

***Organizational Commitment and Qualification: A study of Private Sector Universities.  
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**ABSTRACT**

**Keywords:**

*Qualification,  
Organizational Commitment,  
Affective Commitment,  
Normative Commitment,  
Continuous*

*This study is conducted to investigate the level of affective, continuous, normative and the overall degree of organizational commitment (OC) of the faculty performing in the private sector universities situated in the Peshawar. There are nine universities conveying higher education in Peshawar city. Among 115 faculty members were selected as a sample comprises of both male and female faculty, considering their demographic variables. To measure affective, normative, continuous and total level of commitment cross tabulation was employed. The results reveals that overall level of commitment was at medium level however, master degree holders were more loyal as related to their higher-ranked colleague who hold MPhil and PhD degrees.*

**INTRODUCTION**

In the field of management sciences organizational commitment (OC) remained imperative area till 1990 and a need began to ripen theory for it. OC is a multidimensional, considering previous studies.(Mayer et al, 2002). In the same field diverse investigations has conducted in different occupation's which also comprised teachers of universities. For the last several decades particularly in under develop nations education was recognized as minimum compensating job, however, recently because of attractive packages it is considered a fabled profession. In our country both private and public universities are imparting education. Universities are differently compensating their faculty due to different working structure, job requirement, ownership change which changes the degree of OC. Less pay and scale, high level of price hick are reason for smaller level of OC in education career (Evans, 1998). Firestone and Rosenblum (1988) conjured that in teaching

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profession performance is tie with the level of commitment. They argued that committed faculty produce better results. They have strong commitment for the institution, pupils and for their subject. Education essentials closeness to the pupils, job and consistency of ethical standard. Committed workforce shows such attitudes which help to obtained organizational goals and perform at maximum level for the development of organization.

### **Higher Study in Pakistan**

Higher education is vital to stimulate conservative discipline and needed spaces of studies (Cortese, 2003). Ahmad (1988) argued that various Governments have planned diverse strategies to enhance the level of education. In this respect three verdicts were taken.

1. To Privatize the School system.
2. Introduction of English language as medium of exchange.
3. Pakistan studies and Islamic studies were introduced obligatory subjects

In 2002 steps were initiated to establish Higher education Commission (HEC) with clear objectives to improve the standard of education in country. HEC evaluate and indorse advanced schooling in the country. As per the education census conducted in (2005), there are 1882 total collages comprising 1025 government colleges and 857 privates colleges. Currently there are total 114 universities in country among which 19 universities exist in Khyber-Pakhtunkhwa. After obtaining F.A / F.Sc merely 3.4% get admission in collages, 0.6% enrolled themselves in universities, 1.08 secured admission in specialized institutes (Educational institutions Resource Bank, 2007).

### **Significance of the Study**

HRD has endured insignificant area among the institutions of Pakistan which also comprised universities of the private sector, so this investigation might be helpful to make better HR policies. The trouble is to hold knowledgeable, dedicated and skillful employees in which institutions have been unsuccessful. The examination will provide inputs to non-public sectors universities to put efforts and design such policies to enhance motivation level and dedication of college by way of imparting opportunities in the direction of higher studies.

## LITERATURE REVIEW

The notion of OC was once first given through Becker (1961). He defined that an individual has to give up few assistances whereas leaving the institution. According to Grusky (1966) "*willingness of the employees to remain sticky to the organization is commitment*". The most broadly time-honored and used description of OC in the modern research is offered by porter, steers, Mowday and Boulian (1994) who's developed the questionnaire for OC. They argued that it is the energy of employees, identification & involvement in a specific institution characterizing it via three emotional factors; wish to stay in institution, to put maximum efforts and to considered organizational goals. Sheldon (1971) conjured that staffs contribute enough time, strive to distinguish and to get admire in institution, once he executed I, does not opt for to change the organization. Sheldon(1971) advised that commitment towards an agency is essentially personnel choice. Commitment dominates allegiance of the workforce (Buchanan, 1974), "*involvement in the job*" (Weiner & Gechman, 1977), add-on with duty (Koch & Steers, 1978). As mentioned Mowday, Streers & Porter (1979) found that OC is appreciated response of the teams. Mowday *et al* (1982, p. 27) referred it to the energy of a man or woman choose to be aware of and offer input in a specific association. While Reicher (1985) further identified there types of OC i.e. exchange, aspects and stable objectives between enterprise and employee.

### **Affective Commitment**

Affective commitment (AC) refer to positive linkages and steadiness in performance (Kentner,1968). In such kind of commitment workers associate themselves with the institution and considered organizational aims as its own and strive for its achievement. According to O'Reily and Chantman (1986), AC means "the emotional attachment, identification and involvement of an employee with the organization". Associating, contributing and discharging of tasks refer to AC (Allen & Meyer, 1996 p. 02).

### **Continuance Commitment**

Becker's (1960) elaborated that "consistent lines of activity" is continuance commitment (CC). He further argued that any aberration from uniformity in duty prevail minimum level of commitment.

Similarly, Stabbins (1970) conjured CC is “the attentiveness of the impracticality of choosing an unusual social uniqueness”. Kanter (1977) found that profit is related per constant membership and a “cost” allied by leaving. Reichers (1985) identified several factors compulsory for continuous commitment which includes service period and the incentive which employees has taken. Such commitment bound employees to continue with organization however, quitting is connected with cost. Natarajan (2011) found that CC has a direct connection with extrinsic rewards. Such rewards are obtained in money form.

### **Normative level of Commitment**

Wainer (1981) exposed normative commitment (NC) is linked with the inside normative force. He argued normative responsibilities are divine feelings, personal background, cultural setting and spouse duty in the same institution. Meyer & Allen (1991) explained it as “a feeling of commitment”. According to Meyer & Allen normative commitment is the moral duty to work in the same organization, in such sort of commitment employees experience “the perception of devotion” with the organization (Mayer, 1996). Simply normative commitment refer to the answerability of employees to institute (Bigrein 2003, p.14)

## **METHODOLOGY**

The population of this exploration comprises all teaching staff of 9 private universities set in Peshawar city. Researcher personally visited each university and distributed the questionnaire. Random sampling method were used to gathered the required data.

### **Participants and Response Rate**

The researcher personally distributed 141 questionnaires among the faculty. Among a 115 where get back explaining that 81% of a response rate.

### **Organizational Commitment Questionnaire**

To gage the level of OC Allen and Meyer (1991) eighteen items scale were utilized. Each six items measure different sort of commitment like normative, continuous and affective commitment. To quantify the faculty level of OC, Likert scale was used varying from 1 to 5.

## Analysis of Data

Total 115 questionnaires were used for data analysis. Data was obtained from both female & male faculty. The teaching staff was differing from each other's in qualification as well in age. To measure the level of OC cross tabulation was used.

## Cross Tabulation

Cross tabulation remained a popular method to summarize and classify the variables of concentration in social sciences. This study used the same technique between educational category and OC. This investigation operationalized all three kind of commitment i.e. ( affective, normative and continuous commitment). At maximum (5 X 18 = 90) score is generated by a single faculty however, the minimum score to be generated is (1 X 18 = 18). The real maximum and minimum score obtained from the data analysis is 79 & 35 separately. Three groups of score were constituted included (35–50) minimum score range, (51-65) indicates medium & (66-74) is a high score group. Knowing that various sort of qualification group and commitment were formed below.

**Table: 1: Qualification \* AC-Categories Cross tabulation**

Count	AC-Categories			Total
	High	Low	Medium	
Qualification				
Masters	22	20	50	92
MS/M.Phil	1	5	11	17
Ph.D	1	3	2	6
<b>Total</b>	<b>24</b>	<b>28</b>	<b>63</b>	<b>115</b>

Table 1 depicts the level of affective commitment group wise in term of qualification. The first group comprises of 92 lecturers, among 20 hold low and 20 lecturers are highly committed. However in this class 50 lecturers are having average level of affective commitment. The second category comprised faculty having M.Phil. Degree. In this group 5 lectures have minimum level of AC, 1 having high level of AC and 11 lectures fall in medium category. The last group include PhD degree holders. There are total 6 professors, among 1 is more committed, 3 have poor level and 2 are moderately committed. The

table concludes that mostly PhD faculty falls in low level of AC and M.Phil./ Master degree holders are having medium level of AC.

**Table: 2: Qualification \* CC-Categories Cross tabulation**

Count				
Qualification	CC-Categories			Total
	High	Low	Medium	
Masters	10	36	46	92
MS/M.Phil	1	6	10	17
Ph.D	1	3	2	6
<b>Total</b>	<b>12</b>	<b>45</b>	<b>58</b>	<b>115</b>

The above table 2 is about continuous commitment (CC). It explains that in the first group there are total 92 lecturers among 36 have poor, 46 have medium and 10 participants have high level of CC. The second cluster represent M.Phil. Degree holders, whereas 1 respondent is highly committed, 6 have low and 10 lie in the medium range. The last class represent PhD faculty where only 1 have high level, 2 medium and 3 faculty members have poor level of CC. To conclude PhD faculty have low level of CC and M.Phil./Master degree holders have medium level of CC.

**Table: 3: Qualification \* NC-Categories Cross tabulation**

Count				
Qualification	NC-Categories			Total
	High	Low	Medium	
Masters	6	13	73	92
MS/M.Phil	0	4	13	17
Ph.D	2	2	2	6
<b>Total</b>	<b>8</b>	<b>19</b>	<b>88</b>	<b>115</b>

Table 3 above explains cross tab of normative commitment (NC) and qualification. In the first group 73 faculty have medium, 13 low and 6 have high level of NC. The second category is about M/Phil degree holders where 13 members have medium and 4 have low level of NC. The last group is of PhD faculty where 2 have high, 2 have low and 2 have medium level of NC

**Table: 4: Qualification \* OC-Categories Cross tabulation**

Count				
Qualification	OC-Categories			Total
	High	Low	Medium	

Masters	17	14	61	92
MS/Mphil	1	3	13	17
Ph.D	1	2	3	6
<b>Total</b>	<b>19</b>	<b>19</b>	<b>77</b>	<b>115</b>

Table 4 above shows total level of OC qualification wise with the help of cross tab. In the first category 17 lectures are having high level of OC, 14 exhibited low and 61 lie in the medium level. The next group represents M.Phil. faculty where only 1 faculty member is highly committed, 13 have medium and 3 lie in the low level category. The last group represent PhD faculty where 1 is high, 3 medium and 2 have low level of OC. The table concludes those qualification wise faculties have medium level of OC.

### **DISCUSSION**

The results of this exploration are in line with similar investigation conducted in the past. Cross tabulation has been adopted to explore education wise level of OC. The analysis revealed that M.Phil and Master degree holder faculty have high and average level of OC. However, it was found that PhD degree holders have minimum level of OC. The results is supported by such previous investigations for instance (Luthans 1987, McClurg 1999, voster 1992, and Mowday 1982). These investigations have also confirmed that high educated staff have minimum level of OC. They have reasons that qualified teachers have a lot of anticipation and when these hopes did not fulfil they drop their commitment. Further, they conjured that such faculty have more devotion to the profession as in the market more jobs are there for such employees. McClurg,s (1999) found that lees qualified faculty are more committed to the institutions. It is recommended that universities should offer attractive packages and working environment to maintain the level of OC, furthermore, universities are advised to offer flexible working hours and more time for the research and development.

### **CONCLUSION AND RECOMMENDATION**

The study conjured that the overall commitment was at medium level however, in most cases PhD faculty was less committed as compare to master and MS degree holders. The conclusion of this inquiry is beneficiary for the administration of private sector institutions and can be expended to the public sector universities. Same investigation is suggested for the public sector colleges and universities to find out their level of OC for comparison. It is also advised that the result of this study might be compare to

other related and unrelated sectors with different sample size and background of education. The outcomes of this inquiry need expansion to South Asian countries. As demographic and psychological variables reason changes in the level of OC. It involved return, gender, affiliation of peers and family pressure etc. These variables needs consideration in gaging the level of organizational commitment.

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