

Organizational Commitment in Relation to Demographic Characteristics among Lecturers Working at Libyan Universities

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ABSTRACT: This study proposes to examine organizational commitment of lecturers working at Libyan universities in terms of their demographic characteristics. Data of the research was collected through questionnaire technique. In the data gathering process, the aim of the research was explained to the lecturers and data was collected who voluntarily accepted to attend the research. At the end of the data gathering process 140 lecturers who are working at Libyan universities attended the research. In the questionnaire used in the research, there are demographic questions in the first part and there are questions about organizational commitment level of employees in the second part. For measuring demographic characteristics of lecturers, gender, marital status, age, seniority and university as organization were selected as demographic characteristics. For measuring organizational commitment levels of lecturers, Organizational Commitment Scale of Meyer, Allen and Smith (1993) was used. Organizational Commitment Questionnaire-OCQ was firstly developed by Allen and Meyer (1990) as a 24 item scale and then, revised by Meyer, Allen and Smith (1993) as a shortened 18 item scale. Also, the scale consists of three dimensions as affective commitment, continuance commitment and normative commitment. The reliability of the scale was analyzed by Cronbach's Alpha coefficient and its validity was analyzed by factor analysis. In this study, by using the variance and t-test analyses, how the organizational commitment level of lecturers vary in terms of their demographic characteristics have examined.

KEYWORDS: Organizational commitment, affective commitment, continuance commitment, normative commitment, demographic characteristics.

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I. INTRODUCTION

In organizational behavior field, being as a central theme, the concept of organizational commitment takes attention in researches at all times. Organizational commitment describes the attachment level of an individual to his organization. Organizational commitment can be viewed as a three-dimensional concept. These dimensions are accepted in the literature as affective commitment, continuance commitment and normative commitment. Previous studies have highlighted that there is a relationship between demographic characteristics and organizational commitment and its subdimensions. It is also necessary for Libyan higher education sector to determine whether there is a similar relationship or not. Libyan higher education sector is still in the developing phase. Therefore, such studies required to understand the priorities and problems in the sector. Moreover, Libyan higher education is focusing on higher education standards, which are not quite possible without lecturers' commitment towards their universities, and so, this study was conducted to gain understanding for this critical topic.

II. THEORETICAL BACKGROUND

Organizational commitment has been a very interesting and objective topic in the whole literature of organizational behavior for many decades. Employees, who showed higher organizational commitment, exhibited less absenteeism, better performance, and less work-related stress (Vance, 2006; Cohen & Golan, 2007). Organizational commitment related to loyalty, which involves attachment to something (Zangaro, 2001). Organizational commitment has a clear link with job satisfaction (Meyer, Stanley, Herscovitch & Topolnysky, 2002). Organizational commitment is a "psychological state" which urges an employee to prolong staying in the organization (Allen & Meyer, 1990).

According to Porter, Crampon & Smith (1976), organizational commitment could be defined as sum of feelings and beliefs formed internally or as a set of intentions that enriches an employee's desire to remain with an organization and to accept its major goals and values. Organizational commitment characterizes the employee's relationship with the organization and has implications for the decision to continue or discontinue

membership of that organization. Irrespective of sources of commitment, it can be thought as affective commitment, continuance commitment, and normative commitment (Allen & Meyer, 1990). Necessary elements of organizational commitment can be explained as: (a) a strong belief in and acceptance of the organization's goals and values; (b) a willingness to exert considerable effort on behalf of the organization; and (c) a strong desire to maintain membership in the organization (Mowday, Porter & Steers, 1982).

Organizational commitment has many types. Allen & Meyer (1990) presented a three-component model to explain organizational commitment, and those components depend on psychological states of employees. They believe that three "mind sets" characterize an employee's commitment to the organization. Since then, affective, continuance and normative commitment accepted as the forms of organizational commitment in the literature. Affective commitment shows that the employee has positive emotional attachment with the organization. When an employee feels the need to work for an organization, because benefits of staying with the organization outweigh the costs of changing job, it is termed as continuance commitment. In the normative commitment side, the employees stick to their jobs because they psychologically feel that it is their obligation. They think that it is their moral and ethical duty to continue their jobs (Meyer, Allen & Smith, 1993). Today the literature on organizational commitment contains large number of studies and most of them tried to identify the factors, which affect organizational commitment. On the other hand, some studies focus on the linkage between organizational commitment and personal characteristics like age, gender, seniority, marital status and education (Abdulla & Shaw, 1999; Akintayo, 2010; Mathieu & Zajac, 1990). It has been pointed out in the literature that little research has been conducted on organizational commitment in higher education sector (Chughtai & Zafar, 2006). Most of the researches focus on industrial organizations (Salami, 2008) and researchers largely ignored the education sector. Libyan higher education sector is still in the developing phase. Therefore, it needs such studies because it is focusing on higher education standards, which are not quite possible without lecturers' commitment towards their universities, and so, this study was conducted to increase understanding of this critical topic. In this context, the objective of the current study is to examine organizational commitment of lecturers at Libyan universities in terms of demographic characteristics and gender, marital status, age, seniority and university as organization were selected as demographic characteristics.

Many studies have been conducted on the role of gender towards organizational commitment but the results were largely inconsistent as some studies deemed gender as significant while others termed it not significant. Salami (2008) claimed that no significant difference exists between gender and organizational commitment; therefore, it is difficult to decide whether being a man or woman results in better or more sincere organizational commitment. On the other hand, Abdulla & Shaw (1999) explained that males show continuance commitment more than females. Akintayo (2010) also found difference between organizational commitment and gender. His study showed that male employees do not exhibit commitment towards their organization the way female employees do. Therefore, it was hypothesized as in below in this study.

H₁: Organizational commitment level of lecturers working at Libyan universities differentiated according to their gender.

A person's marriage affects his/her approach towards work and affects his/her organizational commitment as well. Currently the available literature on relation between marital status and organizational commitment is limited; however, researchers identified marriage as a control variable (Abdulla & Shaw, 1999; Mathieu & Zajac, 1990). It was argued that since married people have financial needs, responsibilities, and needs for security, they are more likely to show organizational commitment than single people or people in not committed relationships (Abdulla & Shaw, 1999; Hrebiniak & Alutto, 1972). Therefore, it was hypothesized as in below in this study.

H₂: Organizational commitment level of lecturers working at Libyan universities differentiated according to their marital status.

Numerous studies established positive and significant relation between an employee's age and his/her organizational commitment (Steers, 1977; Angle & Perry, 1981; Parasuraman & Nachman, 1987; Dunham, Grube & Castaneda, 1994). Later, Sommer, Bae & Luthans (1996) acknowledged the validity of the above-mentioned studies when they pointed out that employees' organizational commitment increases as they become older. Critics think that older employees do not have many job offers and that is why, they stick to their jobs. Therefore, it was hypothesized as in below in this study.

H₃: Organizational commitment level of lecturers working at Libyan universities differentiated according to their age.

Researches showed that people, who spent more time with an organization, have more organizational commitment as compared to those, who spent less time. Empirical evidence shows the linkage between organizational commitment and seniority (Mathieu & Zajac, 1990; Abdulla & Shaw, 1999; Dunham, Grube & Castaneda, 1994). Meyer and Allen (1997) claimed when a person stays as a member of an organization for considerably long time, his/her emotional attachment increases and that does not let him/her switch the job. They

also suggest that there is a positive relationship between length of service and organizational commitment mainly because uncommitted employees do not continue working for an organization for long time and they are prone to leave at any uncomfortable moment. Thus, it is obvious that service tenure can be considered as an antecedent of employees' commitment (Mathieu & Zajac, 1990; Abdulla & Shaw, 1999). Therefore, it was hypothesized as in below in this study.

H₄: Organizational commitment level of lecturers working at Libyan universities differentiated according to their seniority.

Organizational commitment was examined in many organizations with its various aspects (Kanbur, Özyer & Akyüz, 2017; Kanbur, 2015). In education organizations, organizational commitment may differentiate according to organization. School variables (e.g., school size) may be thought as the reason of this differentiation (Hulpia, Devos, & Rosseel, 2009). For example, researches give evidence that organizational commitment perception was different in public and private schools (Nayir, 2013; Aslan & Ağıroğlu Bakır, 2014). Therefore, it was hypothesized as in below in this study on the assumption that organizational commitment differs due to organization.

H₅: Organizational commitment level of lecturers working at Libyan universities differentiated according to their university.

III. METHODOLOGY

This study proposes to examine organizational commitment of lecturers working at Libyan universities in terms of their demographic characteristics.

Data of the research was collected through questionnaire technique. In the data gathering process, firstly, permission for conducting the questionnaire was taken from Libyan Government, Ministry of Education. Then, the aim of the research was explained to the lecturers and data was collected from the lecturers who voluntarily accepted to attend the research. At the end of the data gathering process 140 lecturers who are working at Libyan universities attended the research.

In the questionnaire used in the research, there are demographic questions in the first part and there are questions about organizational commitment level of employees in the second part. For measuring demographic characteristics of lecturers, gender, marital status, age, seniority and university were selected as demographic characteristics. For measuring organizational commitment levels of lecturers, Organizational Commitment Scale of Meyer, Allen and Smith (1993) was used. Organizational Commitment Questionnaire-OCQ was firstly developed by Allen and Meyer (1990) as a 24 item scale and then, revised by Meyer, Allen and Smith (1993) as a shortened 18 item scale. Also, the scale consists of three dimensions as affective commitment, continuance commitment and normative commitment. The reliability of the scale was tested by Cronbach Alpha internal consistency coefficient and its validity was analyzed by factor analysis.

Table 1: Factor and Reliability Analyses

Scale	Item number	Factor loadings	Explained variance (%)	Cronbach alpha (α)
Organizational Commitment	18	,442 - ,842	64,042	,931
<i>Affective commitment</i>	6	,576 - ,813	20,928	,896
<i>Continuance commitment</i>	6	,442 - ,842	20,513	,835
<i>Normative commitment</i>	6	,648 - ,758	22,601	,881
<i>KMO: , 886; Barlett: 1826,142; df=153; p=,000</i>				

According to the findings of factor analysis, it can be seen that organizational commitment scale consists of three dimension as in the previous researches in the literature and Cronbach Alpha value was measured above the acceptability limit of 70% both for the scale as a whole and its each subdimension. Thus, it can be said that reliability and validity of the scale was proven once again in this study.

IV. FINDINGS

Findings of the research were presented in this part. First of all, demographic characteristics of the lecturers who participated the research were examined. Then, t-test and Anova analyses were performed in order to measure whether or not organizational commitment levels of lecturers working at Libyan universities differentiated according to their demographic characteristics.

Findings related to the demographic characteristics of the lecturers participating in the research were demonstrated in Table 2. When the findings in Table 2 were examined, it was found that nearly two out of three of the lecturers were man, more than two out of three of the lecturers were married, two out of three of the lecturers were in the age of more than 35 years, the majority of them had 5 years and less seniority and the university distribution of the lecturers was almost equal.

Table 2: Findings Related to Demographic Characteristics

Demographic Characteristics	n	Demographic Characteristics	n
Gender:		University:	
Woman	45	University of Benghazi	10
Man	95	University of Tripoli	10
Marital status:		University of Musrata	10
Married	105	University of Sert	10
Single	35	University of Sabha	10
Age:		University of Alzawya	10
Below 35	37	University of Ben Walid	10
Between 35 and 44	57	University of Omar Almokhtar	10
45 and more	46	University of Alzaituna	10
Seniority		University of Alasmarya	10
5 years and less	57	University of Mohamed Alsanusi	10
Between 6 - 10 years	31	University of Aljabal Algharbi	10
Between 11 - 20 years	37	University of Subrata	10
More than 20 years	15	University of Al Mergab	10
Total	140	Total	140

In the context of the main purpose of the research for testing the hypotheses of “organizational commitment level of lecturers working at Libyan universities differentiated according to their gender (H_1) and marital status (H_2)” t-test was performed and for determining whether the variances between the two groups were distributed homogeneous Levene’s test was used. The analyses and their findings were given in detail in Table 3.

Table 3: Findings of t-Test Analysis

Gender	n	X	SD	df	t	p	Levene’s
Woman	45	3,7482	,67023	138	1,531	,128	,970
Man	95	3,5532	,71889				
Marital status	n	X	SD	df	t	p	Levene’s
Married	105	3,6899	,69891	138	2,175	,031*	,782
Single	35	3,3937	,69455				

*p<0.05; Levene’s Test p>0.05 normal distribution.

Organizational commitment scores do not show a significant difference due to gender of lecturers ($t(138)=1,531$; $p>0.05$). In line with this finding, the first hypothesis (H_1) of the research is not supported.

Organizational commitment scores are found to be significantly differentiated due to marital status of lecturers ($t(138)=2,175$; $p<0.05$). For determining from which variable (married, single) this difference originated from, the means were examined. According to this, it can be seen that the mean of organizational commitment scores of married lecturers ($X=3,68$) are higher than that of single lecturers ($X=3,39$). With

reference to this finding, it can be said that the second hypothesis (H_2) of the research is supported and this difference stems from the married lecturers.

In the context of the main purpose of the research for testing the hypotheses of “organizational commitment level of lecturers working at Libyan universities differentiated according to their age (H_3), seniority (H_4) and university (H_5)” One Way Anova analysis, Tukey and Levene’s tests were performed. The analyses and their findings were given in detail in Table 4.

Table 4: Findings of One Way Anova Analysis

Age	n	X	SD	Sd	F	p	Tukey
1. Below 35	37	3,44	,717	2	4,161	,018*	3-1
2. Between 35 and 44	57	3,54	,778	137			Levene's
3. 45 and more	46	3,85	,540	139			,151
Seniority	n	X	SD	Sd	F	p	Tukey
1. 5 years and less	57	3,43	,724	3	3,247	,024*	4-1
2. Between 6 - 10 years	31	3,60	,671	136			Levene's
3. Between 11 - 20 years	37	3,77	,706	139			,579
4. More than 20 years	15	3,96	,534				
University	n	X	SD	Sd	F	p	Tukey
University of Benghazi	10	4,14	,343		1,667	,076	Levene's
University of Tripoli	10	3,46	,664				
University of Musrata	10	3,13	1,109				
University of Sert	10	3,82	,589				
University of Sabha	10	3,37	1,025				
University of Alzawya	10	3,68	,531				
University of Ben Walid	10	3,52	,705	13			
University of Omar Almokhtar	10	3,83	,489	126			
University of Alzaituna	10	3,99	,412	139			
University of Alasmarya	10	3,65	,454				
University of Mohamed Alsanusi	10	3,43	,649				
University of Aljabal Algharbi	10	3,45	,626				
University of Subrata	10	3,80	,549				
University of Al Mergab	10	3,34	,943				

* $p < 0.05$; Levene's Test $p > 0.05$ normal distribution.

When the findings in Table 4 were examined, according to all Levene's test findings conducted for demographic characteristics (age, university and seniority), there is no difference between the two group variances, showing homogeneous distribution ($p > 0.05$). In line with these findings; One Way Anova analysis was conducted to examine whether organizational commitment scores differentiated in terms of age, university and seniority.

Findings demonstrated that, the organizational commitment scores showed a significant difference due to the age of lecturers ($F_{(2-139)}=4,161$; $p < 0.05$). For determining from which group this difference originated from, Tukey test was performed. According to this, it can be seen that the mean of organizational commitment scores of lecturers who are 45 years old and more ($X=3,85$), are higher than that of lecturers who are below 35 years old ($X=3,44$). With reference to this finding, it can be said that the third hypothesis (H_3) of the research is supported and this difference stems from the lecturers who are 45 years old and more.

Findings demonstrated that, the organizational commitment scores showed a significant difference due to the seniority of lecturers ($F_{(3-139)}=3,247$; $p < 0.05$). For determining from which group this difference originated from, Tukey test was performed. According to this, it can be seen that the mean of organizational commitment scores of lecturers who has more than twenty years seniority ($X=3,96$), are higher than that of lecturers who have 5 years and less seniority ($X=3,43$). With reference to this finding, it can be said that the fourth hypothesis (H_4) of the research is supported and this difference stems from the lecturers who has more than twenty years seniority.

Findings demonstrated that, the organizational commitment scores do not show any significant difference in terms of their university ($F_{(13-139)}=1,667$; $p > 0.05$). In line with this finding, the last hypothesis (H_5) of the research is not supported.

V. CONCLUSION

Organizational commitment has been a hot topic for researches and many researches have been conducted from very different perspectives. Some of them tried to explore the link between personal characteristics and organizational commitment. Personal characteristics have a great impact on organizational commitment. They are so important that according to literature, personal characteristics even determine organizational commitment of individuals or groups. The current study suggests a conceptual framework based on the relations between personal characteristics and organizational commitment. This study aims to examine organizational commitment in terms of demographic characteristics and gender, marital status, age, seniority and university as organization were selected as demographic characteristics. On the other hand, it is necessary to pay significant attention to organizational commitment in Libyan higher education. This empirical study is helpful to the Libyan higher education sector because this is a growing sector and it needs committed lecturers. In the context of the findings of the study, organizational commitment level of lecturers working at Libyan universities significantly differentiated according to their marital status, age and seniority. However, organizational commitment scores do not show a significant difference due to their gender and university. Thus, the second, third and fourth hypotheses (H_2 , H_3 and H_4) of the research were supported while the first and last hypotheses (H_1 and H_5) of the research were not supported. This paper is a reinvestigation of the previous findings on organizational commitment specifically in case of Libyan lecturers. Previous researches claimed that there is a relationship between demographic characteristics and organizational commitment. Findings of this study support and extend previous results.

The findings obtained from this study so far establish that demographic characteristics have an important role in understanding organizational commitment. This research is an effort to add some knowledge to the existing literature pertaining to organizational commitment. This is also helpful for creating understanding of demographic characteristics and their link between organizational commitment. Therefore, this study contains valuable information for human resources departments and institutional leaders including deans and heads of departments. It will be productive because it will help managements of the universities to think about how they can increase lecturers' commitment levels. Moreover, this study will be a good addition to the available literature because currently, there is a lack of researches related to Libya. This study can help understanding and increasing the organizational commitment of lecturers working at Libyan universities. Having read this study, institutional leaders can significantly improve lecturers' commitment and help improving the attitudes of lecturers towards their universities and the management.

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