

An Assessment of Organizational Commitment among the Faculty Members of RUB Colleges

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Abstract

Organizational commitment is a psychological construction of responsibility that an employee has towards the mission and direction of an organization. This study attempted to assess the level of organizational commitment among the faculty members of the constituent colleges of the Royal University of Bhutan. The problem of many organizations today is not just to have more skillful and intellectual employees in each and every department, but also to find the right talented employees with positive attitude and commitment to their work. Employees' involvement with the organization could be minimal if they do not feel the sense of engagement with the organization they work for. This observation has brought about the purpose and need for this study, which is to examine the level of organizational commitment. With a quantitative research design, this study adopted a cross-sectional online survey method of data collection with a sample size of 197 from all the constituent colleges of RUB. Descriptive statistics, means, independent samples t-test and correlation analysis were performed to generate the relevant results. The result reveals that overall commitment level of the faculty members are relatively poor and male faculty members tend to report slightly higher level of commitment compared to female faculty members.

Keywords: *Organizational Commitments, Affective, Continuance and Normative,*

Introduction

Organizational commitment refers to employees' psychological attachment towards their organization. Commitment is a force that guides a course of action towards one or more targets (Meyer, 2002). It has been theorized that commitment is a multidimensional construct and that the antecedents, correlates, and consequences of commitment vary across many dimensions (Meyer, 2001). A widely used model of organizational commitment as a multidimensional construct is (Meyer & Allen, 1997) Three-Component Model of Commitment. This model refers to the three forms of commitment that is affective, continuance, and normative commitment (Meyer et al., 1997). Affective commitment is explained as an emotional attachment to the organization. Continuance commitment is the perceived costs associated with leaving

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the organization. Normative commitment refers to the perceived obligation to remain in the organization (Meyer, 2001).

It has been suggested that employees who exhibit high organizational commitment are least likely to leave the organization while employees with low levels of organizational commitment are the most likely to leave the organization voluntarily (Huselid, 1991). Organizational commitment is a leading factor impacting the level of achievement in many organizations. Studies have been conducted on the relationship of organizational commitment either towards job satisfaction, job involvement or perceived organizational support (Meyer et al., 1997). However, only a few have been carried out on the collaboration of these three factors towards the organizational commitments.

The success or failure of an organization is closely related to the effort and motivation of its employees. The motivation of employees is often the product of their commitment towards their job or career. Work commitment is an extremely important topic for organizations to understand. The level to which an employee engages in his or her work (job involvement), commits to and believes in the organization's goals and purpose (organizational commitment), desires to work (work ethic), and commits to a specific career or profession can all have an impact on an organization.

Today's educational institutes are expected to perform more with fewer resources. Therefore, it is extremely important for educational institutes to retain their highly productive and performing employees. "Employees who are engaged in their work and committed to their organizations give institutes crucial competitive advantages - including higher productivity and lower employee turnover" (Vance, 2006, p.1). A study by Christopher, Zabel and Jones (2016) reveals that organizational commitment plays a great deal of importance on the level to which employees are engaged in their jobs and how committed the employees are to the organization. The review of extant literature suggests that there is hardly any study that has been looked from multi dimensionality perspective of commitment within educational institutions. Further justification for taking up this research project is provided below.

Problem Description

Employees of Royal University of Bhutan (RUB) are no different from the employees of other organizations in terms of their professional engagement. Organizational commitment is likely to vary in large organizations like universities, yet it is mostly conceptualized at the organizational level and not sub-unit level. The literatures clearly indicate that without employees' commitment it will be very difficult for the organization to meet their expected goals and objectives. Achieving the RUB's vision of becoming internationally recognized university steeped in GNH values could be a distant dream if the employees working in different colleges are not committed to his or her profession. After the introduction of new human resource policy from July 2017,

employees from different position levels raised a concern about the possible impact of HR policy on their profession through online as well as during the various meetings and gatherings. Such concern clearly demonstrates the nature of commitment they have towards their profession. Without understanding the level and the nature of faculty's commitment, it would be a daunting task for the management to devise any strategy to retain them.

Employees who have high feelings of loyalty to an organization are shown to be emotionally attached to the organization. Because of this loyalty, one is willing to accept organization's goals and values as his or her own. Such type of commitment is called an affective commitment (Hawkins, 1998) and it is typically the one where organizations look forward to having in their employees. Other two dimensions of commitment are continuance and normative commitment. Continuance commitment is manifested by an employee who maintains commitment to the organization because he/she is unable to match the benefits with another employer (PSUWC, 2014), while an employee who feels to stay with the organization because of perceived obligation is called normative commitment. Employees showing high on continuance and normative commitment are perceived to have minimal impact on organizational growth (Maurer & Lippstreu, 2008).

Review of the existing literature suggests that no such study has been carried out to determine the nature of faculty's commitment among colleges under the Royal University of Bhutan. Moreover, the studies existing on commitment are either based on examining only one of the dimensions of commitment. Therefore, this research attempts to assess these three dimensions of commitment among the faculty members of RUB colleges. The findings from this study is expected to help the college management and other relevant agencies to embark on devising appropriate strategies to reduce the number of faculty who are high on continuance and normative commitment. This study, perhaps, would help in filling the gap in the literature by considering all the dimensions of commitment in one study as it aims to achieve the following research objectives.

Research Objectives

- 1) To examine the variability between male and female on Affective commitment
- 2) To study the variability between male and female on Continuance commitment
- 3) To evaluate the variability between male and female on Normative commitment
- 4) To assess which college employees report better Organizational commitment (Affective, Continuance and Normative)
- 5) To evaluate the existence of relationship between Organizational Commitment with Affective, Continuance and Normative type of commitments.

Literature Review

Theoretical Framework

The theory used for this current study was derived from Meyer and Allen's (1997) research on commitment. They proposed that individuals become committed to an organization for any of three psychological reasons labeled as affective, continuance, and normative. Affective commitment is viewed as an individual's "emotional attachment to, identification with, and involvement with the organization" (Meyer & Allen, 1997, p. 11). For continuance commitment, an employee chooses to stay with an organization due to awareness of the costs associated with leaving it. In normative commitment, an individual continues employment due to a sense of obligation. Each of these three components of organizational commitment may be experienced simultaneously and at different levels by all individuals in an organization (Meyer & Allen, 1997). Over the past 25 years, researchers have observed limitations of early models and measures of organizational commitment and have argued they did not fully explain an individual's commitment to an organization (Mayer & Schoorman, 1998). Most notably, Meyer and Allen (1990) re-conceptualized organizational commitment as a multi-dimensional construct consisting of three components: affective, continuance, and normative commitment and it has become a widely-accepted theoretical framework in commitment research (Meyer, Becker & Vandenberghe, 2004). The following sections discuss the dimensions of organizational commitment and how each of those are critical for the organizational growth and development.

Definition of Organizational Commitment

There are a number of definitions for organizational commitment; there are some commonalities in the various definitions. Mowday, Steers and Porter (1979) defined organizational commitment as the relative strength of an individual's identification with and involvement in a particular organization. Other researchers have defined organizational commitment as the psychological attachment that individuals develop toward an organization (Fiorito et al., 2007; Wright & Kehoe, 2007). More recently, Shore, Tetrick, Lynch and Barksdale (2012) defined organizational commitment as the degree to which an individual embrace the values and goals of an organization. The key notion in each of these definitions is that organizational commitment is a major variable that influences a number of organizational outcomes such as employee job performance and job satisfaction, personnel turnover, and organizational citizenship behavior. Gelade, Dobson, and Gilbert (2006) indicated that organizational commitment should be of interest to organizations because there is a body of research that links levels or organizational commitment to a number of outcomes for an organization.

Two distinct perspectives on the concept of organizational commitment have emerged: behavioral (Alutto, Hrbiniak, & Alonso, 1973; Blau, Surges, & Ward-Cook, 2003) and attitudinal (Etzioni, 1965; Kanter, 1968). Mowday et al. (1979) defined organizational commitment primarily in terms of an attitudinal approach. From their perspective, organizational commitment is the “relative strength of an individual’s identification with and involvement in a particular organization that is characterized by three factors: (1) a strong belief in and acceptance of the organization’s goals and values, (2) a willingness to exert considerable effort on behalf of the organization, and (3) a strong desire to maintain membership in the organization” (p. 226). Alutto et al. (1973) and Blau et al. (2003) contended that their definition does not exclude the possibility that a person is committed to other aspects of the environment, such as family and friends, nor does it mean that an individual will display all three of these attributes (Zangaro, 2001). Weiner and Vardi (1980) viewed the concept more from a behavioral perspective and referred to organizational commitment as one’s persistence in making sacrifices for the good of the organization. Organizational commitment from a behavioral perspective describes a person’s preoccupation with the organization as evidenced by personal time devoted to organizational activities. More generally an employee displaying less of these attitudinal or behavioral attributes in terms of his or her employing organization may be more likely to leave and be at greater risk of turnover resulting in non-achieving of the organizational goals (Price, 2009).

Allen and Meyer (1996) presented organizational commitment as multidimensional and containing affective, continuance, and normative components. Their conceptualization suggested that employees either “want to”, “need to”, or “feel they should” remain in an organization (Meyer et al., 1997). They conceptualized organizational commitment as a three-dimensional model, with each dimension describing a core aspect of organizational commitment. Affective commitment involves the emotional (Kanter, 1968) or attitudinal (Sheldon, Turban, Brown, Barrick, & Judge, 2003) attachment of people to the organization. Continuance commitment is related to a balancing of the costs of leaving an organization and the benefits of staying. This component matches Becker’s side-bet theory (Kanter, 1968). Normative commitment is related to internalized pressures to act in ways that comport with organizational goals and interests. This component suggests that employees feel a moral need to stay in the organization. Meyer and Allen (1997) argued that these dimensions capture different aspects of the multifaceted construct of organizational commitment and that the gestalt of commitment emerges.

According to Allen et al. (1990), organizational commitment is a psychological force that binds employees to their organization and makes turnover less likely. High levels of commitment also contribute to the performance of required job tasks (Meyer et al., 2002). Because commitment results from qualitatively different mindsets (Meyer & Herscovitch, 2001), it is a multidimensional construct (Jaros et al., 1993). Based on

this assessment, organizational commitment is commonly conceptualized as encompassing three forms: affective, normative, and continuance (Allen et al., 1990).

Affective Organizational Commitment

Affective commitment (AOC) involves an emotional attachment to, involvement in, and identification with one's organization, all of which are based on a desire to belong. Affective organizational commitment arises from the perception of positive social exchanges between the employee and organization. These exchanges are typically based on one's perceptions of support (Eisenberger, 1990; Shore, Tetrick, Lynch, & Barksdale, 2006) and fairness (Cohen-Charash & Spector, 2001). AOC is the most widely studied base of commitment because it tends to be the best predictor of work criteria (e.g., job performance and withdrawal) relative to the other commitments (Meyer et al., 2002).

Normative Organizational Commitment

Normative commitment (NOC) derives from a perceived obligation to maintain membership, which is grounded in a sense of morality. Normative organizational commitment is thought to result from early socialization experiences with one's culture and family (Meyer & Allen, 1997). Like AOC, it has been found to relate favorably to many work attitudes and behaviors. The high correlations that have been observed between AOC and NOC have, however, led some researchers to question the usefulness of NOC (Cohen, 2007). In spite of this, research still favors the distinct nature of AOC and NOC (Meyer et al., 2002).

Continuance Organizational Commitment

Lastly, continuance commitment (COC) is derived from the perceived costs of leaving, including the loss of desired investments and few job alternatives. Paralleling the social exchanges that underlie AOC, COC is linked to employee-organization economic exchanges (Shore et al., 2006). Becker (1960) laid the groundwork for the concept of COC with his side-bet theory. This theory states that commitment results from the accumulation of economic investments or side-bets that would be lost if the employee discontinued membership in the organization. Becker's (1960) side-bet commitment was later labeled COC by Meyer and Allen (1984).

Impact of Organizational Commitment

Several researchers have noted that organizational commitment has a strong relationship to employee performance and productivity (Bryson & White, 2008; Fiorito et al., 2007; Wright & Kehoe, 2007). Chew and Chan (2008) observed that when employees are committed to the organization, they can devote their time and effort to working on different roles within the organization. This increased concentration frequently results in increased effort and productivity from the employees. Fiorito et al. (2007) has presented the argument that organizational commitment results from the

process of building employee trust in an organization. When employees have trust in an organization, they are not influenced by decisions to look for other jobs, and consequently they have fewer distractions that might affect their performance.

According to Sadegina et al., (2011), employees who have high levels of organizational commitment especially affective commitment will tend to exert more effort in pursuit of the organization's goals and will identify more with the organization's goals. Wright and Kehoe (2007) proposed that human resource management within organizations should be tasked with measuring the levels of organizational commitment among employees. Chew and Chan (2008) also proposed that employees' turnover intentions and rates could be an indication of their levels of organizational commitment. The main premise of the cited literature is that building organizational commitment is crucial step that can result in improved employee performance and productivity (Bryson & White, 2008; Chew & Chan, 2008; Fiorito et al., 2007; Wright & Kehoe, 2007).

Methodology

Research Design

The purpose of this study was to examine the levels of organizational commitment among the faculty members of the Royal University of Bhutan. More specifically, this research has determined if the levels of affective, continuance and normative commitment of faculty members differed significantly among the constituent colleges.

This study has adopted a cross-sectional research design. Cross sectional method of data collection seems to be the most appropriate technique since this particular method is relatively quick and easy to conduct. In addition, this study requires collecting data only once and multiple outcomes and exposures can be studied. It utilized quantitative survey methods with appropriate sampling procedures in order to make inferences about all faculty members of every constituent college by using a smaller, representative sample of the population.

Sample

The sample was drawn from the nine constituent colleges under the Royal University of Bhutan that employ approximately 530 faculty members (RUB, 2017). Web linked survey was sent to all the faculty members of the constituent colleges through email. A total of 197 faculty members have responded to the survey questionnaire which accounted close to 37% of the response rate. Response rate above 30% is considered reliable to perform statistical analysis.

Measurement Instrument

Affective, continuance and normative commitment was measured using three 6-item scales developed by Meyer, Allen, and Smith (1993). Using a 5-point Likert scale, respondents were requested to indicate their level of agreement on a scale ranging from (1) *strongly disagree* to (5) *strongly agree*. Higher scores indicated a higher commitment level. A study conducted by Gellatly, Hunter, Currie, and Irving (2013) is one example where they have used the commitment scale developed by Meyer, Allen, and Smith (1993). The co-efficient alphas reported in their study were 0.85 for affective commitment, 0.83 for continuance commitment and 0.77 for normative commitment. Thus, the measurement scales used in this study ensures certain degree of validity and reliability of the scale.

Results

Descriptive statistics has been used to report the results relating to the demographic information of the respondents. As shown in Table 1, highest numbers of responses were received from Sherubtse College followed by Jigme Namgyel Engineering College. On the other hand, Gyelpozhing College of Information Technology saw the least number of responses.

Table 1. Number of responses from each college

Name of the College	Number of Responses
Gyelpozhing College of Information Technology	7
College of Natural Resources	20
College of Science and Technology	18
College of Language and Cultural Studies	16
Jigme Namgyel Engineering College	31
Paro College of Education	22
Samtse College of Education	23
Sherubtse College	37
Gedu College of Business Studies	23
Total	197

Among the eight position title options, faculty members within lecturer position have responded the highest with 63 responses. Only 4 responses were received from instructor position as shown in Table 2.

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Table 2. Number of responses by position

Title of the Respondents	Number of Responses
Professor	5
Associate Professor	14
Assistant Professor	26
Senior Lecturer	44
Lecturer	63
Associate Lecturer	35
Assistant Lecturer	6
Instructor	4
Total	197

As depicted in Table 3, respondents constituted 121 males and 76 females. Among the total respondents, 92% were Bhutanese and 8% were expatriates from India and foreign nationals.

Table 3. Responses by gender

Gender	Number of Responses
Male	121
Female	76
Total	197

Respondents within the age bracket of 31- 35 years were the major responders in this study. On the other hand, only 3 responses were received from the respondents who were above 51 years as shown in Table 4.

Table 4. Respondents by age group

Respondents by Age Group	Number of Responses
21 - 25 Years	15
26 - 30 Years	26
31 - 35 Years	76
36 - 40 Years	39
41 - 45 Years	22
46 - 50 Years	16
Above 51 Years	3
Total	197

Respondents who have been teaching for 6 – 10 years at the college were the highest respondents to this survey followed by respondents within 11 – 15 years of teaching experiences. The least respondents who responded to this survey were those who had 26 – 30 years of teaching experiences as shown in Table 5.

Table 5. Respondents’ teaching tenure at the college

Teaching Tenure	Number of Responses
Less than 5 Years	32
6 - 10 Years	70
11 - 15 Years	61
16 - 20 Years	7
21 - 25 Years	25
26 - 30 Years	2
Total	197

The inferential results were determined using other statistical analysis tools available in SPSS such as independent samples *t*- test, mean and correlation analysis to test the hypotheses.

Hypothesis 1: There is no variability between genders as how they report on affective commitment.

Table 6. Group statistics

Group Statistics					
	Gender of the Respondents	N	Mean	Std. Deviation	Std. Error Mean
Affective Commitment	Male	121	2.89	1.31	0.12
	Female	76	2.41	1.12	0.13

Table 7. Independent samples test

Independent Samples Test		Levene's Test for Equality of Variance		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2- tailed)	Mean Diff	Std. Error Diff
Affective Commit- ment	Equal variances assumed	14.11	0.00	2.69	201.00	0.01	0.48	0.18
	Equal variances not assumed			2.79	179.31	0.01	0.48	0.17

*** $p < 0.05$**

Both male and female reported lower mean score on affective commitment domain (Male 2.89; Female 2.41) shown in Table 6. To assess if difference in mean scores are statistically significant enough, an independent samples t- test was performed. Additionally, the assumption of homogeneity of variances was tested and satisfied via Levene's F test, $F(201) = 14.11, P < 0.05$. The F test results indicate the variability between male and female group reporting affective commitment statistically significant, $t(179.31) = 2.79, p < 0.05$ as reported in Table 7. Therefore, it may be concluded that the study has failed to accept the *null* hypothesis and research hypothesis was accepted.

Hypothesis 2: There is no variability between genders as how they report on continuance commitment.

Table 8. Group statistics

Group Statistics				Std. Deviation	Std. Error Mean
	Gender of the Respondents	N	Mean		
Continuance Commitment	Male	121.00	2.31	0.85	0.08
	Female	76.00	1.87	0.55	0.06

Table 9. Independent samples test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2- tailed)	Mean Diff	Std. Error Diff
Continuan ce Commitm ent	Equal variances assumed	25.67	0.00	3.95	201.00	0.00	0.43	0.11
	Equal variances not assumed			4.36	200.19	0.00	0.43	0.10

**p < 0.05*

Similarly, both male and female reported lower mean score on continuance commitment domain (Male 2.31; Female 1.87) as shown in Table 8 which is even lesser mean score compared to affective commitment. To assess if difference in mean scores are statistically significant enough, an independent samples t- test was executed. Additionally, the assumption of homogeneity of variances was tested and satisfied via Levene's *F* test, $F(201) = 25.67, P = 0.00$. The *F* test results indicate the difference between male and female group reporting continuance commitment statistically significant, $t(200.19) = 4.36, p = 0.00$ as reported in Table 9. Therefore, it is concluded that the analysis has failed to accept the *null* hypothesis and research hypothesis was accepted.

Hypothesis 3: There is no variability between genders as how they report on normative commitment.

Table 10. Group statistics

		Group Statistics			Std. Error Mean
	Gender of the Respondents	N	Mean	Std. Deviation	
Normative Commitment	Male	121.00	2.62	1.12	0.10
	Female	76.00	2.24	0.96	0.11

Table 11. Independent samples test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff	Std. Error Diff
Normative Commitment	Equal variances assumed	11.50	0.00	2.50	201.00	0.01	0.39	0.15
	Equal variances not assumed			2.59	179.34	0.01	0.39	0.15

*** $p < 0.05$**

The male group ($N = 121$) reported normative commitment with the mean score of 2.62($SD = 1.12$). By comparison, female group ($N = 76$) reported numerically lesser normative commitment $M = 2.24$ ($SD = 0.96$) as reported in Table 10. To test the hypothesis that the male and female do not report normative commitment statistically significantly different, an independent samples t - test was performed. Additionally, the assumption of homogeneity of variances was tested and satisfied via Levene's F test, $F(201) = 11.50, P = 0.01$. The F test results reveal that the variability in mean scores between male and female is statistically significant, $t(179.34) = 2.59, p = 0.01$ as reported in Table 11. Therefore, it may be concluded that the study has failed to accept the *null* hypothesis and research hypothesis was accepted.

As a whole, all the three test variables revealed low level of commitment from both the genders with male faculty members reporting slightly higher commitment compared to the female counter parts.

Hypothesis 4: Organizational Commitment of the faculty members is related to Affective, Continuance and Normative types of commitments.

The hypothesis 4 analysis was performed using Pearson Correlation analysis to determine the relationship between the test variables as shown in Table 12.

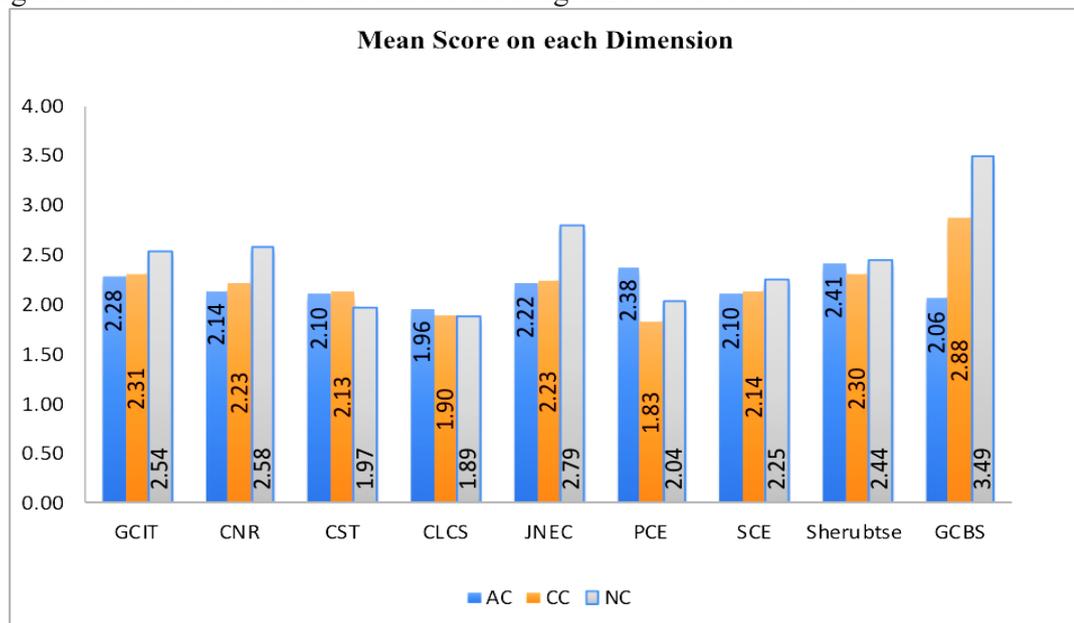
Table 12. Correlation analysis of organizational commitment

Variable		Affective Commitment	Continuance Commitment	Normative Commitment
		t	t	t
Organizational Commitment	Pearson Correlation	0.953**	0.866**	0.964**
	Sig. (2-Tailed)	0.000	0.000	0.000

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

The analysis reveals significantly strong relationship between organizational commitment of the faculty members with affective commitment domain (0.953**), continuance commitment domain (0.866**) and normative commitment domain (0.964**). All these sub-dependent variables are correlated positively and significantly with each other. Hence, hypothesis 4 was accepted positively. Overall, the analysis indicated all three test variables are strongly correlated with organizational commitment.

Mean analysis was performed to assess which college reports high on each dimension of organizational commitment dimensions. Figure 1 shows the different mean score reported by different colleges on each of the organizational commitment dimensions. Figure 1. Mean score on each dimension of organizational commitment



Sherubtse College reported the highest mean score of 2.41 on affective commitment and College of Language and Cultural Studies reported the lowest mean score of 1.96 on 5-point scale among the colleges. On continuance commitment front, Gedu College of Business Studies reported highest mean score of 2.88 and Paro College of Education reported the lowest mean score of 1.83. Gedu College of Business Studies is found to report highest (3.49) on normative commitment and College of Science and Technology with lowest with 1.89 mean score.

The average mean score among the colleges on each of the organizational commitment dimensions is shown in Figure 2. On an average, faculty members have reported lowest on affective type of commitment and highest on normative type of commitment. However, a closer inspection of the mean scores reveals that mean reported on each of the dimension of the organizational commitment are relatively low when accounted on 5-point measurement scale.

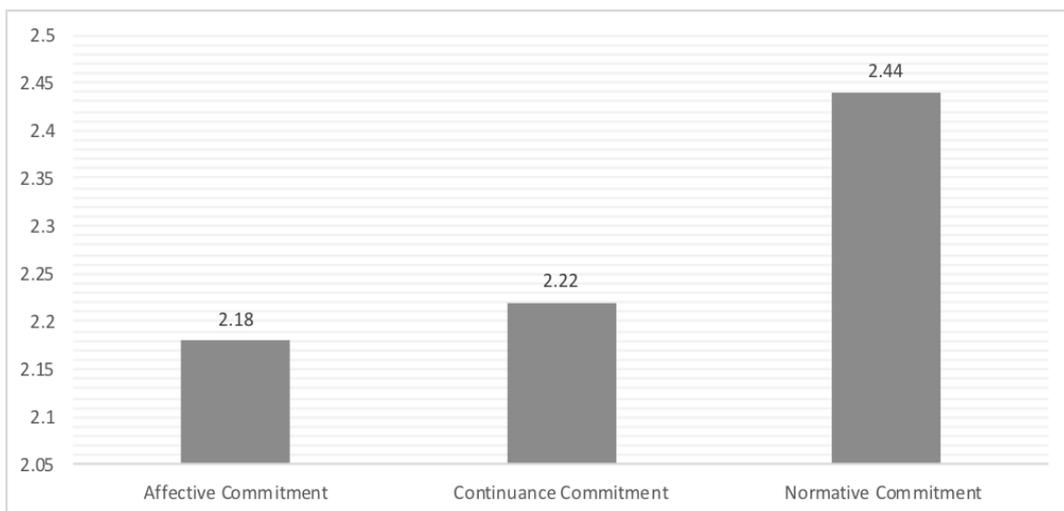


Figure 2. Average mean score

Analysis of Findings

From the findings it is clear that the male faculty and female faculty members have reported differently on all three dimensions of organizational commitment. In all three analyses, it was observed that female faculty members have reported lower commitment compared to their male counterparts. This probably could be due to the multiple responsibilities the female faculty members have to take up including managing the household responsibilities. A similar observation was reported among the female lecturers in Chinese colleges. One of the prominent reasons for low commitment among female lecturers was cited to be due to multiple responsibilities the female employees had to assume (Chew & Chan, 2008). In addition, study by

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Bryson & White (2008), Fiorito et al. (2007), and Wright and Kehoe (2007) also suggested that when an individual is not able to cope up with multiple responsibilities one tends to exhibit lesser commitment to their organization.

Meyer and Allen (1991) define affective commitment as “the employee’s emotional attachment to, identification with, and involvement in the organization” (p. 67). This is generally seen as a favorable form of commitment, meaning that the individual stays with the organization because they want to stay. The findings of this study reported an overall mean score of 2.18 for affective commitment domain which is just below the response anchor range for “*Neither agree nor Disagree*” (2.00–2.99) on the five-point scale. The mean scores for continuance and normative commitment are not significantly different compared to affective commitment.

For the continuance commitment, the results of the current study reported a mean of all the faculty members of Royal University of Bhutan to be 2.22 ($SD = 0.78$) which is again just below the response anchor range for “*Neither agree nor Disagree*” (2.00–2.99) on the five-point scale. Compared to affective and continuance commitment, faculties of the Royal University of Bhutan reported slightly higher mean on normative commitment (mean = 2.44, $SD = 1.08$) but still below the response anchor range for “*Neither agree nor Disagree*” (2.00–2.99) on the five-point scale.

Faculties who have high feelings of loyalty to an organization are shown to be emotionally attached to the organization. Because of this loyalty, faculties may be willing to accept the college’s goals and values as his/ her own goals. This type of commitment is typically the one where organizations would like to have in their employees. Continuance commitment is manifested by an individual employee who maintains commitment to the organization because he/she is unable to match the benefits with another employer (PSUWC, 2014). An employee who feels to stay with the organization because of perceived obligation is normative commitment. Employees showing high on continuance and normative commitment are shown to have minimal impact on organizational growth (Maurer & Lippstreu, 2008).

The overall analysis of the current study indicates that the faculties serving in various colleges under the Royal University of Bhutan exhibit low affective commitment and slightly high normative commitment which must be a concern for every college in particular and the Royal University of Bhutan in general. Ideally, for the colleges to move forward, faculty members exhibiting more of an affective commitment type may be needed compared to having more faculty members with continuance and normative commitment.

On the other hand, teaching staff of the Royal University of Bhutan tend to indicate that their commitment to their respective colleges are significantly related to the three dimensions of organizational commitment (affective, continuance and normative). This was evident through performing correlation analysis where all three dimensions were correlated with organizational commitment statistically significant at less than p - value of 0.01.

Direction for Future Research

The current study reveals that the faculty members' commitment level is relatively poor. In addition, female faculty members tend to exhibit lesser commitment level compared to male faculty members. The future researchers may explore the possible causes for exhibiting low commitment level among the faculty members and particularly as why female faculty members reports lesser commitment. In addition, future study may consider examining the commitment according to the marital status.

Conclusion and Limitations

This study was conducted to assess the commitment level of the faculty members among the constituent colleges of the Royal University of Bhutan. From the results, male faculty members seem to report slightly higher levels of commitment compared to female faculty members. All three dimensions of organizational commitment (affective, continuance and normative) were seen to have a positively significant relationship with organizational commitment. However, the level of commitment exhibited by the faculty members among the colleges seems to be poor in general. This research shows that in order to improve an organization's overall performance, respective colleges may consider instituting programs and benefits that may help in fulfilling their desire which in turn may reciprocate by willing to be attached to the respective colleges.

There are few limitations associated with the current study. Firstly, equal proportion of respondents between male and female would have provided more accurate findings. Secondly, qualitative study design might have provided an opportunity to better understand the reasons as how the respondents reports to different dimensions of commitment. Finally, the study did not differentiate the respondents according to their marital status. The responses provided by the respondents might have been highly influenced by their marital status.

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