



Factors Affecting Employees' Commitment: Investigation from University Faculty

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Abstract

As employees' commitment is an integral part of human resource management and crucial for every organization to flourish and succeed, there is much research on this aspect. However, this research finds and determines the factors that play an essential role in identifying employees' commitment to university teachers. In this study, five independent variables were examined to determine their effect on the employees' commitment. The predictors were work motivation, procedural justice, training opportunities, work environment and career development. To determine the significant relationship between the independent and dependent variables, Pearson's Correlation has been run. Also, multiple regression analysis has been conducted to find the impact of predictors on employees' commitment. Results show that procedural justice and career development have a significant relationship with employees' commitment. In contrast, the other three independent variables – work motivation, training opportunities and work environment have an insignificant relationship with employees' commitment. Conclusions formulated from this study are that procedural justice and career development are the two significant predictors of employee commitment of universities teachers. To strengthen the employees' commitment of university teachers, employers must implement these practices in the universities.

Keywords: Employees' commitment, university teachers.

Introduction

Today - mainly in the world's developed countries - there is a tremendous demand for high-skilled employees due to rapid globalization and technical evolution. This demand seems to be growing faster than the supply. Researchers (El-Kassar, Chams and Karkolian 2011) describe an organization as a set of different groups: human resources, finance, marketing and supply chain,

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working together and in harmony to fulfil the objectives and goals of the organization. However, the biggest asset of an organization is its employees. Employees with commitment are becoming an essential asset in organizations, and thus, companies are in great need to know the factors that are affecting and influencing the commitment of employees to understand it better (Kerdasi and Azam 2020). If a company wants to maintain a competitive advantage and have a competitive edge over its competitors, it needs dedicated, loyal, and committed employees (Saks, 2021, Joo and Park 2009).

An employee's commitment to work-related foci, for instance, customers, designation, coworkers, etc., also leads to productivity and efficiency (Meyer and Maltin 2010). Employees' commitment has been defined in different eras and periods by various researchers. For one, it is defined as the extent or degree to which an employee feels involved in an organization or identify him/herself with the organization (Mittal and Mittal 2015). Committed employees align their aims and objectives with that of the organization. They experience a sense of achievement being a member of that organization, and thus they perform effectively and efficiently (Zareen, Razzaq, and Mujtaba 2013, Smeenk, Eisinga, Teelken and Dooreward 2006).

This study investigates the impact of various factors, including work motivation, procedural justice, training opportunities, work environment and career development on employee commitment in the context of university teachers. Quantitative data was collected from Karachi's private and public sector universities, and statistical analysis was conducted to test hypotheses. The findings of the study will contribute to the body of knowledge and enhance the understanding of various factors that impact the commitment of university teachers. Also, these finding will be helpful for employers and policymakers, including the university management and Higher Education Commission, to devise policies according to the specific needs and requirements of employees and implement the best practices to attain the Employees' Commitment in academia.

Employees' Commitment

Meyer and Allen (1991) defined commitment as "a psychological state, which (a) describes the employees' relationship with the organization, and (b) has connotations for the assessment whether to continue or discontinue membership with the organization" (p.67). According to (Ashraf, Simsab, Nazish and Farooqi 2014), employee commitment can be interpreted as the degree to which a worker can associate with the company and desires to deliberately and positively perform in it. Allen and Meyer (1990) argue that in the past studies, employees' commitment towards their organizations has been measured and conceptualized in numerous ways, but the most common concept is that lack of employee commitment leads to a turnover. Also, Blau and Boal (1987) state that employees working in the organization for a longer time have a great deal of experience working in it and have an association with other committed employees incline to have a higher intensity commitment with the organization. In other words, the psychological and emotional loyalty and devotion employees feel towards their company and its goals and coworkers are defined as employee commitment (Oppong and Tetteh, 2014). Employee commitment can be further broken down into career commitment (where employees are involved and occupied with one's occupation) and work commitment (which refers to a person's commitment to work, not with an organization or one's career) and this helps to understand employee commitment better (Mueller, Wallace and Price 1992).

For the most part, the research on employee commitment was focused only on the individual factors such as married employees are more committed rather than those who are single, employees with low income are more committed than high-income employees, and young employees tend to



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have less commitment with the organization as compared to the older employees. However, with further research on the subject, organizational factors significantly affect employees' commitment (Saridakis, Lai, Muñoz Torres and Gourlay 2020, Mittal and Mittal 2015).

Work Motivation

Work motivation is defined as the "management process of influencing behaviour based on the knowledge of what makes people think". Effectual motivation is significant to ensure that employees are satisfied with their job and are committed to the organization (Salleh, Zahari, Said and Ali 2016).

Procedural Justice

Kalay (2016) defined procedural justice as "the justice perception of employees related to the methods and processes used during the distribution of organizational outcomes among employees" (p.45). Justice is considered as the most important factor in social life and a key to correct actions. Although the concept of Organizational justice is not new but it is widely ignored in the literature of Employees commitment (Saraih, Amlus and Tunku Ahmad 2020).

Training Opportunities

Kipkebut (2010) observes that employees who get training from their organizations feel valued. When employees are trained, developed and retained by in-house or outsourced training, it creates continuance commitment, it makes employees feel valued, and thus they feel more committed. Pham (2016) states that training is beneficial when it is provided to every single employee in the organization.

Work Environment

Ushie, Agba, and Okorie (2015) posit that the work environment includes the physical area and the workplace's immediate surroundings. To achieve the ideal employee's performance in any well-established organization, the effectiveness of the workplace environment is essential. A right working environment creates a good image in an employee's mind about the workplace, which also motivates them to perform better.

Career Development

As explained by (Romzek 1989), career development is a system that involves salary, training and development, promotions and other rewards and benefits that are given to an employee. Career development involves employees' career planning and career management in an organization (Kerdasi and Azam 2020).

Thus, this study aims to find out if these five independent variables are the factors that affect the employees' commitment of university teachers or not.

Hypotheses

H1: Work motivation is not a predictor of employees' commitment.

H2: Procedural justice is not a predictor of employees' commitment.

H3: Training opportunity is not a predictor of employees' commitment.

H4: Work environment is not a predictor of employees' commitment.

H5: Career development is not a predictor of employees' commitment.



Methodology

Data Collection

The data collection procedure begins once the researcher has decided what kind of information is required for the study. After the researcher has identified what questions must be answered, the researcher needs to determine how to get those answers (Cooper and Schindler, 2011). For this study, primary data was collected from the target sample, as primary data contributes to the richness and credibility of research (Myers 2013). A questionnaire was used as a data collection instrument since it helps the respondents express their views without constraint because it promises confidentiality.

Variables

Independent Variables

- Work Motivation
- Procedural Justice
- Training Opportunities
- Work Environment
- Career Development

Dependent Variable

- Employees' Commitment

Inclusion Criteria

An inclusion criterion defines who can be included in the study as the sample. The inclusion criteria distinguish the population of a survey steadily and uniformly. In this study, university teachers from Karachi were treated as the inclusion criteria.

Data Collection Instrument

The data collection instrument used for this research study was a quantitative questionnaire. It was split into two parts: the first part was set to analyze the demographic data, including gender, age, qualification and years of service. The other half of the questionnaire was set to investigate the dependent variable: employee commitment and independent variables; procedural justice, training and development, career development, work environment, and work motivation. The questionnaire had a five-point uni-polar Likert scale, with 1 being the least and 5 being the highest level of agreement.

Sample and Sampling Technique

There are a total of 38 universities (public and private) in Karachi. The targeted population is academic employees (teachers) in universities, public and private, and Karachi. The sampling technique used for this research paper is the convenience random sampling technique. A non-probability sampling method helps collect data from population members conveniently available to participate in a study (Lavrakas, 2008).

Statistical Model

To know the significance of the relation between the independent variables, i.e. procedural justice, training opportunities, work environment, career development, work motivation and the dependent variable, i.e. employees' commitment, a Correlation test is performed. Also, according to Field (2000), to predict a single dependent variable by a set of independent variables, multiple



regression analysis is used. So after the correlation test, multiple regression analysis is performed in this study to scrutinize the relationship between employees' commitment and factors affecting them.

Results

Demographic Profile

The questionnaires were floated as per convenience to both university teachers of both genders (male and female) and both organization types (public and private). After getting all the responses, it was found that male respondents were 203 while female respondents were 192 making 395 respondents. The respondents of age under 30 years were 110, age 31 – 41 years were 189, age 41 – 50 were 86, and respondents aged over 50 years were 10.

The respondents consist of 58% lecturers, 33% assistant professors, 6% associate professors and 3% professors 53% of respondents had a working experience of fewer than five years. 35% of respondents have been working in the same university for the past 5 to 10 years. 52% of respondents have been teaching in private universities, while others were associated with public universities.

Table 1. Demographic Information of Participants

	Percentage %		Percentage%
Gender		Designation	
Male	51.4%	Lecturer	58.2%
Female	38.6%	Assistant Professor	32.7%
		Associate Professor	6.1%
		Professor	3.0%
Age		Years of Working with University	
Under 30 years	27.8%	Less than 5 years	53.2%
31 – 40 years	47.8%	5 – 10 years	34.9%
41 – 50 years	21.8%	Over 10 years	11.9%
Over 50 years	2.5%		
Organization Type			
Private	52.4%		
Public	47.6%		

Descriptive Analysis

Reliability Analysis

The reliability statistics of work motivation is 0.692 (69%), procedural justice 0.723 (72%), training opportunities 0.723 (72%), work environment 0.691 (69%), career development 0.611 (61%) and employee commitment 0.656 (65%). All of these are greater than 0.6 (60%); thus, it confirms that the data is reliable on the instrument (see Table 2).



Table 2. Cronbach’s Alpha Reliability Test

Variables	No. of items	Cronbach’s Alpha
Work Motivation	5	.692
Procedural Justice	4	.723
Training Opportunities	5	.723
Work Environment	5	.691
Career Development	5	.611
Employee Commitment	5	.656

Descriptive

The mean for construct work motivation is 3.524, procedural justice is 2.802, training opportunities is 3.017, the work environment is 3.054, career development is 3.724, and employee commitment is 3.170 (see Table 3). Similarly, the standard deviation for construct work motivation is .61262, procedural justice is .69984, training opportunities is .78668, the work environment is .76550, career development is .66859, and employee commitment is .64882, respectively.

Table 3. Descriptive Analysis of Variables

	N	Mean	Standard Deviation
Work Motivation	395	3.524	.61262
Procedural Justice	395	2.802	.69984
Training Opportunities	395	3.017	.78668
Work Environment	395	3.054	.76550
Career Development	395	3.724	.66859
Employee Commitment	395	3.170	.64882

Inferential Analysis

Pearson’s correlation test was run to find the relationship between the independent and dependent variables. The results from Pearson’s Correlation in Table 4 suggest that work motivation does not have a significant relationship with employee commitment ($P=0.574 >0.05$). The second variable - procedural justice – have a significant relationship with employee commitment ($r= 0.184, P=0.000 <0.05$). Table 4 also shows that the variable - training opportunities with $P=0.251 >0.05$ – does not significantly affect employee commitment. Similarly, the result indicates that the work environment ($P=0.154 >0.05$) does not have a significant relationship with employees’ commitment ($P=0.154 >0.05$). However, the results show that the fifth independent variable - career development – have a significant relationship with employee’s commitment, with a P-value of 0.012 that is less than 0.05.

Table 4. Pearson’s Correlation Test

	Employee Commitment	Work Motivation	Procedural Justice	Training	Work Environment	Career Development
Employee Commitment	1					



Work Motivation	-0.028	1				
Procedural Justice	0.189**	0.071	1			
Training	0.058	-0.057	0.088	1		
Work Environment	0.072	-0.079	0.098	0	1	
Career Development	0.127*	0.073	0.008	0.031	0.075	1

** Correlation is significant at 0.01 level (2-tailed)

** Correlation is significant at 0.05 level (2-tailed)

The model summary of multiple regression analysis (Table 5) had an R Square with a value of 5.7% and the Adjusted R Square with a value of 4.5%. This explains that work motivation, procedural justice, training opportunities, work environment and career development together explain 4.5% variations in employees' commitment.

Table 5. Summary Multiple Regression Analysis

R	R Square	Adjusted R Square	Std. Error of the Estimate
.239 ^a	.057	.045	.62727

In Table 6, the F value is 4.696, which is greater than 4, and the sig value is 0.0001, which is less than 0.05. This shows that the model for this research study is fit.

Table 6. Analysis of Variances

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	9.238	5	1.848	4.696	.000b
Residual	153.061	389	.393		
Total	162.299	394			

The multiple regression analysis was carried out to find which independent variables predict the dependent variable in the best way, and it tested hypotheses 1, 2, 3, 4, & 5. First, the p-value for work motivation is 0.364, which is greater than the alpha value of 0.05, and this means H1 is retained. Therefore, work motivation is not a predictor of the employees' commitment. Next, the p-value for procedural justice is 0.000, which is less than 0.05; therefore, H2 was rejected. Thus, procedural justice is a significant predictor of employees' commitment.

Moreover, the p values for training opportunities and work environment are 0.477 and 0.412, respectively. Both of the p values are greater than the alpha value, which is 0.05. This simply means that H3 and H4 were retained. So we can say that training opportunities and work environment are not significant predictors of employees' commitment in the context of university teachers. Lastly, the p-value for career development is 0.013, which is less than 0.05. As a result, H5 is rejected, and it is concluded that career development is a significant predictor of the employees' commitment.

All the VIF values are within the range of 1, which is fine as VIF should not be more than 10. This shows that there is no functional association among the independent variables.

**Table 7. Coefficients of Multiple Regression Analysis**

Coefficients ^a	Unstandardized		Standardized	t	Sig.	Collinearity	
	Coefficients					Coefficients	Statistics
	B	Std. Error	Beta	Tolerance	VIF		
(Constant)	2.228	.318		7.005	.000		
Work_Motivation	-.047	.052	-.045	-.910	.364	.977	1.024
Procedural_Justice	.169	.046	.184	3.700	.000	.975	1.025
Training Opportunities	.029	.040	.035	.712	.477	.987	1.013
Work_Environment	.034	.042	.041	.821	.412	.976	1.024
Career_Development	.119	.048	.124	2.508	.013	.987	1.013

According to Table 7, procedural justice is the best predictor of employees' commitment among all variables, with the highest beta value of 0.169. Career development is the second-best predictor of employees' commitment to the beta of 0.119. Work motivation, training opportunities, and work environment are not good predictors of employees' commitment to the beta of -0.047, 0.029, and 0.034. Therefore, the equation for multiple linear regression in this study is:

$$EC = 2.228 + 0.169(PJ) + 0.119(CD)$$

Where EC= Employees' Commitment

PJ= Procedural Justice

CD= Career Development

Hypotheses Assessment Summary

Hypotheses	Sig. value	Empirical Conclusion
H1: Work motivation is not a predictor of employees' commitment.	P=0.364 >0.05	Retained
H2: Procedural justice is not a predictor of employees' commitment.	P=0.000 <0.05	Rejected
H3: Training opportunity is not a predictor of employees' commitment.	P=0.477 >0.05	Retained
H4: Work environment is not a predictor of employees' commitment.	P=0.412 >0.05	Retained
H5: Career development is not a predictor of employees' commitment.	P=0.013 <0.05	Rejected

Discussion and Conclusion

As shown in the results, there is no significant relationship between the two variables that are work motivation and employees' commitment of university teachers. This result contrasts with the studies of Iqbal, Ahmad, Majid, Nadeem, Javed, Zahra and Ateeq (2013); Meyer, Becker and Vandenberg (2004). These researchers state that it is pretty clear that when employees are motivated and feel committed to the organization, the work is affected, which leads to employees' commitment having a significant relationship with work motivation. Also, studies by Naquin and Holton (2012); Salleh, Zahari, Said and Ali (2016); Danish, Rehman and Munir (2012) shows that work motivation is an essential factor that influences an employee's commitment to the organization while this study shows that work motivation is not a predictor of employees'



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commitment. The difference in the results could be because those researchers surveyed a different context, such as the banking sector or a firm in general, while this study investigated university teachers.

The results of inferential statistics run in this study shows that procedural justice is positively correlated with and is the best predictor of employees' commitment. This result is affirmed by the research studies of (Khattak, Sindhu, Haider and Urooj 2017; Manshor, Muda, Salleh, Razak and Kamaazura 2016). They found a significant and positive relationship between procedural justice and employee commitment.

According to studies by (Njenga, Kamau and Njenga 2015; Nkosi, 2015; Ocen, Francis and Angundaru 2017), training opportunities are positively related to an employee's commitment. However, this study does not coincide with previous research as it shows no significant relationship between training opportunities and employee commitment of university teachers. Similarly, it is proven in this study that works environment is not a predictor of employees' duty of university teachers while the result of past researches shows that work environment is a significant factor that affects employees' commitment (Funminiyi 2018; Adebara and Aina, 2016; Ushie, Agba, and Okorie 2015). This is, again, because those researches were carried out in different context like Agro-Based industries.

This study's final result is a significant relationship between career development and employees' commitment of university teachers. The studies by (Adamu, Augustus and Bipeledei 2017; Dialoke and Wabara 2017; Li, Tong and Wong, 2014; Agba, Nkpoyen, and Ushie 2010) confirm the results of this study by stating that career development is significantly related to employees' commitment.

In summary, procedural justice and career developments are the two significant predictors and determinants of employees' commitment of university teachers. These two variables explain the variation in employees' commitment compared to the other three independent variables (work motivation, training opportunities, and work environment), which turned out to be an insignificant relationship with university teachers' commitment.

According to the findings of this research, for employers to improve the employee commitment of university teachers, efforts must be made to implement procedural justice in their organization better and pay attention to the career development of their employees.

Future Research

Future researchers are suggested to use other variables and determine their effects to enhance university teachers' employee commitment. Also, it is suggested to diversify the sample, including the university teachers from other cities of Pakistan.

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