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COMPARATIVE STUDY OF QUALIFICATION AND ORGANIZATIONAL COMMITMENT AMONG THE FACULTY OF PRIVATE UNIVERSITIES

YASIR KHAN, SAIMA BATOOL

Abstract:

The purpose of this research was to analyze the level of normative, continuous, affective, and overall degree of organizational commitment among the faculty serving in the private sector Universities. Total nine Private Sector University are imparting education in the city of Peshawar from which 115 faculties was chosen as a sample. Data was collected from both male and female faculty on socio-demographic variables. The researcher applied descriptive statistics and cross tabulation in order to quantify the normative, continuous, affective and overall degree wise organizational commitment among the faculty of private sectors Universities. This study indicates that organizational commitment of faculty was at medium level, however, qualification wise those faculty who hold Master degree were more dedicated as compare to their higher-ranking counterpart who have MPhil and Ph.D. degrees.

Keywords:

Qualification, Affective Commitment, Normative Commitment, Organizational Commitment.

JEL Classification: L20

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INTRODUCTION

In 1990s organizational commitment was considered the foremost subject of study in the discipline of management sciences and a need was emerge to develop theory for it. It is known as multidimensional incident keeping in view precedent, past history, connections and effects (Mayer et al, 2002). Yousaf (2000) argued that different studies had conducted in the same area in various occupations which included faculty of Universities as well. Few years before in less develop countries, teaching was consider as low paying and low category job but currently due to high compensation it is considered as reputed profession. In Pakistan public and private institutions are providing quality education to society. Different universities are paying different salary to their faculty because of work load, working relationship, pay package, ownership change and other benefits which cause variation in the level of commitment.

Minimum compensation, rising inflation, less scale, and grade up gradation are the factors cause lesser organizational commitment in teaching profession (Evans, 1998). Similarly, Firestone and Rosenblum (1988) explained that the performance of teaching faculty depend upon the level of obligation, as committed faculty is more productive. Devoted teachers have strong association towards their institution, students and committed to their subject. Teaching needs closeness to the students, occupation and uniformity of ethical standard. Committed teachers exhibit such attitude which assists to obtain organizational goals and prefer to do at maximum level for the growth and development of educational institutions for long time.

HIGHER STUDY IN PAKISTAN

Higher study is extremely important because it does support unadventurous discipline and highly concentrated areas of studies (Cortese, 2003). In Pakistan to improve the education standards different Governments design different strategies to raise the education level (Ahmad, 1988). In this regard three decisions were taken.

1. Privatization of School.
2. English language is to be used as medium of exchange.
3. Two compulsory subjects were added in syllabus i.e. Pakistan studies and Islamic studies.

Higher education Commission (HEC) was established in 2002 with the purposes to enhance the education structure in the county. The primary objectives of the commission are to appraise, promote and to support higher education in the country. The education census held in (2005) shows that the total numbers of colleges are 1882 among 1025 is Government Colleges and 857 Privates Colleges. In Pakistan total 114 Universities are working in which 19 Universities are operating in Khyber Pakhtunkhwa. When the students received Higher Secondary School Certificate only 3.4% secured admission in degree colleges, 0.6% get enrollment in general

Universities and 1.08 take admission in professional institutes (Educational institutions Resource Bank, 2007).

SIGNIFICANCE OF THE STUDY

Human Resource Development has been remained unimportant area of all organization in Pakistan which included private universities of private sector, so this research will help to make gorgeous HR policies. The issue is to keep knowledgeable, devoted and skillful employees in which institutions have failed. This study will assist the management of private Universities to increase the level of motivation of teaching staff in order to make them efficient and committed to Universities. The paper will help private sectors Universities to implement such policies and procedures to improve the level of motivation and commitment of faculty by providing opportunities towards higher studies.

LITERATURE REVIEW

The Idea of organizational commitment was first given by Becker in the year of (1961). He explained that a person has to surrender some of benefits while switching from one institution to another. Grusky in (1966) stated in his views that "willingness of the employees to remain sticky to the organization is commitment" Similarly Sheldon give his opinion in (1971) that employees donate sufficient time and struggle with the purposes to differentiate and to get respect in the organization, once he achieved this he does not prefer to switch the organization. Porter et al. (1974) explains that view point of the employees about an exact organization is their commitment to that organization. Other researchers like Hall & Nygren, Schneider (1974); Sheldon (1971) suggested that commitment toward an organization is basically employee's level of association with the organization goals norms and values. Commitment overshadows loyalty of the employees (Buchanan, 1974), "involvement in the job" (Weiner & Gechman, 1977)," attachment with job" (Koch & Steers, 1978). As stated Mowday, Streers & Porter (1979) organizational commitment is valuable comeback of the employees which is much stronger than deferential devotion to an organization.

Mowday et al. (1982, p. 27) stated that organizational loyalty is the power of a single person want to know and participation in a particular organization. According to While Reicher (1985) there are three forms of organizational commitment i.e. **exchange**, **attributes** and **balanced objectives** between organization and employee. The concept of aspect describes the relationship of an employee and his/her conduct. The second important thought i.e. concept of exchange tells us about positive and negative aspects of an individual behavior which is directly linked with the salary, remunerations and benefits given by an organization to that particular individual. According to Mowday et al. (1982, p. 27) organizational commitment is the power of

an individual's identification and participation in a particular organization. According to While Reicher (1985) there are three forms of organizational commitment i.e. exchange, attributes and harmonious objectives between organization and employee. The concept of attribute describes the relationship of an employee and his/her conduct. The second important thought i.e. concept of exchange tells us about positive and negative aspects of an individual behavior which is directly linked with the remunerations and benefits given by an organization to that particular individual.

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COMPONENTS OF COMMITMENT

AFFECTIVE COMMITMENT

Kentner (1968) stated that affective commitment means positive association and consistency in performance. According to the Mowday et al. (1979) when employee associate himself with organization that is time when he considered the organizational goals as its own goals and pursue to keep association for the achievement of the goal. As O'Reily and Chantman (1986) stated that affective commitment is the "the emotional attachment, identification and involvement of an employee with the organization" Knowing oneself with the organization, effective participation and amicable discharge of one's responsibilities and emotional attachment is also termed as organizational commitment" (Allen & Meyer, 1996 p. 02).

CONTINUANCE COMMITMENT

According to Becker's (1960) "consistent lines of activity" is continuance obligation and any deviation from consistency in job prevail low level of commitment. Similarly, Stabbins (1970) describes continuous commitment as "the attentiveness of the impracticality of choosing a unusual social uniqueness" (p.527). "Profit associated with continued participation and a "cost" associated with leaving" Kanter (1977. p.504).

Reichers (1985) said that continuance commitment is due to certain factors i.e. number of years which employees has spent in the Organization and the benefits and incentives which employees has avail. The continuous commitment is that commitment which compels the employees to stay in the same organization, if he quit then he has to bear some cost. The research of NK Natarajan (2011) elaborate that continuous commitment has link with extrinsic rewards which employees received in form of money and promotion and required work satisfaction.

NORMATIVE LEVEL OF COMMITMENT

Wainer (1981) revealed normative commitment is to get the institutional effectiveness by inner normative pressure. He identified that the logic of normative obligations are spiritual feelings, family background, environment and marriage in the same organization. Meyer & Allen (1991) considered it as “a feeling of commitment”. In the opinion of Meyer & Allen normative commitment is consider by the employees as the moral obligation and responsibilities to stay in the Organization. It is a sort of commitment in which individuals experience “the perception of devotion” with the department. Such commitment compels work force to be the part of organization (Allen and Mayer 1996). To conclude the discussion normative commitment means the accountability of workforce with organization (Bigrein 2003, p.14).

METHODOLOGY

All the teaching staff of nine private Universities located in Peshawar city was the population of current study. Nine private Universities are imparting education in Peshawar city such as Gandhara University, Cecos University, city University of science & information technology, Iqra National University, Fast University, Sarhad University, Abasyn University, Preston University, and Qurtaba University. Questionnaires have been handover to the faculty serving in various departments of selected universities. Random sampling technique used in the current study to gathered data for analysis.

PARTICIPANTS AND RESPONSE RATE

Total 141 questionnaires were handover to the teaching staff of nine selected private Universities. Among these 116 questionnaires were return which indicated that the response rate is 81% of allocated questionnaires.

ORGANIZATIONAL COMMITMENT QUESTIONNAIRE

The level at which employees recognize and internalizes the objective and goals of the institution and paly their due role to achieve these objectives is considered as Organizational devotion. Allen and Meyer (1991) designed a questionnaire to gage the level of commitment in the institutions and were used in the study. This scale consists of 18 questions, however each set of 6 questions explained each part of commitment like normative level of commitment, affective and continuous level of commitment. To measure the commitment of faculty Likert scale varying from 1 to 5 were used.

RELIABILITY

Reliability coefficient used in this research to verify the reliability of selected scale. Cronbach's Alpha of the level of all three parts of commitment is calculated which is 0.71. Likert scale is the most popular and frequently used in similar study but for consistency of the research reliability was considered. Nunnaaly, (1978) suggested

scale reliability of 0.7, Siegel, et. al (2001) recommended 0.66 alpha for merged scale, Kisieliu and strength (1984) even used 0.6 alpha.

ANALYSIS OF DATA

Total one hundred and fifteen questionnaires were obtained for data analysis among nine universities located in the vicinity of Peshawar. Data was gathered from male and female faculty of universities. Faculty members were of different age and of different qualification.

CROSS TABULATION

To categorize and summarize variable of interest, cross tabulation is the most popular technique used in social sciences research. It is suitable to use the same technique in the present study. Cross tabulation analysis is appropriate between OC and educational categories. As the current research is operationalized in three form model, so for all types of commitment (normative, effective and continuous) cross tabulation examination is recommended. Theoretical score which an individual can generate at maximum is $(5 \times 18 = 90)$ and the smallest score is $(1 \times 18 = 18)$ through cross tabulating for organizational commitment. The actual minimum and maximum score got from data analysis is 79 and 35 respectively. Keeping in view the actual score in mind three categories of commitment were constituted. The range of low category is (35–50), medium (51-65) and high is (66-74). To consider these values different types of commitment and various categories of qualification is formed below:

Table.1: Qualification * AC-Categories Cross tabulation

| Count | | CC-Category | | | Total |
|---------------|----------|-------------|-----|--------|-------|
| | | High | Low | Medium | |
| Qualification | Masters | 10 | 36 | 46 | 92 |
| | MS/MPhil | 1 | 6 | 10 | 17 |
| | PhD | 1 | 3 | 2 | 6 |
| Total | | 12 | 45 | 58 | 115 |

The above table of cross tabulation explains the various categories of the level of affective commitment and the categories of qualification in private Universities. In the first category, the number of lecture are 92, among which 20 are highly committed and 20 lecturers falls in low degree of organizational commitment category. In this group 52 faculty members have medium level of commitment. The 2nd group is of those candidates who hold M.Phil. degree. In these category 12 members have medium

degree of affective commitment, while 1 faculty is highly committed and 4 members includes in the low category AC. Candidates having doctorate degree are mention in the last group. They are 6 in number and have various designations. In this group 1 is highly committed, 3 have very low commitment and 2 have moderate level of commitment with their institutions. I concluded from this categorization those PhD faculties have low level of commitment with the organization and maximum faculty having Master and M.Phil. qualification fall in the medium cluster of affective commitment category.

Table. 2: Qualification * CC-Categories Cross tabulation

| Count | | AC-Categories | | | Total |
|---------------|----------|---------------|-----|--------|-------|
| | | High | Low | Medium | |
| Qualification | Masters | 20 | 20 | 52 | 92 |
| | MS/MPhil | 1 | 4 | 12 | 17 |
| | PhD | 1 | 3 | 2 | 6 |
| Total | | 24 | 28 | 63 | 115 |

The above mention table is about continues level of organizational devotion and about qualification of employees. The three levels of continuous commitment and three levels of qualification are constituted through cross tabulation. Total employees of Master degree are 92, among 46 have medium commitment level, 10 respondents are highly devoted and 36 staff members are having low degree of continuous level of commitment. The second group consists of those faculties who have Mphil qualification. Among 17 candidates only one member is highly committed, 6 have median and 10 respondents have less level of commitment. The last group consist of 6 respondents and they held doctorate degree in which 3 members have low, 1 have high and 2 have medium level of continues level of commitment.

The last category are those respondents who held doctorate degree, they are 6 in number in which 1 respondent have high level of Organizational Commitment while 2 have medium level of continuous commitment and 3 participants which are 50% of the category have Low level of continuous Commitment. At the end, we can say that in term of Qualification the participants who possess Master and MPhil degree have medium level of continuous commitment and PhD degree holders have low level of Continuous commitment.

Table 3: Qualification * NC-Categories Cross tabulation

| Count | | NC-Category | | | | Total |
|---------------|------------|-------------|------|-----|--------|-------|
| | | | High | Low | Medium | |
| Qualification | Masters | | 6 | 13 | 73 | 92 |
| | MS/M. Phil | | 0 | 4 | 13 | 17 |
| | PhD | | 2 | 2 | 2 | 6 |
| Total | | | 8 | 18 | 88 | 114 |

The normative level of commitment and the qualification of employees are shown in the above cross table. Different categories of qualification and level of normative commitment are drawn through cross tab.

Candidates who held master degree are much higher as compare to other categories. They are 92 individuals in which 73 are medium, 13 are low and 6 are highly committed towards the organization. As far as the matter of MS/M. Phil is concerned, the total participants are 17, in which 13 are medium and 4 are those participants which are in low category. Among the respondents there were 6 professors holding PhD degree, where 2 have medium, 2 are highly committed and 2 faculty have low degree of normative commitment with their respective Universities.

Table. 4: Qualification * OC-Categories Cross tabulation

| Count | | OC-Category | | | Total |
|---------------|----------|-------------|-----|--------|-------|
| | | High | Low | Medium | |
| Qualification | Masters | 16 | 14 | 62 | 92 |
| | MS/Mphil | 1 | 4 | 12 | 17 |
| | PhD | 1 | 2 | 3 | 6 |
| Total | | 18 | 20 | 77 | 115 |

Table 4 of cross tabulation indicates category wise level of commitment. Such categories are developed degree wise i.e. from Master to PhD in the privately-owned universities in the city of Peshawar. The total number of candidates having master level degree is 92, among which 16 respondents are highly committed, 14 have low and the remaining 62 faculty members have medium level of organization commitment. The next category demonstrates those respondents who have Mphil/ MS level of qualification. In this group 12 faculty members have medium level of

commitment and 4 candidates have lower level of OC. In this category only 1 person is highly committed towards their organization.

The total number of teacher having doctorate degree are 6, mention in the last category of Cross tab. One regular professor has high level of institutional commitment, 2 respondents' lye in the second category and 3 members have average level of commitment. I concluded from the table that qualification wise respondents plunge in the medium group of organizational commitments.

DISCUSSION AND CONCLUSION

The results were not strange keeping in view the previous empirical studies of the similar nature. Cross tabulation has used in this research study to explain credential wise cases in all classes for organizational dedication in the private Universities of Peshawar city. The analysis of data explains that candidates having Master and M Phi/Master degree have medium and high degree of OC. Interestingly candidates having PhD degree have low level of commitment with their university. The outcome of the study is not strange because it is supported by similar studies i.e. (Luthans 1987, McClurg 1999, Voster 1992, and Mowday 1982). The finding of these studies have proof that highly educated faculty have low commitment towards their organizations. They have given logical reason that highly qualified employees of the institutions have more expectation from the organization and once this expectation did not fulfill they lose their commitment with organizations. Furthermore, they concluded that such employees are more loyal and devoted towards their profession as more jobs are available to them due to their qualification. McClurg,s (1999) did research in twenty four diverse agencies and collected data from two hundred temporary employees and reached to the conclusion that less educated employees have more commitment towards their department. Though research in Western Cape revealed that qualification and organization commitment have no significant association.

SCOPE OF FUTURE RESEARCH

The results of the current study can be utilizing at maximum level and can be widened to other private sector universities in the same providence. Similar study is recommended to be conducted in public sector universities to judge the level of commitment among their faculty members. Further study can evaluate the commitment level of employees in both public and private sector universities. The results of this research are supposed to be compare in others related and in unrelated sectors, for instance in different population and in civilization. The findings of research are to be expended to South Asian countries.

As the range of psychographic and demographic variables cause changes in the level of institutional obligation, it included compensation, educational level of faculty, gender, relationship of colleague and administrator and family pressure etc. These

variables are to be considered in measuring and analyzing the level of organizational commitment.

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