Component Wise Comparison of the Degree of Organizational Commitment.

MOHAMMAD TUFAIL

Lecturer, AWKUM, Buner Campus.
Email: tuphail@yahoo.com

NAVEED FAROOQ

Assistant Professor, AWKUM, Pabbi Campus

Abstract

This study was conducted to investigate the component wise comparison of the degree of organizational commitment. These components are affective, continuance and normative commitment. The participants were the faculty members of the private and public sector universities in Khyber Pakhtunkhwa. It was found that the degree of commitment varies. Future avenues have been given for further investigation.

Key Words: *Organizational Commitment, affective commitment, continuance commitment, normative commitment.*

Introduction

The commitment is having crucial role in the business and educational studies and it cannot be denied (Kaemar, Carlson & Brymer, 1999). The people who want to remain with organization are more committed and loyal to organizational goals and objectives. (Yousaf, 2000).

Recently there has been shown a greater multiplicity in the literature over organizational commitment between the professionals and educational groups as well (Yousaf, 2000).

In the recent history teaching profession was considered on not much valuable profession in most of the developing countries, still in some countries the same consideration exists. But recently this concept is changed; now teaching is adopted as a profession. Due to a large number of attractive strategies adopted by the institutions now this profession is rewarding and profitable profession. As the environment and the situation of the country differ from every other country, in our country the educational system is divided in two sector i.e. public (government sectors) and private sectors. Due to different owner there is a lot of variation among the institutions regarding salaries, packages and other incentives. Hence it cause a greater in organizational commitment

Beside these factors Evans (1998) described the factors related in lower organizational commitment in this profession. The factor was described as low wages, small scales positions and poor education system. Howell and Dorfman (1986) identified the organizational commitment as an important and understanding behavior in organization. In the view point of Firestone & Rosenblum (1988) focus on the strongly committed employee to their institutions must adopted such behavior that is helpful in achieving the organizational goals.

Literature Review

Becker (1960) the first researcher presents the idea of organizational commitment. He stated that his opinion on the benefits and losses to an individual from the organization. If the employee is loyal and committed to the organization and he will perceive more benefits from the organization in the form of bonuses, incentives, extra packages and pension as well.

These packages are only provided to that employee who retains with that organization and are found to be loyal to organization. While he/ she will lose these packages if he/ she quit the job. Hence such benefits also increase the employee loyalty and motivate organizational commitment.

Salancik, (1977) and Mowday, Porter & Steers (1982) verified the basic two types of the organizational commitment .i.e. Attitudinal and behavioral commitment. They further differentiate it as to identify the antecedent and conditions of the commitment the develop the organizational commitment is stated as attitudinal commitment. According to (Steers 1977) it is related with the people perception and their relationship with organization furthermore the employees focus on their goals and relate these goals with organizational goals to achieve them (Mowday et al. 1982). Meyer and Allen (1991) described the results of behavioral commitment which have their influence on adopting stabilizing and altering the commitments. The attitudinal comment view is related to the emotional physiological connection in a sense of allegiance. Consistence and trust in achieving organizational goals (Mowday, Steers, & Porter, 1979).

Pfefrre and Lawler (1980) primary focused on the research on behavioral commitment and clarifying the conditions through which the behavior experienced ever, its repetition, and the effect of the behavior to which an individual attitude can be changed. In this condition the individual is bound with the organization and analyze the way to tackle the issues (Mowday et al. 1982). Similarly Meyer and Allen (1991) described the attitudes from individual behavior that may occur in the future as a behavioral commitment

Kantner (1968) considered affective commitment like "cohesion commitment as" *the attachment of an individual's fund of affecting and emotion to the group* (p.507).

When the employee has strong normative commitment he will stay with the organization   because they think "*They ought to do so*" (Allen and Mayer 1996).

Kanter (1968) stated that the organizational commitment can be increased through loyalty of individuals with the organization. Along the loyalty factor he suggested three components, continuous commitment, cohesion commitment, and control commitment. the first one Continuous commitment is related to individual personal investments that stuck the individual to organization because on quieting the organization he have to bear some cost, the 2nd component shows the social relationship of individual with the organizational society that formally exits. it develop the cohesion commitment. The last one affect the expected behavior of the employees which link the organizational codes stated as control commitment.

Reicher (1985) projected the three form of organizational commitment these form are stated as concepts and goals. Which are; attributes, exchange and congruent goals between individual & organization. The attribute concept states the relation between the individual and behavior he adopted. The second concept of exchange commitment identify the individual and the benefits provided to he/ she from the organization, if the benefits provided is high then it create positive commitment and if low, indicates as low or negative commitment. Becker (1960) gave the definition of continuance commitment as the "*consistent lines of activity*" (p.13)

 Third concept is regarding the congruence or similarity between the commitment of individual and organization focuses which can be identified by individuals those decades to organizational goals and values. Mowday, Streers and Porter (1979) elaborated that the affective commitment is "when an individuals is found to be alignment with organizational goals and wants to sustain the membership with that organization.

Following it O'Reily and Chatman (1986) stated that the degree of involvement and identification with organization influence the individual and organization attachment,

Furthermore Allen and Meyer (1996) stated that committed employee creates a mindset that always associate the employee with the organization and it decrease the chances of turn over or quieting job.

Tenure and the turnovers are the most studied correlation for commitment. However if turnover is regarded as the prominent factor then the other correlated factors or concepts becomes inappropriate. Some studies also suggested that the association between commitment and job behavior are antagonistic. But contrary some studies also goes on the opposite direction. Similar is the case for commitment as well.

Employees belong to organization or feel compulsion to organization behaves apparently different from those who want to stay in the organization. Some studies also suggest significant measures of effective commitment. When the employee is responsible to stay with organization he develops many ways of positive contribution to organization. This leads to positive effort and performance. On the other hand if the position is of normal standard and their tenure is up to the need their performance effects and they have low commitment with the organization. In the last every component has it own effect on the commitment which differs from every other effect on the behavior's it not simple to make a relation between component of commitment and behavior. As the commitment is high the employee will loyal to organization and if the commitment is low the turnover will increase. And the employee will leave the organization. So it is necessary to assign responsibility to the employee that makes them loyal to organization. (Meyer & Allen, 1991).

Methodology

The required data were collected form the faculty members of those public and private sector universities in which management sciences departments were established. The data were collected from 90 faculty members, 45 from each sector. The data was collected through a questionnaire designed by Allen and Meyer (1991). Male and female were the participants of the sample size and there was no gender ratio while collecting the data. In the said sample the 18.9 percent were the female from both the sector and the rest was contained by male participants. Although the age ranges from 23 years to 70 years, most of the participants were relatively young. And the mean age was 29 years Most of the participants were having the Master Degree i.e. 77.8 percent, 17.8 percent was having the MPhil/MS degree and only 4.4 Percents were having the PhD degree.

Analysis

Cross tabulation test was carried out to make the comparison of the required sample size. The required test was run sector into component wise.

Table 1
**Affective commitment sector wise Cross tabulation**

Sector * Affective Commitment Cross tabulation

		Affective Commitment			
		High	Medium	Low	Total
Sector	Public Sector Universities	28	13	4	45
	Private Sector Universities	9	24	12	45
Total		37	37	16	90

The table shows the cross tabulation for affective commitment and universities of both the sectors. Three categories i.e. high category, medium category and low category have been designed for organizational commitment.
. This table elaborates that in the category of high degree of affective commitment there are 28 members in public sector universities and only 9 in private sector universities. While looking at the medium level of affective commitment in bot the sectors the no is greater in private sector and same is the case with the degree of low affective commitment.
The graphical representation is shown in the above graph. According to the graph the degree of affective commitment is very high in public sector universities than private sector universities. But is case of medium and low affective commitment the case is opposite. The degree of affective commitment is low in public sector universities in medium and low category than private sector universities.

Figure 1
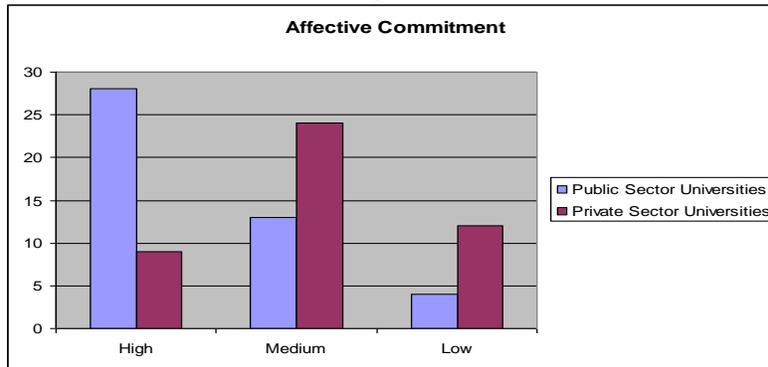
Table 2 Continuance Commitment and sector wise Cross tabulation

Sector * Continuance Commitment Cross tabulation

|		Continuance Commitment			
		High	Medium	Low	Total
Sector	Public Sector Universities	19	14	12	45
	Private Sector Universities	2	20	23	45
Total		21	34	35	90

The above table exhibits the division of participants lies in every category in both the sectors. The responses from the respondents are shown in the above table for continuance commitment. The no of participants in the high degree of continuance commitment is relatively low i.e. 21. But the respondents of public sector universities are large in no than in private sector universities. In the case of medium and low continuance commitment the no is almost the same in both the sectors. It means that in the case of medium and low category of continuance commitment the respondents were having the same response.

Figure 2

www.irmbrjournal.com
December 2012
Iɴᴛᴇʀɴᴀᴛɪᴏɴᴀʟ Rᴇᴠɪᴇᴡ ᴏꜰ Mᴀɴᴀɢᴇᴍᴇɴᴛ ᴀɴᴅ Bᴜsɪɴᴇss Rᴇsᴇᴀʀᴄʜ
Vol. 1 Issue.1
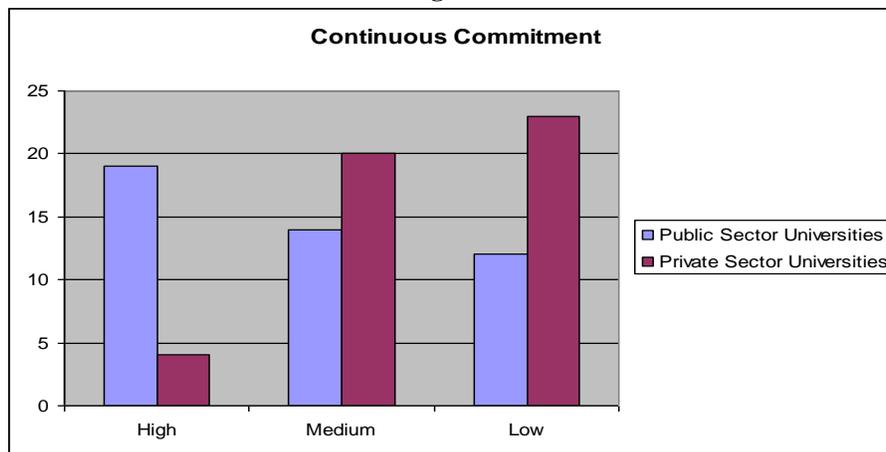
The graph for the continuance commitment exhibits that very few respondents are in the high category in private sector universities and vice versa. The degree of continuance commitment is in declining in case of public sector universities and in increasing order in private sector universities.

Table 3 Normative Commitment and sector wise Cross tabulation

Sector * Normative Commitment Cross tabulation

		Normative Commitment			
		High	Medium	Low	Total
Sector	Public Sector Universities	14	25	6	45
	Private Sector Universities	7	33	5	45
Total		21	58	11	90

The above table explains the division of respondents lies in each category from both the sectors. The no of 21 respondents lie in high degree of normative commitment out of which 14 are from public sector universities and the rest 7 are from private sector universities. The no of respondents are more in the medium category. The total of 58 respondents lies in this category, out of which 25 are from public sector universities and 33 are from private sector universities. The no of respondents lie in low degree of normative commitment is 11 consisting 6 from public sector universities and 5 from private sector universities.

Figure 3
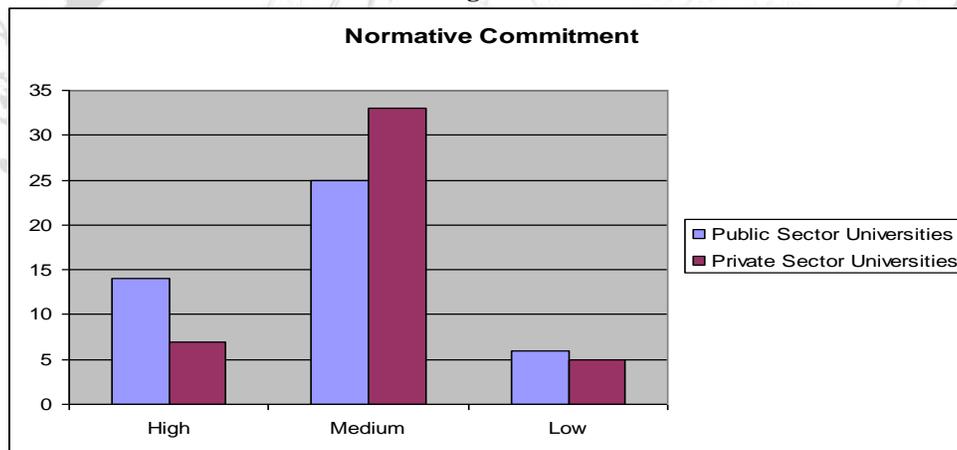
The above graph shows the fluctuation in the normative commitment sector wise. The graph explains that in comparison of the normative commitment the no of respondents are more in public sector universities than in private sector universities. Same is the case with low category for the normative commitment. The medium category for the normative commitment exhibits that there are more respondents from the private sector universities than public sector universities.

Discussion and conclusion

The present study shows the comparison in the degree of the components of the organizational commitment in the public and private sector universities of the said province. In case of first component of the organizational commitment i.e. affective commitment, the level of affective commitment is more in public sector universities than in private sector universities. The employees are having high affective commitment in public sector due to the reason that they are delighted in a reasonable way and are guided in a better way as well. The affective commitment is observed in organizations where the environment is supportive.

This can be supported by Meyer, Stanley, Herscovitch and Topolnytsk (2002). In public sector the job characteristics, environment and job duties are very much clear to the employees, due to which the strong affective commitment is observed, it can be supported by the studies conducted by Mowday et all (1982) and Allen and Meyer (1996). The results for the continuance commitment exhibits that it is high in public sector than in private sector due to the reason of buried and hidden costs. Normally the employees think that they will be granted more opportunities on the containing of their relationship to public organization. The tenure spent by an employee may not bring lucrative benefits while switching to other private sector universities. Similar results were drawn by Becker (1960) as well. This study found that the career growth is relatively slow in private sector universities and they do not provide the benefits like the public sector universities to the individuals, so the continuance commitment is low in private sector universities. The same results were found in the study conducted by Allen and Meyer (1990). Lack of alternative opportunities play a vital role in the observation of continuance commitment. It is related to the hidden benefit in the job. The same result was suggested by Allen and Meyer (1990). Normative commitment was found to be high in public sector universities than in private sector universities. Obligations provide bases for the normative commitment, so it depends on an employee that how he/she responds to these obligations. Studies by Schwartz and Tessler (1972) Schwartz (1973) also identified the same results that normative commitment is like a personal norm, not organizational so it is totally based on individuals. In Public Sector University an employee is very secure in the sense of job security. Due to this security and clear roles the normative commitment is was found to be in high degrees. The clear role in any organization plays very vital role as if it is not clear to an employee then how he/she will be able to achieve the required goals and targets. This is consistent with the study of Allen and Meyer (1990) and Buchanan (1974).

The present research may be extended to the other universities as well. It is not necessary that the same results will be drawn form the other provinces. The degree of commitment may be differ. Culture is very important to form the behavior of any individual. The same results may not be exhibited in different cultures so it will be very vital to conduct the study in different cultures, also the nature of organization is also important to be studied. The demographic variables can be considered to know about the degree of commitment in different organizations. Work life balance, stress, level of education and gender issues may be considered.

References

Allen, N. J., & Meyer, J. P. (1996). Affective, continuance, and normative commitment to the organization: An examination of construct validity. *Journal of Vocational Behavior, 49*(3), 252-276.

Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuous and normative commitment to the organization. J*ournal of Occupational Psychology, 63*, 1-18.

Becker, H. (1960). Notes on the concept of commitment. *American journal of Sociology*, 66, 32-42.

Evans, L. (1998). Teacher morale, job satisfaction and motivation. Paul Chapman Publishing Ltd, London.

Firestone, W. A., & Rosenblum, S. (1988). Building commitment in urban high school. *Educational Evaluation and Policy Analysis*, *10*, 285-299.

Howell, D., & Dorfman, C. (1986). Troubled teachers. New York:McKay.

Kaemar, K. M., Carlson, D. S., & Brymer, R.A. (1999). Antecedents and consequence of organizational commitment: A comparison of two scales. *Educational & Psychological Measurement*, 59(6) 976-995.

Kanter, R. M. (1968). Commitment and social organization: A study of commitment mechanism in utopisn communities. *American Sociology Review, 33*, 499-517.

Meyer, J. P. & Allen, N. J. (1991). A Tree-component conceptualitazation of organizational commitment. *Human Resource Management Review,* 1, 61-89.

Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A Meta analysis of antecedents, correlates and consequences. *Journal of Vocational Behavior*, 61, 20-52.

Mowday, R. T., Steers, R. M. & Porter, L. W. (1979). The measurement of organizational commitment. *Journal of Vocational Behavior,* 14, 224-247.

Mowday, R. T. Porter, L. W. & Steers, R. M. (1982). Employee-organization linkages. The psychology of commitment, absenteeism and turnover. New york: Academic Press, Inc.

O'Reily, C. A., & Chatman, J. (1986). Organizational commitment and Psychological Attachment: the Effects of Compliance, identification and internationalization on prosocial behavior. *Journal of Applied Psychology,* 71, 492-499.

Pfeffre, J., & Lawler, J. (1980). Effects of job alternatives, extrinsic rewards, and behavioral commitment on attitude towards the organization: a field test of the insufficient justification paradigm. *Administrative Science Quarterly,* 25, 38-56.

Reichers, A. E. (1985). A review and reconceptualization of organizational commitment. A*cademy of Management Review,* 10, 465-476.

Salancik, G. R. (1977). Commitment and the control of organizational behavior and belief. New directions in organizational behavior, edited by B.M. Staw and G.R. Salancik. Chicago: St. Clair Press.

Schwarts, S. H., & Tessler, R.T. (1972). A test of a model for reducing measured attitude-behavior discrepancies. *Journal of Personality and social Psychology,* 24, 225-236.

Schwarts, S. H. (1973). Normative explanation of helping behavior: A critical, proposal and empirical test. *Journal of experimental Social Psychology,* 9, 349-364.

Steers, R. M. (1977). Antecedents and outcomes of organizational commitment. *Administrative Sciences quarterly,* 22, 46-56.

Yousaf, D. A (2000). Organizational Commitment: A mediator of the relationship behaviour with job satisfaction and performance in a non western country. Journal of Managerial Psychology, 15 (1), 6-24