



IMPACT OF PERSONAL ATTRIBUTES OVER THE COMMITMENT LEVEL OF TEACHERS: A CONTEXT OF HIGHER EDUCATION INSTITUTIONS OF PAKISTAN

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ABSTRACT

Demographic variables have been described as predictor having an impact over the commitment level of workforce. However, researchers have differences over the relative strength of different group of demographic upon organizational commitment (OC). In this paper tests of significance were executed over the commitment profile of teachers measured on Meyer and Allen (1984-1997) "Three Component Model" and collected from a sample of 312 University (including both Public and private) teachers from Pakistan. The results reveal that most of the demographic variables including (gender, marital status, domicile with respect to province, etc.) have an impact over commitment level of teachers in Higher Education Institutions (HEI) of Pakistan.

Key Words: *Organizational Commitment, Gender, Age, Marital Status, Domicile.*

1. INTRODUCTION

1.1 Personal/Demographic Factors

Demographic characteristics are unchangeable features of a job, attributed to a worker in an organization (Moynihan & Pandey, 2007). A plenty of investigations have been carried out by the researchers to explore the association of personal and demographic traits with commitment profile of employees. Literature reveals that different demographic characteristics including gender, age, marital status and domicile have an impact over the organizational commitment (OC) of employees in an organizational setup (see e.g. Brimeyer, Perrucci, & Wadsworth, 2010; Chughtai & Zafar, 2006; Griffeth, Hom, & Gaertner, 2000; Islam et al., 2012; Meyer et al., 2011; Meyer J. P., Stanley, Herscovitch, & Topolnytsky, 2002; Meyer, Stanley, & Parfyonova, 2012; Ramay, 2010; Wallace, 1995).

Brimeyer, et al. (2010) in a study conducted with background of demographic impacts over commitment, argue that age inter alia the other demographic variable were significantly and positively associated with commitment. Some of other researchers like Giffords (2003); Lewis and Frank (2002); Moynihan and Pandey (2007); Moynihan and Pandey (2007 b) also support significant & positive association of age with commitment. But contrary to findings of above researchers, in a recent study by Naqvi & Bashir (2012) with reference to organizational commitment of IT professionals in Pakistan, divulges a non-significant i.e. ($r = .105$) association between age and commitment of the studied population. Meyer et al. (2002) also describe a weak ($r = 0.15$) correlation between commitment and age of employees.

Difference of opinion also exists at the point of different group of gender and their association with commitment. For example, Islam et al. (2012) explored a greater mean of commitment of female faculty member than the male teachers. On the other hand, Chughtai and Zafar (2006) are supporter of greater commitment level of male rather than their female counterparts as observed in the educational sector of Pakistan.

Evidences also exist where a weak relation has been described among demographic variables and commitment. e.g., Meyer and Allen (1991) admits the relationship between the demographics like gender and age etc. to commitment, however, elucidate the same as weak and inconsistent.

Mathieu and Zajac (1990) also favor that notwithstanding different form of demographics, they are insignificantly associated with the OC.

Based on the above arguments from literature, we can conclude that diverse opinions of the researchers exist about the impact of personal attributes of teachers over the commitment. Therefore, the appropriate hypotheses of the study relevant to the demography impact over the commitment were developed and presented in the Table 1 of the study. One of the important but missing aspect of domicile in the previous research is also investigated in this study in relation to commitment profile of faculty members in the context of higher education institutions in Pakistan. In addition, the study also included to investigate the target population age, gender, and marital status etc., by application of variances in the means which will better help the researchers to have an insight relationship of the demographic variables over the organizational commitment profile of teachers of HEIs of Pakistan.

1.2 Organizational Commitment

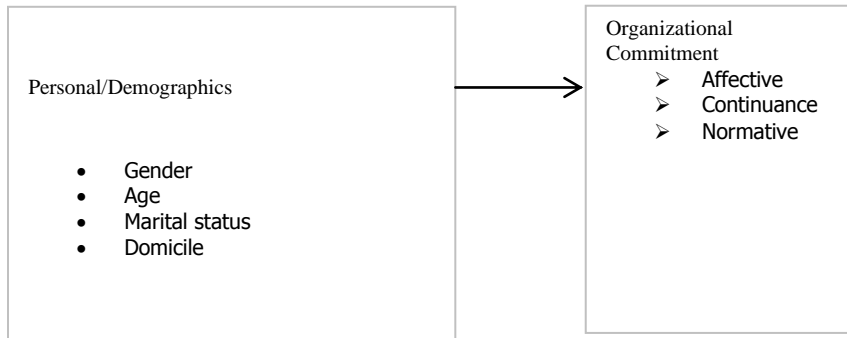
Organizational commitment was initially introduced by Becker (1960), and later was elucidated by different researchers in a variety of ways. According to Elias (2009), commitment as being a tricky construct, researchers have different opinions over its definitions. Like Becker (1960) attributed the commitment as side bets or the benefits which are substantial for the worker and included for e.g. job, seniority, pension, etc. and which could be vanished in case of discontinuing the job with organization. On the other hand, Mowday, Steers, and Porter (1979) and Porter and his associates (1974) described it as psychological state of mind which exists between the worker and organization and determine the association of the employees with institution as well as decrease the apprehension of employee's quitting the organization.

Initially Meyer and Allen (1984) suggested a division between different components of commitment. They proposed that the affective commitment as being the emotional attachment, involvement and identification of the employee with his organization must be distinguished from the Continuance component, being described as the perceived costs and employee apprehension to lose in case of leaving the organization. Subsequently, Allen and Meyer (1990) also recommended a third Normative component of commitment which arises due to perception of

obligation of the employee to continue the association with the organization (Meyer et. al., 2002). Meyer and Allen (1991) further stated that that a person can experience the entire three forms of commitment to a different extent and that above three forms of organizational commitment should be considered as components of a single commitment construct.

The above mentioned Meyer and Allen’s (1997) TCM scale was adopted and utilized for commitment measure in the existing study as well as in the work of many other researcher see e.g., (Bulut & Culha, 2010; Johnson & Chang, 2006; Leung & Chen, 2011; Pathardikar & Sahu, 2011; Salehi & Gholtash, 2011) etc.

Figure 1: Theoretical Framework of the Study



After the literature review of the demography and results deduced, following hypothesis along with the respective test of analysis of the study were framed.

Table 1: Hypotheses of the Study

#	Hypotheses	Statistical Tests
1	H₀₁: <i>There is same OC level of male and female teachers of HEI in Pakistan.</i>	Two Independent Sample t-test
2	H₀₂: <i>Marital status does not affect the level of organizational commitment.</i>	Two Independent Sample t-test
3	H₀₃: <i>There is no statistically significant difference in the commitment level of faculty of HEIs on the basis of age.</i>	One way ANOVA
4	H₀₄: <i>Domicile does not cause change in the mean of commitment level of faculty of HEIs of Pakistan.</i>	One way ANOVA

2. METHODOLOGY

The study in hand is non-experimental and cross-sectional in nature. The unit for analysis are the teachers of Institute of Management Sciences (IMS) of HEIs of Pakistan. Moreover, for collection of data, a survey approach was implied as it is frequently used in the previous identical research, (See for e.g. Gellatly, Meyer, and Luchak 2006; Gendron, Suddaby, & Qu, 2009; Somers, 2009).

Entire population and the samples derived from the population from private and public universities at provincial level by application of Cocran’s (1977) formula for continuous data are presented in the Table 2.

In pursuit of representative sample, a proportionate stratified simple random sampling procedure was adopted (see e.g., Sekaran, 2006).

Table 2: Final Population & sample of the Study

S. No	Province/Chartered From	Public	Private	Total	Proportionate Sample (n _i)		
					Public	Private	Total
1	Federal	422	109	531	69	18	87
2	Punjab	225	256	481	36	42	78
3	Sindh	75	346	421	12	57	69
4	KPK	161	102	263	26	17	43
5	Baluchistan	105	19	124	16	4	20
6	AJK	28	62	90	5	10	15
Total		1016	894	1910	164	148	n= 312

For data collection, web-questionnaire was developed by application of “Google docs” utility. Web based survey approach was utilized by a number of researcher for its time saving, cost effective nature as well data can be collected from a diversified and vast geographical locations (see for e.g. Beins & McCarthy, 2012; Chan, Lau, Nie, Lim, & Hogan 2008; Linares, 2011 and Panaccio & Vandenberghe, 2009).

In total, 599 questionnaires were distributed and out of them 328 were filled and returned by the respondents making the 54.75 % response rate. For the reason of missing responses, 13 questionnaires were deleted from the database and remaining 312 complete replies were put into the IBM SPSS V20 software for further analysis. Out of entire response, 250 were male and 60 were female.

2.1 Constructs of the Study

2.1.1 Organizational Commitment Construct

Researcher utilized the Meyer and Allen (1990, 1997) three component scales, comprising of 18 items, six each for Affective, Normative and Continuance component respectively. Meyer and Allen TCM scale was tapped on 7 point likert scale, anchored at 1 as Strongly Disagree and 7 with Strongly Agree. As per psychometric analysis of the scale, the cronbach alpha value of .873 was observe, while all the three dimensions were loaded over their respective factors above the prescribed limit of .7, showing the TCM as a valid scale.

2.1.2 Demographic Constructs

The personal attributes tapped in the study comprised of and coded for gender (coded 2 for female and 1 for male), marital status,(Single=1, Married= 2); age (4 categories, 1= 25-35, 2= 36-45, 3= 46-55, and 4= over 55 Years).

Domicile of the teachers were tapped on province and federal level comprising of 6 categories of Punjab, Khyber Phakhtunkha, Sindh, Balochistan, AJK and Islamabad.

3. ANALYSIS OF DATA

The entire statistical tests of the study were executed at 95 % confidence interval, the criteria endorsed for the social field (Sekaran, 2006). All the tests were executed with the help of IBM SPSS Version 20 software. Moreover, all the hypotheses were converted into null hypothesis prior to analysis over the collected data. Following are the result of the analysis of the study.

3.1 t Statistics

For analysis in the mean of variable of gender and marital status independent-samples “t” statistics were applied for having two groups of the variables while for rest of the variables, ANOVA test were executed for having more than two groups in a variable. In addition “Levene’s test” was executed to test “homogeneity of variance” of the variables. In case of homogeneity of variance of the responses, “Tukey test” and in other cases “Tamhane test” were performed for measuring the variation in the mean of different groups of a variable.

The personal demographic variables along with the hypothesis and results are as under.

3.1.1 Gender

H₀1: *There is same OC level of male and female teachers of HEI in Pakistan.*

For the purpose of analyzing the variances in the mean of commitment level of the teachers on the basis of sex, “t” statistics was applied.

The Levene's test verified assumption of equality of variance ($p = .096$) and thus 2nd last row of the Table 4 reveals $p = 0.001$ which is less than the prescribed value ($p = .05$), making the null hypothesis rejected and advocate for the accepting of alternate hypothesis.

Therefore, we can say that the null hypothesis, that *there is same commitment level of male and female teacher of HEI of Pakistan* is rejected and alternate hypothesis that there exists a variation in the commitment level of the teacher owing to Gender exists and male teacher are more committed ($M = 5.0115$) compare to their female counterparts (mean = 4.5851)

Table 3: Group Statistics (Gender)

	i. Gender	N	Mean	Std. Deviation	Std. Error Mean
OC	Male	250	5.0115	.89662	.05671
	Female	62	4.5851	.79373	.10080

Table 4: Independent Samples Test (Gender)

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
OC	Equal variances assumed	2.783	.096	3.425	310	.001	.42634	.12447	.18142	.67126
	Equal variances not assumed			3.686	103.186	.000	.42634	.11566	.19696	.65572

3.1.2 Marital Status

H₀2: *Marital status does not affect the level of organizational commitment.*

In order to check the impact of marital status over the OC, again “t statics” was applied.

Levene's test, of Marital status advocate that Equal variances not assumed see (Table 6) as well the $p = .003$ value is less than the cut off value of $p=.05$, which is very significant therefore rejecting the null hypothesis of having no difference in the mean of OC owing to the marital status as married teachers are more committed (M=5.05) compare to their unmarried female colleagues (M=4.7).

Table 5: Group Statistics (Marital Status)

	ii. Marital Status	N	Mean	Std. Deviation	Std. Error Mean
Organizational Commitment	Single	120	4.7244	1.02386	.09346
	Married	192	5.0532	.77565	.05598

Table 6 Independent Samples Test (Marital Status)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Organizational Commitment	Equal variances assumed	9.454	.002	-3.213	310	.001	-.32874	.10232	-.53006	-.12741
	Equal variances not assumed			-3.017	203.379	.003	-.32874	.10895	-.54355	-.11393

3.2 Test of Analysis of the Variance

3.2.1 Age

H₀3 : *There is no statistically significant difference in the commitment level of faculty of HEIs on the basis of age.*

The Tamhane statistics was executed as for population was not normally distributed (Levene's value=.041), however, according to ANOVA statistics, the F=2.168 is insignificant with a p value = .093 which is above the cutoff value of .05. Therefore, null hypotheses of the study, that there is no statistically difference in the commitment due the different age groups of the respondents sustained.

Table 7: Test of Homogeneity of Variances (Age)

Organizational Commitment

Levene's Statistic	df1	df2	Sig.
2.778	3	308	.041

Table 8 Descriptive (Age)

Organizational Commitment

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
25-35 Years	207	4.9446	.88011	.06117	4.8240	5.0652	3.06	6.89
36-45Years	62	4.8713	.96741	.12286	4.6256	5.1170	2.44	6.06
46-55 Years	20	4.5600	1.02141	.22839	4.0820	5.0380	2.61	5.44
Over 55 Years	23	5.2343	.52383	.10923	5.0078	5.4608	4.56	6.17
Total	312	4.9267	.89234	.05052	4.8273	5.0261	2.44	6.89

Table 9: ANOVA (Age)

Organizational Commitment

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.122	3	1.707	2.168	.092
Within Groups	242.516	308	.787		
Total	247.638	311			

Post Hoc Tests**Table 10: Multiple Comparisons (Age)**

Dependent Variable: Organizational Commitment

Tamhane

(I) ix. Age	(J) ix. Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
	36-45Years	.07328	.13725	.996	-.2956	.4422
25-35 Years	46-55 Years	.38461	.23644	.530	-.2991	1.0683
	Over 55 Years	-.28969	.12519	.147	-.6373	.0579
36-45Years	25-35 Years	-.07328	.13725	.996	-.4422	.2956
	46-55 Years	.31133	.25934	.806	-.4177	1.0403
	Over 55 Years	-.36297	.16439	.169	-.8078	.0818
46-55 Years	25-35 Years	-.38461	.23644	.530	-1.0683	.2991
	36-45Years	-.31133	.25934	.806	-1.0403	.4177
	Over 55 Years	-.67430	.25317	.074	-1.3919	.0433
Over 55 Years	25-35 Years	.28969	.12519	.147	-.0579	.6373
	36-45Years	.36297	.16439	.169	-.0818	.8078
	46-55 Years	.67430	.25317	.074	-.0433	1.3919

3.2.2 Domicile

H₀₄ : *Domicile does not cause change in the mean of commitment level of faculty of HEIs of Pakistan..*

The Levene's value for different domicile groups was significant at $p=.000$, therefore, Tamhane test was executed . In addition, the ANOVA statistics in the Table 13: ANOVA (Domicile)Table 13 shows p value of .003 which is significant at the F value of 3.640, therefore null hypothesis under the investigation was rejected and it has been concluded that a significant variance in the commitment level of the faculty members of Pakistan causes due to their domicile.

Table 11: Test of Homogeneity of Variances (Domicile)

Organizational Commitment

Levene's Statistic	df1	df2	Sig.
7.834	5	306	.000

The descriptive statistics Table 12 also shows that teacher of the Sindh are more committed with mean=5.10, subsequently followed by KPK, Punjab, Balochistan, Islamabad and AJK respectively.

Table 12 Descriptive (Domicile)

Organizational Commitment.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Punjab	123	4.9939	1.02811	.09270	4.8104	5.1775	2.44	6.67
Sindh	10	5.1056	.44092	.13943	4.7901	5.4210	4.67	5.83
Khyber Pakhtunkhwa	108	5.0000	.75832	.07297	4.8553	5.1447	3.17	6.89
Balochistan	36	4.9105	.65725	.10954	4.6881	5.1329	3.33	6.06
Islamabad	19	4.7327	1.17021	.26846	4.1687	5.2968	2.61	6.06
AJK	16	4.0708	.34003	.08501	3.8896	4.2520	3.56	4.56
Total	312	4.9267	.89234	.05052	4.8273	5.0261	2.44	6.89

Table 13: ANOVA (Domicile)

Organizational Commitment

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.901	5	2.780	3.640	.003
Within Groups	233.738	306	.764		
Total	247.638	311			

Post Hoc Tests

Table 14: Multiple Comparisons (Domicile)

Dependent Variable: Organizational Commitment

Tamhane

(I) x. Domicile	(J) x. Domicile	Mean	Std.	Sig.	95% Confidence Interval
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		Difference (I-J)	Error		Lower Bound	Upper Bound
Punjab	Sindh	-.11161	.16744	1.000	-.6738	.4506
	Khyber Pakhtunkhwa	-.00605	.11798	1.000	-.3552	.3431
	Balochistan	.08345	.14350	1.000	-.3482	.5151
	Islamabad	.26120	.28402	.999	-.6682	1.1906
	AJK	.92311*	.12578	.000	.5399	1.3063
Sindh	Punjab	.11161	.16744	1.000	-.4506	.6738
	Khyber Pakhtunkhwa	.10556	.15737	1.000	-.4442	.6553
	Balochistan	.19506	.17731	.993	-.3885	.7786
	Islamabad	.37281	.30251	.980	-.6044	1.3500
	AJK	1.03472*	.16330	.000	.4719	1.5975
Khyber Pakhtunkhwa	Punjab	.00605	.11798	1.000	-.3431	.3552
	Sindh	-.10556	.15737	1.000	-.6553	.4442
	Balochistan	.08951	.13162	1.000	-.3097	.4888
	Islamabad	.26725	.27820	.998	-.6521	1.1866
	AJK	.92917*	.11203	.000	.5815	1.2769
Balochistan	Punjab	-.08345	.14350	1.000	-.5151	.3482
	Sindh	-.19506	.17731	.993	-.7786	.3885
	Khyber Pakhtunkhwa	-.08951	.13162	1.000	-.4888	.3097
	Islamabad	.17775	.28995	1.000	-.7636	1.1191
	AJK	.83966*	.13866	.000	.4128	1.2665
Islamabad	Punjab	-.26120	.28402	.999	-1.1906	.6682
	Sindh	-.37281	.30251	.980	-1.3500	.6044
	Khyber Pakhtunkhwa	-.26725	.27820	.998	-1.1866	.6521
	Balochistan	-.17775	.28995	1.000	-1.1191	.7636

AJK	AJK	.66192	.28160	.350	-.2644	1.5882
	Punjab	-.92311*	.12578	.000	-1.3063	-.5399
	Sindh	-1.03472*	.16330	.000	-1.5975	-.4719
	Khyber Pakhtunkhwa	-.92917*	.11203	.000	-1.2769	-.5815
	Balochistan	-.83966*	.13866	.000	-1.2665	-.4128
	Islamabad	-.66192	.28160	.350	-1.5882	.2644

*. The mean difference is significant at the 0.05 level.

4. DISCUSSION OVER THE FINDINGS

4.1 Gender

As a matter of findings of the research, the male teachers in the study were found more committed (mean=5.0115) than the female teachers (mean= 4.5851) at 95 % confidence interval. This result was consistent with previous studies see for e.g., Alvi and Ahmed (1987); Chughtai and Zafar (2006) etc. Finding of results could also be warranted for, Pakistan is a male dominant patriarchal society (Alvi & Ahmed, 1987) and it is the masculine who are main bread earner for their families making them more committed compare to their female counterparts.

4.2 Marital status

Similarly, married teachers (Mean=5.2627) commitment were greater than the unmarried teachers (Mean=4.9884) and results were consistent with previous findings see for e.g. Chughtai and Zafar (2006); Islam et al. (2012); John and Taylor (1999) etc.

Chughtai and Zafar (2006) explained the phenomena, because a married person is more cognizant to responsibilities of his family, eventually making him more committed to the organization.

4.3 Age

Consistent to findings of the earlier scholars, see for e.g. Mathieu and Zajac (1990), Meyer and Allen (1991) and Naqvi and Bashir (2012), the present study also demonstrated that age is not a good predictor of OC.

4.4 Domicile

The domicile results of the study are unique in nature because none of the previous studies ever taken provincial domicile as a factor in the context of HEIs in Pakistan. As for variance in the commitment due to domicile was concern, it is significant at $p=.003$ at 95 % confidence interval and it is mainly because of AJK and Islamabad. The descriptive table demonstrate the lowermost commitment of AJK teachers, because there mere exists two public and two private universities in the entire Azad Jamu and Kashmir and being a natural phenomenon, the faculty always like to join developed institutions for their personal/career growth. Same was the case of Islamabad; the capital territory, a city having 15 (13 Public and 2 Private) universities main campuses, more than the institution in any other districts of the country. The results of rest of the provinces could be ratified by the statements of previous research see e.g., Meyer, et al. (2002) which says that demographic are not an important factor of OC at all.

5. CONCLUSION

The findings of the investigation have made a valuable contribution and successfully answered the question regarding the impact of age, gender, marital status and domicile over the commitment profile of the faculty member in the context of HEIs of Pakistan.

Results of the study indicates that gender, marital status and domicile of the faculty members of Higher Education Institution of Pakistan causes a variance in the commitment level of Pakistan. On the other hand age is

not a good predictor and does not cause significant variance in the commitment. In addition, as for as the domicile is concern, teachers of Sindh are most committed followed by Khyber Pakhtunkhwa, Punjab, Balochistan Islamabad and AJK respectively.

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