

# **Comparative Analysis of Organizational Commitment among Faculty Members of Public and Private Sector Universities of KPK**

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## **Abstract**

*The purpose of this research work was to compare the level of organizational commitment among faculty members of the public and private sector universities of Khyber Pakhtunkhwa. Data collected from 90 faculty members was analyzed to find that contrary to general public myth most of employees in public sector universities are highly committed as compared to private sector employees where the majority of employees reported medium level of organizational commitment.*

**Keywords:** Organizational Commitment, Public Sector Universities, Private Sector Universities, Khyber Pakhtunkhwa,

## **Introduction**

The importance of commitment cannot be denied in business and organizational studies (Kaemar, Carlson & Brymer, 1999). The people who want to remain with organization are more committed and loyal to organizational goals and objectives. (Yousaf, 2000).

In recent years there has been a large diversity in publication pertaining to organizational commitment among various occupational groups including University faculty (Yousaf, 2000). Some decades ago the teaching profession was considered socially the low prestige job in less developed countries. But in the recent years due to attractive packages in teaching, this profession is becoming a lucrative one. In our country the teaching institutions are divided into two broad categories i.e. Public and Private sectors. Due to different ownership the environment, salary package, work load and other incentives are also different from institution to institution and cause variation in the level of organizational commitment.

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Evans (1998) described some factors related to low organizational commitment in the profession. These factors were teacher's minute salary, small position, increasing trend in inflation and continuous changes in the educational system. According to Howell and Dorfman (1986) the teacher's organizational commitment has been identified as important to understanding the work behaviors in organization. According to Firestone & Rosenblum (1988) teachers who are strongly committed to their institutions must exhibit such behavior that should be helpful in the context of achieving organizational goals where he or she is employed.

Teachers who are more committed have strong bond to their institutions, students and subject matter. Teaching as a professional value system focuses on certain values such as faithfulness, independency, consistency to professional standards and morality of profession. Highly committed teachers are expected to practice such behavior that help the organization to achieve its goals, expected to do more for the organization, and to sustain membership in the organization ( Somech, Bogler, 2002).

### **Problem statement**

This study is aimed at comparing the degree of organizational commitment in the faculty members of the management sciences departments in public and private Universities of Khyber-Pakhtunkhwa.

### **Objectives of the research**

- To determine the degree of organizational commitment among the teachers of public sector Universities in Khyber-Pakhtunkhwa.
- To determine the degree of organizational commitment among the teachers of private sector Universities in Khyber-Pakhtunkhwa.
- To draw a comparison of the degree of organizational commitment between the faculty members of public and private sector Universities in Khyber-Pakhtunkhwa.

### **Significance of the study**

By reporting the level of organizational commitment in public and private sector universities the study is likely to help the management in designing better HR policies in future. To retain the employees of the organization the management has to design their HR policies in ways which increase the degree of commitment.

## Literature Review

Becker (1960) was the first researcher who introduced the idea of organizational commitment. Regarding his idea of organizational commitment the individuals will have to give up some benefits while switching the organization and the individual can enjoy these benefits while remaining in the organization so the commitment means continuation of an action like; to stay in the organization. He named it "*consistent lines of activity*" (p. 33). Employees make some "side bets" benefits like pension and other different types of funds depend upon the stay by the individual in particular organization and will have to lose these benefits by quitting that organization. Recognition of such benefits binds the individual with the organization.

Salancik, (1977) and Mowday, Porter & Steers (1982) identified two basic types of commitment which are attitudinal commitment and behavioral commitment. In the attitudinal commitment the research has been directed to identify the antecedent and conditions of the commitment that develop the organizational commitment (Steers 1977). Attitudinal commitment basically focuses on the way in which people think over that; what is their relationship with the organization, and look into, how their goals and aspiration are matching with that of the organizational goals (Mowday et al. 1982). In the same direction Meyer and Allen (1991) explained that in the attitudinal commitment the results of behavioral commitment may have their influence either in stabilizing or changing the commitment. The view regarding attitudinal commitment is related to emotional and mental link to an organization in a sense of loyalty, consistence and trust on the organizational goal (Mowday, Steers, & Porter, 1979).

Pfeffer and Lawler (1980) found that behavioral commitment was primarily focused on clarifying the conditions due to which the behavior once practiced, would be repeated or not, and what are the effects of such behavior due to which the attitude of an individual can be changed. In Behavioral commitment the individual is somehow bound with some organization and in what ways he/she tackles with this issue (Mowday et al. 1982). Similarly Meyer and Allen (1991) explained that in behavioral commitment those attitudes which result from behavior may occur again in future.

Kanter (1968) suggested that organizational commitment can be the loyalty exercised by an individual. He further suggested three components of organizational commitment, continuous commitment, cohesion commitment, and control commitment. Continuous commitment is related to personal investments made by individuals it means that while leaving the current organization the individual will

have to bear some cost. Similarly in organizational societies the individual has refrained from formally existing social relationship, it thus develop the coherence and sense of subordination within the current organization, these result in cohesion commitment. Control commitment is linked with organizational codes, which affects the expected behavior of the workers.

Porter, Steers, Mowday, & Boulian (1974) suggested that organizational commitment is the overall view of the individual regarding particular organization. Other scholars like Schneider, Hall & Nygren, (1974); Sheldon, (1971) demonstrated that Commitment is the influence or degree to which an employee is associated with the values and goals of any Organization commitment encompasses devotion (Buchanan, 1974), occupation association (Weiner & Gechman, 1977), work warmth (Koch & Steers, 1978), profession obligation (Farrell & Peterson, 1984). Mowday, Streers & Porter (1979) defined organizational commitment like an emotional answer which moves away from passive loyalty to an organization.

Reicher (1985) proposed that organizational commitment can be divided into three forms, attributes, exchange and congruent goals between organization and individual. The attribute concept is related to the connection between the individual and their behavior. The concept of exchange commitment suggests that the commitment by individuals will be positive or high if he/she receives benefits from the organization, and if individual is not receiving any sort of benefits, the commitment will be low or negative. The last concept in this regard which is congruence between the individual and organization focuses on the commitment which can be observed when individual identifies and dedicated to the organizational goals and values. In the same decade O'Reily and Chatman (1986) suggested that the attachment of an individual to an organization can be the influence by the degree of involvement and identification with the affiliation of that organization, and internalization based on the congruency of the individual and organizational values.

In the same vein Allen and Meyer (1996) elaborated that organizational commitment is like a mental association of an employee with the organization due to which there are less chances that employee will leave the organization willingly.

For Lee, Cheng, and Lin (2000) organizational commitment is intuitive knowledge regarding the employee behavior within the organization. In the same context Reyes (2001) defined organizational commitment as defined organizational commitment as an adherent, exciting connection to the organizational goals and standards, the

individual's position in fulfilling the goals and values of the organization for its own benefits, separately its simply active significance.

The most studied correlates related to commitment are the possession of tenure or turnover. But if the main apprehension is turnover, then the different concepts regarding commitment become inappropriate and one component of commitment may be as good as the other. To remain in organization is not ample condition. It is clear from researches that the association between commitment and on job behavior has given mixed results. For example commitment is positively related to attendance or behavior but in some studies the reverse is positive. In the same way commitment has been found in positive direction with individual or group level performance and vice versa. An employee who wants to stay in the organization may not be more likely to those who need to belong or feel compulsion to the organization. It is worth mentioning here that those studies which have resulted between commitment and performance positively have used measures of affective commitment. When there is responsibility to stay in organization it would develop the way to positive contribution towards the organization. This leads to the positive relation between efforts and performance. It is clear that continuance commitment is least likely related to performance. If the conditions or standards are normal then the employees whose tenure in organization is due to need, gives lesser concern to accept more responsibilities which are beyond the job requirement. Last but not the least all these component of commitment have different effects on particular behavior, so by making any special relation between components of commitment and behavior will not be so simple. For example if the continuance commitment is high then the employee may remain in organization and an employee having low continuance commitment leaves the organization. Despite of the low continuance commitment an employee may remain in organization on his/her wish or due to some other responsibilities (Meyer & Allen, 1991).

### **Methodology**

The desired population for this study was the lecturers in Management Sciences Departments of public and private sector Universities in Khyber-Pakhtunkhwa. Management Sciences Department is established in 19 Universities of Khyber-Pakhtunkhwa. Out of these 19, 12 are in public sector while the remaining 7 are in private sector. Population was restricted to lecturers serving in management sciences department to avoid spurious effects of designation and department in sector-commitment relationship.

#### *Participants and Response Rate*

The data for this study were collected using simple random sampling technique. Total 120 questionnaires were personally distributed among the faculty members of the two said sector Universities of Khyber-Pakhtunkhwa. The questionnaires were distributed among the lecturers. Out of 120 distributed questionnaires, 90 questionnaires were collected, 45 each from both sectors, yielding a response rate of 75 percent.

#### *Organizational Commitment Questionnaire*

Organizational Commitment can be defined as the strength of an employee's identification with, and involvement in, a particular organization. The questionnaire which was used in this study to measure the degree of commitment was designed by Allen and Meyer (1991) and was used in thesis "The Relationship between Job Satisfaction and Organizational Commitment amongst High School Teachers in Disadvantaged Areas in the Western Cape Town". This questionnaire has 18 questions, 6 questions for each component of commitment. The instrument used was Likert scale ranging responses from 1 to 5. 1 represents strongly agree while 5 represents strongly disagree.

#### *Reliability*

A reliability coefficient was used to measure the reliability of the scale used in this study. The value of Alpha for organizational commitment was 0.75. The scale is well established still the reliability was calculated for conformity in this study.

#### *Socio-demographic Profile of Sample*

A set of socio-demographic questions were also included in the questionnaire. These questions were related to age, gender, qualification, experience in the current organization and total experience.

Respondents for this study were the male and female faculty members of the public and private Universities. Female respondents are only 18.9 percent of the total respondents. The reason for relatively low percentage could be attributed to the fact that a few females were willing to participate. In the opposite direction the respondent rate for the Male was high, 81.1 percent of the sample size.

Most respondents were relatively young. Age of the respondents ranged from 23 to 70 years. The minimum age was 23 years while the maximum age of the respondents was 70 years with most of them lying in the 25-30 year age group. The mean age was 29.02, and the standard deviation was 6.53.

Majority of respondents were having Master degree. However, for the purpose of this analysis, similar master degrees in business or commerce like M.Com, MPA are taken under the head of Master degree. Most of the respondents were having the Master degree holder pertaining 77.8 percent of the sample size. Similarly, the number of the respondents having M.Phil degree is 16 out of the 90 respondents and having 17.8 percent of the sample size. The number of respondents having PhD degree was 4 amounting to 4.4 percent of the sample size.

### Data Analysis

Data analysis is based on 90 responses received from Public and Private sector Universities of Khyber-Pakhtunkhwa. The respondents were the faculty members of the Management Sciences Departments and a mix of both genders. They held variety of qualification, however most of them were Master Degree holders and they belonged to different age groups and were at the different stages of their career.

### Cross Tabulation

As cross tabulation is useful for summarizing categorical variables, it is appropriate to run cross tabulation between organization commitment and sector wise institutions.

Observed scores were utilized instead of theoretical maximum ( $5 \times 18 = 90$ ) and minimum ( $1 \times 18 = 18$ ) for cross tabulating organizational commitment with sector. The maximum and minimum observed score for the organizational commitment was 80 and 40 respectively. Based on these values the low, medium and high commitment categories were established as 40–53 (low), 54–66 (medium), and 67–80 (high). Based on these values the cross-tabulation of sector X organizational commitment is produced below:

Table-1: Organizational Commitment and sector wise Cross tabulation

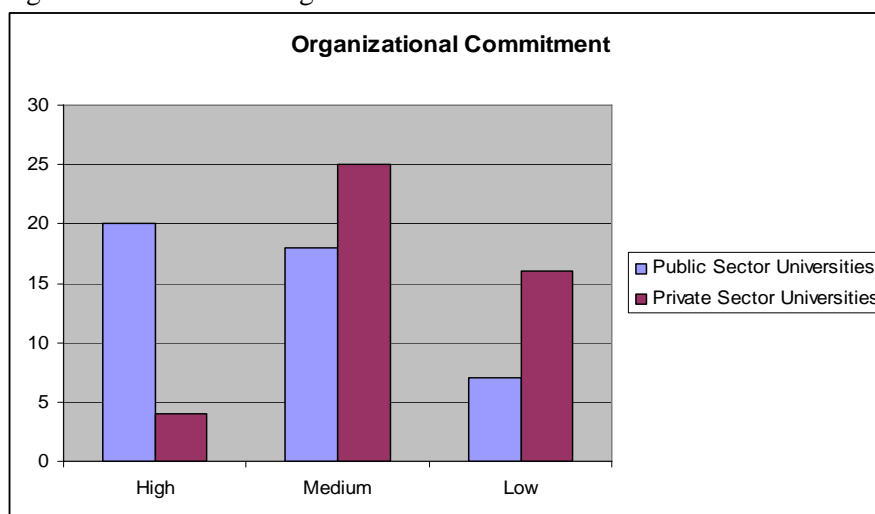
Sector * Organizational Commitment Cross tabulation					
		Organizational Commitment			Total
		High	Medium	Low	
Sector	Public Sector Universities	20	18	7	45
	Private Sector Universities	4	25	16	45
Total		24	43	23	90

The respondent's responses are calculated in the table-1 for Organizational Commitment. Total of 24 respondents hold high level of Organizational Commitment in both the sectors. Out of these 24 respondents 20 respondents are from public sector Universities while the rest 4 are from private sector Universities. It shows that Organizational Commitment is significantly high in public sector Universities than private sector Universities.

Similarly 43 respondents reported medium level of Organizational Commitment in both sectors. Out of these 43 respondents 18 respondents are from public sector Universities while the rest 25 are from the private sector Universities. It indicates that relatively medium Organizational Commitment in private sector Universities is high than public sectors Universities.

Total of 23 respondents are having low degree of Organizational Commitment. Out of 23 responses only 7 are from public sector Universities and 16 are from the private sector Universities indicating that low commitment is more prevalent in public sector Universities.

Figure-1: Sector Wise Organizational Commitment



The graph above shows the comparison of Organizational Commitment in public and private sector Universities. There is significant difference among the number of respondents regarding the high degree of commitment in both sectors. The numbers of highly committed individuals are significantly high in public sector Universities than private sector Universities. While the degree of medium organizational commitment in private sector Universities is more than in public sector



Universities. The low degree of organizational commitment is rather high in Private sector Universities than Public sector Universities. The degree of organizational commitment gradually decreases from high to low but in case of private sector Universities there is fluctuation as number of respondents are very few in number in case of high degree of commitment while this number increases in the medium level and again decreases in Low degree of organizational commitment.

### **Discussion and Conclusion**

The findings of the study regarding low level of organizational commitment on the part of private sector faculty are about in line with previous researches of the similar nature. For example, research study conducted by Taylor and Dale (1971) gave results that 17% of probationary teachers had the intentions to leave teaching profession within five years. In the same vein Kyriacou and Sutcliffe (1979) found that 23.5% of teachers surveyed indicated they would very likely not remain within the teaching profession within the coming ten years. Research study conducted in Australia (Solman & Field, 1989) suggested that 27% of teachers would not remain with their profession, while Travers (1990) found that 66% of the sample surveyed in the United Kingdom had the intentions to quit the teaching profession in the previous five years. This, however, may be countered by the high rate of unemployment and the perception that teaching offers a low degree of security (Steyn & van Wyk, 1999).

The research reported that faculty members in the public sector universities depicted higher level of commitment to the organization as compared to their counterparts in the private sector. One of the possible reasons for such attitude may be that individuals in public sector organizations feels competent in work role as it fulfills the employee's psychological needs and wants to be the part of the organization, while in private sector these needs are not observable. Accordingly psychological needs were reported to be major cause of organizational commitment by Allen and Meyer (1984).

Employees report strong organizational commitment if they are provided supportive working environment. In this regard the employees in public sector are treated fairly and are guided with a better leadership. Fair human resource policies and practices also contribute to the development of organizational commitment. These findings are supported by other researchers like Meyer, Stanley, Herscovitch, & Topolnytsky (2002).

### **Limitations**

Although the result of the current study are found in congruence with the similar earlier studies, nevertheless, if this line of research is to be advanced several limitations in this study have to be addressed.

The questionnaires were personally distributed to respondents of the respective Universities and they were requested to get them filled. As due to heavy schedule the faculty members didn't participate up to the desired sample size still a good amount of filled questionnaires was collected. So there were little chances of the faculty members to participate in research due to high commitment or busy schedule.

Another limitation of the study related with population is that only the Universities of Khyber-Pakhtunkhwa were focused and it may have issues in generalization in other provinces due to different cultural settings.

### **Scope of Future Research**

The current study may be expanded to encompass all the Universities of the country. In different provinces the degree of commitment may be different.

A cross-cultural research comparison would be advisable to find out if the current findings can be simulated in other populations, and to investigate possible cultural differences. The central findings of the study can probably be safely extended to other South Asian region.

Relationship of different demographic and psychographic variables like gender, education, experience and family stress level may cause variation in the degree of commitment. So it is suggested that these variables should be taken into consideration to recognize the degree of commitment.

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## Appendix A

### Organizational Commitment Questionnaire

Age \_\_\_\_\_ Gender \_\_\_\_\_

Qualification \_\_\_\_\_ Organization \_\_\_\_\_

No of years of service in current organization \_\_\_\_\_

Total experience \_\_\_\_\_

The following statements concern how you feel about the department where you work. Please indicate the extent of your agreement or disagreement with each statement by circling a number from 1 to 5. Please do not put your name on this questionnaire.

Strongly Disagree		Disagree	Neither Agree Nor Disagree		Agree	Strongly Agree		
1		2	3		4	5		
1	It would be very hard for me to leave my department right now, even if I wanted to		1	2	3	4	5	
2	I do not feel any obligation to remain with my current employer		1	2	3	4	5	
3	I would be very happy to spend the rest of my career with this department		1	2	3	4	5	
4	One of the few negative consequences of leaving this department would be the scarcity of available alternatives		1	2	3	4	5	
5	Even if it were to my advantage, I do not feel it would be right to leave my organization now		1	2	3	4	5	
6	I really feel as if this department's problems are my own		1	2	3	4	5	
7	Right now, staying with my department is a matter of necessity as much as desire		1	2	3	4	5	
8	I do not feel a strong sense of "belonging" to my department		1	2	3	4	5	
9	I feel that I have too few options to consider leaving this department		1	2	3	4	5	
10	I do not feel "emotionally attached" to this department		1	2	3	4	5	
11	I would feel guilty if I left my organization now		1	2	3	4	5	

12	I do not feel like " part of the family" at my department	1	2	3	4	5
13	This organization deserves my loyalty	1	2	3	4	5
14	If I had not already put so much of myself into this department, I might	1	2	3	4	5
15	Would not leave my organization right now because I have a sense of obligation to the people in it	1	2	3	4	5
16	This department has a great deal of personal meaning for me	1	2	3	4	5
17	Too much of my life would be disrupted if I decided I wanted to leave my department now	1	2	3	4	5
18	I owe a great deal to my organization	1	2	3	4	5