



Relationship between Organizational Commitments and Job Performance of University Teachers

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ABSTRACT- Organizations always search for such organizational designs that will help and facilitate employees to do their work in a more efficient and effective way. The relationship of organizational commitment and the job performance of the teacher cannot be ignored while talking about the improvement of university as an organization. This research was designed to explore the relationship of organizational commitment and job performance of university teachers. Quantitative approach was selected and correlation research design was used. The sample of the study was four hundred teachers of public and private universities of Central Punjab. Research instruments were used for data collection. Pearson product moment was applied to examine the correlation between organizational commitments with job performance at university level. Mean and standard deviation was calculated. One-way ANOVA and independent samples t-test were used to find the significance difference among demographic variables. The findings of the study indicated that there was a weak positive correlation between organizational commitments with job performance of the university teachers. Thus this study recommends that the universities may provide resources to foster employee growth, learning and development to increase the employees' engagement and organizational commitment.

Key words: organizational commitment, job performance

I. INTRODUCTION

Organizational commitment describes an individual's psychological bond to the organization, including a sense of job involvement, loyalty, and a belief in the values of the organization (Simosi, 2019). Organizational commitment is the level of an individual's loyalty and responsibility toward shared common objective and their willingness to exert efforts for the accomplishment of objectives (Meyer & Allen, 2008). Organizational commitment is the strong involvement and association toward a specific organization (Chew, 2018).

Organizational Commitment is defined as the relative strength of an individual's identification with and involvement in a particular organization. The organizational commitment is a procedure in which the objectives of an organization and the personnel are become correspondence and addition with their commitment to individual personal involvement and the position in which they are accountable (Taing, 2020). Commitment is state of being in which an individual's become bound in his/her action and their engagement with the organization in which they are working. Organization has appreciation and remuneration systems that are of significant value for the commitment and lessens the rate of turnover (Chan & Chew, 2018). Some of the research have shown that effective commitment can be improved through the continual learning. Furthermore, permitting the employees to monitor themselves and their professional growth and providing them with their careers and value affects the commitment (Bambacas, 2010).

Employee's commitment toward the organization is affected by job performance. If the managers are willing to have less absenteeism and turnover amongst their employees, the managers have to make action plans to make the members of the organization to have optimistic approach for their jobs, and if the organization is covering behind and there is a importance of lack of faith, the positivity will start to diminish gradually (McElroy, Morrow, Liu, & Weng, 2010).

Certainly, the trust in the organization is interlinked with maintaining an emotional connects with the employees and their commitment toward the organization. The reward system held by the human resource practitioners increases up the commitment level of the employees due to their acknowledgement and it's not possible for the employees to think of leaving their organization (McElroy, Morrow, Liu, & Weng, 2010).

Job performance has significant importance as the employees' behavior influences the organizational objectives directly as well as indirectly (Crossman & Harris, 2006). Job performance has been explained

well as the generally predicted significance of the behavior of employees over a specific time period. However, it involves the particular concept of value that behavior is the strength to job performance and simply explained as what the individuals do and how they perform their job tasks (Sani, 2020). The employees who were engaged highly with their work and job tasks, they also emphasize on their physical efforts and the task relevant goals, but they were also rational and emotionally linked to the organization. This study observes the relationship among work engagement and commitment of organization by performance of teachers in university. Job performance comprises of performing tasks, in-role, contextual, or extra-role performances. The association among the employee engagement and job performance is related with the commitment toward the organization (Hersen, 2017).

Teachers' performance is principally contingent on the features of teacher features such as based on information, their accountability and imagination and the characteristics of students such as learning prospects, theoretical work; teaching features such as structure of a lesson and interaction; learning factors such as: the organization and management, classroom phenomena such as atmosphere (Herandez, 2012).

Teacher appearance and exit examination scores, experience, advanced degrees, dependent on the knowledge, curiosity and accountability and the features of the trainee that are prospects for learning, the work in academics, the organization of the lesson and the characteristics of learning that are involvement and accomplishment and the occurrence in the class i.e atmosphere and surroundings, and the organization. If the teacher gives due consideration to these factors, their performance will be improved to an optimal level (Bishay, 1996). Teacher examines scoring of entrance and exit, and the experience of years, degrees and advanced degrees and the teaching qualification are not relevant to the achievement of students and the efficacy of teachers. The teaching quality and excellence of teaching have been gradually decreased worldwide, that exhibits that the teaching skills have been depressive and nonoperational from teachers and there are immobilized reimbursement strategies by the institutions of education (Crossman & Harris, 2006).

Some studies have shown that there is a strong relation among organizational commitment and job performance. Commitment is a devotion and loyalty of an employee toward an organization and his/her immersion and contribution to it. This involves three factors like trust in the values and aims of the organization, alliance of the employees aims with the organization and propensity toward making a substantial struggle and an exhibition to have a strong association with the organization. In the opinion of Allen and Meyer (2008), commitment with the organization is a strong intellectual association among the employee and organization that reduces the probability of departure from the organization (Meyer, Allen & Smith, 2018).

Model of Organizational Commitment

Meyer and Allen (2008) develop three dimensions to abstract authoritative responsibility full of feeling, continuance and regulating duties. Workers focus on associations for different reasons. Gill, Meyer, Lee, Shin, and Yoon (2011) support three model of authoritative responsibility. The accompanying couple of passages present the three model of hierarchical responsibility.

Affective Commitment

Workers may focus on their utilizing association since they are satisfied, and they have the feeling of having a place with the association (Kimura, 2013). Scientists allude to this model of responsibility as full of feeling for duty (Jussila, Byrne, & Tuominen, 2012). Responsibility is the degree of sincerely linked, distinguished and workers need to remain at the association (Balassiano&Salles, 2012). Responsibility indicates the associations of workers have to their utilizing associations (Leroy, 2012). Responsibility representatives submit in the light of fact that they need (kimura, 2013). Model of responsibility stays central in developing successful plus practical relationship (Jussila, 2012).

Continuance Commitment

Duration of duty is the degree to which workers remain in the association as a result of acknowledgment of the expenses related with leaving the association. Different components are seen as of another employment to supplant which was missed by them, sensing that individual relinquishes accompanied missing are significantly more. Representatives want to remain in the association with continuation of duty (Balassiano&Salles, 2012). Researcher indicated to this model of duty as continuation of responsibility (Ahmadi, 2011). With regards to duration responsibility, workers focus on their utilizing associations on account of the outcomes they are probably going to encounter after leaving the associations (Balassiano&Salles, 2012).

Normative Commitment

This included the frame of mind of the employees toward responsibility of being connected to the association (Meyer & Allen, 2008)

Objectives of the Study

The objectives of the study were to:

1. Explore the relationship between organizational commitment and job performance of university teachers.
2. Find out the difference between organizational commitment with job performance of university teachers in public and private sectors.
3. Find out difference between organizational commitments with job performance of university teachers on the basis of gender.
4. Reveal the difference among the work engagements and organizational commitment with job performance of university teachers on the basis of their designation.

II. RESEARCH DESIGN

. The study was quantitative in nature and survey method was used to collect the data. Correlation design was used to conduct this study. The correlation research is exploring the nature of relationship between the different groups of variables. According to Gay (2000) correlations research study contains collecting data in order to determine the extent to which two values are related (Gay, 2000). Survey method was described attitudes and beliefs, opinions of the people through questioning from a representative sample at a particular time (Creswell, 2011; Best & Khan, 1999). The population consisted of public and private university teachers located in the Central Punjab. Sampling of the study was conducted in the following stages:

At the first stage, Five public and five private general type universities were randomly selected from the central Punjab.

Table 1 Sample Distribution of Public and Private Sector Universities

Sr#	Public Sector Universities	Private Sector Universities
1	University of the Punjab	Beacon House National University, Lahore
2	University of Gujrat, Gujrat	University of Lahore, Lahore
3	University of Education, Lahore	University of Management and Technology, Lahore.
4	University of Sargodha, Sargodha	The University of Faisalabad
5	Government College University, Faisalabad	The Minhaj University, Lahore.

At the second stage, due to the shortage of teachers, census sampling technique was used to select teachers according to their demographic characteristics (Professors, Associate Professors, Assistant Professors, and Lecturers). y. Four hundred teachers were selected from public and private universities. **Instrumentation** Instruments were used for data collection. Questionnaire was consisted of two parts; first part of questionnaire was related to the demographic variables of the teachers and second part was related to the organizational commitment, and job performance of the teachers.

Data Collection

Data were gathered by the researcher from teachers of public and private universities of the Central Punjab. Questionnaires were personally distributed and collected from the respondents. The data were collected with the permission of concerned authorities and teachers. Researcher informed the participants of the study only for research purpose.

Data Analysis

The data were analyzed through SPSS (Statistical Package for Social Sciences). In this study, the descriptive statistics were used to calculate the means and standard deviations. Inferential statistics, Pearson Product Moment Correlation was used to check the relationship among organizational commitment and university teacher's performance. Independence samples t-test was used to find out the significance difference among two demographic variables (gender and type of university). One Way ANOVA was applied to check the difference among demographic variables like teacher's designation.

III. RESULTS AND INTERPRETATION

Table 2 Mean and Standard Deviation of Organizational Commitment and its Sub Factors

Factors	Minimum	Maximum	<i>M</i>	<i>SD</i>
Affective Commitment	12	59	31.46	5.06
Continuance Commitment	7	25	18.41	4.05
Normative Commitment	16	35	27.28	3.60

Table shows that mean value for the factors of affective commitment ($M = 31.46$, $SD = 5.06$), continuance commitment ($M = 18.41$, $SD = 4.05$) and normative commitment was ($M = 27.28$, $SD = 3.60$). It showed that the mean of affective commitment is higher than the other factors. Hence, it is concluded that the organizational commitment factor (affective commitment) was more focused by the teachers as compared to the other factors (continuance commitment and normative commitment).

Table 3 Relationship between affective Commitment Dimensions of Organizational Commitment and job Performance

Variables	<i>N</i>	<i>r</i> -value	Sig.
Affective Commitment and Job Performance	400	.21	.001

Table depicts the correlation between performance of job and dimension of organizational commitment at university level. The first factor of commitment of organization is affective and it is showing weak significant correlation with job performance at ($p < .001$). The p value shows that there was weak significant correlation ($r = .21$, at $p < .05$) between affective commitment and job performance of teachers. It is concluded that weak relation exists between job performance of teachers and affective commitment.

Table 4 Relationship between Continue Commitment Dimensions of Organizational Commitment and Job Performance

Variables	<i>N</i>	<i>r</i> -value	Sig.
Continue Commitment and Job Performance	400	.079	.168

Table depicts the correlation between continue commitment and job performance of teachers at university level. The second factor of commitment in an organization is continuing commitment and it is showing very weak correlation with job performance at $p < .17$. The r value shows that there was weak correlation ($r = .069$, at $p = .168$) between the continued commitment and job performance of the teachers. It is concluded that there is very weak relation exist between the job performances of the teachers and continue commitment dimension of organizational commitment.

Table 5 Relationship between Normative Commitment Dimensions of Organizational Commitment and Job Performance

Variables	<i>N</i>	<i>r</i> -value	Sig.
Normative Commitment and Job Performance	400	.26	.001

Table shows the outcomes of correlation test which was performed to identify the relation between normative commitment and job performance of teachers. The third dimension of organizational commitment is normative commitment and it is showing significant weak correlation ($r = .26$ at $p < .05$) with job performance of teachers. It is concluded that there is weak relationship between normative commitment and job performance of university teachers.

Therefore, it is concluded that organizational commitment factors (affective, continue, and normative commitment) had weak positive relationship with teachers job performance.

Table 6 Relationship between Organizational Commitment and Job Performance

Variables	<i>N</i>	<i>r</i> -value	Sig.
Organizational Commitment and Job Performance	400	.25**	.001

Table shows the relationship between organizational commitment and job performance of teachers. There was significant weak correlation ($r = .25^{**}$ at $p < .05$) between organizational commitment and job performance of teachers. It is concluded that there was weak relationship between organizational commitment and job performance of teachers.

Table 7 Independent Samples t-test to identify the Difference between the Male and Female Teachers regarding Organizational Commitment

Gender	<i>N</i>	Mean	<i>SD</i>	<i>t</i> -value	<i>df</i>	Sig.
Male	194	77.59	9.818	.899	398	.369
Female	206	76.75	8.863			

Table shows that an independent-sample *t*-test was conducted to identify the difference between male and female teachers regarding organizational commitment. Results showed that there was no significant difference between the male ($M = 77.59, SD = 9.818$) and female teachers $M = 76.75, SD = 8.863, t(398) = .899$ at $p = .369$ in the organizational commitment. The mean score of male teachers about organizational commitment was higher than the mean score of female teachers. It is concluded that male and female teachers had no significance difference among organizational commitment.

Table 8 Independent Samples t-test to identify the Difference between the Male and Female Teachers regarding Job Performance

Gender	<i>N</i>	Mean	<i>SD</i>	<i>t</i> -value	<i>df</i>	Sig.
Male	194	104.92	8.94	.95	398	.343
Female	206	104.04	9.53			

Table shows that an independent-samples *t*-test was applied to check the difference between male and female teachers regarding their job performance. Results showed that there was no difference in the male ($M = 104.92, SD = 8.94$) and female teachers scores $M = 104.04, SD = 9.53, t(398) = .95, p = .34$ regarding their job performance. Therefore, it is concluded that both males and females had same views about job performance.

Table 9 Independent Samples t-test to identify the Difference between the Public and Private Universities Teachers regarding Organizational Commitment

University	<i>N</i>	Mean	<i>SD</i>	<i>t</i> -value	<i>df</i>	Sig.
Public	273	76.19	9.92	-3.372	314.56	.001
Private	127	79.23	7.57			

Table shows that an independent-samples *t*-test was applied to identify the difference between public and private universities teachers regarding organizational commitment. There was significant difference between the teachers of public ($M = 76.19, SD = 9.52$) and private universities $M = 79.23, SD = 7.57, t(314.555) = -3.37, p = .001$ related the organizational commitment. The mean score about organizational commitment of private teachers was higher than the mean score of public teachers. Therefore, it is concluded that teachers' private universities are more committed than the public universities teachers.

Table 10 Independent Samples t-test to identify the Difference between the Public and Private Universities Teachers regarding Job Performance

University	<i>N</i>	Mean	<i>SD</i>	<i>t</i> -value	<i>df</i>	Sig.
Public	273	104.10	9.83	-1.273	302.764	.204
Private	127	105.26	7.83			

Table shows that an independent-samples *t*-test was applied to find out the difference between universities teachers regarding job performance. There was no significant difference in the job performance of the teachers of public ($M = 104.10, SD = 9.825$) and private universities $M = 105.26, SD = 7.834, t(302.764) = -1.27, p = .204$. Therefore, it is concluded that teachers of public and private sector universities had same opinions regarding their job performance.

Table 11 One way ANOVA for the Difference among Teachers' Opinions about Organizational Commitment on the Basis of Designation

	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>Sig.</i>
Between Groups	1820.138	3	606.713	7.290	.001
Within Groups	32958.252	396	83.228		
Total	34778.390	399			

Table describes that One-way ANOVA was applied to find out the difference in the organizational commitment of teachers. Results indicated that there was significant difference $F(3, 396) = 7.290, p = .001$ in organizational commitment of teachers on the basis of their designation. It is concluded that male and

female teachers have different perceptions about organizational commitment on the basis of their designation.

Table 12 One way ANOVA for the Difference among Teachers' Opinions about Job Performance on the Basis of Designation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	832.98	3	277.663	3.305	.020
Within Groups	33272.52	396	84.022		
Total	34105.51	399			

Table shows that One-Way ANOVA was applied to check the difference in the job performance of university teachers. Results indicated that there was significant difference $F(3, 396) = 3.305, p = .020$ in job performance of teachers on the basis of their designation. It is concluded that male and female teachers have different perceptions about job performance on the basis of their designation.

IV. DISCUSSION AND CONCLUSION

Results of correlation analysis generally supported the proposed relationship that work organizational commitment is correlated with the job performance. The research depicted that commitment had correlation with the job. The affective commitment and normative commitment dimension of organizational commitment had a positive correlation with job performance. The second dimension of organizational commitment factor is continued commitment that had weak negative correlation between continue commitment and job performance. The research relates the two extents parallel to research by Cheng and Stockdale (2003), Tella, Ayeni and Popoola (2007) and Hasan, Hassan and Mabekoje (2008) that the job performance and commitment toward the organization are two most significant aptitudes and capacities of individuals at work, consequently there is solid relationship between the concepts and there is connection of these attitudes with other variables.

There were positive relationship between organizational commitment with job performance of teachers was supported by the analysis. About research question theses, the outcomes depict that the worker who are provided with the capitals that are essential by the organization to accomplish a certain job, tend to return the favors to the organization they are working in and show commitment. This result is aligned with the research by Saks (2006) when he recognized that the employee engagement intercedes the association of antecedents and satisfaction of job, commitment of organization, the intent to vacate work and the responsible behavior in the organization.

Workers of the organizations from the private sector show greater engagement and commitment than the workers in the public sector. Discoveries of the research remain relevant to the Acheampong's (2003) deductions that mostly the establishments which are private do provide different benefits and compensations for maintaining their employees to give higher performance in comparison with the public organizations. The findings could be justified with the model given by demand-resources and the social exchange theory in which the members who get socioeconomic funds from their organizations in their jobs are inclined toward indulging themselves intellectually, enthusiastically and kinesthetically in the role performance. They show better and maximum engagement in their work. Administration of many institutions that are private clearly reflects that there is an increased level of fair communication in Ghana and this produces highly constructive results that are the citizenship behavior in an organization (OCB) (Badu & Asumeng, 2013).

V. RECOMMENDATIONS

The researcher made following recommendations on the bases of findings of the study.

1. The reward advantages might be included in the form of educational allowances of employees, increments in pays, permits in the form of remunerations, recreation for their creative work, promotions and up gradations on basis of their performance.
2. Hiring practices may be arranged to increase the organizational practices. The commitment with the organization to put efforts in hiring the right employees must be developed in the organizations as soon as possible.
3. The universities may provide resources to foster employee growth learning and development to increase employee engagement and organizational commitment.
4. Teachers might be given opportunities for training to enhance skills because they feel this kind of opportunities are insufficient as expressed by them in this study.

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