

THE PSYCHOLOGICAL AFFILIATION OF ACADEMICIANS IN HEIs OF DEVELOPING COUNTRIES LIKE PAKISTAN: A REVIEW

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ABSTRACT

On the part of the faculty members the execution of their job with devotion, dedication, competence and concentration is only possible if they are satisfied with their job. In this regard, the vitality of the job satisfaction, commitment and retention to the institution cannot be neglected. The conducive and healthy environment of the institution helps to increase the commitment level among the faculty members. The supportive environment of the university works as a catalyst in bringing up the level of affiliation thus enhancing the degree of ownership among the teaching faculty. Now the question is that how the institutions can take necessary measures to retain the services of their faculty members as long as it can be possible? On the part of both the institution and the teacher, the prevailing situation is marked with several social, financial, domestic and professional constraints those which play the major role in the distortion of the commitment level. In the contemporary corporate culture, highly competitive in its spirit and outlook, low commitment level of an employee can cause long term impairment to the credibility of the institution in which he/she is working. The situation is further aggravated employee, with the lowest commitment level, intends to leave the institution in response to some lucrative offers whatsoever.

Keywords: *Organizational commitment, HEIs, Developing countries, Pakistan*

INTRODUCTION

The Promotion of commitment amongst the academicians has some lasting impact on the administrative and the academic functioning of the Higher Education institutions (HEIs). Moreover, on the part of the institution, it is expected that the faculty member may perform their duties with their best skills, experience, devotion, affiliation and punctuality. On the other hand, the expectation level of the teacher is also high as they demand the social and professional status which is proportionate to their qualification and experience (Malik, Nawab, Naeem, Danish, 2011). The academicians, those who are committed to their institutions would have a strong desire to accomplish their assignment and make a prominent contribution to their current institutions. The available literature reveals that the affectively committed workforces carry on their work with greater devotion and

they have a passion to achieve the institutional goals (Khalid, Irshad, & Mahmood, 2012). The continuance commitment ensures that workforces retain their membership in the institution. While those employees, who are normally committed feel responsibility on their part to continue in the institution. Therefore, motivated and the committed employees are the most precious asset for the accomplishing of the institutional aims and objectives (Dogan & Aydin, 2012).

The level of commitment according to its psychological point of view has both long term and short term implications. It can cause stress and other health related problems as for as its early stages are concerned. If the tenure gets longer then the efficiency and ultimately the output may get affected. The research also puts the emphasis that the performance level of an employee raises prominently if he/she adapts the working environment which is conducive enough to support his/her social and economic needs (Bahman, 2013). In the reverse manner, it was reported that the professional activities may be marked with boredom and can basis the lack of motivation for the individuals. It has become an admitted fact in the research on the issues of Organizational Behavior (OB) that an individual's attitudes such as organizational commitment and job satisfaction are reliant upon individual's psychosomatic climate experiences and the perception of work (Irfan, Nawaz, Farhat, Naseem, 2013).

The ratio of absenteeism and Intention to Leave (ITL) is comparatively lower among the employees those who are organizationally committed. Psychologically, the phenomenon of organizational commitment aligns the potential and the skills of the workforce with the aims and objectives of the institution. Parallel to it, the level of switchover will touch its minima (Irfan et al., 2014). The employees, with enhanced commitment level, are assumed to have a greater sense of recognition and belonging to the aims and objectives of the institution. In this regard, their readiness to stay as a part of the institution and to pursue the institutional goals increases prominently. It implies that the phenomenon of 'organizational commitment' exhibits the workforce's psychosomatic affection with the institution (Saqib, Irfan, Shadi, Naseem, 2014). Last but not the least, the organizational commitment provides a binding force between the employee and the employer.

Organizational commitment

The aspiration to be in the list of developed nations is a dream for every country. In this regard, Pakistan is striving hard to be one of them. It is a universal truth that a higher place in the socio-economic sphere can only be occupied through education. In Pakistan, regarding the education sector, the organizational commitment on the part of the faculty members is almost a missing factor due to many reasons. The main reason is that in lieu of the services rendered to the institution, the pay packages are not sufficient enough to meet the both hands of the faculty members (Malik et al., 2011). Very few among the highly educated and skilled persons prefer to join the HEIs due to the reason mentioned above. Those who are already working in certain HEI possess a lower level of affiliation and always exploring for some other lucrative job. This phenomenon greatly hampers the credibility of the institution and lessens the output graph. In this scenario, the ITL overwhelmingly takes over. The ultimate loss not only goes to the institution but to the other stakeholders as well. The workforce who is highly committed to their respective institution would have a well-built will to sustain the membership of the institution. They will endeavor to achieve the institutional goals and the related tasks. The emotional attachment level will go up and side by side the status of the institution will also be strengthened (Choong, Wong, Lau, 2011).

An employee with higher commitment level will more likely and willingly remain with his/her current institution. On other hand, if an individual does not experience any sense of belonging to the institution, psychologically, he/she will get detached from the institution. In this connection, the priorities on the part of an employee are too important to be considered by the institution. The first priority in this regard is the monthly package he/she receives. If the same does not cater the daily needs of the employee then the intention of leaving gets develop (Raza & Nawaz, 2011). His/her efficiency level also comes down and resultantly the institution starts facing a slump. Secondly, for an employee, if the switchover costs him/her to an extent then he/she will likely to continue their stay in the institution. The decision of leaving or staying is in fact based upon the employee's belief or faith (Choong, Wong, Lau, 2012). In the moral perspectives, the loyalty of the employee towards his/her employer accounts a lot. In short, the organizational commitment is an inner feeling which may play a critical role in understanding and explaining the professional behavior of workforce in the institution (Dogan & Aydin, 2012).

Dimensions of Organizational commitment

The employee's emotional attachment, his/her monetary benefits and last but not the least his/ her intrinsic attachment to the institution accumulatively builds his/her commitment for the concerned institution. All these parameters are too essential and significant for the manifestation of the employee's loyalty and devotion during his/her stay in the institution (Marmaya, Zawawi, Hitam, & Jody, 2011). Therefore the affective, continuance and normative contents must be the part and parcel of the organizational commitment. In the same line, the organizational commitment entirely depends upon the organizational antecedents (Adekola, 2012). Pragmatically, the work practices and the individual's characteristics overshadows the affective commitment. Secondly, the perception about the switchover which incurs a fiscal does influence the continuance commitment. Lastly, the individual's social and intellectual orientations have sound effects on one's feelings of obligation or responsibility (normative commitment) (Irfan, Nawaz, Saqib, 2013). Comprehensively, the organizational commitment can be classified under the heads of three major categories those which will be discussed and analyzed in the present work.

Affective commitment

The employees' stay in the institution is the manifestation of the level of their affective attitudes towards the institution. In turn, the effective commitment is also reflected in the employee's attitude regarding the employment opportunities around him/her (Permarupan, Mamun, & Saufi, 2013). On the part of the employee, the ultimate commitment can only be attained if he/she owns their profession and the institution from the core of their heart which establishes certain invisible links with their institution. This whole phenomenon can be labeled as the workforce's emotional attachment with the institution. Consequently, the workforce invests his/her skills devotedly and determines the goals of the institution more successfully. Moreover, he/she willingly prolong their stay in their respective institution on their own goodwill (Irfan, Nawaz, Farhat, Naseem, 2014).

Continuance commitment

The investment on the part of the employee is his/her skills, time, devotion and the professional attachment with his/her co-workers which is developed during the course of his/her professional career. The continuance commitment implies that the employees those who are consistently committed, usually feel obligatory on their part to continue in the institution (Adekola, 2012). The continuance commitment is directly related with the gains and losses as perceived by the

employee regarding his/her investment which he/she may enhance or lose in the case they continue or leave. For the benefits, the transferable and non-transferable, obviously the employee will continue. Otherwise, in the case of switchover, the related losses which may occur are also quite obvious as well (Irfan et al., 2013). Moreover, the long tenure in the same institution will not only impart dedication and a sense of ownership to the employee, rather he/she will also attain some specific skills regarding their nature of job. In this case, if he/she joins another institution, there are high risks as the skill's oriented experience of the employee may not be regarded and rewarded. It can be concluded that in the continuance commitment it is too expensive to quit as the social, financial and the professional obligations are overwhelming to any others as such (Saqib, Shadi, Irfan, Naseem, 2014).

Normative commitment

The norms and values of an employee regarding his/her social and the professional status play an operative role in the backdrop of the normative commitment those which comprise of his/her self-esteem, prestige, loyalty, devotion, efficiency and sense of obligation to the institution (Nawab, Bhatti, 2011). The normatively committed employee feels himself morally bound to work for the best benefits of the institution in which they are working. The working environment in this regard becomes so conducive that the worker contributes to his/her best level as per the goals and objectives of the institution (Daneshfard & Ekvaniyan, 2012). Moreover, the intentions to switchover do not grow as the commitment level overwhelms the quest for the financial gains. The worker prefers to serve and decides to stay unflinchingly as he/she turns down all the opportunities which may hamper his/her commitment level (Irfan et al., 2013).

Organizational commitment in Higher Educational Institutions

The psychologists have pursued most of the research on organizational commitment in the industries (Chughtai & Zafar, 2006). In this regard the HEIs lack the attention of the researchers and it still remains a neglected sector. In the universities, the academic staff with high level of commitment, will exercise their skills and demonstrate their potentials which are duly proportional to the aims and objectives of the institution. Moreover, due to the stability in their behavior and outlook, the intention to switchover will touch to its minima. On the other hand, the teachers with minimum commitment to their job are expected to put less effort and ultimately their graph of performance in the classroom becomes low by each and every level (Sial, Jilani, Imran & Zaheer, 2011). Adversely, this would affect

the standard of education particularly and the student learning in general. The higher education is not immune to the problem of lower levels of commitment and the academic leadership in this regard, has increased the stress upon the studies which is an effort to identify the factors those which affect the level of commitment of their employees (Islam, Ahmad, & Ahmad, 2012).

In the human resource management (HRM), the topic of the organizational commitment has become a challenging issue as it is directly related to the credibility of every institution. The HEIs, presently has been facing the problem to its alarming level. The teaching faculty is not showing their professional engagement and they are reluctant to develop any long term bondage with the institution (Khalid et al., 2012). It has been identified in the research pursuits that the personal attributes of an employee largely affects his/her commitment with the institution. On the part of an employee, his/her social and economic status is the only prerequisite for their will to stay in the institution for a longer period (Choong et al., 2012). This phenomenon relates the demographics of an employee with his/her commitment towards the institution. The degree of an employee's motivation is strongly bonded with his/her commitment level which acts as a driving force in the financial and academic stability of every institution (Irfan et al., 2013).

Regarding the organizational commitment, the ownership of the institutional responsibilities is shared between the both employee and the employer. It means that the institution and the employee both possess the liabilities those which are reciprocally related to each other. On the part of the employee, if committed, he/she will show conviction regarding the values and mission of the institution (Irfan et al., 2013). Moreover, they always show their readiness to exert some highly devoted efforts in the accomplishment of goals and objectives of the institution. Last but not the least; they have strong desire to prolong their services in the institution. The commitment is a partisan or emotional attachment to the aims and standards of an institution, to one's responsibility in connection with these values and aims of an institution for its own sake (Irfan et al., 2014). In continuous (cost-benefit) approach; commitment is an outcome of the perception of the benefit linked with leaving or staying in the institution. In the normative contents it is an accumulative internal force to accomplish in a standard that meet up the aims and objectives of the institution (Saqib et al., 2014).

Organizational commitment in HEIs of Pakistan

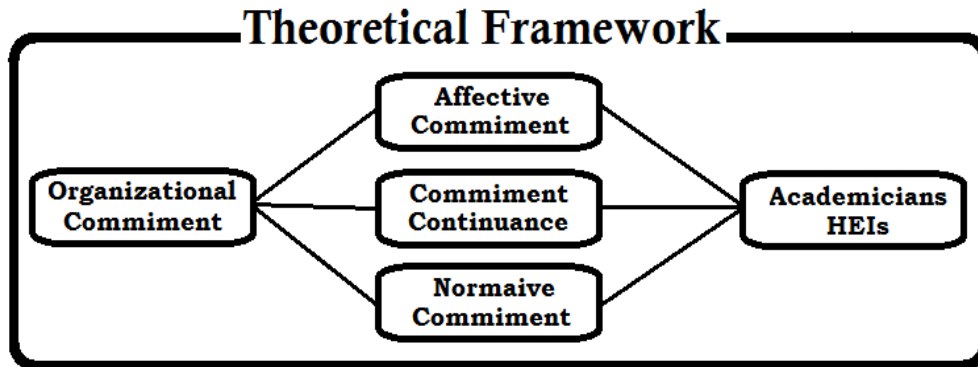
The education sector in Pakistan, although a backbone for the socio-economic development, is persistently neglected to date. The political instability, minimum budgetary allocations and the short term policies incurred some irreparable losses on the academic framework. In the last decade the people at the helm tried their level best to bring about some very prominent changes in this regard (Malik et al., 2010). The salaries packages were enhanced, advance increments were awarded to the university teachers and numerous scholarships were sanctioned for the teachers under the head of staff development. Even then, some voids still exist those which can only be filled through proper analysis and planning (Malik, Nawab, Naeem, Danish, 2010). These gaps are seriously hampering the organizational commitment in the HEIs thus increasing the level of ITL among the employees.

The Pakistan's economy is marked with high inflation, low per capita income, poverty, unemployment, minimum saving level etc. The prevailing economic conditions are alarming due to socio-political situation in the country. The power sector is facing some serious short falls in production, distribution and revenue collection. On the part of the government, short sighted and ill planned policies have aggravated the whole situation (Qaiser, Rehman, & Suffyan, 2012). The poor condition of the power sector has hit the industrial output thus the foreign investors have shown their concerns to invest in Pakistan. The education sector provides a driving force in the uplift of the national economy. Unfortunately, this sector has been always neglected by the policy makers regarding budgetary allocations and long term policies based upon the market requirements (Saifuddin, Nawaz & Jan, 2012). The higher education institutions, if financially and academically streamlined, can provide the skilled manpower to every public and private sector. Moreover, the universities can absorb the major flux of those unemployed who are highly qualified and experienced in their respective field of studies.

The dearth of the talented teachers has compelled the university administration to put their heads together as it has increased the ITL in the HEIs. The universities in the private sector show their utmost willingness in hiring the skilled teachers by paying them high salaries with some fringe benefits (Bahman et al., 2013). This phenomenon has aggravated the situation in retaining the academic staff. Some very conducive social and economic environment is to be created in the institution to develop the organizational commitment thus retaining the best teachers (Irfan et al., 2013). Such teachers those who dwell in the above said conditions are

likely to be more effective in imparting their knowledge and skills to their pupils. Moreover, they can bring some very distinct academic excellence to their institution which is direly needed by the countries like Pakistan to compete at the global level (Irfan et al., 2014).

Figure 1.1 Theoretical framework



DISCUSSION

In Pakistan, despite the political and financial restrictions, the HEIs are being established by the both public and private sector. Presently, the production sector is facing an acute problem of skilled human resources. The HEIs can cater the need in this regard by developing the human resources which can provide a solid basis in building the national economy. In the global perspectives, the HEIs in Pakistan are facing some serious problems at the institutional level as both the teaching and research are lacking the international standards. There are multi-dimensional reasons behind this phenomenon as regarding the administrative and the teaching format of the academic institutions (Malik et al., 2011). On the part of the teachers, the level of professional commitment plays a vital role in depicting loyalty and devotion towards the institution. The policy makers find themselves in an embarrassing situation in analyzing and framing the remedial measures to develop the organizational commitment among the teaching faculty. The qualified and experienced faculty is becoming a liability for the concerned institution as the graph of switchover is persistently showing its upward trends due to increasing ITL (Hakan & Kurtbas, 2011).

The institution is a body of the individuals those who carry different characters, possess different feelings and prospects. Their level of education has a diverse nature regarding different fields of studies. Their aspirations and plans towards

their future are all based and shaped upon the socio-economic standards in vogue. The standards and success of an academic institution entirely depends upon the performance, vision, participation and last but not the least the commitment level of an employee (Rehman, Shareef, Mahmood, Ishaque, 2012). The committed employee better knows about the organizational goals and the sensitivity of the tasks assigned to him/her. He/she invests all their energies for the achievement of the better standards at par to the global level. On the part of the institution, the working force must be provided with the best social and academic environment whatever the cost may get incurred. The whole above stated phenomenon furnishes clearly that the committed individuals make a solid base to build the multi-stories of the institutional success upon it (Khalid et al., 2012).

Persistent endeavors by the social scientists guide the institutions to elevate their achievement graph by enhancing the commitment level among the employees. The employee's commitment is an emotional linkage between the employer and the employee which is entirely based upon the employee's involvement, faithfulness, motivation and belief in the norms and standards of the institution (Irfan et al., 2013). The organizational commitment is intensively explained in the behavioral sciences and management literature as a main issue in the relationship between employees and the institutions. Regarding the longevity of the employee's tenure he/she performs to his/her excellence provided they have no intentions to quit and switchover. Such employees perform their duties beyond the expectations of the institution to achieve maximum output (Irfan et al., 2014).

CONCLUSION

In result, when the switchover happens, due to lower commitment level, the institution not only loses a valuable employee rather huge social and financial losses are incurred. The fresh employee is recruited on the high costs of advertisements, training and the risks regarding the adaptability of the individual concerned. Most often, the trainees fail to get themselves accommodated in the new working environment due to various discomforts. Meanwhile, the institutional high ups have to groom them according to the technical and legal norms and values of the institution to bring them at par to the required standards. There are other such implications which should be sorted out and addressed as the longevity of the tenure is a prerequisite for the social and academic status of every HEI. It is pertinent to state that on the part of the employer, the expectations go beyond the tenure of the employee as he/she have to invest and share his/her skill and experience while on the job. The lethargic attitude of the employee also

affects the overall efficiency and output of the institution and this very matter put the employer in an embarrassing situation and it may also hampers the continuance and affective commitment of an employee.

In the present scenario, the retention of the high profile faculty members is the burning issue yet to be resolved by the high ups of the HEIs. The reason is that the number of the qualified faculty member is not enough to cater for the ever increasing HEIs especially in the private sector. Secondly, the pay package in the HEIs of the public sector is not competitive to that in the private sector. Last but not the least, the expectation level among such qualified teachers is too high to be met by the HEIs. The findings of the present research will help the management /administration of the HEIs by providing them with certain viable modes of operation to enhance the degree of the organizational commitment among the academicians. The phenomenon of ITL and the consequent switchovers, in the subject of organizational behavior, is an issue to be analyzed and resolved on priority basis to utilize the skill and experience of an employee. The problems faced by the employees should be noticed, mutually discussed and addressed accordingly to infuse commitment and curtail the phenomenon of ITL among the employees thus restraining them from the switchovers.

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