The Impact of Organizational Culture on Commitment of Teachers in Private Sector of Higher Education

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The present study determines the effect of organizational culture on commitment using 411 faculty members in higher education private institutes of Punjab, Pakistan. Instruments including organizational commitment having three subscales including continuance, affective and normative commitment (Myers & Allen, 1988) and organizational culture (Yang, 2003) were used. Principal component and multiple regression analyses were computed and results detected a significant positive impact of the above three aspects of the organizational culture on commitment of teaching faculty. The study suggested that low level of normative commitment weakens the overall organizational commitment of teachers.

Keywords: Organizational culture, continuance and normative commitment, commitments of teachers, private sector, Higher Education

Organizational commitment is of real importance for the organizations in this corporate world. Researchers and theorists differentiate organizational commitment from job commitment, which refers to the involvement of a person into his profession, whereas organizational commitment refers to the intentions of employees to remain the part of an organization as a whole. Organizational commitment leads to retaining employees and attaining better levels of their performance. Reicher (1985), for example suggests that level of organizational commitment is visible from employee's behaviors. Moreover, Meyer, Allen, and Gellatly (1990) correlated the organizational commitment with the positive, cognitive and affective perspectives of attitudes of the employees. Best (1994), is of the view that commitment urges employees to do something which is morally true rather than personally beneficial. Schien (1985) defines organizational culture as a set of basic assumptions adapted as result of learning of a group to cope the internal and external problems. However, literature review of the subject reveals that organizational culture is a very broad term which has many dimensions like teamwork, communication, training and development, reward system, risk taking for creativity, and fairness of management practices etc. A large number of researchers believe that organizational culture is an important determinant of affective, continuance and normative commitment of the employees (Nystrom 1993; Wagner, 1995; Recardo & Jolly 1997; Lok & Crawford, 1999; Saeed & Hassan, 2000; Chow, 2001; Ooi & Arumugam, 2006; Samad, 2007; Yazdani & Yaghoubi, 2011).

The private sector institutes of higher education in Punjab are facing the problem of high turnover of employees, in particular teaching faculty. The reason of this may be weaker organizational commitment. The provision of quality education to the students is a challenging task for private sector higher education institutes. These institutes allocate reasonable budgets for the training and development of their teachers. According to our survey, these institutes are mainly engaged in arranging educational training workshops, giving rewards, and providing resources to raise the commitment level of their employees. Perhaps, this is insufficient because these kinds of practices cater only the affective dimension of organizational commitment, which is not enough to retain teaching faculty. In order to evoke higher commitment in employees, all the dimensions of organizational commitment must be rendered. Therefore, this study intends to compare the levels of important dimensions of organizational commitment and identify their effectiveness through literature. Further, this study measures the responses of teachers to different items of organizational culture in private sector of higher educational institutions in Punjab. Moreover, the present study also determines the effects of different components of organizational culture on different dimensions of organizational commitment and concludes important lessons out of it.

Defining organizational culture is difficult because it is a complex phenomenon and has many dimensions associated with it. Many researchers define it in their own style according to their understandings and beliefs; however, no one can deny its importance for all the stakeholders of organizations in general. According to Hofstede (1991) belief, significance of an organization are strongly associated with the rituals and symbols which may support the organizational culture.

Harrison (1993) suggested that power, role, achievement, and support are the important dimensions of organizational culture. They consider power as the injustice of access over resources, role as job description of employees and their task significance, achievement as the strategies of bringing people together to attain organizational goals, and support as shared and common vision and trust between organization and its employees.

Brown (1998) pointed out that beliefs, values, and strategies to practice lessons learned from past jointly represent the culture of an organization. He argues that every organization has its own values, norms, attitudes, assumptions and principles.

Valentine et al. (2002) find that the committed employees work more efficiently to achieve the goals and objectives (Cohen, 2003) of the organization. Kanter (1968) defines organizational commitment as something generated by the perceived benefits associated with continuing job at the organization and perceived costs attached with leaving the job. Buchanan (1974) defined organizational commitment as the degree of belongingness of the employees with the organization and significance of their role in the

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achievement of organizational goals.

Allen and Meyer (1990) defined organizational commitment as psychological aspects or elements like sincerity, belief and sense of involvement in job motivate the employees to stay at the organization. Meyer and Allen (1991, 1997) further extend their previously presented definition and suggest that organizational commitment is a psychological state which is reflected by the decisions of employees to continue their jobs at the organization. They beautifully explain three important dimensions of job commitment; Affective, continuance and normative. Affective commitment covers the positive feelings, involvement and attachment of the employees with the organizations, whereas continuance commitment represents the feelings of employees about costs of leaving the job. Last but not least, normative commitment includes the feelings of responsibility of employees to stay at the job. However, Meyer, Allen, and Gellatly (2002) argue that affective commitment is the most desired requirement of organizational commitment.

Unlike most of the theorists, Best (1994) relates job commitment just with moral obligation rather than personal benefits. Miller and Lee (2001), Meyer and Herscovitch (2001) said that organizational commitment is something due to which employees play their role to contribute in the organization through their belief, various activities and attitudes. Similarly, Miller (2003) and Ugboro (2006) viewed organizational commitment as a condition which compels employees to stay at the organization due to values, beliefs and principles. Ugboro (2006) also argued that organizational commitment is the representative of willingness of employees to put their efforts to achieve organizational goals.

Wagner, 1995; Saeed and Hassan, 2000; Martins and Martins, 2003; Lok, Wang, Westwood, and Crawford, 2007; Yazdani and Yaghoubi (2011) and many others find the positive effect of organizational culture on organizational commitment. Samad (2007) suggest that organizational culture influence the commitment of employees, leadership styles and performance of the organization. Nystrom (1993) and Chow (2001) report direct and strong correlation between organizational culture and organizational commitment. Nystrom (1993) suggests that in the strong institutional culture employees feel more committed with the organization.

Brewer (1993) argued that there may be many subcultures in an organization because in each subculture a small group of people has their own values, beliefs and characteristics. Varona (1996) finds that communication is one of the dimensions of organizational culture that plays very significant role in organizational commitment. Ricardo and Jolly (1997) observe that teamwork, communication, training and development, and reward, being the important dimensions of organizational culture, are correlated with organizational commitment. However, Morrow (1997), Silos (1999), Karia and Ahmad (2000), Stough, Eom, and Buckenmyer (2000) and Adebanjo and Kehoe (2001) find that among other dimensions of organizational culture teamwork possesses most important place to achieve organizational success. Osland (1997) explains the reason of the Morrow's (1997) finding that teamwork supports in building the better attitude of employees. Karia and Ahmed (2000) and Karria and Asaari (2006) concentrate on the importance of training and development in creating organizational commitment. Goris, Vaught, and Pettit (2000) point out that communication plays a crucial role in an organizational commitment. Kassicieh and Yourstone (1998), Zhang (2000), and Malik, Nawab, Naeem and Danish (2010) investigate that reward and recognition are positively correlated with organizational commitment. Flamholtz and Randle (1998) and Hannan and Redfern (2001) determined the effects of organizational culture on a broad range of outcomes. They find that organizational culture affects the output, growth, performance and commitment of every segment of employees.

Hypotheses

- There is significant positive relationship between organizational culture and organizational commitment of teachers in Higher Education Institutes.
- Normative commitment is less than the affective commitment in teachers of Higher Education Institutes.

Method

Sample

Sample consisted of 411 teachers of private sector higher education institutes of Punjab among them 281 were males and 130 were females. Considering the crucial role of sample size in achieving sufficient statistical power as suggested by McQuitty (2004) this study distributed 500 questionnaires and a general rule of ten observations for every free parameter as suggested by Nunnally (1967) and Schreiber (2006), among randomly selected teachers of private sector higher education institutes of Punjab. The study received 411 (82.2% response rate) completed questionnaires.

Instruments

Organizational commitment by Myers and Allen, (1988) was used. The scale has 22 total items and three subscales including continuance, affective and normative commitment. Respondent are advised to rate the items on 5-point Likert-type scale varying from strongly disagree (1) to strongly agree (5). The items used in the measuring organizational commitment were loaded into four different dimensions of organizational culture.

Organizational culture (Yang, 2003) has 21 items and 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5). Scale covers the wide range of aspects of organizational culture e.g., training and development, encouragement for taking calculated risks and initiatives, cooperation towards learning, communication related to lessons learned from past, access over resources, supervisory support, values, trust, and compatibility of culture with the world outside etc.

Procedure

The complete information about the teachers of the private selected universities was obtained through the websites, prospectus and from HR departments of some of the universities. After preparing a complete list of all the faculty members who had at least two years' experience at the same university we randomly selected 500 faculty members and contacted them personally and through emails to get the questionnaires filled. Respondents from Lahore region were contacted personally, whereas respondents from areas other than Lahore were contacted through electronic mails.

Data analysis technique

Principal Component Analysis (PCA) was employed to extract factors from different items of both questionnaires on each construct included in this study. Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy test, and Bartlett's test of sphericity were run for testing the adequacy of current data. Cronbach's alpha reliability was computed to check internal consistency of measure/constructs. Multiple regression analysis was also used in order to determine the effects of different dimensions of organizational culture on different dimensions of organizational commitment of the teachers. Paired sample *t*-test was employed to determine the significance of the difference between affective commitment and normative commitment of the teachers of private sector higher education institutes.

<div align="center">Results</div>

Data was collected on 43 items of both scales e.g., organizational culture (21 items) and organizational commitment (22 items). Subjects' scores on all the 43 items ranged from 01 to 05 (separate means and standard deviations for both questionnaires separately). Mean scores on all the items vary from 2.51 to 4.34, whereas standard deviations of responses on all the items range from 0.64 to 1.32.Mean of mean scores of organizational culture is 3.84. Normative commitment receives relatively low scores with the minimum mean of mean scores (3.42) as compared to affective commitment (3.93) and continuance commitment (3.78).

Values of Cronbach's alpha were computed for each construct in order to test the internal consistency of the items used to measure different constructs. Table 2 presents that computed values of Cronbach's alpha for each of the construct used in this study are above .80 i.e. 0.93, 0.89, 0.86 and 0.81 for affective commitment, organizational culture, continuance commitment and normative commitment respectively. This reveals that data on all the constructs used in this study are internally consistent.

Before determining the impact of organizational culture on the three dimensions of organizational commitment, this study employs exploratory factor analysis using principal component analysis with varimax rotation method in order to confirm the construct validity. Results of factor analysis have been presented in Tables 3 and 4. Results of KMO test of sampling adequacy and Bartlett's tests of sphericity have been presented in Table 3.

According to the table values of KMO in case of all the variables are greater than 0.80.This satisfies the criteria suggested by Hutcheson and Sofroniou (1999). Last two columns of table 3 present the results of Bartlett's test of data sphericity. According to these results significance level of the Chi-square test statistic is less than 0.001 in case of all the constructs. Hence, this study rejects the null hypothesis of no correlation among items of each construct.

Both tests i.e. KMO measure of sample adequacy and Bartlett's test of sphericity suggest that we can proceed with factor analysis.

Table 4 exhibits the Eigen values of the extracted components and the percentage of variance explained by each component. Straub et al. (2004) and Hinton Bedford, Congdon and Whicker (2004) suggest that in principal component analysis those factors should be retained as principal components which are extracted with the magnitude of Eigen values above 1. Our study retains four components of organizational culture and one component for each of the dimensions of organizational commitment i.e. affective

Table 1
Demographic Profiles of Respondents

Respondents' Demographics		Frequency	Percentage
Gender (N=411)	Male	281	68.4
	Female	130	31.6
Age (N=410)	Under 30	192	46.8
	30-39	135	32.9
	40-49	59	14.4
	50-59	16	3.9
	Above 60	8	2.0
Qualification (N=405)	Bachelor's Degree	06	1.5
	Master Degree	293	72.3
	M. Phil. or Ph.D.	97	24.0
	Others	09	2.2
Designation (N=407)	Lecturer	309	75.9
	Assistant Professor	73	17.9
	Associate Professor	18	4.5
	Professor	07	1.7

Table 2
Reliability of Measurements

Constructs	Valid N	Number of Items	Cronbach's Alpha
Organizational Culture	392	21	0.89
Affective Commitment	388	08	0.93
Continuance Commitment	396	08	0.86
Normative Commitment	385	06	0.81

Table 3
KMO and Bartlett's Test

Constructs	No. of Items	KMO Measure of Sample Adequacy	Bartlett's Test of Sphericity (Chi-square)	Bartlett's test of Sphericity (Sig.)
Organizational Culture	21	0.86	7254.65	0.000
Affective Commitment	08	0.92	1632.38	0.000
Continuance Commitment	08	0.86	1237.64	0.000
Normative Commitment	06	0.82	864.75	0.000

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Table 4
Eigen Values and Total Variance Explained

Construct	Components	Initial Eigen values		
		Total	*% of Variance explained*	*Cumulative % of Variance explained*
Organizational Culture	OC1(Values, belief, respect, trust etc.)	12.53	51.65	51.65
	OC2(Support, freedom, opportunities etc.)	5.65	17.56	69.21
	OC3(Training, learning, Feedback etc.)	2.54	11.64	80.85
	OC4(Communication, evaluation, cooperation with external world etc.)	1.08	09.42	90.28
Affective Commitment	AC	4.76	82.7853	82.78
Continuance Commitment	CC	5.54	71.87	71.87
Normative Commitment	NC	3.79	60.45	60.45

Table 5
Multiple Regression Analysis to Find Effects Of Individual Hr Practices

Independent variables	Dependent Variables		
	1	2	3
	Affective Commitment	Continuance Commitment	Normative Commitment
OC1 (Training, learning, Feedback etc.)	0.29*	0.19*	0.13*
OC2 (Support, freedom, opportunities etc.)	0.24*	0.21*	0.11**
OC3 (Values, belief, respect, trust etc.)	0.21*	0.16*	0.28*
OC4 (Communication, evaluation, cooperation with external world etc.)	0.19*	0.15*	0.18*
Adjusted R^2	0.87	0.74	0.72
F-Statistics	379.87*	142.61*	138.44*

Note: * and ** represent significance at less than 0.01 and 0.05 respectively

Table 6
Paired Sample T-Test for Difference between Affective Commitment and Normative Commitment

Variables	Mean	Std. Deviation	Mean Difference	*t*-Statistic	Sig. (t)
Affective Commitment	3.93	1.09	0.51	3.33	0.001
Normative Commitment	3.42	0.99			

commitment, continuance commitment, and normative commitment. In case of organizational culture the four extracted components cumulatively explain 90.28 percent of the total variance of 21 items used in the measurement of organizational culture. In the case of three dimensions of organizational commitment the Percentage of the total variance explained by each of the extracted component is 82.78, 71.87 and 60.45 for affective commitment, continuance commitment and normative commitment respectively.

The first component of organizational culture (OC1) includes items of organizational culture related to training and learning opportunities, provision of open and honest feedback to each other, leaders' support for learning requests, and recognition of employees for taking initiatives and calculated risks etc. Items related to support of employees by colleagues and leaders, freedom to adapt goals if needed, opportunities to grow with the organization,

confidence that organization would consider employees' recommendations, access over resources etc. are loaded into second component (OC2) of organizational culture. Further, items of organizational culture related to consistency of values and belief between organization and its employees, trust among employees and between organization and employees, respect of each other and respect of employees by organization etc. are loaded into third component (OC3). Finally, the fourth component of organizational commitment (OC4) covers the items related to communication among employees and between the organization and employees, evaluation of the organizational goals, revision of thinking as a result of group discussions, respect for others' opinion, measurement of gaps between current and expected performance of employees, working of the organization together with the outside community to meet mutual needs etc.

The extracted component of affective commitment includes eight

items rated to the positive feelings of employees to continue working for an organization due to the expected benefits attached with the current job. This component covers the aspects of feelings about belongingness, emotional and personal attachment and involvement, enjoyment, and happiness etc. On the other hand, the extracted component of continuance commitment covers the aspects of considerations about costs of leaving the job. This component consists of eight items; fear of quitting the job without having another, difficulty in leaving the job even if desired, disturbance in life due to leaving the job, overall costs of leaving the job, staying at the current job as the matter of necessity, scarcity of alternative jobs, lack of options to consider leaving the organization, and involvement of personal sacrifices due to leaving the organization. Lastly, the extracted component of normative commitment includes six items; Feelings of obligation to remain at the organization, feelings of guiltiness for leaving the job, feeling that organization deserves employees' loyalty, considerations of staying at the organization due to employees' felt obligations to the people in the organization, feelings that employees owe a great deal to the organization, and the employees' feelings that it would not be right to leave the organization even it were to employees' advantage. Overall, normative commitment represents the feeling of obligations and responsibilities of employees to remain a part of the organization.

Table 5 presents the results of three models of multiple regression analysis. First, second and third model of the table shown the effects of the four components of organizational culture on affective commitment, continuance commitment and normative commitment. Overall, the effects of all the components of organizational culture on all the three dimensions of organizational commitment are positive and significant. But, this is important to note that affective commitment is the largest recipient of the effects of the four components of organizational culture. On the other hand, continuance commitment remains at the middle place, whereas normative commitment receives the lesser effects of organizational culture as compared to other dimensions of organizational commitment. First component of organizational culture i.e. OC1 (β=.29) is the most important determinant of affective commitment as compared to other components. This component covers the aspects of organizational culture like training, learning and feedback etc. However, effects of all other three components of organizational culture on affective commitment are significant at less than one percent significance level. Model 2 of the Table 5 represents that OC2 (β=.21) is the most important factor of continuance commitment. OC2 includes the items of organizational culture related to support of employees by organization and colleagues, freedom to adapt goals if needed, learning opportunities, consideration of employees' recommendations, access over resources etc. Nevertheless, other components of organizational culture are also significant determinants of continuance commitment as mentioned earlier. The results of model 3 reveal that OC3 (β=.28) occupies the most important place among the four components of organizational culture in determining the normative commitment. This component consists of the items of organizational culture like consistency of values and belief, mutual trust and respect etc. The fourth component of organizational culture (OC4) is the second most important determinant (β=.18) of normative commitment. Although the effects of this component in other two models are also significant yet its importance remains at the last place in these models. The values of adjusted R^2 in the above discussed three models represent that four components of

organizational culture explain 87%, 74% and 72% of the total variance of affective commitment, continuance commitment and normative commitment respectively. The values of F-statistic are significant at less than one percent significance level which, suggest that all the three specified models are good fit. Hence, the joint effects of the four components of organizational culture are significant on all the three dimensions of organizational commitment.

Table 6 presents the results of paired sample t-test. According to the value of t-statistic (3.33) null hypothesis of no difference is rejected at less than one percent significance level. The mean difference between affective commitment and normative commitment is 0.51, which reveals that normative commitment level (3.42) is significantly less than affective commitment level (3.93).

Discussion

The findings of this study represent that organizational culture plays significant positive role in the determination of organizational commitment. Hence, our findings are consistent with those of Wagner, 1995; Saeed and Hassan, 2000; Martins and Martins, 2003; Lok, Wang, Westwood, and Crawford, 2007; Yazdani and Yaghoubi (2011), Meyer and Allen (1991), Nystrom (1993) and Chow (2001) etc.

The effects of these dimensions (values, belief, respect, trust, (OC1) support, freedom, opportunities, training learning and feedback (OC2)communication, evaluation, cooperation with external world (OC3) of organizational culture on the three dimensions of organizational commitment were found to be significant and positive. Nevertheless, on the basis of magnitudes of the coefficients different components of organizational culture have different importance in determining the three dimensions of organizational commitment. We found that aspects of organizational culture which are related to training and development, provision of open and honest feedback to the employees, leaders' response towards the learning requests of employees, and encouragement of the employees who take initiatives and calculated risks are most important to raise the level of affective commitment of the employees. This is also important to note that researchers suggest that affective commitment is the most important dimension of organizational commitment. Continuance commitment (OC2) is another important determinant. Although external environment affect continuance commitment but the support of employees by colleagues and leaders, freedom of adapting the goals according to needs, access over resources and the degree of confidence that organization would consider the recommendations of employees etc are also other factors that lead the employees to compare their current position with the expected position at some other organization and these intensions create continuance commitment of employees with the organization. The third important dimension of organizational commitment, which has been discussed in the literature, is normative commitment (OC3). According to the findings of this study OC3 is the most effective factor of this dimension and includes the items like values, belief, respect, and trust etc. This is interesting to note that the findings of this study suggest that the overall level of normative commitment is weaker than affective commitment and continuance commitment of the teachers of private sector higher education institutes of Punjab. This is evident from the fact that normative commitment appeared with the lower mean of mean scores (3.42) as compared to affective

commitment (3.93) and continuance commitment (3.78). This may also be of the great interest that one of the items of normative commitment "It would not be right to leave my organization even if it were to my advantage" received the mean score of just 2.95 which is the minimum of all the 43 items used in this study. This suggests that poor level of normative commitment may lead to overall weak levels of organizational commitment of employees. Hence, we suggest that organizations should concentrate to frame out such policies which could pay special focus on building the normative commitment. Building the normative commitment does not require such changes in culture which heavily cost the organization rather it requires those changes in organizational culture which don't need heavy budgets such as moral pursuance and guidance, enhancing the levels of trust and belief and giving the gesture of respect to the employees etc. On the other hand, affective commitment and continuance commitment are attached with the cultural aspects which require organizational expenditures. On the basis of above, we believe that normative commitment can work in the situations when maintaining affective commitment of the employees becomes harder for the organization due to weak short term financial positions.

The fourth extracted component of organizational culture (OC4) covers the items related to communication, evaluation of organizational goals, and compatibility of organizational needs with the outside community etc. Although this component of organizational culture has not emerged as the most important factor of any of the three dimensions of organizational commitment nonetheless its effects on three dimensions are significant and positive.

Conclusion and Recommendations

On the basis of the findings of this study and above discussion we conclude that organizational culture is of the significant importance in creating organizational commitment of employees of private sector higher education institutes. However, different aspects of organizational culture possess different relative importance in the determination of three different dimensions of organizational commitment i.e. affective commitment, continuance commitment and normative commitment. Further, we conclude that private sector higher education institutes of Punjab are facing the problem of weak levels of normative commitment, than affective commitment and continuance commitment. This recommends that policy makers of the private sector higher education institutes should pay special attention to build their employees' affective commitment and continuance commitment in general and normative commitment in particular. For this they should try to improve organizational culture by providing training and learning opportunities, encouraging the tradition of giving open and honest feedback, requesting departmental leaders to support their subordinates' learning requests, giving the confidence to the employees for taking initiative and calculated risks, giving freedom to employees to adapt goals if needed and giving access over resources. But, it is also important that organizations should set values and beliefs which are consistent with those of employees, to adopt strategies to develop trust among employees and between employees and organizations, to make employees to respect each other and to give the confidence and respects their employees. The organizations should also arrange seminars to make their employees ethically and morally strong. This would enhance the level of normative commitment which is the weak dimension of organizational commitment of the employees of private sector higher education institutes of Punjab.

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