

## **The Level of Organizational Commitment among Lecturers in Technical and Vocational Colleges in Iran**

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### **ABSTRACT**

The main purpose of this study was to determine the level of organizational commitment among 295 lecturers of Technical and Vocational Colleges in four provinces of Fars, Khuzestan, Boushehr, and Kohgilouyeh and Boyerahmad in Iran. A survey-based descriptive research design was employed. Data were analyzed using a descriptive analysis. In addition, ANOVA was utilized to determine lecturers' commitment based on demographics. Lecturers' commitment as the core workforce of higher education institutions is important. Educational leaders, policy makers and academic administrators should take the necessary measures to make them highly committed. The findings revealed that the perception level of respondents was rated from low, moderate to high. Meanwhile, significant differences were observed in the respondents' commitment by their education level, monthly income and age. The relevant literature shows little studies pertaining to university lecturers' commitment of higher learning institutions in Iran. Thus, the current study has contributions to improving the understanding of organizational commitment issue.

*Keywords:* Lecturers, organizational commitment, technical and vocational colleges, Iran

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### **INTRODUCTION**

A critical issue which has received much attention over the past four decades in both management literature and research is organizational commitment. It is one of the most encouraging issues for both practitioners and academicians locally

and globally because of its practical and theoretical application, regardless of the kind of organization (Martin, 2007; Meyer & Allen, 1997; Winter & Jackson, 2006). It is also a key variable that closely attaches the employee to the educational institutions in such a way that the deeper the organizational commitment is, the longer the employee will continue to stay with the organization (Bhatnagar, 2007; Martin, 2007; Mosadeghrad, Ferlie, & Rosenberg, 2008).

In addition, the findings show that organizational commitment has many benefits, and the most important of all are decreased turnover, higher motivation, higher organization citizenship behaviour and organizational support (Bhatnagar, 2007; Kwon & Banks, 2004). Researchers have explored it as a dependent variable for antecedents such as age, tenure, education, and as a predictive indicator in organizational behaviour and organizational outcomes including job satisfaction, work motivation, turnover, intention to leave, absenteeism, and performance (Bhatnagar, 2007; Meyer, Becker, & Vandenberghe, 2004). Managers could benefit from understanding the committed manpower because they can adapt and create an appropriate learning situation in order to improve the level of organizational commitment (Bhatnagar, 2007; Dirani, 2009; Joolideh & Yeshodhara, 2008; Krishna, 2008; Lim & Morris, 2006; Ng, Butts, Vandenberg, DeJoy, & Wilson, 2006; Yousef, 2000).

In educational institutions, lecturers have critical roles. They are responsible

to provide students with new knowledge, professional consultations, deliver lectures, and help students to become successful in their studies. In addition, they are expected to help managers, administrators and educational leaders in decision making process in relation to visions, missions and objectives of the education system, to do academic research and to train students as tomorrow's leaders. They are also responsible to learn new knowledge, technology and techniques in their field so that they can provide the society with their new findings and publications (Awang, Ahmad, & Zin, 2010; Joolideh & Yeshodhara, 2008; Malik, Nawab, Naeem, & Danish, 2010).

On the importance of lecturers' commitment, Awang *et al.* (2010) also stated that:

“Lecturing is one of the professions that need high commitment; the work-load is heavy, the role is wide and the lecturers are directly responsible in educating and shaping the students. Without commitment, some may even leave the profession. Others who do not quit, but no longer feel committed to their job would probably avoid in their daily duties. These definitely make other bad effects, especially to the students” (p. 48).

Despite the importance of lecturers' organizational commitment, the studies which have been performed in this regard

are still few (Awang, et al., 2010). Chughtai and Zafar (2006) and Malik *et al.* (2010) stated that a few research on organizational commitment could be found within educational settings. Thus, in order to be certain that lecturers can conduct their duties well, educational leaders and administrators require knowing factors which have contributions in organizational commitment building in educational systems.

### **TECHNICAL AND VOCATIONAL COLLEGES**

The social, political and economic environment of Iran is fundamentally different from that of the past three decades. This difference has become more important over the past ten years with the main reforms occurring in the educational sectors (Mehralizadeh, 2005; Veisi, 2010). In particular, Technical and Vocational Colleges (TVCs), as the context of this study, have experienced tremendous changes over the past ten years. They had been supervised, supported and managed by the Ministry of Education. However, their key roles in providing technical and vocational human resources for both governmental and private sectors have improved their official position to be upgraded. Based on the last decision in relation to these colleges, they were transformed to be supervised by the Ministry of Sciences, Research and Technology. These organizational changes have positive effects on the lecturers who teach, research and guide students in these colleges (Sadri & Zahedi, 2009).

In addition, lecturers as the pivot of educational institutions have significant role

in developing TVCs. The quality, capability and competency of academic members are fundamental to the system, as they guarantee the success of the educational system and act as an important force in the development of the society. Thus, to be insured that the lecturers in these colleges are able to conduct their tasks successfully, the administrators as well as the management need to know and understand the factors affecting their commitment. Hence, this study addressed the scarcity of research on lecturers' perceptions relevant to the organizational commitment in TVCs in Iran.

### **ORGANIZATIONAL COMMITMENT**

Organizational commitment has been broadly researched as a significant factor in employees' retention, productivity, motivation and organizational efficiency and effectiveness (Atak & Erturgut, 2010; Beck & Wilson, 2000; Dirani, 2009; Krishna, 2008; Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). Also, the degree of organizational commitment of employees has different implications for employees and the organization (Mowday, Porter, & Steers, 1992). In educational settings, organizational commitment has been the focus of attention in the last decades. However, only a few studies explored organizational commitment in academic institutions in the past (Chughtai & Zafar, 2006). Meanwhile, various definitions of organizational commitment can be found in the management of literature. For instance, Meyer *et al.* (2002) define organizational commitment as a psychological link between

the employees and their organization that makes employees stay in the organization more. Malik, *et al.* (2010) refer to organizational commitment as employees' emotional attachment to, identification with, and involvement in the organization. Introducing a three-component model to show different employee linkages to the organization, Allen and Meyer (1990, 1996) stated that affective commitment refers to an employee's psychological attachment to, identification with, and involvement in an organization by acceptance of organization goals and values in order to remain with the organization. Employees who have a strong affective commitment will stay in the organization because they "want to". In other words, continuance commitment shows the tendency to continue working for the organization. Those who have a strong continuance commitment stay because they "need to". Normative commitment refers to the employees' obligation feeling to stay in the organization. Employees think that organization has supported them in needy times, and thus, they are obliged to stay with the organization by virtue of their belief that it is morally not right to leave the organization. The ones who have a strong normative commitment stay because they feel they "ought to" (Bhatnagar, 2007; Meyer & Parfyonova, 2010; Mosadeghrad *et al.*, 2008; Salami, 2008). Thus, organizational commitment is an inner psychological feeling and force which oblige employees to continue staying in an organization.

Researchers have studied organizational commitment as a dependent variable for

antecedents, such as age, tenure, education, and as a predictive indicator in organizational behaviour and organizational outcome such as job satisfaction, work motivation, turnover, intention to leave, absenteeism, and performance (Allen & Meyer, 1996; Bakalis & Jonier, 2006; Bhatnagar, 2007; Chughtai & Zafar, 2006; Joiner & Bakalis, 2006; Meyer, Allen, & Smith, 1993). Mowday *et al.* (1992) and Bakalis and Jonier (2006) stated that the following factors affect organizational commitment:

- Personal characteristics
- Work experience
- Job characteristics, and
- Structural characteristics.

Meanwhile, Giffords (2009) states that in order to promote, systematize, and facilitate organizations' functioning in achieving their goals, mission, and objectives, factors such as demographics should be noticed by the managers of the organizations. Similarly, Tseng (2010) also stated that demographic characteristics could affect organizational commitment. The demographic variables may have effects on organizational commitment and therefore they should be controlled for (Chughtai & Zafar, 2006; Ng *et al.*, 2006).

However, there are contradictory opinions about the relationship between organizational commitment and demographic characteristics (Bakan, Büyükbeşe, & Erşahan, 2011; Salami, 2008). In addition, there is research that shows the levels and also effects of demographics on lecturers' commitment in organizational commitment

literature (Chughtai & Zafar, 2006; Joolideh & Yeshodhara, 2008), especially in Iran.

## RESEARCH OBJECTIVES

The overall purpose of this study was:

1. To determine the level of respondents' perception on organizational commitment and its subscales.
2. To determine the differences in affective, continuance, normative and overall organizational commitment by demographics.

## RESEARCH QUESTIONS

This study was designed to address the following research questions.

1. What is the level of lecturers' affective, continuance, normative and overall organizational commitment?
2. Are there differences in lecturers' perception towards affective, continuance, normative and overall organizational commitment based on their education level?
3. Are there differences in lecturers' perception towards affective, continuance, normative and overall organizational commitment based on their teaching experience?
4. Are there differences in lecturers' perception towards affective, continuance, normative and overall organizational commitment based on their monthly income?
5. Are there differences in lecturers' perception towards affective,

continuance, normative and overall organizational commitment based on their age?

## MATERIAL AND METHODS

### *Research Methodology*

A quantitative survey measure, which is the most frequently used data collection method for employee surveys in organizational research, was employed (Dirani, 2009). The use of a survey to collect data from the lecturers at TVCs was deemed appropriate to address the research questions. The research design consisted of a self-report questionnaire to evaluate the lecturers' perception in terms of their affective, continuance, normative and overall organizational commitments in TVCs in Iran.

### *Research Sample*

The statistical population of this study included all the lecturers at 22 TVCs in four provinces: Fars, Khuzestan, Boushehr, and Kohgilouyeh and Boyerahmad in Iran. Based on the lists of lecturers obtained from TVCs, there were a total of 1,606 lecturers serving in the school year 2010 at the four provinces mentioned. Thus, in order to determine the sample size, G power statistical software (3.1.10), proposed by Faul and Eldfelder (1992), was employed. As for the one-way ANOVA, the effect size was .25 (medium),  $\alpha = .05$ , power  $(1-\beta) = .95$  and the number of groups = 4, and G power produced sample size of 280. Then, the sample size of 280 suggested for this study

was inflated by 10 percent given that the response rate for mailed survey was likely to yield less percentage than that had been distributed. Thus, the sample size was 310.

Since complete lists of all the respondents at all 22 colleges were obtained and made available, a true proportional stratified probability sample was selected. The sample size of each college was its proportion (percentage) in the population multiplied with the adjusted sample size ( $n = 310$ ). Then, a separate simple random sampling was performed by using a table of random numbers. In fact, by this way, all the respondents had an equal chance of being chosen for the sample of this study. Moreover, the selection of one respondent in no way influenced the selection of another and thus the sample was supposed

to be unbiased. Out of 310 questionnaires delivered to the participating colleges for distribution, 295 were completed and returned, yielding a response rate of 95.16%.

#### *Respondents' Profile*

Demographic characteristics of the respondents comprised of data on age, education level, teaching experience and income level (see Table 1). Two hundred ninety five lecturers (295) at TVCs in Iran participated in this study. Out of 295 lecturers participating in the study, 208 (70.5 %) were males and 87 (29.5%) females. These showed that the majority of the lecturers participating in the study were males. In terms of their education level, the results showed that 224 (75.9%) of the respondents had masters degree, 37

TABLE 1  
Demographic Characteristics of the Participants Based on Age, Teaching Experience, Monthly Income and Education Level

Demographic	Category	Frequency (n=295)	Percent	Mean	SD	Range
Age	< 29	45	15.3	38.98	7.14	25-54
	30-39	108	36.6			
	40-49	125	42.4			
	> 49	17	5.8			
Teaching Experience	< 9	34	11.5	16.48	7.78	2-32
	10-19	98	33.2			
	20-29	118	40.0			
	>30	45	15.3			
Monthly Income	< \$499	31	10.5	821.35	270.99	300-1500
	\$500-999	180	61.0			
	>\$1000	84	28.5			
Education Level	Doctorate Degree	34	11.5			
	Master Degree	224	75.9			
	Bachelor Degree	37	12.5			

(12.5%) had bachelor and 34 (11.5%) had doctorate degree. These data showed that an overwhelming majority of the lecturers at TVCs had masters degree.

The results also revealed that the age of the respondents ranged from 25-54 years, with a mean of 38.98 years and a standard deviation of 7.14. The findings indicated that 125 (42.4%) of the respondents were between 40-49 years, and 108 (36.6%) were between 30-39 years. The results also showed that 45 (15.3%) lecturers were below 29 year old and 17 (5.8%) were above 49 year old. As for their teaching experience, the results showed that the respondents' teaching experiences ranged from 2-32 years with a mean of 16.48 and a standard deviation of 7.78. The findings indicated that 118 (40.0%) of the respondents had teaching experiences between 20-29 years, followed by 98 (33.2%) between 10-19 years, 45 (15.3%) more than 30 years and 34 (11.50%) had less than 9 years. Finally, the results showed that the monthly income of the respondents ranged from \$300-1500, with a mean of \$821.35 and a standard deviation of \$270.99. The findings indicated that the majority of the respondents (180 or 61%) had a monthly income between \$500-999, followed by 84 (28.5%) who had more than \$1000 and 31 (10.5%) with a monthly income below \$499. In brief, the data indicated that the majority of the lecturers with masters degree (75.9%) were between 40-49 years (42.4%), had teaching experiences between 20-29 years (40%), and with a monthly income of \$ 500-999 (61%) (see Table 1).

### *Research Instrument*

The "Organizational Commitment Questionnaire" (OCQ), developed by Meyer and Allen (1997), was employed to collect data regarding organizational commitment. The OCQ is composed of three sections which include affective, continuance and normative, with 6 items for each section. The OCQ contains 18 items and uses a 5-point Likert scale. The original questionnaire in English was translated into Persian using the forward-then-back translation approach (Chen, Holton, & Bates, 2005). Several researchers have studied the reliability and validity of organizational commitment questionnaire. Meyer and Allen (1979) reported .85 for affective commitment, .79 for continuance commitment and .73 for normative commitment. The reliability of the organizational commitment questionnaire has also been reported by Joolideh and Yeshodhara (2008) and Mosadeghrad *et al.* (2008) in Iran as follows: affective commitment (.77, .86), continuance commitment (.72, .71), normative commitment (.69, .89) and overall organizational commitment (.81, .83), respectively. By employing a panel of experts consisting of management and organizational behaviour experts, Mosadeghrad *et al.* (2008) reported that the content, face and construct validity of the questionnaire was appropriate and suitable for performing in Iran.

### *Validity and Reliability*

The initial consultation was performed with three academics, namely, the lecturers who

had experiences in research in the field of extension and continuing education and educational administration in Malaysia to validate the English version of the questionnaire. They judged content clarity in the meaning of items, and the face validity of OCQ as adequate. To ensure that the content, items, and face validity of the Persian version adequate, a panel of five academics who were lecturers and researchers in the field of organizational behaviour, educational administration, psychology and educational sciences were employed in Iran. They judged that the content, face and construct of the OCQ instrument as appropriate for performing at TVCs with minor modifications. In order to achieve the purpose of the reliability of instruments, a pilot test was also conducted. For this purpose, thirty lecturers from boy and girl colleges were randomly selected. Thirty questionnaires were distributed personally. The results of the reliability test on the OCQ using a Statistical Package for Social Sciences (SPSS version 18)

showed Cronbach's coefficient alpha .86 to .87 for affective, continuance, normative and overall organizational commitment, suggesting the appropriateness of the reliability of OCQ.

**RESULTS**

Employing both the descriptive and inferential analyses, the following findings were achieved.

*Research question 1: What is the lecturers' perception level of affective, continuance, normative and overall organizational commitment?*

To determine the respondents' perception on organizational commitment, the possible mean scores based on five point Likert scales were categorized into three levels of low, moderate and high. Scores within 1 to 2.33 were considered as low, 2.34 to 3.66 as moderate and 3.67 to five as high. It was based on class interval width. It is the difference between the lower endpoint of an interval and the lower endpoint of the next

TABLE 2  
Descriptive Statistics and Organizational Commitment

Descriptive Statistics	n	Mean	SD	Levels	Frequency (%)		
					High	Moderate	Low
Affective Commitment	295	3.86	.29	High	168 <sup>a</sup> (56.9%) <sup>b</sup>	127 (43.1%)	--
Continuance Commitment	295	3.48	.45	Moderate	95 (32.2%)	194 (65.8%)	6 (2%)
Normative Commitment	295	3.49	.56	Moderate	79 (26.8%)	216 (73.2%)	--
Overall Commitment	295	3.61	.46	Moderate	123 (43.75%)	172 (58.3%)	--

Note: = <sup>a</sup>Frequency/count, <sup>b</sup> = Percent,  
Low (1-2.33), Moderate (2.34- 3.66), High (3.67-5)



TABLE 3  
One-way ANOVA for Affective, Continuance, Normative and Overall Organizational Commitment by Education Level (N=295)

Variables	Education Levels	N	Mean	SD	F	p
Affective Commitment	Doctorate	34	4.11	.41	6.300	.002*
	Master	224	3.84	.45		
	Bachelor	37	3.76	.43		
Continuance Commitment	Doctorate	34	3.74	.53	8.204	.000*
	Master	224	3.49	.56		
	Bachelor	37	3.21	.45		
Normative Commitment	Doctorate	34	3.75	.52	8.148	.000*
	Master	224	3.47	.45		
	Bachelor	37	3.33	.37		
Overall Organizational Commitment	Doctorate	34	3.87	.31	21.787	.000*
	Master	224	3.60	.27		
	Bachelor	37	3.43	.24		

\*Significant level at  $p < .05$  df= (2, 292) SD=Standard Deviation

TABLE 4  
One-way ANOVA for Affective, Continuance, Normative and Overall Organizational Commitment by Teaching Experience (N=295)

Variables	Teaching Experience	N	Mean	SD	F	p
Affective Commitment	< five years	34	3.89	.46	1.355	.257
	6-15 years	98	3.80	.47		
	16-25 years	118	3.87	.43		
	> 26 years	45	3.95	.47		
Continuance Commitment	< five years	34	3.27	.57	2.512	.059
	6-15 years	98	3.54	.54		
	16-25 years	118	3.46	.55		
	> 26 years	45	3.55	.57		
Normative Commitment	< five years	34	3.49	.43	2.456	.063
	6-15 years	98	3.42	.46		
	16-25 years	118	3.48	.45		
	> 26 years	45	3.65	.50		
Overall Organizational Commitment	< five years	34	3.55	.26	2.509	.059
	6-15 years	98	3.59	.29		
	16-25 years	118	3.60	.28		
	> 26 years	45	3.72	.34		

\*Significant level at  $p < .05$  df= (3, 291) SD=Standard Deviation

interval according to the next formula. Class Interval (CI) Width = Highest Scale Value (HSV) – Lowest Scale Value (LSV)/ Number of categories (K). Class Interval Width (CI) =  $(5-1)/3 = 1.33$ . Thus,  $1-2.33 = \text{Low}$ ,  $2.34-3.66 = \text{Moderate}$ ; and  $3.67-5 = \text{High}$ . The findings in Table 2 indicate that the level of affective commitment was high with a mean rating of  $M=3.86$  and a standard deviation of  $.29$ . More than half (56.9%) of the respondents rated that they possessed a high level of affective commitment, while 43.1% rated it as moderate and none rated it as low. The moderate continuance commitment was reported with a mean rating of  $M=3.48$  and a standard deviation of  $.45$ . About two thirds (65.8%) of the respondents rated continuance commitment as moderate, while 32.2% rated it as high and 2% reported as low. As for normative commitment, more than two thirds (73.2%) of the respondents rated it as moderate, while 26.8% rated it as high and none rated it as low. For the overall organizational commitment, data indicated a moderate mean rating of  $M=3.61$ , with a standard deviation of  $.46$ . More than half (58.3%) of the respondents reported that they possessed a moderate level of commitment in the overall organizational commitment, while 43.75% rated it as high and none rated it as low.

*Research question 2: Are there differences in lecturers' perception towards affective, continuance, normative and overall organizational commitment based on their education level?*

In examining the respondents with different educational qualifications/levels, the

results of ANOVA disclosed that there were significant differences among the respondents in terms of their affective commitment with  $F = 6.30$ ,  $P < 0.05$ , continuance commitment with  $F = 8.20$ ,  $P < 0.05$ , and normative commitment with  $F = 8.14$ ,  $P < 0.05$ . Similarly, the results of ANOVA showed that there were significant differences in the overall organizational commitment with  $F = 21.87$ ,  $P < 0.05$  based on their educational level (Table 3). In comparing the means, the results of the analysis of Tukey test as a follow up test showed that the significant differences were between the respondents with doctorate degree and those with master and bachelor in all the affective, continuance, normative and overall organizational commitments. The results also revealed that those with master degree were significantly different from those with bachelor degree in terms of continuance and overall organizational commitment. Nonetheless, no significant difference was observed in the affective and normative commitments between the respondents with masters degree and bachelor degree.

Hence, it can be concluded that education level is a significant indicator in the continuance and overall organizational commitment between the lecturers with doctorate degrees and those with masters and bachelor degrees, as well as between those with master degrees and bachelor degrees at TVCs in Iran.

*Research question 3: Are there differences in lecturers' perception towards affective, continuance, normative and overall organizational commitment based on their teaching experiences?*

In examining the respondents with different teaching experiences, the results of ANOVA disclosed no significant differences among the respondents in terms of their affective commitment with  $F = 1.355$ ,  $P > 0.05$ , continuance commitment with  $F = 2.512$ ,  $P > 0.05$ , normative commitment with  $F = 2.456$ ,  $P > 0.05$  (Table 4) and overall organizational commitment with  $F = 2.509$ ,  $P > 0.05$ . Hence, teaching experience was not a significant indicator to make differences in the respondents' perception at TVCs.

*Research question 4: Are there differences in lecturers' perception towards affective, continuance, normative and overall organizational commitment based on their monthly income?*

Comparing the respondents with different monthly incomes, the results of ANOVA revealed that there were significant differences among the respondents in terms of their affective commitment with  $F = 3.668$ ,  $P < 0.05$  and the overall organizational commitment with  $F = 6.709$ ,  $P < 0.05$ . However, ANOVA did not indicate any significant difference among the respondents in terms of their continuance commitment with  $F = 2.003$ ,  $P > 0.05$  and normative commitment with  $F = 2.153$ ,  $P > 0.05$  (Table 5). Thus, monthly income was shown as a significant indicator in the affective

and overall organizational commitments, but not in the continuance and normative commitments at TVCs in Iran.

The Tukey test of multiple comparison procedures in affective commitment showed that the significant mean score differences were between the respondents with more than \$1000 monthly income and those with \$500-999 monthly income. However, there was no significant difference between the respondents with more than \$1000 monthly income and those with less than \$499 monthly income. In comparing the means, the results suggested that the respondents with more than \$1000 monthly income had greater affective commitment ( $M = 3.98$ ,  $SD = .41$ ), followed by those with \$500-999 monthly income ( $M = 3.82$ ,  $SD = .47$ ) and less than \$499 monthly income ( $M = 3.81$ ,  $SD = .46$ ).

The results of the Tukey test showed that the significant mean score differences existed between the respondents with more than \$1000 monthly income and those with less than \$499 monthly income, as well as between the respondents with more than \$1000 monthly income and those with \$500-999 monthly income in the overall organizational commitment. The Tukey test also showed that there were no significant differences in the overall organizational commitment between the respondents with less than \$499 monthly income and those with \$500-999 monthly income. Similarly for the overall organizational commitment, the data indicated that the respondents with more than \$1000 monthly income had

greater overall organizational commitment ( $M = 3.71$ ,  $SD = .31$ ), followed by the respondents with \$500-999 monthly income ( $M = 3.58$ ,  $SD = .27$ ) and those with less than \$499 of monthly income ( $M = 3.55$ ,  $SD = .30$ ).

*Research question 5: Are there differences in lecturers' perception towards affective, continuance, normative and overall organizational commitment based on their age?*

When comparing the respondents with different ages, the results of ANOVA revealed that there were significant differences among those in the continuance commitment with  $F = 5.932$ ,  $P < 0.05$  and the overall organizational commitment with  $F = 5.420$ ,  $P < 0.05$ . Nonetheless, the ANOVA did not indicate significant differences among the respondents in the affective commitment with  $F = 2.031$ ,  $P > 0.05$  and the normative commitment with  $F = 1.183$ ,  $P > 0.05$ . Thus, age was shown as a significant indicator in the continuance and overall organizational commitment, but not in the affective and normative commitment (Table 6).

The results of the Tukey tests showed that the significant mean score differences existed between 30-39 years age group and less than 29 years age group, as well as between more than 50 years age group and less than 29 years age group and between more than 50 years age group and 40-49 years age group in the continuance commitment. The Tukey test revealed that there were no significant differences between less than 29 years age group and

40-49 years age group. Similarly, the Tukey test showed that there were no significant differences between more than 50 years age group and 30-39 years age group, as well as between 30-39 years age group and 40-49 years age group.

Accordingly, it was revealed that age was a significant indicator in the continuance commitment among the lecturers in the following pairs of age groups: 30-39 and <29 years; >50 years and <29 years, and 40-49 and >50 years.

The result of the Tukey test showed that the significant differences were between the age group of more than 50 year old and the age group of less than 29 years, followed by the age group of more than 50 and the age group of 30-39, and the age group of more than 50 and the age group of 40-49 years in the overall organizational commitment. The Tukey test results showed no significant differences between the age group of less than 29 years and 30-39 age group, as well as those in the age group less than 29 years and 40-49 age group, and between the age group 30-39 and 40-49 in the overall organizational commitment at TVCs in Iran.

It can be concluded that age is a significant indicator in the difference between the age group of more than 50 and the age group of less than 29 years, 30-39 age group and 40-49 age groups in TVCs. Nonetheless, age was not a significant indicator in making a difference between the age group of less than 29 age group, 30-39 age group and 40-49 age group. Similarly, it was not a significant indicator in making a difference between the respondents in the

TABLE 5  
One-way ANOVA for Affective, Continuance, Normative and Overall Organizational Commitment by Monthly Income (N=295)

Variables	Monthly Income	N	Mean	SD	F	p
Affective Commitment	< \$499	31	3.81	.46	3.668	.027*
	\$500-999	180	3.82	.47		
	>\$1000	84	3.98	.41		
Continuance Commitment	< \$499	31	3.36	.61	2.003	.137
	\$500-999	180	3.46	.54		
	>\$1000	84	3.57	.57		
Normative Commitment	< \$499	31	3.47	.48	2.153	.118
	\$500-999	180	3.45	.44		
	>\$1000	84	3.57	.49		
Overall Organizational Commitment	< \$499	31	3.55	.30	6.709	.001*
	\$500-999	180	3.58	.27		
	>\$1000	84	3.71	.31		

\*Significant level at  $p < 0.05$   $df = (2, 292)$  SD=Standard Deviation

TABLE 6  
One-way ANOVA for Affective, Continuance, Normative and Overall Organizational Commitment by Age (N=295)

Variables	Age	N	Mean	SD	F	p
Affective Commitment	< 29 years	45	3.78	.51	2.031	.110
	30-39 years	108	3.84	.43		
	40-49 years	125	3.88	.45		
	> 50 years	17	4.09	.45		
Continuance Commitment	< 29 years	45	3.30	.51	5.932	.001*
	30-39 years	108	3.58	.55		
	40-49 years	125	3.42	.54		
	> 50 years	17	3.84	.52		
Normative Commitment	< 29 years	45	3.50	.45	1.183	.317
	30-39 years	108	3.43	.45		
	40-49 years	125	3.51	.45		
	> 50 years	17	3.64	.58		
Overall Organizational Commitment	< 29 years	45	3.53	.26	5.420	.001*
	30-39 years	108	3.62	.29		
	40-49 years	125	3.60	.29		
	> 50 years	17	3.86	.31		

\*Significant level at  $p < 0.05$   $df = (3, 291)$  SD=Stan

30-39 age groups and those in the 40-49 age groups at TVCs.

## DISCUSSION

The study of academic staff commitment is becoming more and more popular because of its link with attitudes and behaviours that contribute to organizational outcomes. Consequently, it may play a key role in the way the academic staffs work to achieve their organizational or programme mission, goals and objectives. While research exploring the theoretical and empirical inter-relationships among different features of commitment does exist (Fink, 1995; Mathieu & Zajac, 1990), it has not focused on lecturers and their personal demographics (Chughtai & Zafar, 2006; Salami, 2008).

After evaluating the findings of the Organizational Commitment Questionnaire (OCQ) for the study of organizational commitment among lecturers at TVCs in Iran, the results yielded the following: Organizational commitment in this study was obtained from self rating. The findings indicated that lecturers rated themselves as moderate in explaining their perception on the overall organizational commitment ( $M=3.61$   $SD=.46$ ). The results also showed that the mean rating is in a descending order of high to low for the affective commitment ( $M=3.86$   $SD=.29$ ), normative commitment ( $M=3.49$   $SD=.56$ ) and continuance commitment was ( $M=3.48$   $SD=.45$ ). The results regarding the lecturers' perception on the statements related to affective, continuance, normative and overall organizational commitment

for their levels of perception in relation to their colleges were analyzed, and it was revealed that they mostly agreed with the statements on the affective commitment and this was followed by the statements on the normative and continuance commitment, respectively.

In the pertinent literature, the mostly desired situation about organizational commitment components is that the members of an organization should have high affective commitment first and then normative commitment and lastly continuance commitment (Demiray & Curabay, 2008). In the present study, affective commitment (desired oriented) came first, followed by normative commitment (obligation oriented) and continuance commitment (necessity oriented). The results of this study regarding the sequence of affective, normative and continuance commitment are in line with those in the literature. Among other, these results are in line with the findings of Mosadeghrad *et al.* (2008) who studied the employees of educational and non-educational hospitals in Isfahan, Iran. They reported that the mean rating of affective, normative and continuance commitment was  $M=3.86$ ,  $SD=1.12$ ,  $M=3.97$ ,  $SD=.73$  and  $M=4.13$ ,  $SD=.64$ , respectively, based on 6 point Likert scale.

The moderate mean average of lecturers on the overall organizational commitment is due to the fact that lecturing is one of the professions that requires high commitment (Awang, et al., 2010) and lecturers are committed to transform a person from someone who knows nothing to someone

educated. Among affective, continuance, and normative commitment, affective commitment had the highest mean score ( $M = 3.86$ ). This indicates that lecturers at TVCs are happy to continue with colleges, consider institutions' problems as their own, have a strong sense of belonging to these institutions, emotionally attached to colleges, and the institutions have a great deal of personal meaning to them.

In addition, the moderate mean score of lecturers' organizational commitment can be related to new reforms which have taken place at TVCs due to their significant role in providing human resources for different parts of the country. Based on a new decision, all TVCs in Iran, which were already supervised, managed and supported by the Ministry of Education, are now supervised under the Ministry of Higher Education. This decision has probably encouraged and motivated lecturers to continue their work at TVCs because of the official, economical, societal and money benefits.

In terms of lecturers' educational level and the commitment degree; lecturers with doctoral degree exhibited the highest levels of affective, continuance, normative, and overall organizational commitment than those master and bachelor holders. The findings of this study are in line with the work of Mathieu and Zajac (1990) but contradicted with the findings of Ahmad and Abu Bakar (2003) and Khamis (2002) who reported an inverse relationship between education level and organizational commitment in Malaysia. There could be several explanations of

these kinds of findings. One possible explanation is that, as the organizational position of TVCs was upgraded, most of the lecturers with doctorate degree would be inclined to continue the rest of their profession at these colleges, emotionally attached and feel the belonging to their colleges. Furthermore, based on the official regulations of the Ministry of Science, Research and Technology, lecturers with masters or bachelor degrees are transferred to the Ministry of Education, if they do not obtain a doctorate degree.

Previous findings exhibited inconsistency regarding respondents' age and affective, continuance, normative and overall organizational commitment. The results of the present study showed that the respondents in the age of 50 and more were more committed compared to those in the other age groups in the continuance and overall organizational commitment. In simpler words, the older one is, the less inclined he/she is to move to a new job, and he/she also has much higher "have to stay" commitment to the colleges. This is because they have a great opportunity cost if they transfer to other colleges, possess a strong sense of commitment towards their organizations, are more matured and have longer experience. For these groups, a new job means possible risks. In another organization, they may not have the same rights and status. These might be some possible reasons that the respondents of this particular age group are seen to be related to commitment degrees.

The findings of the overall organizational

commitment in this study supported the studies of Tseng (2010) who found that the group of 50 years old or more were more committed than the other age groups. Meanwhile, Allen and Meyer (1990) stated that those who are older have a strong sense of commitment towards their organization. In contrast, Joolideh, and Yeshodhara (2008), and Lim (2003) reported that there were no significant differences between age and the overall organizational commitment. One possible explanation to the paradoxical results is that age, as a personal characteristic, is affected by the context of the study. Thus, no significant differences were found in the affective and normative commitment based on the four age groups (< 29, 30-39, 40-49 and > 50).

As for the teaching experience, the obtained data showed that the differences among four groups (< 5 years, 6-15, 16-25, and > 26 years) were not significant in the affective, continuance, normative and overall organizational commitment. The findings of the present study are inconsistent with that of the study of Mosadeghrad *et al.* (2008) who reported that there were significant differences between organizational commitment and years of working experiences among the employees of teaching and non-teaching hospitals in Isfahan, Iran. The findings revealed that teaching experience was not an indicator of making lecturers committed to colleges. The comparison results of teaching experience and degree level revealed that to be committed in educational settings, having higher degree is more important than having

more teaching experiences.

In terms of the outcomes of one-way ANOVA in regard to monthly income, the findings showed that the respondents with more than \$1000 monthly income were more likely to identify with, being attached to and involved in colleges more than the respondents with less than \$499 and \$500-999 monthly income. This result is in line with the finding of the study by Mosadeghrad *et al.* (2008) who reported that there were significant differences in organizational commitment based on the salaries received per month.

In conclusion, to develop educational institutions and make employees do their jobs willingly, the attachment level of the employees towards their institution should be considered as an important indicator. In this regard, the implications of these studies should be used to improve the attachment level of employee in organizations. Such implementations provide valuable opportunities to expand optimistic attitudes of the employee towards their organization. Also, organization managers and administrators should value their employees, develop working conditions, value employee opinions, consider employee complaints and reward their successes to increase the employees' attachment level. In other words, when the employee members see that they are considered, their emotional, normative and stability attachment will consecutively increase. Thus, employees with higher level of organizational attachment will be more willing to work for the organization and



stay as members of the organization, which brings about higher levels of output in the organization (Gurses & Demiray, 2009). Empirically, the current research proves that monthly income and higher academic degree lead to organizational commitment.

### **IMPLICATIONS FOR PRACTICE AND FUTURE RESEARCH**

Results from the present study should be interpreted with recognition of the following limitation. Choosing the sample of the present study from one geographical region is the main limitation of the study which bounds the variety of the sample and generalizability of the findings. Therefore, more studies with geographically diverse samples are needed to support the finding of the present study and to develop greater understanding of organizational commitment.

Regardless of this limitation, the findings from the present study should be viewed as an early effort to determine the factors related with lecturers' organizational commitment in TVCs in Iran. This study has contributions to the body of knowledge in providing an overview of the affective, continuance, normative and overall organizational commitment among the lecturers at TVCs in Iran for the first time. In addition, it also suggests a better understanding of affective, continuance, normative and overall organizational commitment in educational settings. Moreover, it portrays a clearer picture of the affective, continuance, normative and overall organizational commitment based on age, teaching experiences, education

level and monthly income, and based on which, more programmes can be developed at TVCs.

In sum, educational leaders should consider lecturers' commitment as an essential part of their policies in decision-making process. Administrators and educational leaders should stay aware of the level of their lecturer' commitments and modify their management practices and strategies whenever applicable according to increase lecturers' commitment. Nonetheless, the body of literature examining the relationships between lecturers' organizational commitment and personal demographics has yet to be conclusively determined. Only a few studies have explored personal variables and their relationship with organizational commitment issue in educational institutions in detail. Thus, the lack of theoretical and practical knowledge in the literature causes it to be doubt about the effects that demographics may have on employee commitment. For this reason, there is a strong need for reproduction studies to scrutinize the demographic variables associated with lecturers' organizational commitment. More studies are needed to improve the literature on lecturers' organizational commitment, which in turn, could generate strategies to improve attachment level of lecturers to their organizations.

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