

Affective Commitment among Faculties According to Academic Qualification and Faculty Group in Higher Education in Nepal

Dr. Shreekrishna Kharel

(Asso. Prof, Faculty of Management), TU.
kharelshreekrishna999@gmail .com

Abstract

Received 22-Jan-22
Reviewed 10-Mar-22
Revised 27-Apr-22
Accepted 3-Jun-22

This article deals with the fundamental issues of affective commitment of faculties in higher education in Nepal. The main objective of this study is to investigate the relationship between faculty's academic qualification and faculty group on affective commitment in faculty in higher educational organizations. This follows a questionnaire survey of variables with a five-point Likert and uses mean, standard deviation, t/f test and Cronbach's Alpha for analytical tools. The analyzed result shows a positive relationship between academic qualification and affective commitment. The analysis shows that higher qualification groups (PhD and M.Phil) are more emotionally attached than fewer qualification groups. The study shows no significant effect of faculty group on affective commitment. The sectoral sampling adequacy and a number of organizations represented in a survey may limit the general implication of results despite its analytical soundness. Moreover, may this study be originally picturesque and construes pre-cast for the future scenarios of the studied issues.

Keywords: Academic qualification, Faculty, Higher education & Affective Commitment

1. Introduction

Organizational commitment refers to the relative strength of an individual's identification with and involvement in an organization (Mowday, Porter & Steers, 1982). It is characterized by a strong belief in and acceptance of the organization's goals and values, a willingness to exert considerable effort on behalf of the organization, and a strong desire to maintain membership in the organization (Porter, 1968). It involves an active relationship with the organization in which individuals are willing to give something of themselves to help the organization succeed and prosper (Meyer & Allen, 1997). According to March and Simeon (1958), real commitment often evolves into an exchange relationship

in which individuals attach themselves to the organization for certain rewards or outcomes.

Employee commitment reduces turnover but increases performance (Angle & Perry, 1981), and employees can only be committed when their needs are met and fulfilled by their organizations. So, the higher the expectation of workers, the greater their commitment of employees. On the other hand, the lesser the expectation of workers, the lower the commitment of the HRs (Martin & Shawn, 198). In the antecedents of employees' commitment, the study also found that women tend to be more determined than men, and those highly educated employees tend to be less committed than less educated HRs. Studies have shown that position, job

tenure, and organization tenure significantly affect employee development activity and commitment. That tenure on the job and in the organization has a positive relationship with employees' commitment (Kozlowski & Farr, 1988) loko (1972) found that Nigerian workers are committed and motivated to work in organizations managed by fellow Nigerians in which they fo. The opportunity for promotion and advancement is limitless than in managed organizations; therefore, there is a positive and significant relationship between reward management and commitment, which is the basic philosophy behind which this study is based.

Affective commitment is considered the most beneficial in enhancing organizational effectiveness (Iverson & Buttigieg, 1999). This type of commitment emphasizes an individual's identification and involvement in the organization (Porter, Steers, Mowday & Boulian, 1974). Employees high in affective commitment demonstrate emotional attachment, identification with and participation in the organization. This would explain why these employees are less likely to engage in withdrawal or removal behaviour and more likely to accept change (Meyer & Allen, 1997). In addition, in contrast, to effectively committed employees, continuance and normatively engaged employees demonstrate reduced levels of citizenship behaviours and lack the initiative and plan to perform tasks

beyond their job descriptions (Shore & Wayne, 1993). Therefore, affective commitment is correlated more strongly than normative and continuance commitment with measures and actions of absenteeism and organizational citizenship behaviour. This study tries to address the following problems:

- Are faculties in Nepalese higher educational organizations emotionally attached to their organization according to an academic qualification?
- Does faculty group affect the affective commitment of faculty?

The main objective of this study is to identify affective commitment. Other objectives of this study are as follows:

- To examine the impact of academic qualification of faculty on affective commitment in higher educational organizations.
- To explore the influence of faculty groups on affective commitment?

Affective commitment helps to attract employees' attention and encourages them to work efficiently and contribute to the organization's productivity (Caruna & Calleya, 1998). There are many variables affecting an employee's affective commitment to the organization. Porter and Steers (1982) developed a classification related to this issue and questioned influential factors, personal characteristics, role and job characteristics,

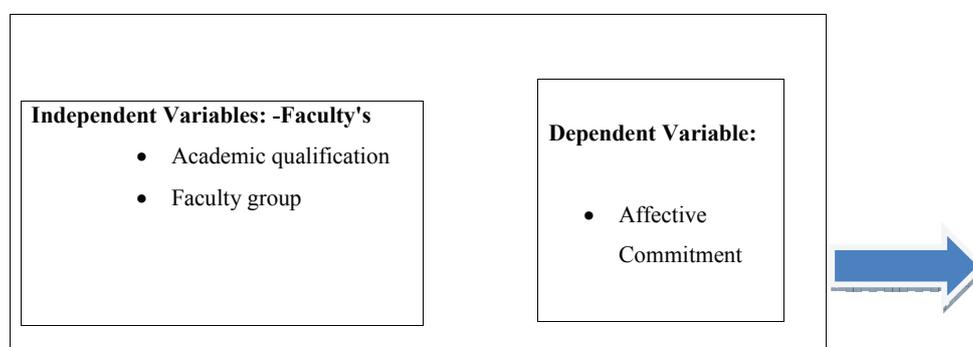


Figure 1: Theoretical Framework

structural characteristics, job experience, and workplace within this area. The relationship between independent variables and affective commitment for this study is shown in figure no.1.1.

Figure 1. shows the variables related to this study, which are explained as follows:

2. Literature Review

2.1 Independent Variables

a) Academic qualification

Academic qualifications are the degrees, diplomas, certificates, professional titles and so forth that an individual has acquired, whether by full-time study, part-time study or private study. It includes vocational diplomas, undergraduate degrees, professional certifications, and graduate and professional degrees. An individual may obtain academic qualifications to become a teacher, civil service, self-business or so on. Most individuals get academic qualifications to prepare for a career in a specific field. Some types of positions require candidates with an associate's degree. These qualifications are typically awarded upon successful completion of specified courses and take a set time to earn. This study covers academic qualifications such as a Ph.D. degree, M.Phil. degree and Master's degree.

b) Faculty group

A faculty is a division within a university or college comprising one subject area or a group of related subject areas. In most, college and university usage, such divisions are generally referred to as arts/humanities, management, law, science etc., but may also mix terminology. This study includes faculty group as management, humanities & social science, science & technology, medicine & engineering education and law.

2.2 Dependent Variables

Commitment includes affective, continuance and normative commitment. Under this practical study commitment of faculties towards their organization is dependent. commitment emphasizes an individual's identification and involvement in the organization (Porter, Steers, Mowday & Boulian, 1974).

The theoretical framework predicts that the faculty's academic qualification and group may influence the affective commitment among the faculties. Based on the theoretical framework, the following hypothesis can be drawn:

H₁ - Academic qualification influences the affective commitment of faculty in the organization.

H₂ - Faculty group may influence the organization's affective commitment level.

3. Methodology

It follows a descriptive and correlation research design. This study is based on primary data. The primary data for this study was collected from the faculties of higher education (educational organizations) through a structured questionnaire.

Therefore, ten questions were asked related with affective commitment (AC) to the selected sampled respondents using a 5-point Likert scale. This study contains Non-probability sampling in which convenience sampling is adopted. The reasons for choosing this sampling are to represent a sample from each population category or to determine sample size. The researcher followed the formula suggested by (Cochran, 1989)(See; Appendix).

The total number of populations from Constituent colleges is 6297(TU Bulletin, 2071), and the total number of people from

community-based QAA-certified colleges is 339 (Ugcnepal.edu.np; 2014). Therefore, at least 569 (total sample size) complete fill-up questionnaires were collected from the questionnaire distributed for the study. The sample was selected from a total population of 6636 from Constituent colleges and community-based QAA-certified colleges (6297+ 339). Of the total sample, 569 380 samples are from Constituent colleges, and 189 are from community-based QAA-certified colleges. The data collected through questionnaires were entered into the database and analyzed through computer software. The means rating of the 5-point Likert scale is calculated to determine the level of commitment. Each degree of agreement is given a numerical value from one to five, with five strongly agreeing with the statements. The data collected from the respondent are presented, analyzed and interpreted to attain

the study's objectives. Different statistical tools are used to compare and analyze the results. As descriptive statistics, Mean and Standard Deviation were used. On the other hand, inferential statistics Cronbach's Alpha and t/f tests were used to test the result.

The validity of the questionnaire used in this study is tested by the preliminary testing of the questionnaire in the field. The overall validity of the instruments is determined based on the evaluation and comments by the professors renounced in the respective field of study. The reliability of the perceptual information is ascertained by the computation of Cronbach's Alpha from the pilot survey. The value Cronbach's Alpha obtained is 0.898, which is more than the minimum value of 0.70. This study contains Cronbach's coefficients exceeding 0.70, regarded as acceptable (DeVellis, 2003). Therefore, the instruments used in this study are valid,

Table 1: Educational Qualification Wise Descriptive Statistics and F Statistics

No. of Items	Academic qualification								
	Overall		PhD.		M.Phil.		Master Degree		f-statistic
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	
AC 1	4.12	0.996	4.21	1.013	3.95	1.271	4.12	.951	1.214
AC 2	4.11	0.964	4.09	.983	4.18	1.029	4.10	.953	0.179
AC 3	3.98	1.047	4.04	1.005	3.96	1.206	3.97	1.035	0.154
AC 4	3.89	0.974	3.98	.988	4.21	.929	3.83	.969	4.191**
AC 5	3.83	1.024	3.89	1.047	4.13	1.010	3.78	1.016	2.967**
AC 6	3.98	0.963	4.07	.923	4.13	1.096	3.95	.952	1.234
AC 7	3.80	1.048	3.87	.985	3.91	1.149	3.77	1.047	0.694
AC 8	3.59	1.155	3.96	1.074	3.71	1.217	3.50	1.148	6.349**
AC 9	4.12	0.958	4.32	.848	4.34	.996	4.06	.966	4.274*
AC10	4.02	1.010	4.21	.874	4.16	.987	3.96	1.034	2.726**
	Aggregate mean		Aggregate mean		Aggregate mean		Aggregate mean		
	3.94		4.06		4.07		3.90		

** Significant at the 0.01 level (2-tailed).

reliable and consistent. It can be concluded that the structure of the questionnaire is dedicated to this study.

4. Analysis and results

The following tables show academic qualification-wise descriptive statistics and f test of affective commitment.

Table 1 shows that the aggregate mean of affective commitment is 3.94, and the highest mean value belongs to M.Phil. group (4.07), which is more than the overall aggregate mean. The highest average value of PhD. The degree holder group is 4.32 and 4.21 from AC9, AC10 and AC1. The lowest mean value in this group is 3.87 and 3.89, which is related to AC7 and AC5. The highest average value of M.Phil. The degree holder group is 4.34 and 4.21 from AC9 and AC4. The lowest mean value in this group is 3.71 and 3.91, which is related to AC8 and AC7.

The highest average value for the Master's Degree holder group is 4.12 and 4.10 from AC1 and AC2. The lowest mean value in this group is 3.50 and 3.77, which is related to AC8 and AC7. The f statistics show that the majority of items are significant among the items used in this study. Most of the items are substantial, so we can conclude that academic qualification significantly impacts affective commitment. It can say that there is variation in the level of affective commitment according to the level of qualification of faculty in the higher education organizations in Nepal.

Table 1 shows that the aggregate mean value of the Ph.D group and M.Phil group (4.06 and 4.07) is almost the same, but the aggregate mean value of Master's degree holders (3.90) is lower than a higher educational degrees. Therefore, we can conclude that higher qualification holders are more emotionally attached than lower qualification holders. The reason is that higher qualification holders have

Table 2: Faculty Wise Descriptive Statistics and F Statistics

No. of Items	Overall		Faculty group												f-statistic
	Mean	Std. Dev.	Management	Humanities & social science	Science & technology	Medicine & engineering	Education	Law	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	
AC 1	4.12	0.996	4.09	.886	4.01	1.137	4.29	.807	4.23	.894	4.23	1.043	3.81	1.515	1.658
AC 2	4.11	0.964	4.06	.927	4.00	1.042	4.19	.910	4.16	.945	4.51	.631	3.88	1.310	2.418*
AC 3	3.98	1.047	3.83	1.097	3.86	1.093	4.20	.958	4.03	1.013	4.37	.691	4.13	1.088	3.306**
AC 4	3.89	0.974	3.94	.913	3.79	.966	3.88	.965	4.00	1.027	4.05	1.045	3.75	1.238	0.920
AC 5	3.83	1.024	3.80	.947	3.83	.996	3.86	1.082	4.01	1.084	3.65	1.152	3.69	1.078	0.852
AC 6	3.98	0.963	3.98	.922	3.94	1.067	3.96	.845	4.08	.912	4.02	.963	4.13	1.147	0.308
AC 7	3.80	1.048	3.80	.963	3.73	1.112	3.98	.894	4.04	.979	3.44	1.201	3.31	1.448	3.266**
AC 8	3.59	1.155	3.48	1.215	3.58	1.187	3.69	1.117	3.68	.975	3.84	.974	3.00	1.461	1.739
AC 9	4.12	0.958	4.25	.873	4.02	.997	4.14	.980	4.21	.949	3.98	1.058	3.88	.885	1.502
AC10	4.02	1.010	4.05	.947	3.97	1.046	4.01	1.100	4.04	.992	4.09	1.065	4.13	.619	0.214
Aggregate mean			Aggregate mean		Aggregate mean		Aggregate mean		Aggregate mean		Aggregate mean		Aggregate mean		
			3.94		3.93		3.87		4.02		4.05		4.02		3.77

more opportunity than lower qualification holders in their organization.

Faculty-wise descriptive statistics and f test of affective commitment are in Table 2:

Table 12 shows that the aggregate mean of affective commitment is 3.94, and the highest mean value belongs to Medicine and Engineering group (4.05), which is more than the overall aggregate means. The highest average value of the management faculty group is 4.25 and 4.09 from AC9 and AC1. The lowest mean value in this group is 3.48 and 3.80, which is related to AC8, AC7 and AC5. The highest average value for the Humanities and social science group is 4.02 and 4.01 from AC9 and AC1. The lowest mean values in this group are 3.58 and 3.73, which are related to AC8 and AC7. The highest average value for Science and Technology faculty group is 4.29 and 4.20 from AC1 and AC3. The lowest mean value in this group is 3.69 and 3.86, which is related to AC8 and AC5. The highest average value for Medicine and Engineering faculty group is 4.23 and 4.21 from AC1 and AC9. The lowest mean value in this group is 3.68 and 4.00, which is related to AC8 and AC4.

The highest average value for the Education faculty group is 4.51 and 4.37 from AC2 and AC3. The lowest mean values in this group are 3.44 and 3.65, which are related to The highest average value of the Law faculty group is 4.13 and 3.88 from AC3, AC6, AC10, AC2 and AC9. The lowest mean value in this group is 3.00 and 3.31, which is related to AC8 and AC7. The f statistics show that all items are insignificant except (AC2, AC3 and AC7). Most of the items are not substantial, so we can conclude that the faculty group (Management, Humanities & social science, Science & Technology, Medicine & Engineering, Education and Law) has no significant impact on affective commitment. It can be said that there is the same level of affective commitment in

different faculty groups in higher education organizations in Nepal.

The present study focuses on the influence of academic qualification and faculty group on affective commitment in higher education in Nepal. The study's main findings are that; the Higher value of Cronbach Alpha shows that the statements are more reliable. The highest aggregate mean value (3.94) of affective commitment shows that higher educational organizations' faculties are emotionally attached to their organization. The first hypothesis (H_1) was formulated to test the effect of academic qualification (PhD, M.Phil and Master's Degree) on affective commitment. The t statistics (Table 1) show that most statements are significant, from which it can be concluded that academic qualification serves as an independent variable with a substantial effect on affective commitment. Therefore, the first hypothesis is accepted. The analysis shows that more qualification groups (PhD and M.Phil) are more committed than less. The second hypothesis (H_2) was formulated to test the effect of faculty groups (Management, Humanities & social science, Science & Technology, Medicine & Engineering, Education and Law) on affective commitment. The f statistics (2) show that most statements are insignificant, from which it can be concluded that the faculty group serves as an independent variable with no significant effect on affective commitment. Therefore, the second hypothesis is rejected.

5. Discussion

The study intends to explore the level of affective commitment of faculties in higher education in Nepal. This study primarily examines the emotional attachment of faculties toward organizational activities and goals. The analysis follows the descriptive research design. Primary data are collected using judgmental sampling from a constituent and

community-based QAA-certified colleges of Tribhuvan University. Data collected from the respondents using a five-point Likert scale are analyzed using mean, standard deviation, t/f test, and Cronbach's Alpha.

The analysis of this study shows that academic qualification (PhD, M.Phil and Master's Degree) significantly affects affective commitment. The test indicates that the higher educational qualification group (Ph.D, M.Phil) are more committed than the less qualification group. On the other hand, with the faculty group (Management, Humanities & social science, Science & Technology, Medicine & Engineering, Education and Law) as an independent variable, there is no effect in affective commitment in the higher education organization in Nepal.

The present study is consistent with the survey conducted by Malhotra, Budhwar and Prowse (2007), Nawab and Bhatti (2011), Omolayo and Owolabi (2007), Rumpel and Medcof (2006), Tsai and Wu (2011), Newman and Sheikh (2012) and the study of Lee, Yang and Hambrick (2012). This study is not supported by the study of Caruna and Calleya (1998), Gerald (2011) and the survey conducted by Matata, Elegwa & Maurice (2014).

6. Implications

This study might give an insight into affective commitment. The present research is concentrated on the relationship between academic qualification and faculty group of faculties on affective commitment in higher education in the context of Nepal. This study is new in the context of Nepalese higher educational organizations related to the given topics. The conclusion drawn from the present study may be helpful for higher education for the better affective commitment of faculty in the organization. Ultimately, it helps for the effectiveness and the achievement of

organizational goals. This may also be useful for managers to focus on awareness about affective commitment, which is helpful for their carrier development and the quality of work-life of their employees. This study is also beneficial for educational use either for researchers or for students for their academic research work related to this subject.

Further research may be conducted in other organizations like manufacturing organizations, other service organizations and so on. Further analysis may also be performed in higher education by comparing Constituent colleges and affiliated colleges. Future research may also be conducted comparing academic human resources and administrative (non-academic) human resources in higher education organizations. Another comparison may be performed between managerial and non-managerial human resources.

References

- Angle, H. L., & Perry, J. L. (1981). An empirical assessment of organizational commitment and organizational effectiveness. *Administrative Science Quarterly*, 26, 1-14.
- Caruna, A. & Calleya, P. (1998). The effect of internal marketing on organizational commitment among retail bank managers. *International Journal of Bank Marketing*. MCB University Press.
- Chawla, D. & Sondhi, N. (2011). *Research methodology: Concepts & cases*. Vikas Publishing House Pvt Ltd.
- Dessler, G. (2010). *A frame for human resource management*. Pearson Education. Delhi.
- DeVellis R.F. (2003). *Scale development: Theory and applications*, 2nd edn. Sage,
- Floyd, S.W., & Wooldridge, R.B. (1994). Dinosaurs or dynamos.? Middlemanagement's strategic role. *Academy of Management Executive*, 8(4), 47-57.

- Gerald, S. (2011). Rewards and job commitment of primary school teachers in Mityana district. (An unpublished master thesis) Makerere University.
- Guth, W. D. & Macmillan, I.C. (1986). Strategy implementation versus management self-interest. *Journal of Strategic Management*.
- Iverson, R. D., & Buttigieg, D. M. (1999). Affective, normative, and continuance commitment: can the 'right kind' of commitment be managed? *Journal of Management Studies*, 36(3), 307-333.
- Kozlowski, J., & Farr, D. (1988): Employees attitude and co *Bulleting*, 521, 346-424.
- Lawler, E. (1995). The new pay: A strategic approach. *Compensation and Benefits Review*, 27 (4), 14-22.
- Lee, C. H., Yang, C. H., and Hambrick, M. (2012). The relationship between reward system and organizational commitment of fitness club employees in Taiwan; Organizational theory/culture. *North American Society for Sport Management Conference*.
- Malhotra, N., Budhwar, P., & Prowse, P. (2007). Linking rewards to commitment: An empirical investigation of four UK call centres. *International Journal of Human Resource Management*. UK.
- March, J., & Simeon, W. (1958): *Organization behaviour* : McGraw-Hill, 43-68.
- Matata, K., Elegwa, M., & Maurice S. (2014). Job-related factors and their influence on organizational commitment of part-time academic staff in institutions of higher education in UK *of Human Resource Management*.
- Martin, T.N., & Shawn, O.M. (1984): Predictors of organization com *of Vocational Behaviour*, 25(3), 270-283.
- Meyer, J. P., & Allen, N. J., (1997). *Commitment in the workplace: theory, research, and application*. Thousand: Sage.
- Mowday, R.T., Porter, L., & Steers, R.M. (1982). *Effective behaviour in organization*. Prentice Hall, 143-161.
- Nawab, S., & Bhatti, K. K. (2011). Influence of employee compensation on organizational commitment and job satisfaction: A case study of educational sector of Pakistan; *International Journal of Business and Social Science*. Pakistan. 2. 8.
- Newman, A., & Sheikh, A. Z. (2012). Organizational commitment in Chinese small and medium sized enterprises: The role of extrinsic, intrinsic and social rewards. *The International Journal of Human Resource Management*. Vol. 23 No. 2.
- Oloko, O. (1972). Impact of management nationality on workers commitment to industrial employment in Nigeria. *Journal of Management studies*, 9, 21-43.
- Omolayo, B., & Owolabi, A. B. (2007) "Monetary reward: A predictor oemployees' commitment to medium scale organizations in Nigeri" *Bangladesh e-Journal of Sociology*. Bangladesh. 4 (1).
- Porter, L. M., Steers, R. M., Mowday, R. T., & Boulian, P. V. (1974). Organizational commitment, job satisfaction, and turnover amongst psychiatric technicians. *Journal of Applied Psychology*, 59, 603-8.
- Porter, L. W., & Lawler, E. E. (1968). Managerial attitudes and performance: RD Irwin Homewood.
- Rumpel S., & Medcof, J. W. (2006). Total rewards: Good fit for tech workers; *Industrial Research Institute Inc*.
- Shore, L. M., & Wayne, S. J. (1993). Commitment and employee behavior: comparison of affective commitment and continuance commitment with perceived organizational support. *Journal of Applied Psychology*, 78 (5), 774-780.
- Tsai, Y., & Wu, S. W. (2011). Using internal marketing to improve organizational commitment and service quality. *Journal of Advanced Nursing*. Taiwan.