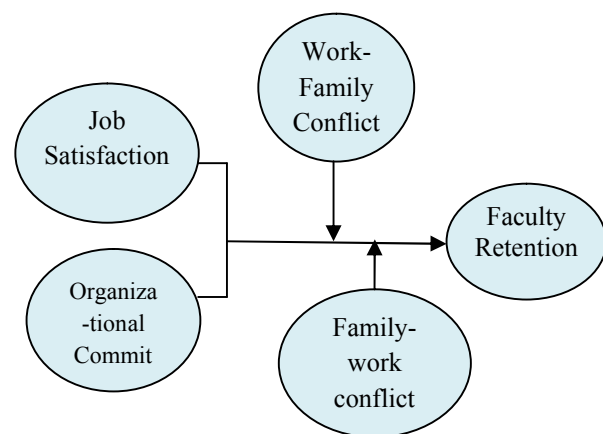
*H1a: Work Family Conflicts do moderate the relationship of job satisfaction with faculty stay intention in higher education institution.*

*H1b: Family Work Conflicts do moderate the relationship of job satisfaction with faculty stay intention in higher education institution.*

*H2a: Work Family Conflicts do moderate the relationship of organizational commitment with faculty retention in higher education institution.*

*H2b: Family Work Conflicts do moderate the relationship of organizational commitment with faculty retention in higher education institution.*

Figure 1: Research Model



### Research Methodology

It is a cross-sectional study, conducted using primary data obtained from full time faculty members of a higher education institute in Lahore, Pakistan. Data was collected through a survey questionnaire comprised of 38 questions including 15 items pertaining to demographic. 350 full

time faculty members of nine academic departments from different Institutes were taken as a sample. Out of 350 faculty members, 210 faculty members responded to the survey. Questionnaire was prepared on a 5-point Likert scale ranging from 1-5 (strongly disagree to strongly agree), except the demographic part. All of the answers were responded anonymously by these 210 respondents.

### Measures

**Job Satisfaction:** Job satisfaction was measured using two items from a scale called the “Job Satisfaction Scale” developed by Scarpello & Hayton (2001). This scale was prepared to get a global assessment of job satisfaction.

#### Organizational Commitment

Organizational commitment has been conceptualized and measured in various ways. Allen & Meyer (1990) reported three-component model of commitment, which integrates these conceptualizations. A reduced seven items form of the original 24-items scale of the organizational commitment questionnaire (OCQ) by using 5-point Likert scale ranging from 1 to 5 (strongly disagree to strongly agree). Average rating of first three, next two and last two items in sequence of OCQ is considered to assess the overall affective, continuance and normative commitment, respectively.

#### Work-Family Conflict (WFC) and Family-Work Conflict (FWC)

Numerous efforts have been made by the researchers to measure work-family conflict by using scales of WFC and FWC developed by their own or by adopting related scales from empirical studies conducted on work-family conflict. In this respect, some researchers used two independent measures of WFC and FWC and others have used a single measure for both the measurements. This research work used WFC and FWC scales adopted from full ten items of Netemeyer et al. (1996)

scale to determine “how work roles influence family and how family roles influence work”.

**Stay Intention:** The Retention Factor Measurement Scale (RFMS) has been obtained from study conducted by Dockel (2003), using four most relevant items designed to measure job characteristics, compensation, T&D opportunities, career opportunities, work/life policies and supervisor support..

All of these measures were commuted after taking aggregate of their constructs items and then dividing them by their total number of constructs to get the individual item for study variables.

### Data Analysis Techniques

Data was analyzed using different techniques using the descriptive and inferential statistics through SPSS. Then, impact of independent variable was investigated on dependent variable in presence of moderator. Hierarchical regression analysis was used to test this relationship in order to know the impact of each construct directly or indirectly and through moderator.

## Results

### Descriptive Analysis

Findings showed that most of the sample composition by job designation was comprised of Research Associates, Lecturers and Assistant Professors and majority of respondents fell in these designations i.e., 16%, 40% and 37% respectively. Mostly responses were obtained from young respondents only few respondents were above age 50 years. Among all respondents 46.7% had age below 30 and 44.8% had age 31-40 years. Similarly, qualification of respondents showed that there were 19% Master degree holders, 49.8% holds MS/M.Phil, 29.7% hold PhD and 1.4% had Post-Doctoral.

Table I

Demographic Characteristics		Frequency	Percent
<b>Designation</b>	Research Associates	34	16.2
	Lecturer	85	40.5
	Assistant Professor	78	37.1
	Associate Professor	9	4.3
	Professor	4	1.9
	Total	210	100.0
<b>Age</b>	Below 30	98	46.7
	31-40	94	44.8
	41 and above	18	8.8
	Total	210	100.0
<b>Qualification</b>	Master	40	19.0
	MS/M. Phil	104	49.8
	PhD	65	31.1
	Total	210	100.0
<b>Gender</b>	Male	138	66.0
	Female	72	34.0
	Total	210	100.0
<b>Marital Status</b>	Single	79	37.6
	Married	131	62.4
	Total	210	100.0
<b>No. of Dependent Children</b>	0-3	131	62.4
	4 and above	11	5.3
	Not Applicable (bachelor)	68	32.4
	Total	210	100.0
<b>Length of Service in this organization</b>	5 years and below	149	71.0
	6 years and above	61	29.1
	Total	210	100.0

Table II: Cronbach's Reliability Co-efficient

Variable	Cronbach's alpha value	No. of items	Source
Job Satisfaction	.842	2	Scarpello and Hayton (2001)
Organizational Commitment	.785	7	Allen and Meyer (1990)
WFC/FWC	.914	10	Netemeyer et al. (1996)
Stay Intention	.826	4	Dockel (2003)



Table III: Correlations

Variables	Job Satisfaction	Organization Commitment	Work Family Conflict	Family Work Conflict	Stay intention
Job Satisfaction	1				
Org. Commitment	.445**	1			
Work-Family Conflict	-.245**	.061	1		
Family-Work Conflict	-.205**	.197*	.578**	1	
Stay intention	.452**	.603**	-.194**	-.029	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed)

Table IV: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Adjusted R-Square
		B	Std. Error	Beta			
1	(Constant)	1.753	.243		7.215	.000	.200
	Job Satisfaction	.452	.062	.452	7.303	.000	
2	(Constant)	1.694	.321		5.281	.000	.197
	Job Satisfaction	.456	.064	.456	7.134	.000	
	Work-Family Conflict	.014	.051	.018	.285	.776	
3	(Constant)	1.768	.775		2.280	.024	.193
	Job Satisfaction	.437	.193	.437	2.267	.024	
	Work-Family Conflict	-.010	.239	-.013	-.042	.967	
	INT1	.006	.061	.033	.105	.917	

Dependent Variable: Stay Intention

Table V: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Adjusted R-Square
		B	Std. Error	Beta			
1	(Constant)	1.753	.243		7.215	.000	
	Job Satisfaction	.452	.062	.452	7.303	.000	.200
2	(Constant)	1.373	.306		4.490	.000	
	Job Satisfaction	.478	.063	.478	7.616	.000	.212
	Family-Work Conflict	.109	.054	.127	2.025	.044	
3	(Constant)	-.178	.677		-.262	.793	
	Job Satisfaction	.880	.169	.880	5.208	.000	.233
	Family-Work Conflict	.712	.241	.827	2.948	.004	
	INT2	-.158	.062	-.748	-2.558	.011	

Dependent Variable: Stay Intention

Table-VI Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Adjusted R-Square
		B	Std. Error	Beta			
1	(Constant)	1.179	.217		5.447	.000	.360
	Organizational Commitment	.688	.063		10.895	.000	
2	(Constant)	1.452	.243	.603	5.983	.000	.374
	Organizational Commitment	.697	.063		11.142	.000	
	Work-Family Conflict	-.104	.044	.611	-2.386	.018	
3	(Constant)	2.094	.594	-.131	3.525	.001	.376
	Organizational Commitment	.499	.179		2.790	.006	
	Work-Family Conflict	-.338	.203	.437	-1.669	.097	
	INT3	.072	.061	-.426	1.184	.238	

Dependent Variable: Stay Intention

Table VII Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Adjusted R-Square
		B	Std. Error	Beta			
1	(Constant)	1.179	.217		5.447	.000	.360
	Org. Commitment	.688	.063	.603	10.895	.000	
2	(Constant)	1.315	.230		5.706	.000	.366
	Org. Commitment	.709	.064	.621	11.055	.000	
	Family-Work Conflict	-.081	.048	-.094	-1.666	.097	
3	(Constant)	1.491	.577		2.582	.011	.363
	Org. Commitment	.655	.172	.575	3.802	.000	
	Family-Work Conflict	-.154	.227	-.179	-.681	.497	
	INT4	.022	.066	.107	.333	.739	

Dependent Variable: Stay Intention

This shows that among all the respondents, around 75% respondents were highly qualified having the degrees of Post-Doc, Doctorate and MS/M.Phil. Among all the respondents, 66% were males and 34% females. 62% married respondents participated in the study, while the remaining 37% were single. This composition can help to know how work-family conflict variable impact as moderator in this research work. 65% of the respondents were having children. Considering organizational commitment, the current study had 71% respondents having 1-5 years of experience in the same

organization and remaining 29% were having 5 years above experience with the same organization.

**Reliability Co-efficient Analysis**

Above table represents reliability coefficient of Cronbach’s alpha of each measure adopted in the study. As reported, the Cronbach’s alpha value of job satisfaction is .842 which means that reliability of the scale is 84%. The Cronbach’s alpha value of organizational commitment is shown .785 which depicts that organizational commitment has 78% reliability. Likewise the Cronbach’s alpha

value of work-family conflict and family-work conflict measure is given .914 which means its reliability is 91% and the Cronbach's alpha value of stay intention is given .826 which means the reliability of this measure is 82%.

Table III represents Pearson correlation among job satisfaction, organizational commitment; work-family conflict and family-work conflict and stay intention. Results depicts that job satisfaction is significantly positively correlated to organizational commitment and stay intention with value of .445\*\* and .452\*\* whereas job satisfaction is significantly negatively correlated with work-family conflict and family work conflict with value of -.245\*\*, -.205\*\*. All other variables are significantly positively correlated with each other having different values.

### Regression Analysis

Regression analysis showed that how job satisfaction and organizational commitment impacts job retention and effect of work-family conflict and family-work conflict as moderator on stay intention. Table IV showed the impact analysis of independent variables on dependent variable and their effect through moderator.

In table IV, value of R square represents that only 20.0% variation in stay intention can be observed by job satisfaction and Coefficient value is .452 which shows that one unit change in job satisfaction will accrue change .452 units in stay intention. Literature strengthens the finding of this research that job satisfaction has direct significant positive effect on faculty stay intention in the organization. However, the indirect effect of job satisfaction on stay intention through Work-Family Conflict (WFC) is found insignificant having  $p > 0.05$ . Similarly, when Work-Family Conflict is added as moderator it also represents insignificant moderating effect on employee stay intention. To examine the hypothesis 1, job satisfaction was regressed on employee stay intention. Analysis showed positive

significant relationship of job satisfaction with stay intention. Job satisfaction explained 20.0 percent of the total variation in stay intention of employee. The regression model is significant at  $p$  value  $< 0.05$ . Coefficient value of .452 indicates positive relationship between these two variables. It can also be inferred that one unit change in independent variable explains 45.2% change in dependent variable. Thus, hypothesis 1 is supported.

*H1: Job satisfaction has significant positive impact on stay intention of faculty retention in higher education institution*

To test the hypothesis 1a, the relationship between job satisfactions and stay intention through work family conflict as moderator was regressed. The results indicated the insignificant impact of work-family conflict on stay intention as moderator, thus revealing that hypothesis 1a was not supported by the regression analysis. Hence, it is proved that work-family conflict does not affect the stay intention of faculty as moderator when influenced by job satisfaction.

*H1a: Work Family Conflicts do moderate the relationship of job satisfaction with faculty stay intention in higher education institution.*

In above table V, the indirect effect of job satisfaction on stay intention through Family-Work Conflict (FWC) is significant having  $p > 0.05$ . Furthermore, when Family-Work Conflict is added as moderator it represents significant moderating effect on employee stay intention. To test the hypothesis 1b, the association among job satisfaction and family work conflict regression analysis applied. Results represented the significant influence of job satisfaction on stay intention through family-work conflict. In the above table value of R square represents 23.3% variation in stay intention and coefficient value between these two variables showed that one unit change in job satisfaction will

accrue .880 units change in stay intention through family-work conflict. Hence the hypothesis 1b has been observed to be true verified through the results of regression analysis.

*H1b: Family Work Conflicts do moderate the relationship of job satisfaction with faculty stay intentions in higher education institution.*

Hence, it is proved that the direct impact of job satisfaction on stay intention is found significant however the moderating effect of Work-Family Conflict and Family-Work Conflict found partially significant on stay intention.

In table V, value of adjusted R Square showed only 36.0% variation in stay intention, which can be caused by organizational commitment. The coefficient value is .603 which indicates that one unit change in organizational commitment will accrue change .603 units in stay intention. The direct effect of organizational commitment has significantly positive impact on employee stay intention in the organization having  $p < 0.05$ . The same also been strongly supported by the relevant literature of the research. The indirect effect of organizational commitment on stay intention through Work-Family Conflict is found insignificant having  $p > 0.05$ . Similarly when Work-Family Conflict is added as moderator, it represents insignificant moderating effect on employees stay intention. Hence, organizational commitment significantly influences the employees stay intention.

To test the hypothesis 2, organization commitment was regressed on to employee stay intention. Results showed positive significant impact of organizational commitment on stay intention. Thus hypothesis 2 was observed to be true.

*H2: Organizational commitment has significant impact on faculty' retention in higher education institution*

To test the hypothesis 2a the association between organizational commitment and work-family conflict, regression was applied. Results represented that there exists an insignificant impact of work-family conflict as moderator in relationship between organizational commitment and stay intention of employee. Thus, hypothesis 2a was not supported by the regression analysis.

*H2a: Work Family Conflicts do moderate the relationship of organizational commitment with faculty retention in higher education institution.*

As shown in the table VII, value of R square represents 36.3% variation in stay intention which can be caused by family-work conflict. Coefficient value is -.079 which indicates negative significant relationship between both variables. Further impact of family-work conflict as moderator on employees stay indicated the insignificant result having  $p > 0.05$ . To analyze the hypothesis 2b (the association among organizational commitment and family-work conflict), regression was applied. Results represented the insignificant impact of family-work conflict as moderator on stay intention of employees. Hence, hypothesis 2b was not supported.

*H2b: Family Work Conflicts do moderate the relationship of organizational commitment with faculty retention in higher education institution.*

### Key Findings

Firstly, the research shows that university or institutes providing better environment to the faculty has positive impact on job satisfaction, organizational commitment which also positively affect employee's stay intention. Secondly, statistics showed that Work-Family Conflict (WFC) and Family-Work Conflict (FWC) have marginally contributed as moderator to determine the stay intentions of an employee with the organization. Thirdly, results showed that faculty do leave their work or current



occupation if work-family conflict and family-work conflict exists.

### Conclusion

This research work investigated the impact of job satisfaction and organizational commitment through moderation of work-family conflict and family-work conflict on faculty stay intention in higher education institutions. The results of this study showed that faculty leaves their work or current occupation if there are work-family conflicts and family-work conflicts. This has also been supported by some of the previous studies that Work-Family Conflict and Family-Work Conflict have weak relationship with employee retention (Aslam et al., 2011). Thus, there is need to maintain equilibrium between work-family conflict and family-work conflicts to better manage the issues and problems associated with job and occupation and associated to family.

### Contributions, Limitations & Future Recommendations

**Contribution:** This study could be a considerable contribution in current knowledge domain and may be helpful to devise comprehensive policy parameters for retention of valued asset in higher education institutions.

**Limitations:** The present study has also some limitations. It is confined only in one higher educational institution whereas there is a need to investigate this phenomenon in all other higher educational institutions in Pakistan.

**Future Research Directions:** The research findings of this study can be helpful for the educational institutions to make policies better

for their institutions considering all the factors which are important to retain their faculty. In future, this study may be carried out throughout Pakistan to ascertain the adoption of retention factors in all other higher education institutions. To get the better view of educational institutions, other job characteristics can be added to analyze different variables like organizational support, working conditions, working relationship, controllability, work hour flexibility and work load. There is also need to further study the family related demographic variables like size of the family, support from family, and role conflict for better and in-depth understanding and their impact on retention.

In future, with extended data analysis a comprehensive picture of retention factors to frame strategic policy parameters can be revealed.

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