

Organizational Commitment in Higher Education: A Bibliometric Analysis

Navjyoti Prasher and K. K. Mishra

University School of Business, Chandigarh University, NH-95 Chandigarh-Ludhiana Highway, Mohali, Punjab, India

Keywords: Job Satisfaction, Organizational Commitment, Vosviewer, Biblioshiny, Bibliometric Analysis.

Abstract: This paper presents a comprehensive review and bibliometric analysis of research focusing on organizational commitment within the context of higher education. This research employed a bibliometric analysis approach, focusing on papers listed in the Scopus database that delve into the topic of organizational commitment within the context of higher education. A total of 330 papers published between 2003 and May 2023 were gathered from the Scopus database for this purpose. Bibliometric tools such as VOS viewer version 1.6.18 and Biblioshiny, used via R studio version 4.2.2, were instrumental in creating and visualizing scientific landscapes, thematic networks, and thematic maps. The systematic mapping study conducted in this research on the theme of organizational commitment in higher education helps in tracking the shift in research interests over time. It also provides insights and foresight into potential future research directions.

1 INTRODUCTION

Organizational commitment plays a pivotal role in the effective functioning of higher education institutions (Shoaib, M., & Pathan, K. (2022)). It represents the psychological bond that employees, including faculty, staff, and administrators, form with their institution, influencing their job performance, satisfaction, and retention (Lee et al., 2001). This commitment reflects an employee's determination to remain with the organization, adhering to its values and ethics (Alonso-Cañadas et al., 2023; Pant et al., 2024).

Organizational commitment is perceived as an employee's acknowledgement and contribution to the organization's well-being (Dahleez et al., 2020; Sardana, F., & Mishra, K. K., 2012). It fosters a strong relationship between the individual and the organization, with the individual devoting their energy and loyalty to the organization (Yusuf, F. A. 2019). Meyer and Allen proposed a three-dimensional model of commitment, categorizing it into affective (alignment with values and objectives), instrumental (remaining with the organization due to received rewards or costs incurred upon departure), and normative (staying with the organization believing it aligns with the organization's goals) dimensions.

In the Education Sector (ES), Organizational Commitment (OC) is crucial in determining teachers' engagement as it influences the quality of education provided by an academic institution (Mishra, K. K., & Priya, S; Van Eck, N.J. and Waltman, L. 2010). A robust education system is the backbone of any developing country, and the success of such a system relies on the quality of its committed teachers (Ylijoki, O. 2011; Sardana et al., 2024). Committed teachers are more likely to be productive, engaged, and motivated, leading to improved student outcomes (Nordin, N. 2011; Zaheer et al., 2024). OC reflects the degree of loyalty and dedication that teachers feel towards their educational institution (Sardana et al.). It is a psychological state that mirrors a teacher's attachment to their academic institution and their willingness to exert effort on behalf of the institution (Ababneh & Hackett, 2018; Mishra & Pant, 2025). Factors such as job satisfaction, organizational culture, leadership, and job security can influence a teacher's organizational commitment in the education sector (Abbas et al., 2020; Nguyen & Le, 2023).

To navigate these transformations, organizations are compelled to focus increasingly on human resources, which are considered the most vital production resource (Barnard et al., 2011; Yasmin et al., 2023). They aim to attract and retain the most qualified employees, those with extensive knowledge in a specific field and those capable of quickly

acquiring new knowledge and continually adapting to organizational changes brought about by technological and informational evolution (Gani et al., 2020; Zippel et al., 2016). This strategy enhances the organization's intellectual capital (Cameron, 2020; Yesufu, 2020).

In the current society, it is important to attract and keep valuable employees within the organisation (Dabić et al., 2022; Bano et al., 2020). Owing to rapid technological and informational changes, companies are forced to spend more and more money and time on modifying the knowledge and skills of their employees (BinBakr & Ahmed, 2018; Pant & Mishra, 2025). In such a situation, it is very important for employees to remain in the organization as much as they could, so that the firm could reduce knowledge loss and be profitable to ensure the company is receiving the return on its investment (Cafferty et al., 2020; Singh et al., 2024).

Intentions of employees to quit or stay in an organization are related to job satisfaction and organizational commitment (De Lara, 2008; Mishra et al., 2024). There is consensus among scholars and practitioners that both are complex and multi-dimensional concepts not explained by a single theory (Kishore et al., 2024). Therefore, models, theories, and tools that aim to cover as much as possible the complexity of these phenomena have been proposed (Bano et al., 2019; Mishra et al., 2024). It is their purpose to reveal factors that would contribute to increase or decrease job and organizational satisfaction and get an estimate of the effects to employees and the organization generated by changes in its level (Arora et al., 2024; Mishra et al., 2024).

This paper employs bibliometric techniques to systematically review the existing literature on organizational commitment in higher education. The aim is to identify major trends, key researchers, influential publications, and thematic clusters within the field. This review aims to build on previous reviews of research, which have analysed the HESD knowledge base according to implementation barriers, teacher training, teaching and learning and conceptual frameworks.

Understanding organizational commitment in the context of higher education is essential for developing strategies to enhance employee engagement and institutional effectiveness.

This research delves into organizational commitment and higher education literature in several ways. Firstly, it offers a thorough exploration of the existing literature on this crucial topic. Secondly, it employs bibliometric analysis, a method seldom used in the context of organizational

commitment and higher education, to provide a comprehensive understanding of both domains and their individual and collective evolution.

The paper is structured as follows: Section 1 introduces the key topics. Section 2 details the research approach. Section 3 provides a thorough review of the existing literature and includes a bibliometric analysis based on research conducted in the context of social media and financial literature. Section 4 presents the data and methods used in the study, along with the results of the bibliometric investigations. Section 5 summarizes the study's findings and conclusions, identifies key takeaways, and offers recommendations for future research. Finally, Section 6 concludes the paper."

This bibliometric study aims to seek the responses to the below-said research questions:

RQ1: What are the annual publication trends in Organizational Culture (OC) studies within the higher education realm?

RQ2: Who are the leading authors of research papers on OC in higher education?

RQ3: What are the premier sources or journals publishing research on OC in the education sector?

RQ4: Which countries are at the forefront of OC research in the higher education sector?

RQ5: What are the most influential articles or documents in the field of OC research within the higher education sector?

RQ6: What are the most frequently used keywords in OC research in the higher education sector?

2 OBJECTIVES OF THE STUDY

Based on the research questions, the following research objectives have been identified for this bibliometric study on organizational commitment (OC) in the higher education sector:

- To investigate the annual trends and volume of scientific publications on organizational commitment in the higher education sector.
- To identify and analyze the most prolific and influential authors contributing to research on organizational commitment in higher education.
- To identify the top journals and sources that publish significant research on organizational commitment in the higher education sector.
- To determine which countries or nations are leading in research output on organizational commitment in higher education.

- To identify the most impactful and frequently cited documents and articles related to organizational commitment in the higher education sector.
- To analyze and identify the most commonly used keywords in the research on organizational commitment in the higher education sector, highlighting the major themes and topics of interest.

were only two publications, but by 2023, the number had risen to 36. The years 2007 to 2009 saw a steady number of 6 publications each year. A significant increase in publications began in 2010, with 11 publications, and this upward trend continued in the following years. However, there is no data available for the year 2016. The most substantial growth occurred from 2017 onwards, with the number of publications reaching into the thirties. The highest number of publications occurred in 2023, with 36 publications.

3 RESEARCH METHODOLOGY

Data Gathering: The bibliometric analysis data was sourced from the Scopus databases, known for their extensive collection of peer-reviewed academic literature. Search terms such as "organizational commitment" and "higher education" were used. The search was confined to articles published from 2003 to 2023 to reflect current research trends.

3.1 Criteria for Data Selection

The data collection process for the query "Organizational Commitment and Higher Education" in the Scopus database was carried out step-by-step. The initial search with the keywords "Organizational Commitment" and "Higher Education" yielded 850 documents. This was then narrowed down to 368 documents by limiting the search to the higher education sector. Further refining the search to include only documents from the period 2004-2023 (excluding documents of 2024) resulted in 339 documents. The document type was then specified to include only articles, book chapters, conference papers, and reviews, which left 338 documents. The search was then limited to the final stage of submission, reducing the number of documents to 334. Finally, duplicate documents were removed during the data cleaning process, resulting in a final count of 330 documents (see Table 1)

General Results: The data collected spans a period from 2003 to 2023. It comprises 330 documents published in 236 different journals. These documents were authored by a total of 888 authors. On average, each document received 17.1 citations. The documents collectively contain 17,935 references. The data represents a global perspective, with contributions from 70 different countries (see Table 2).

Total number of Publications year-wise: Figure 1 represents the number of publications made each year from 2003 to 2023. The number of publications has generally increased over this period. In 2003, there

Table 1: Step-wise procedure of collection of data.

Procedure	Keywords used	Document results
STEP 1	"Organizational Commitment" AND "Higher Education"	850
STEP 2	Limit to Faculty Commitment in higher education	368
STEP 3	Limit to the period 2003-2023, documents of 2024 excluded	339
STEP 4	Document Type – Articles, Book Chapter, Conference papers and Review	338
STEP 5	Limit to Submission Final Stage	334
STEP 6	Data Cleaning - Removal of duplicate documents	330

Table 2: General results.

Description Main information about data	Results
Time span	2003:2023
Documents	330
Journals	236
Authors	888
Average citations per doc	17.1
References	17935
Countries	70

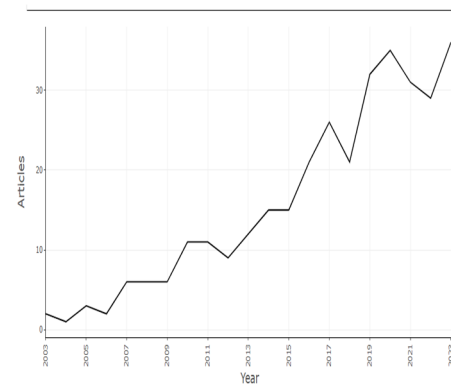


Figure 1: Publications overtime on organizational commitment and higher education (N = 330). Source: Bibliophagy is based on the scopus data provided.

3.2 Method

Microsoft Excel, the R Studio, and VOSviewer 1.6.17.1.exe were used in the present study. The co-citation analysis, bibliographic coupling, and co-occurrence were used for study analysis. Citation analysis refers to citation patterns and citation graphs in documents. Bibliographic coupling (BC) is a measure of the relationship between the texts that cite them, while co-occurrence reveals the important information in the field of science itself (Su & Lee, 2010).

Bibliographic coupling refers to two reference documents citing the same work. It is easy to recognize that there are many articles of interest between the articles in two journals with many common citations in the two journals. Topic matter similarity refers to the concept of bibliographic coupling. To determine the key authors and papers on organisational commitment and higher education, the most appropriate method 'co-citation' has been used (Boyack & Klavans, 2010). The amount of similar citations between two journals is measured through co-citation, while the number of common backward citations is measured using bibliographic coupling (Kov-Acs et al., 2015).

With co-citation and bibliographic coupling, one can gain an idea of the past and present of the field of research. Author keywords co-occurrence analysis was employed to identify the core of the study field (Ahmad et al., 2023). Hence, core themes concerning organisational commitment are presented in the summary. Relations between authors, publications, journals, and keywords are visualized with the VOS method. The VOSviewer is well-suited for star symbolization analysis of this study.

4 RESULTS OF BIBLIOMETRIC ANALYSIS

4.1 Co-Citation Analysis

The list you provided details the top 10 most cited articles related to organizational commitment, with a focus on higher education.

The most cited article is the acquaints of corporate social responsibility, job satisfaction and organizational commitment: A study of Pakistan higher education sector, published in the Journal of Cleaner Production by Asrar-ul-Haq et al. (2016). It has been referenced 132 times, including studies investigating a substantial link between people's perceived CSR and organizational commitment ($b = 0.63$). Employees who perceive their university to be committed to CSR are more likely to remain with the institution.

The second most cited article is Investigating Organizational Commitment and Employee Performance in Indian Organizations: A First Examination, published in the South Asian Journal of Business Studies by Nazir and Islam (2017). It has been cited 108 times and argues that perceived organizational support enhances the impact of employee performance and affective commitment.

Third on the list is Human Resources Practices and Organizational Commitment in Higher Education: The Mediating Role of Work Engagement by Aboramadan et al. (2019), published in the International Journal of Educational Management. This article has been cited 76 times and demonstrates that university leadership can utilize HRM practices to improve positive work-related attitudes.

Research article four, Faculty Organizational Commitment and Citizenship, published by Lawrence et al. (2012), is well-cited (76 times) and supports that quality of work life, exchange relationships, and social learning are associated with faculty organizational commitment.

The fifth article is The Relationship between Training and Organizational Commitment among Academicians in Malaysia, published in the Journal of Management Development by Bashir and Gani (2020). This article was referenced 56 times and explains the employee organizational commitment–training perception relationship through classical theories, such as the three-component model of organizational commitment and training-related variables.

The sixth one is Independent and Joint Effects of Perceived Corporate Reputation, Affective

Commitment and Job Satisfaction on Turnover Intentions, published in *Procedia - Social and Behavioral Sciences* by Alniacik et al. (2011). It has been cited 51 times and investigates the independent and interacting influences of (a) perceived reputation of the company, (b) employees' affective commitment, and (c) job satisfaction on turnover intention.

The seventh article is *The Determinants of Teachers' Continuance Commitment to E-Learning: A Succession of the Technology Acceptance Model*, published in *Education and Information Technologies* by San Martín et al. (2020). It has been cited 48 times and addresses factors in e-learning systems that affect teachers' continuance commitment and contribute to the sustainability of e-learning programs.

The eighth item is *The Impact of Leadership Behaviour and Organizational Commitment on Organizational Readiness for Change in a Higher Learning Institution* by Nordin (2012), published in the *Asia Pacific Education Review*. It has been cited 42 times and was designed to investigate the impact of leadership behavior and organizational

commitment on departmental readiness for change in higher education, using a medical university as the case study.

The ninth article is *Organisational Commitment: An Empirical Study of Personality* by Farrukh et al. (2017), published in the *Journal of Work-Applied Management*. It has been cited 37 times and explores the influence of the five-factor model of personality on the organizational commitment of university faculty members in Pakistan.

The tenth item is *Organizational Commitment of Health Professional's Faculty: Dimensions, Correlates and Conditions*, published in *Medical Teacher* by Marchiori and Henkin (2004). It has been cited 32 times and provides an overview of organizational commitment in chiropractic academia. The study finds that organizational commitment is significantly influenced by length of service in higher education, followed by gender and age. These articles, each with their unique focus and perspective, contribute significantly to the understanding of organizational commitment in the context of higher education. The number of citations indicates the impact and influence of these works in the field.

Table 3: Top 10 most cited articles, authors with citation.

S.no.	Title	Authors	Source title	Citations	Link strength
1	The relationship between corporate social responsibility, job satisfaction, and organizational commitment: Case of Pakistani higher education	Asrar-ul-Haq et al. (2017)	Journal of Cleaner Production	132	284
2	Enhancing organizational commitment and employee performance through employee engagement: An empirical check	Nazir and Islam (2017)	South Asian Journal of Business Studies	108	340
3	Human resources management practices and organizational commitment in higher education: The mediating role of work engagement	Aboramadan et al. (2020)	International Journal of Educational Management	76	383
4	Faculty Organizational Commitment and Citizenship	Lawrence et al. (2012)	Research in Higher Education	76	354
5	The relationship between training and organizational commitment among academicians in Malaysia	Bashir and Long (2015)	Journal of Management Development	56	181
6	Independent and joint effects of perceived corporate reputation, affective commitment and job satisfaction on turnover intentions	Alniacik et al. (2011)	Procedia - Social and Behavioral Sciences	51	236
7	The determinants of teachers' continuance commitment to e-learning in higher education	San et al. (2020)	Education and Information Technologies	48	181
8	The influence of leadership behavior and organizational commitment on organizational readiness for change in a higher learning institution	Nordin N. (2012)	Asia Pacific Education Review	42	232
9	Organizational commitment: an empirical analysis of personality traits	Farrukh (2017)	Journal of Work-Applied Management	37	183
10	Organizational commitment of a health profession faculty: Dimensions, correlates and conditions	Marchiori and Henkin (2004)	Medical Teacher	32	358

4.2 Bibliographic Coupling of Sources

When two sources (journals) have more and more references in common, stronger becomes their bibliographic coupling, in accordance with Oltvai and Barabasi 7; in the present case, the sources must be citers of at least four papers. But, an article can have at most five citation. Nine such sources were found. The VOS viewer computes the total link strength of each source. The sources of the last graph are built on the total link strength (Bano, K., & Mishra, K. 2020). Three groups have arisen, the source said. The first cluster is composed of three sources, each is indicated with a red cluster in the plot and the high values are correlated between them. The red cluster encompasses higher education, research in higher education, and studies in higher education. In cluster two, An International Journal of Educational Management, International Journal of Scientific and Technology Research and Sa Journal of Human Resource Management appears in green (cellcolor[HTML]{FCFEnglishRed}) respectively. Third cluster (blue) contains International Journal of Sustainability in Higher Education Journal, Journal of Cleaner Production, Sustainability (Switzerland). The source credentials and citations are detailed in Table 3. That's an interesting cut of academic sources, with diverse measures. The table you've supplied is an interesting comparison of various academic sources, each with its own metrics. Starting with 'Higher Education', it has 6 documents and a substantial number of 471 citations, indicating a high degree of influence in the field. However, its total link strength is relatively Low at 46, suggesting that these documents might not be frequently cited together with other works. The 'International Journal of Educational Management' also has six documents but fewer citations (171). Interestingly, its total link strength is high at 138, indicating that its articles might be frequently cited alongside another research. The 'International Journal of Scientific and Technology Research' has the lowest

number of citations (10) and average citation (2.5), suggesting it might be less influential or newer in the field. Despite this, its total link strength is 68, which is higher than some sources with more citations. The 'International Journal of Sustainability in Higher Education' and 'The SA Journal of Human Resource Management' have similar profiles, with a moderate number of documents and citations and total link strengths of 38 and 80, respectively. The 'Journal of Cleaner Production' stands out with the highest number of citations (524) and the highest average citation per document (131), indicating significant influence or quality. Its total link strength is also relatively high at 88. 'Research in Higher Education' has a balanced profile with four documents, 200 citations, an average citation of 50, and a total link strength of 70. 'Studies in Higher Education' has the highest number of documents (10) with a substantial number of 335 citations and a high total link strength of 133, indicating that it is a prolific and influential source. Finally, 'Sustainability (Switzerland)' has five documents with 53 citations, an average citation of 10.6, and a total link strength of 57, suggesting a moderate level of influence in the field. In summary, these metrics provide valuable insights into the influence and interconnectedness of these academic sources, which can be useful for researchers when choosing where to publish or which literature to consult for their studies. Figure 2 shows Bibliographic coupling map (see online version for colours).

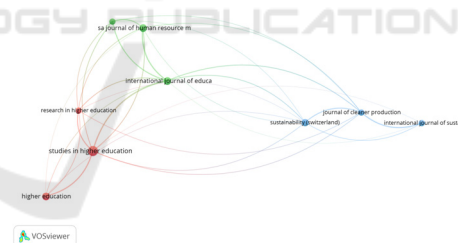


Figure 2: Bibliographic Coupling Map (See Online Version for Colours).

Table 4: Bibliographic coupling of the document with average citation per document.

S. no	Source	Documents	Citations	Average citation	Total link strength
1	Higher Education	6	471	78.5	46
2	International Journal of Educational Management	6	171	28.5	138
3	International Journal of Scientific and Technology Research	4	10	2.5	68
4	International Journal of Sustainability in Higher Education	4	56	14	38
5	Journal of Cleaner Production	4	524	131	88
6	Research in Higher Education	4	200	50	70
7	Sa Journal of Human Resource Management	6	67	11.167	80
8	Studies in Higher Education	10	335	33.5	133
9	Sustainability (Switzerland)	5	53	10.6	57

4.3 Bibliographic Coupling of Country

Many nations have made significant contributions to the literature of organizational commitment and higher education. The country with the most of records is ranked as the top value, down to the last listed as the lowest value. The citation-based average per country and the total link strength are computed in Table 4. The United States is leading the pack with 46 documents and 1252 citations, indicating a high level of research activity. The average citation rate of 27.22 and a total link strength of 5616 further underscores the impact and reach of its research. Malaysia, despite having nearly as many documents (42) as the United States, has significantly fewer citations (543). However, its total link strength is the highest at 6847, suggesting a greater interconnectedness or collaboration within its research network. India and Indonesia both have the same number of documents (28), but India has more citations (329) than Indonesia (195), suggesting that India's research is more influential or widely referenced. The United Kingdom stands out for having a high average citation rate (24.88) despite having fewer published documents (25) compared to countries like Malaysia or India. This could indicate that while the UK produces less research volume-wise, its quality or relevance is recognized and cited more frequently. South Africa, with fewer publications (18), maintains a relatively high average citation rate (21.89), suggesting impactful research output relative to its size. Australia shows it has one less document than South Africa but slightly more citations overall and a higher average citation rate of 23.59, indicating the quality of its research. Spain has fewer publications and lower citation metrics across the board compared to most other countries listed here, indicating lesser influence or smaller scale within its research activities. China appears near the bottom of this list with only 12 documents; however, it maintains an average citation rate similar to Malaysia's at 12.00, indicating the quality of its research.

Portugal stands out for having the highest average citation rate at 35.75 despite having only 12 documents published. This suggests that Portugal's research is highly regarded on an individual paper basis, even if not prolific in quantity. Lastly, Pakistan closes out this list with ten publications but still manages an impressive average citation rate of 20.50, along with substantial total link strength in 2082, indicating the quality and impact of its research.

In summary, Table 5 provides valuable insights into the influence and interconnectedness of these

countries' academic research. They highlight the balance between quantity and quality of research, the impact of research as indicated by citations, and the level of collaboration or interconnectedness as suggested by the total link strength. These insights can be useful for researchers when choosing where to publish or which literature to consult for their studies. They also offer a snapshot of the global research landscape, revealing the leading contributors and emerging players in academic research. Figure 3 shows Country bibliographic coupling (see online version for colours).

Table 5: Bibliographic Coupling of Country.

S.No	Country	Documents	Citations	Average Citation	Total Link Strength
1	United States	46	1252	27.22	5616
2	Malaysia	42	543	12.93	6847
3	India	28	329	11.75	5679
4	Indonesia	28	195	6.96	1920
5	United Kingdom	25	622	24.88	3687
6	South Africa	18	394	21.89	2869
7	Australia	17	401	23.59	1909
8	Spain	15	127	8.47	1705
9	China	12	144	12.00	1387
10	Portugal	12	429	35.75	1071
11	Pakistan	10	205	20.50	2082

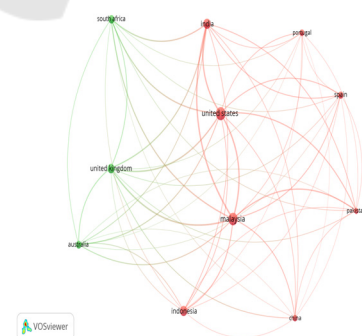


Figure 3: Country Bibliographic Coupling (See Online Version for Colours).

4.4 Bibliographic Coupling of Documents

The table 6 demonstrates the data and provides a comparative analysis of ten documents based on the number of citations and total link strength.

Starting with the study by Nordin (2012), it has 42 citations and a total link strength of 34, indicating a moderate level of influence in the academic community. The study by San Martín et al. (2020) has slightly more citations at 48 but a lower total link strength of 24, suggesting that while it may be frequently referenced, its overall impact is less than that of Nordin (2012).

The study by Aboramadan et al. (2019) stands out with a high number of 76 citations and an impressive total link strength of 72, indicating a significant influence and reach within the scholarly community. Asrar-ul-Haq et al. (2016) has the highest number of citations at 132, but a total link strength of 38, suggesting that while it is frequently cited, its overall impact may not be as substantial.

The studies by Bashir and Gani (2020) and Farrukh et al. (2017) have relatively fewer citations and lower total link strength, indicating a lesser degree of influence. The study by Marchiori and Henkin (2004), despite being one of the older documents, maintains a respectable total link strength of 52 with 32 citations, suggesting its enduring relevance.

The study by Alniacik et al. (2011) has a balanced number of citations and total link strength, indicating a moderate level of influence. The study by Lawrence et al. (2012) mirrors Aboramadan et al. (2019) in terms of citations but falls short in total link strength. Lastly, the study by Nazir and Islam (2017) has a high number of 108 citations and a total link strength of 63, indicating a substantial impact on the academic community.

In conclusion, while the number of citations gives an indication of how often a document is referenced, the total link strength provides a measure of its overall impact or influence. A document like Aboramadan et al. (2019) with high numbers in both categories can be considered highly influential. Conversely, a document like San Martín et al. (2020) with a high citation count but low total link strength may be frequently referenced but have less overall impact. This analysis underscores the importance of considering both factors when assessing the influence of a document within the academic community. Figure 4 shows the map of documents' bibliographic coupling (see online version for colours).

Table 6: Bibliographic Coupling of Documents.

Sr. no.	Document	Citations	Total Link Strength
1	Nordin (2012)	42	34
2	San-Martín (2020)	48	24
3	Aboramadan (2020a)	76	72
4	Asrar-Ul-Haq (2017)	132	38
5	Bashir (2015)	56	27
6	Farrukh (2017)	37	29
7	Marchiori (2004)	32	52
8	Alniacik (2011)	51	37
9	Lawrence (2012)	76	53
10	Nazir (2017)	108	63

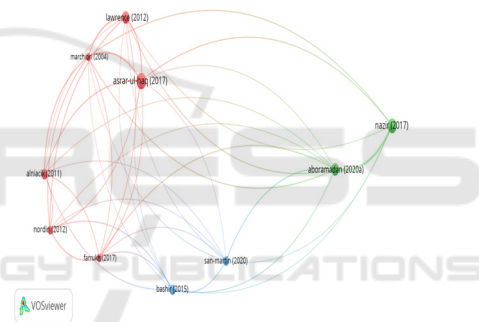


Figure 4: Map of Documents Bibliographic Coupling (See Online Version for Colours).

4.5 Keywords Co-Occurrence

4.5.1 Co-Occurrence of Keywords

The provided data offers an in-depth analysis of 16 keywords based on their occurrences and total link strength.

The keyword "organizational commitment" tops the list with 106 occurrences and a total link strength of 99, indicating its significant relevance and influence in the dataset. This is followed by "higher education", with 92 occurrences and a total link strength of 89, suggesting its prominence in the dataset. Interestingly, "job satisfaction", despite having fewer occurrences (54), has a higher total link strength (90) than "higher education", implying its strong interconnectedness within the dataset.

The keyword "organizational commitment", a variant spelling of "organizational commitment", has

significantly fewer occurrences (29) and a lower total link strength (25), indicating that the American spelling is more commonly used in the dataset. The keywords "education", "commitment", and "higher education institutions" have relatively fewer occurrences and lower total link strengths, suggesting they are less influential in the dataset.

The keyword "affective commitment", a specific type of organizational commitment, has 15 occurrences and a total link strength of 11, indicating its limited but specific relevance. The keywords "organizational culture", "university", "human", "leadership", "transformational leadership", and "academic staff" all have occurrences ranging from 11 to 14 and total link strengths ranging from 17 to 25, suggesting their moderate influence in the dataset.

Lastly, the keywords "sustainability" and "universities" have the fewest occurrences (10) and relatively low total link strengths (14 and 12, respectively), indicating their limited influence in the dataset.

In conclusion, this analysis provides valuable insights into the prevalence and influence of various keywords in the dataset. Table 7 shows Co-occurrence of keywords. It underscores the importance of "organizational commitment", "higher education", and "job satisfaction" in the dataset, while also highlighting the moderate influence of keywords related to organizational culture, leadership styles, and academic staff. The analysis also reveals the limited influence of keywords related to sustainability and universities. This could guide further research or inquiry by focusing on the most influential keywords. Figure 5 shows Results of co-occurrence of keywords (see online version for colors).

Table 7: Co-Occurrence of Keywords.

Sr. No	Keyword	Occurrences	Total Link Strength
1	Organizational Commitment	106	99
2	Higher Education	92	89
3	Job Satisfaction	54	90
4	Organisational Commitment	29	25
5	Education	18	34
6	Commitment	16	8
7	Higher Education Institutions	16	17
8	Affective Commitment	15	11
9	Organizational Culture	14	25
10	University	13	22

11	Human	12	23
12	Leadership	12	23
13	Transformational Leadership	12	17
14	Academic Staff	11	23
15	Sustainability	10	14
16	Universities	10	12

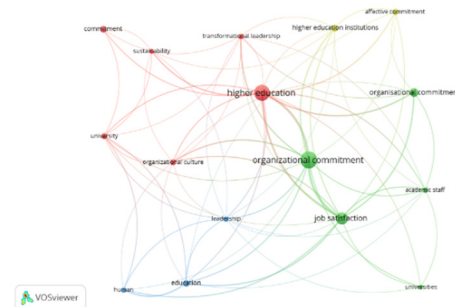


Figure 5: Results of Co-Occurrence of Keywords (See Online Version for Colors).

5 RECOMMENDATIONS FOR FUTURE RESEARCH

The purpose of this research was to investigate existing literature on organizational commitment (OC) within higher education. Although the focus was on OC in relation to key factors such as employee retention, happiness, and commitment, much of the current research primarily addresses OC through broader lenses. These include its links to job satisfaction, leadership styles, and organizational culture. Few studies thoroughly examine the role of OC specifically within higher education institutions, particularly in non-Western contexts. Additionally, there is limited research on the impact of technological advancements and the changing nature of academic work on OC. The increasing influence of remote and hybrid work models on faculty commitment is another area that remains underexplored. Future research should address these emerging trends, especially regarding how organizational policies and technological integration influence long-term employee commitment in higher education. Investigating how OC affects teaching outcomes, student success, and institutional effectiveness in various cultural settings could also provide valuable insights for strengthening educational institutions globally. Furthermore, more research is needed to explore how professional development and mentorship programs can enhance organizational commitment in the education sector.

6 FINDINGS AND CONCLUSIONS

This article conducts a bibliometric analysis of organizational commitment (OC) in higher education. By employing bibliometric methods, the study examines publication trends, geographical distribution of research, key contributors, and keyword occurrences in OC literature. The findings highlight frequently used terms such as Organizational Commitment, Higher Education, Job Satisfaction, Organizational Culture, Leadership, Academic Staff, and Sustainability. These terms underscore the multifaceted nature of OC in educational institutions, emphasizing the importance of job satisfaction, leadership, and organizational culture in fostering employee commitment.

The most influential publications originate from countries including the United States, Malaysia, India, Indonesia, the United Kingdom, South Africa, Australia, Spain, China, Portugal, and Pakistan. These nations significantly contribute to OC research in higher education, with the United States leading in both the quantity and impact of publications. Additionally, the analysis shows that while a few key researchers dominate the field, numerous new authors are beginning to explore OC in higher education, indicating a growing interest in the topic.

This research paper explores the trends, influential works, and key contributors in the field of organizational commitment within higher education through a bibliometric analysis. By employing bibliometric tools, we analyze publication patterns, citation networks, and the thematic evolution of the research domain. The findings provide insights into the development and current state of organizational commitment in higher education, highlighting significant research contributions and potential directions for future studies.

REFERENCES

- Ababneh, K. I., & Hackett, R. D. (2018). The direct and indirect impacts of job characteristics on faculty organizational citizenship behavior in the United Arab Emirates (UAE). *Higher Education*, 77(1), 19–36. <https://doi.org/10.1007/s10734-018-0252-3>
- Abbas, A., Saud, M., Suhariadi, F., Usman, I., & Ekowati, D. (2020). Positive leadership psychology: Authentic and servant leadership in higher education in Pakistan. *Current Psychology*, 41(9), 5859–5871. <https://doi.org/10.1007/s12144-020-01051-1>
- Aboramadan, M., Albashiti, B., Alharazin, H., & Dahleez, K. A. (2019). Human resources management practices and organizational commitment in higher education. *International Journal of Educational Management*, 34(1), 154–174. <https://doi.org/10.1108/ijem-04-2019-0160>
- Ahmad, M. F., Salamuddin, N., Surat, S., Safwan, N. S. Z., Latif, R. A., Basar, A., & Azemi, M. A. (2023). Linking human resources management practices and organizational commitment: the mediating role of employability. *Journal of Law and Sustainable Development*, 11(2), e636. <https://doi.org/10.55908/sdgs.v11i2.636>
- Alniacik, Umit & çiğirim, erşan & Akçin, Kültigin & Bayram, Orkun. (2011). Independent and joint effects of perceived corporate reputation, affective commitment and job satisfaction on turnover intentions. *Procedia - Social and Behavioral Sciences*. 24. 1177–1189. [10.1016/j.sbspro.2011.09.139](https://doi.org/10.1016/j.sbspro.2011.09.139).
- Alonso-Cañadas, J., Saraite-Sariene, L., Galán-Valdivieso, F., & Del Carmen Caba-Pérez, M. (2023). Green tweets or not? The sustainable commitment of higher education institutions. *SAGE Open*, 13(4). <https://doi.org/10.1177/21582440231220097>
- Arora, M., Mishra, K. K., Singh, M., Singh, P., & Tripathi, R. (2024). Deepfake Technology and Its Implications for Influencer Marketing. In *Navigating the World of Deepfake Technology* (pp. 66-90). IGI Global.
- Asrar-ul-Haq, Muhammad & Kuchinke, K. & Iqbal, Anam. (2016). The relationship between corporate social responsibility, job satisfaction, and organizational commitment: Case of Pakistani higher education. *Journal of Cleaner Production*. 142. [10.1016/j.jclepro.2016.11.040](https://doi.org/10.1016/j.jclepro.2016.11.040).
- Baltaru, R. (2020). The rise of agentic inclusion in the UK universities: maintaining reputation through (formal) diversification. *Studies in Higher Education*, 47(1), 229–242. <https://doi.org/10.1080/03075079.2020.1739015>
- Bano, K., Ishrat, A., & Mishra, K. (2019). Factors affecting organizational commitment of teachers in government and private universities. *International Journal of Scientific and Technology Research*, 8(11), 1381–1382. <https://www.ijstr.org/paperreferences.php?ref=IJSTR-1119-24400>
- Bano, K., & Mishra, K. (2020). Transforming organization through valuebased leadership. *International Journal of Scientific & Technology Research*, 9(1), 2834–2842.
- Bano, K., Ishrat, A., & Mishra, K. (2020). Identifying institutional level variables which affects the level of organizational commitment among university teachers. *International Journal of Scientific & Technology Research*, 9(3), 336–344.
- Barnard, A., Croft, W., Irons, R., Cuffe, N., Bandara, W., & Rowntree, P. (2011). Peer partnership to enhance scholarship of teaching: a case study. *Higher Education Research & Development*, 30(4), 435–448. <https://doi.org/10.1080/07294360.2010.518953>
- Bashir, B., & Gani, A. (2020). Testing the effects of job satisfaction on organizational commitment. *Journal of*

- Management Development, 39(4), 525–542. <https://doi.org/10.1108/jmd-07-2018-0210>
- BinBakr, M. B., & Ahmed, E. I. (2018). High-involvement work processes and organizational commitment of female faculty in Saudi Arabia. *International Journal of Leadership in Education*, 22(5), 597–616. <https://doi.org/10.1080/13603124.2018.1529819>
- Boyack, K.W. and Klavans, R. (2010) 'Co-citation analysis, bibliographic coupling, and direct citation: which citation approach represents the research front most accurately?', *Journal of the American Society for Information Science and Technology*, Vol. 61, No. 12, pp.2389–2404, DOI: 10.1002/asi.21419.
- Cafferty, L. A., Crawford, P. F., Jackson, J. T., & Ledford, C. J. W. (2020). Residency Leader Motivations to Engage Residents and Residency Faculty in Scholarship: A Qualitative Study. *Family Medicine*, 52(8), 581585. <https://doi.org/10.22454/FamMed.2020.437433>
- Cameron, C. L. (2020). Organisation-based self-esteem in higher education: exploring subgroup differences in perceptions of worth. *Quality in Higher Education*, 26(2), 117134. <https://doi.org/10.1080/13538322.2020.1751308>
- Dabić, M., Stojić, N., Pavičić, J., & Vlašić, G. (2022). Inclusive internationalization as a driver of the institutional entrepreneurial agenda in higher education. In *Borderlands* (pp. 207–220). https://doi.org/10.1007/978-3-031-05339-9_18
- Dahleez, K. A., Aboramadan, M., & Bansal, A. (2020). Servant leadership and affective commitment: the role of psychological ownership and person–organization fit. *International Journal of Organizational Analysis*, 29(2), 493–511. <https://doi.org/10.1108/ijoa-03-2020-2105>
- De Lara, P. Z. M. (2008). Fairness, teachers' non-task behavior and alumni satisfaction. *Journal of Educational Administration*, 46(4), 514–538. <https://doi.org/10.1108/09578230810882036>
- Farrukh, Muhammad & Chong, Wei Ying & Mansori, Shaheen. (2017). Organizational commitment: an empirical analysis of personality traits. *Journal of Work-Applied Management*. 9. 18-34. 10.1108/JWAM-12-2016-0026.
- Gani, K., Potgieter, I., & Coetzee, M. (2020). Dispositions of agency as explanatory mechanisms of employees' satisfaction with retention practices. *Journal of Psychology in Africa*, 30(2), 143–150. <https://doi.org/10.1080/14330237.2020.1744278>
- Kishore, K. K., Absar, H., Pant, P., & Tripathi, B. (2024). The Future of Robo-Advisors in Wealth Management. In *Artificial Intelligence and Machine Learning-Powered Smart Finance* (pp. 161-172). IGI Global.
- Kov-Acs, A., Van Looy, B. and Cassiman, B. (2015) 'Exploring the scope of open innovation: a bibliometric review of a decade of research', *Scientometrics*, Vol. 104, No. 3, pp.951–983, DOI: 10.1007/s11192-015-1628-0.
- Lawrence, J., Ott, M., & Bell, A. (2012). Faculty Organizational Commitment and Citizenship. *Research in Higher Education*, 53(3), 325-352. <https://doi.org/10.1007/s11162-011-9230-7>
- Lee, K., Allen, N. J., Meyer, J. P., & Rhee, K. (2001). The Three-Component Model of Organisational Commitment: an application to South Korea. *Applied Psychology*, 50(4), 596614. <https://doi.org/10.1111/1464-0597.00075>
- Marchiori, Dennis & Henkin, Alan. (2004). Organizational Commitment of a Health Profession Faculty. *Medical teacher*. 26. 353-8. 10.1080/01421590410001683221.
- Meyer, J. P., Allen, N. J., & Topolnysky, L. (1998). Commitment in a changing world of work. *Canadian Psychology/Psychologie Canadienne*, 39(1–2), 83–93. <https://doi.org/10.1037/h0086797>
- Mishra, K. K., Priya, S., Hussain, S. S., & Gupta, S. (2024). Rural Communication Media: Its Impact on the Rural Markets. In *Sustainable Investments in Green Finance* (pp. 112-128). IGI Global.
- Mishra, K. K., Pant, P., Singh, H., & Mishra, S. K. (2024). The Philosopher's Stone: Applications of Data Alchemy—Customer Personalization, Profiling, and Retention. In *Data Alchemy in the Insurance Industry* (pp. 77-95). Emerald Publishing Limited.
- Mishra, K. K., & Pant, P. (2025). Subconscious Factors Affecting Consumer Preferences Toward Green Investments. *Sustainability, Innovation, and Consumer Preference*, 119-148.
- Mishra, K. K., & Priya, S. Rural communication strategic model using a new unconventional media mix.
- Nazir, O., & Islam, J. U. (2017). Enhancing organizational commitment and employee performance through employee engagement. *South Asian Journal of Business Studies*, 6(1), 98114. <https://doi.org/10.1108/sajbs-04-2016-0036>
- Nguyen, P. N. D., & Le, D. N. T. (2023). Understanding Organizational Citizenship Behaviour through Organizational Justice and its Consequences among Vietnamese's Universities Employees. *Emerging Science Journal*, 7, 93110. <https://doi.org/10.28991/esj-2023-sied2-08>
- Nordin, N. (2011). The influence of leadership behavior and organizational commitment on organizational readiness for change in a higher learning institution. *Asia Pacific Education Review*, 13(2), 239–249. <https://doi.org/10.1007/s12564-011-9200-y>
- Nordin, N. The influence of leadership behavior and organizational commitment on organizational readiness for change in a higher learning institution. *Asia Pacific Educ. Rev.* 13, 239–249 (2012). <https://doi.org/10.1007/s12564-011-9200-y>
- O'Mahony, K., & Garavan, T. N. (2012). Implementing a quality management framework in a higher education organisation. *Quality Assurance in Education*, 20(2), 184–200. <https://doi.org/10.1108/09684881211219767>
- Pant, P., Mishra, K. K., & Mohan, A. (2024). Algorithmic Approaches to Financial Technology: Forecasting, Trading, and Forecasting. *Artificial Intelligence and Machine Learning-Powered Smart Finance*, 50.
- Pant, P., & Mishra, K. K. (2025). Behavioural Economics and the Rise of Sustainable Investments: Urgency for a

- New Paradigm in Financial Decision-Making. In Sustainability, Innovation, and Consumer Preference (pp. 329-360). IGI Global Scientific Publishing.
- san martin, Sonia & Jimenez, Nadia & Rodríguez-Torrico, Paula & Piñeiro-Ibarra, Irati. (2020). The determinants of teachers' continuance commitment to e-learning in higher education. *Education and Information Technologies*. 25. 10.1007/s10639-020-10117-3.
- Sardana, F., Mishra, K. K., Singh, A., & Saini, N. (2024). Transforming Social Media Marketing Through Deepfake Technology. In *Navigating the World of Deepfake Technology* (pp. 431-453). IGI Global.
- Sardana, F., & Mishra, K. K. 12 Artificial Intelligence Enabled Virtual Reality for Product Showcase on Social Media. *Navigating the Digital Landscape*, 163.
- Sardana, F., & Mishra, K. K. Green Marketing Strategies and Solution for Sustainable Business Practices. *Green Solutions A Handbook for Sustainable Business Strategies and Models*, 141.
- Shoaib, M., & Pathan, K. (2022). The Influence of Organizational Culture on Employee Commitment and Turnover Intentions. *III* (4), 34–43. <https://doi.org/10.5281/zenodo.10115346>
- Singh, H., Mishra, K. K., & Singh, M. P. (2024). A Study on Rural BPL Households' Perception Towards Financial Inclusion Schemes. In *Algorithmic Approaches to Financial Technology: Forecasting, Trading, and Optimization* (pp. 146-159). IGI Global.
- Su, H. and Lee, P. (2010) 'Mapping knowledge structure by keyword co-occurrence: a first look at journal papers in technology foresight', *Scientometrics*, Vol. 85, No. 1, pp.65–79, DOI: 10.1007/s11192- 010-0259-8.
- Van Eck, N.J. and Waltman, L. (2010) 'Software survey: VOSviewer, a computer program for bibliometric mapping', *Scientometrics*, Vol. 84, No. 2, pp.523–538, DOI: 10.1007/s11192- 009-0146-3.
- Yasmin, Z., Suryadi, E., Santoso, B., & Suparno, S. (2023). Investigating employee performance in higher education: The role of satisfaction and commitment. *International Journal of Evaluation and Research in Education(IJERE)*,12(4),1819.<https://doi.org/10.11591/ijere.v12i4.25157>
- Yesufu, L. O. (2020). The impact of employee type, professional experience and academic discipline on the psychological contract of academics. *International Journal of Management in Education*, 14(3), 311. <https://doi.org/10.1504/ijmie.2020.10026567>
- Ylijoki, O. (2011). Boundary-work between work and life in the high-speed university. *Studies in Higher Education*,38(2),242255.<https://doi.org/10.1080/03075079.2011.577524>
- Yusuf, F. A. (2019). The effect of organizational culture on lecturers' organizational commitment in private universities in Indonesia. *International Journal of HigherEducation*,9(2),16.<https://doi.org/10.5430/ijhe.v9n2p16>
- Zaheer, A., Singh, A., Mishra, K. K., &Vardari, L. (2024). The Future of Alchemy: Emerging Trends and Technologies Metaverse in Insurance–A Virtual Customer Experience. *Data Alchemy in the Insurance Industry*, 133-152.
- Zippel, K., Ferree, M. M., & Zimmermann, K. (2016). Gender equality in German universities: vernacularising the battle for the best brains. *Gender andEducation*,28(7),867885. <https://doi.org/10.1080/09540253.2015.1123229>