

The Predictors of Organizational Commitment: A Case Study of Private School Teachers in Pakistan

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Abstract

The study investigates the impact of perceived organizational support, job involvement and job satisfaction on organizational commitment of teachers working in private sector schools of Peshawar, Pakistan. The sample (sample size N=100) of private school teachers in Peshawar was selected through random sampling technique. The data were collected via a structured and reliable questionnaire ($\alpha= 0.880$) from the teachers and results were generated using SPSS software. The results proved that there is a positive correlation among the organizational commitment, perceived organizational support, job involvement and job satisfaction of the teachers serving in the private schools. In addition, the results of the multiple regression analysis support that teachers' commitment has a significant relationship with their job involvement, perceived organizational support and job satisfaction at private schools in Peshawar. The results add new knowledge that can be used in both private and public sector schools of Pakistan to improve the organizational commitment of their teachers and to increase the motivation and retention level of the nation builders.

Key words: *Perceived organizational Support, Job Involvement, Job Satisfaction Organizational Commitment*

1. Introduction

The concept of organizational commitment has drawn a considerable interest of researchers and HR policy makers in becoming one of the most studied areas of human resource management. It has been considered as an attempt to understand the intensity and stability of employee dedication to work and organizations. Lodahl and Kejner (1965) first presented the impact of job design on job involvement. Moreover, job involvement and its outcomes such as job satisfaction, job commitment, and employee job performance are also among the most studied areas in human resource management

research. Job involvement creates a sense of ownership in employees through empowerment and job related responsibilities and activities. Researchers had shown a great interest in employee involvement tactics and their outcomes (Fenton & Nicholson, 1994). Perceived Organizational Support (POS) is the degree to which employees perceive their employer to be concerned with their well-being and to value their contributions to the organization (Eisenberger et al., 1986). On the other hand job satisfaction is the degree to which one's personal needs are fulfilled and a positive emotional state of mind that results from work's performance (Simatwa, 2011). It is relatively broader approach involves factors like employee's age, health, desire and level of aspiration as well as some other aspects including personal relationship, social status, recreational centers and activities in the organizations that contribute ultimately to the employees' job satisfaction.

The success of every nation depends heavily on its human resource. If the human capital is competent all socio-economic goals can be achieved effectively. The most critical role in producing competent workforce is played by the teachers, a universally responsible group to strengthen the foundations of a nation through education. Thus, the commitment of teachers is significant to investigate and develop. Several studies have been done on organizational commitment in different sectors however the organizational commitment of teachers in private sector schools of Pakistan remained ignored. This study focused on three specific precursors of organizational commitment: job involvement, perceived organizational support and job satisfaction among teachers in private sector schools of Peshawar. Hence, this study aimed to fulfill the research gap providing an empirical evidence for the factors affecting organizational commitment of school teachers in Pakistan.

The objectives of this research were:

- i. To examine the relationship between perceived organizational support and organizational commitment.
- ii. To examine the relationship between job involvement and organizational commitment.
- iii. To examine the relationship between job satisfaction and organizational commitment.

2. Literature Review

2.1 Job Involvement

Job involvement denotes the extent to which workforce is involved in their jobs participating in decision making. Job involvement represents the degree to which employee identifies spiritually with work (Brown, 1996). According to Probst & Tahira (2000) job involvement has major role in increasing productivity and efficiency employees. Joiner and Bakalis (2006) proposed that job involvement describes how focused, engaged, and entangled the employees are in the goals and objectives, culture, and tasks of their organization reflecting a sense of satisfaction. Reitz and Jewell (1979) stated that involvement influences importance of work in one's life affecting individual's performance. Researchers have argued the fact that job involvement is different from organizational commitment and job satisfaction but a major contributor to develop both the attitudes. (Shore, Thornton & Shore, 1990; Patterson & O'Driscoll, 1990; Brooke, Russell & Price, 1988; Dolke & Srivastara, 1988; Blau, 1986).

2.2 Perceived Organizational Support

Perceived organizational support (POS) refers to the individual perception about his or her employer regarding valuing the contributions made for the organization. (Eisenberger et al., 1986). Many researchers have investigated the impact of POS on organization commitment and revealed that higher perceived support aids to develop and grow the commitment of employees leading to more involvement (Eisenberger et al., 1986; Eisenberger et al., 1990; Eisenberger et al. 2004; Rhoades et al., 2002; Settoon et al., 1996; Shore & Wayne, 1997).

2.3 Job Satisfaction

Job satisfaction can be defined as an optimistic responsiveness associated with employees' job (Seashore et al., 1983). Job satisfaction has some important organizational outcomes such as employee's productivity, improved performance and employee motivation as well as a predecessor of organizational commitment (Mathieu & Zajac, 1990; Williams and hazer, 1986). Job satisfaction also has been correlated with lesser absenteeism and lower turnover (Begley & Czajka, 1993). Studies have confirmed that employees who are satisfied tend to be more committed to the organization and employees who are committed and satisfied are engaged in organizational behaviors such as arrive at work on time, stay with an organization (Aamodt, 2007; Kotze & Roodt 2005). In a study, Nagar (2012) found that more job satisfaction of teachers leads to higher organizational commitment. Furthermore, regarding job satisfaction and organizational commitment the mean score of female teachers was higher than male teachers.

2.4 Organizational Commitment

Organizational commitment is a bound of an employee to the organization (Mathieu & Zajac, 1990; Meyer et al., 1993) presenting the intensity and stability of employee dedication to the workplace (Meyer & Allen 1997). Gbadamosi (2003) revealed that higher positive perception of employees towards the workplace enhances the level of willingness to accept the organizational challenges and to put more efforts in attaining its goals. According to Jaros(1997) employees engaged in organizational commitment exert more citizenships behaviors and high level of performance. Organizational commitment is a three dimensional construct having affective commitment, normative commitment, and continuance commitment as pillars (Meyer and Allen, 1991; Aqsa et al., 2016; Tufail, Zia, Khan, and Irfan, 2012; Zia, & Tufail, 2011). Affective commitment is an employee's emotional link towards an individual's participation and its identification within the organization (Meyer & Allen, 1997). Employees who are emotionally committed towards their organization will tend to keep working for their organization because of their will (Meyer & Allen, 1991). Development of affective commitment is the inclusion of employee's identification with its organization internalization with the moralities and values of their organization (Beck & Wilson, 2000). Continuance commitment is related with the awareness of the loss that an individual might bears as a result of them quitting their current job (Meyer & Allen, 1997). Since an individual knows about the loss it may bear and the risk involved for leaving the organization, so continuance commitment can be measured (Meyer & Allen, 1997). Therefore employees with continuance commitment continue to work for their organization because of the

money which is associated with their current job, which an employee earn against the time it spend for the welfare of the organization, which has no association to their will (Meyer & Allen, 1997). Normative commitment is the concern of an employee that an individual consideration and moral obligation to continue working for the current organization (Meyer & Allen, 1997). Normative Commitment is the component which is a moral responsibility considered for an employee to stay in its organization regardless as how the organization has impacted its societal status or the personal fulfillment that the organization has provided an individual with from the past couple of its working years (March & Mannari, 1997).

2.5 Theoretical Framework:

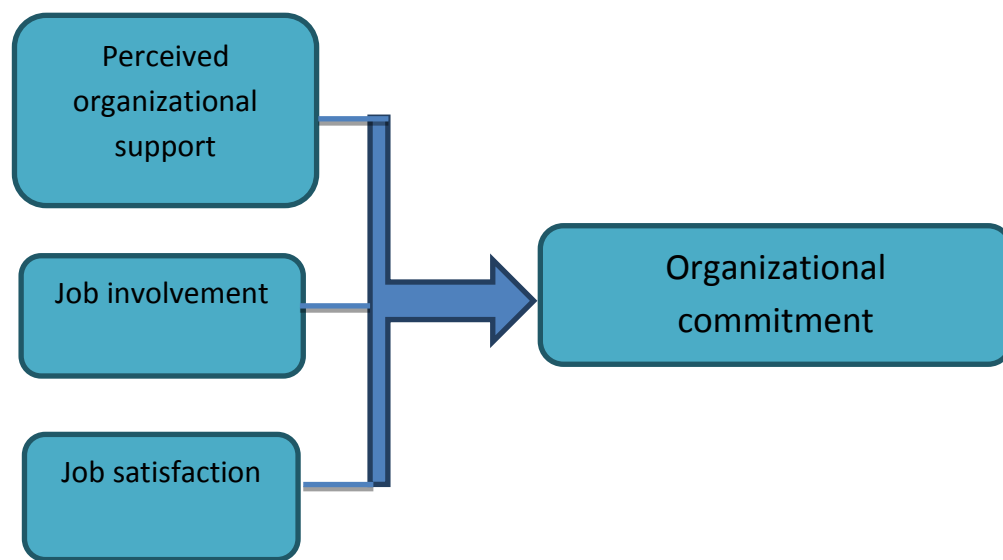


Figure 1. Presenting the variables in the theoretical framework of the study

3. Research Methodology

This study was quantitative in nature. The population of this study comprised of all the teachers currently working in private sector schools that are operating in Peshawar. The sample (N= 100) of this study consists of the teachers who are working in private sector schools in Peshawar, Khyber Pakhtunkhwa using simple random sampling technique. Primary and secondary data sources were used for the purpose of gathering the data, the primary data was collected conducting survey method using structured questionnaire (details in Table 1). The questionnaires were distributed among 115 teachers working in private sector schools in Peshawar while 100 respondents returned (response rate 87%).

Table 1: Measurement Items

Variables	No of Items	Author, Year	Scale Name
Perceived organizational support	8	Eisenberger et al., 1986	Survey of Perceived Organizational Support (SPOS)
Job Involvement	10	Kanungo, 1982	Job Involvement Questionnaire (JIQ)
Job Satisfaction	32	Spector & Connel, 1994	Job Satisfaction Survey
Organizational commitment	15	Mowday, Steers & Porter, 1979	Organizational Commitment Questionnaire

Source: author constructed

Responses to all the items were made on five points Likert scale i.e. from strongly disagree to strongly agree. For secondary data, the information was collected through research journals. The data were analyzed using SPSS software for conducting descriptive statistics, alpha Cronbach test, the correlation test and multiple regression analysis.

3.1 Hypotheses of the Study

H₀: There is no significant relationship between perceived organizational support and organizational commitment.

H₁: There is a significant relationship between perceived organizational Support and organizational commitment.

H₀: There is no significant relationship between job involvement and organizational commitment.

H₂: There is a significant relationship between job involvement and organizational commitment.

H₀: There is no significant relationship between job satisfaction and organizational commitment.

H₃: There is a significant relationship between job satisfaction and organizational commitment.

4. Results and Discussion

4.1 Demographic Study

Table 2 shows the demographic data of the respondents on the basis of organization working in, gender, age, experience and education. The distribution of the respondents according to schools includes 10 teachers from Army Public school, 15 from Qurtuba School for boys, 18 teachers from Forward Model School, 12 from Iqra Dar-ul-Atfal, 6 from Iqra Rauzatul Furqanwhile 25 teachers from Hayatabad Model School, 8 from Iqra Zeenat ul Quran and 6 teachers from Ahad Academy Modern Sciences .

Table 2: Demographic Distribution of Respondents

Organizations of the Respondents		
	Frequency	Percentage
Army Public School Junior	10	10
Qurtuba School for boys	15	15
Forward Model School	18	18
Iqra Dar-ul-Atfal	12	12
Iqra Rauzatul Furqan Ring road Peshawar	6	6.0
Hayatabad Model School	25	25
Iqra Zeenat ul Quran	8	8
Ahad Academy Modern Sciences	6	6
Total	100	100%
Education of the Respondents		
Qualification	Frequency	Percentage
FA/FSc	7	7
Bachelors	33	33
Masters	58	58
PHD	2	2
Total	100	100%
Experience of the Respondents		
Years	Frequency	Percentage
1-2	45	45
2-5	33	33
5 and above	22	22
Total	100	100%

The qualification of the respondents is given in Table 2 as that the majority of the respondents (58%) have done master degree followed by 33% teachers were bachelor degree holders, while only 2% of the respondents were PHD. The experience of employees in number of years is also given in Table 2 . The majority of the respondents (45%) were having an experience from 1-2 years whereas 33% teachers were having 2 to 5 years of experience and 22 teachers had 5years and above experience.

Table 3 : Age of Respondents
Demographic Distribution of Respondents

Age of the Respondents		
Years	Frequency	Percentage
21-30	58	58
31-40	27	27
41-50	13	13
51-60	2	2
Total	100	100%

Gender of the Respondents		
Gender	Frequency	Percentage
Male	64	64
Female	36	36
Total	100	100%

Table 3 shows the category of age groups of the respondents. Between the ages of 20-30 are the maximum (58%), followed by the age between 31-40 have 27%, 41-50 range includes 17 employees while in the range of 51-60 were 2. The category of employees in term of gender is mentioned in table 3. There were 64% of male respondents while 36% of female respondents out of total 100 teachers.

4.2 Reliability Analysis

Table 4 shows the overall Cronbach alpha value of the 69 items in the questionnaire used in the study. The α -value is 0.880 showing an internal consistency among the items included in the instrument.

Table 4 : Reliability Study of the Scales

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items	Sample size
0.880	0.881	69	100

Variable	Alpha Cronbach Value	Items	Remarks
Perceived Organizational Support	0.672	8	Reliable
Job Involvement	0.617	10	Reliable
Job Satisfaction	0.630	36	Reliable
Organizational Commitment	0.640	15	Reliable

On the basis of the results obtained from reliability test, it can be concluded the data collected is reliable and relevant to the study. Further the individual scale analysis (as in Table 5) explains the alpha coefficient value for the 8 items of perceived organizational support is 0.672, for 10 items of job involvement is 0.617, for the 36 item of job satisfaction is 0.630 and for the 10 items of organizational commitment is 0.640. The

alpha coefficient values for all the scales are greater than 0.6 suggesting a moderate internal consistency among the items.

4.3 Correlation Analysis

Table 6 explains correlation analysis to find out the extent of relationship among the variables.

- i. The Pearson correlation “r” value in the case of job involvement and perceived organizational support is ($r=0.246$, $p=0.02$), as p-value is less than $0.05(p<0.05)$, hence it is concluded that there is a statistically positive significant correlation between the JI and POS.
- ii. The Pearson “r” value for job satisfaction and perceived organizational support is $r=0.4$, $p=0.000$, as p-value is less than $0.05 (p<0.05)$, therefore, a statistically significant positive correlation is concluded between JS and POS (as in Table 6).

Table 6: Mean standard deviation and correlation matrix for the main variables of interest

Variables	Mean	Standard Deviation	POS	JI	JS	OC
POS	3.1897	0.69463	--			
JI	3.1414	0.57477	.246 (.022)	--		
JS	3.1287	0.32530	.400 (.000)	.292 (.006)	--	
OC	3.2716	0.45499	.431 (.000)	.643 (.000)	.479 (.000)	--

in this study

Note: POS= Perceived Organizational Support, JI=Job Involvement, OC=Organizational commitment and JS= job satisfaction

- iii. The Pearson correlation “r” value of job satisfaction and job involvement is ($r=0.292$, $p=0.006$), as the p-value is than $0.05(p<0.05)$, therefore, there is a statistically significant correlation between JS and JI.
- iv. Organizational commitment and perceived organizational support have Pearson value ($r=0.431$, $p=0.000$), with p-value less than $0.05(p<0.05)$, a statistically significant correlation between OC and POS is concluded.
- v. The Pearson “r” value in the case of organizational commitment and job involvement is ($r=0.643$, $p=0.000$), while p value is less than $0.05(p<0.05)$, proving a statistically significant correlation between the OC and JI.

Dependent VARIABLE					
Organizational commitment					
INDEPENENT VARIABLES	Beta	T-value	P-value	F-value	R ²
POS	0.131	2.494	0.015	32.59 (p=0.000)	0.541
JI	0.412	6.631	0.000		
JS	0.342	2.945	0.004		

- vi. The Pearson “r” value of organizational commitment and job satisfaction is (r=0.479, p=0,000), p-value less than 0.05(p<0.05), Therefore, it is concluded that there is a statistically significant correlation between OC and JS.

4.4Regression Analysis

Table 7 shows F value which is 32.59, while p value of F statistics is 0.000, which is less than 0.05(P<0.05). Therefore, it is concluded that the overall model is statistically significant. The value of R² is 0.541 so the model explains that 54% variation in organizational commitment is explained by perceived organizational support, job involvement and job satisfaction. It means there are more factors acting on the data.

POS, JI and JS as predictors of OC

(Sample N=100)

POS= *Perceived Organizational Support*, JI=*Job Involvement*, and JS= *job satisfaction*

The regression coefficient (β) for POS is 0.131. The coefficient is positive showing a positive relationship between POS and OC. This means if the value of POS increases by 1 unit, the value of OC will also increase with 0.131 units. The p-value is equal to 0.015, which is less than 0.05 (p<0.05), therefore the null hypothesis is rejected and it is concluded that there is a significant relationship between perceived organizational support and organizational commitment so that organizational commitment of employees can be enhanced by improving their perception about organizational support.

The β -value for JI is 0.412. The coefficient is positive proving a positive relationship between JI and OC. Hence, the one percent change in value of JI will bring 41.2 percent change in the value of OC. The p-value equals to 0.000, which is less than 0.05 (p<0.05) means rejection of null hypothesis and concluded that if employees are more involved with their jobs can be more committed and loyal to the organization.

The β -value for JS is 0.342 with p-value equals to 0.004, which is less than 0.05 (p<0.05), rejects the null hypothesis and proves a positive relationship between JS and OC. This means if value of JS increases by 1 unit, we can estimate an increase of 0.342 units (34.2% change) in the value of OC. Therefore, it is concluded that employees with more satisfaction are more committed at workplace and with their.

5. Conclusion and Recommendations

The objective of the research was to find the impact of perceived organizational support, job involvement and job satisfaction on organizational commitment. The population of the study was all teachers of private sector schools in Peshawar. The data was randomly collected from 100 teachers and after statistical analysis it is proved that all the three factors perceived organizational support, job involvement and job satisfaction have significant relationship with organizational commitment. The schools make the basics of an individual in a society playing a vital role of nation builders. If its teachers are committed understanding the sensitivity of their responsibility, there would be an excellent and experienced academic staff serving the educational institution of any country. And if experienced and committed teachers quit withdrawing the competence, the schools would suffer the high cost leading to a huge loss to the students. Understanding of how private sector teachers can become committed to their work and organization, and up to what degree various determinants can contribute to level of commitment, is really important to enhance their human resource performance and effectiveness. In the era of rapid change, human asset must be retained in order to survive and remain productive (Bloch, 2001). Organizations want to have the key talented employees and want to retain the talent for competitiveness. In this regard organizational commitment is very important for the organization to retain its skilled employees. The employees with high organizational commitment clamps with organization not looking for other jobs and spending from personal resources for the organization (Bret, Corn & Slocum, 1995).

The study contributes to the limited empirical support relating organizational commitment and its antecedents in academics. The finding suggests that the greater the perceived organizational support, job involvement and job satisfaction among teachers at private schools of Peshawar the more committed they will be to the organization. First of all, to increase organizational commitment, organizations should endeavor to increase their job involvement. Job involvement can be increased if employees have been given responsibility, decision making authority, and they are allowed to design the work setting and the workplace layout. The study supports the significance of schools' support to their employees, having job involvement culture and satisfied employees, their employees are more committed with the organizations same as the findings of Rhoades and Eisenberger (2002); Shore and Shore (1995); Janis (1989), Loui (1995) and Brown (1996); Aqsa et al., 2016; Nagar (2012) and Loui (1995). Fresko, Kfir and Nasser (1997) also proved the prediction of organizational commitment due to job satisfaction. The importance of organizational commitment in human resource management and organizational behavior studies is proved due to its obvious and significant relationships with organizational outcomes such as adaptability, turnover intention and job performance including individual and organizational performance.

The findings of current study have implications for schools to retain the employees and boost up their performance through organizational commitment. Employee's commitment to organization can also be enhanced through increasing the level of support provided by the organization. The organization can be supportive by developing effective reward systems, including performance appraisal programs, training, equitable pay system, tangible rewards, employee career development programs, make their work

interesting. These practices help organizations employees to believe that the organization cares for their well-being and will recognize their contribution and efforts. Enhancing the level of job satisfaction can also contribute to strengthen the organizational commitment. Job satisfaction is effected by many facets like increasing pay, promotional opportunities, working conditions, work it-self, supervisor, and relations with coworkers. The finding of the research can indirectly increase other desired organizational outcomes through organizational commitment such as long term productivity, adaptability to organization, work effort, negative indicator of turnover, reduce job stress, motivation, reduce absenteeism and overall organizational productivity.

Furthermore, future study could attempt to assess the relationships of these variables with inclusion of moderating variable such as optimism and autonomy. Also Perceived organizational support is now considered a three dimensional construct including supervisory and colleague support, training and acknowledgement, and rewards. Osca et al. (2005) developed its three dimensional scale. Moreover, additional independent variables can be added to assess their relationships with organizational commitment such as job security, work life balance etc.

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