

THE NEAR EAST UNIVERSITY
FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES
DEPARTMENT OF BUSINESS ADMINISTRATION



ORGANIZATIONAL COMMITMENT
A CASE STUDY OF NEAR EAST UNIVERSITY ACADEMIC STAFF

GRADUATION PROJECT

MAN 400

SUBMITTED BY: BORA SUAT KAYALI (20000011)

SUBMITTED TO: DR. ŞERİFE EYÜPOĞLU

SEPTEMBER 2006

NICOSIA

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ABSTRACT

This study presents the findings of a study conducted in Near East University on organizational commitment and the antecedents of organizational commitment. The sample consisted of 17 academic staff from the Faculty of Economics and Administrative Sciences. The data obtained were analyzed based on descriptive statistics. The study revealed that the academic staff in Near East University are motivated more to commit to their institute when they perceive that they fit-in well with their institute and the members of the institution, and when their jobs are challenging, and when their management and institute support them. What they are receiving in return (extrinsic rewards) are not a very strong force in motivating the academic staff to commit to their institution. Also, academic staff who have been working in the university are more committed towards their institution when compared to academic staff that have been working for a shorter period of time. The study indicates that the academic staff that have been working in the university are more committed towards their institution when compared to academic staff that have been working for a shorter period of time.

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CHAPTER I

INTRODUCTION

1.1 Introduction

This chapter gives a brief introduction to the area of study.

1.2 Organizational Commitment

Interest in organizational commitment has been sparked by its potential benefits to individuals and organizations. This is because committed employees are normally high performers and are highly productive (Porter et al., 1974; Hunt et al., 1985), and who identify with organizational goals and organizational values. Past research suggested that organizational commitment concept stems from its linkage with several work related attributes like performance (Mowday et al., 1974); absenteeism (Lawson and Fukami, 1984) and voluntary turnover (Hom and Griffeth, 1995). Although previous research emphasis has actually been on the turnover and absenteeism, it has however been recognized that employee performance is more important than for example turnover (Meyer et al., 1989). Therefore there is a greater need for more study to examine the relationship and effects of attitudinal or behavioral variables on job and organizational performance.

Having committed employees tend to be positive for organizations which helps explain why there have been efforts to more fully understand commitment's antecedents as well as its consequences (Meyer et al., 2002).

No organization in today's competitive world can perform at peak levels unless each employee is committed to the organization's objectives and works as an effective team member. It is no longer good enough to have employees who come to work faithfully everyday and do their jobs independently. Employees now have to think like entrepreneurs while working in teams and have to prove their work. However, they also want to be part of a successful organization which provides a good income and the opportunity for development and secure employment. In the past, organizations secured the loyalty of their employees by guaranteeing job security. However many organizations have responded to competitive pressures by downsizing, restructuring and transformation and thus created a less secure organizational climate (Coetzee, 2005).

One of the challenges facing modern organizations involves maintaining employee commitment in the current business environment. Because organizations are faced with ever-increasing competition and as they prepare for new challenges, one of the key components of survival is maintaining and upgrading the organization's ability to use human resources effectively and efficiently (Coetzee, 2005).

Employee behaviour essential for organizational effectiveness includes employees :

- entering and remaining with the organization,
- carrying out specific role requirements,
- engaging in innovative and spontaneous activity that goes beyond role prescriptions.

Thus, the appointment of good human resources is critical, but of even greater importance is the organization's ability to create a committed workforce. This is why an understanding of the concept of "commitment" is vital for organizations today (Meyer and Allen, 1997).

When looking at prior research conducted, the importance of employee commitment is evident. Research has been conducted on the relationship between commitment and job satisfaction (Bateman and Strasser, 1984), workplace justice and employee commitment (Moorman, 1991), trust in and loyalty to the leader and commitment (Deluga, 1994), and perceptions of supervisor fairness and employee commitment (Niehoff and Moorman, 1993).

According to Meyer and Allen, (1997). Commitment has also been found to be related to a variety of attitudinal and behavioral consequences among employees such as motivational level, organizational citizenship, and turnover rates. Committed employees who are highly motivated to contribute their time and energy to the pursuit of organizational goals are increasingly acknowledged to be the primary asset available to an organization (Pfeffer, 1998). They provide the intellectual capital that for many organizations has become their most critical asset (Stewart, 1997).

1.3 Academic Staff and Organizational Commitment

Academic staff of a higher education institute are a key resource and have a major role to play in achieving the objectives of the institution. It can be said that the performance of the academic staff determines to a large extent the quality of the student's higher education experience and has a significant impact on student learning and thereby on the contribution that such institutes can make to society (Rowley, 1996). Most universities have an implicit or explicit mission to offer a high quality learning experience to all their students. Academic staff manage this learning experience and are the main interface with students. Consequently, their motivation, satisfaction, and commitment are crucial in determining the quality of this interface.

The relationship and differences in how academic staff perceive their work and organization are of great importance for human resource strategies. Academic staff that are well motivated, satisfied with their job, and are committed to their institution can build a national and international reputation for themselves and the institution. Such a profile may have a significant impact on the ability to attract high calibre students and research funds (Rowley, 1996).

1.4 The Problem Situation

The higher education sector in Northern Cyprus has experienced a rapid growth since its beginning back in the mid 80's. Initially the pressure was felt on building the infrastructure and increasing the student's population. Today, although still at its embryonic stage by world standards, the sector is receiving much criticism.

1.5 Statement of the Problem

This study is concerned with the impact of recent changes and resource constraints in Turkish Cypriot education on the pursuit of high quality. After reviewing some of these changes and constraints, and recognizing the imperative of achieving high quality, it seeks to establish the central proposition of this proposed study that, in order to reconcile the need to achieve high quality in an environment of declining per capita resources and change, it will be necessary to secure a high level of commitment from those employed in the higher education sector.

This paper proposes to examine the how to achieve employee commitment, in order to promote high quality of provision.

1.6 Proposed objectives

The proposed objectives of this study are formulated as:

- To understand the concepts of employee and organizational commitment
- To understand the antecedents of organizational commitment
- To study whether the teaching staff in the Near East University are committed to their organization
- To understand how to strengthen the commitment of the Near East University teaching staff.

CHAPTER II

A BRIEF REVIEW OF THE LITERATURE: ORGANIZATIONAL COMMITMENT

2.1 Introduction

This chapter describes how organizational commitment has been described and measured in previous studies, and describes some of the more popular models.

2.2 Commitment Defined

Commitment has been defined and measured in many different ways. According to Meyer & Allen (1991), the lack of consensus in the definition of term has greatly contributed to its treatment as a multidimensional construct. Some of the more used definitions taken from literature are ;

“a stabilizing force that acts to maintain behavioural direction when expectancy/ equity conditions are not met and do not function “ (Scholl,1981).

“a force that stabilizes individual behaviour under circumstances where the individual would otherwise be tempted to change that behaviour “ (Brickman,1989).

“the psychological attachment felt by the person for the organization; it will reflect the degree to which the individual internalizes or adopts characteristics or perspectives of the organization” (O'Reilly & Chatman,1986).

“a psychological state that binds the individual to the organization” (Allen & Meyer, 1990).

As Meyer and Herscovitch (2001) indicate, most of the definitions refer to a force that directs a person's behaviour; the force is experienced as a mind-set (i.e, a frame of mind or psychological state).

2.3 Commitment Measured

Research shows that there is disagreement about the nature of the mind-set and therefore different types (dimensions) of commitment are identified. Some of the more popular dimensions are;

- Angle and Perry (1981)

Value commitment: commitment to support the goals of the organization.

Commitment to stay: commitment to retain their organizational membership.

- O'Reilly and Chatman (1986)

Compliance: instrumental involvement for specific extrinsic rewards.

Identification: attachment based on a desire for affiliation with the organization.

Internalization: involvement predicated on congruence between individual and organizational values.

- Meyer & Allen (1991)

Affective: the employee's emotional attachment to identification with, and involvement in the organization.

Continuance: an awareness of the costs associated with leaving the organization.

Normative: a feeling of obligation to continue employment.

- Meyer and Schoorman (1992)

Value: a belief in and acceptance of organizational goals and values and a willingness to exert considerable effort on behalf of the organization.

Continuance: the desire to remain a member of the organization.

Differences in dimensions / types of commitment makes it difficult to develop a general model of employee commitment (Coetzee, 2005). Of the above mentioned dimensions, the models developed by Meyer & Allen (1991) and O'Reilly & Chatman (1986) have been researched the most.

2.4 Models That Have Generated The Most Research

There have been many studies conducted related to organizational and employee commitment. Below is presented the models that have generated the most research and which best explain commitment in terms of organizational behaviour. These models are ;

- The Three-Component Model of Organizational Commitment, and
- The Conceptualization of Commitment Model.

2.4.1 The Three Components Model of Organizational Commitment

This model was developed by Meyer and Allen (1991) and according to these researchers organizational commitment reflects at least three general themes ;

- affective attachment to the organization
- the perceived costs associated with leaving it, and

- the obligation to remain with the organization.

These three approaches are referred to as 'affective', 'continuance', and 'normative' commitment.

Common to these three approaches is the view that commitment is a psychological state that characterises the employee's relationship with the organization and has implications for the decision to continue membership of it. These psychological states also have different implications for work-relevant behaviour.

2.4.1.1 Affective Commitment

Refers to the employee's emotional attachment to, identification with, and involvement in this organization. Employees with a strong affective commitment continue employment with the organization, because they want to. According to Mowday (1982). The antecedents of affective commitment generally fall into four groups; 1- personal characteristics, 2-structural characteristics(organizational), 3- job related characteristics, and 4- work experiences.

2.4.1.2 Continuance Commitment

Refers to an awareness of costs associated with leaving the organization. The potential costs of leaving an organization include the threat of wasting time and effort spent acquiring nontransferable skills, losing attractive benefits, giving up seniority-based privileges, or having to uproot family and disrupt personal relationships (Coetzee,2005). A part from the costs involved in leaving the organization, continuance commitment will also develop as a function of a lack of alternative employment opportunities. Employees whose primary link to the organization is based on continuance commitment remain because they need to.

2.4.1.3 Normative Commitment

Reflects a feeling of obligation to continue employment. Employees with a high level of normative commitment feel that they ought to remain with the organization. According to Wiener (1982), the feeling of obligation to remain with an organization may result from the internalization of normative pressures exerted on an individual prior to entry into the organization (family or cultural orientation), or following entry (organizational orientation). However, normative commitment may also develop when an organization provides the employee with "rewards in advance" (eg : pay college tuition), or incurs significant costs in providing employment (eg : job training), therefore the recognition of these investments causes employees to feel an obligation to reciprocate by committing themselves to the organization until the debt has been repaid.

2.4.2 The Conceptualization Of Commitment Model

The conceptualization of commitment model developed by O'Reilly and Chatmann (1986) is based on the assumption that commitment represents an attitudes towards the organization. According to the researchers, commitment takes on three distinct forms, namely;

- compliance
- identification, and
- internalization.

2.4.2.1 Compliance

Occurs when attitudes, and corresponding behaviours are adopted in order to gain specific rewards.

2.4.2.2 Identification

Occurs when an individual accepts influence to establish or maintain a satisfying relationship.

2.4.2.3 Internalization

Occurs when influence is accepted because the attitudes and behaviour one is being encouraged to adopt are congruent with existing values. Thus, employee commitment is defined as an individual's identification with and involvement in a particular organization. It is characterized by a strong belief in and acceptance of the organization's goals and values, a willingness to exert considerable effort on its behalf, and a strong desire to maintain membership of it (Coetzee, 2005).

2.5 Further Studies

Further research investigating the validity of the conceptual distinctions stated in the studies conducted has suggested that, instead of three general types of commitment, two broad categories are more consistently verified empirically. A summary of the available evidence (Morrow, 1993) indicates that organizational commitment can be differentiated between;

- calculative / continuance and
- attitudinal / affective bases of commitment.

Calculative / Continuance is more instrumental in nature, reflecting a situation in which an employee remains with an organization because the benefits of staying and/or costs of leaving are greater than the benefits of leaving and/or costs of staying. Attitudinal / affective bases of commitment is rooted in a positive attitude towards and/or affective attachment to the organization, where an employee is committed because of the connection he feels to the organization, its mission or values, and/or its members.

2.5.1 Calculative / Continuance Commitment

Generally compatible with a rational choice perspective ; it reflects a “side bets theory” (Becker,1960) in which employees will maintain their membership in an organization if their sunk costs or personal investment in the organization outweigh the advantages of leaving. Employees are engaged in an exchange relationship with the organization, and they make a rational evaluation of the inducements they receive in exchange for their contributions to the organization (March & Simon, 1958). Organizations build credible commitment that employees will meet their obligations only by providing sufficient rewards in exchange for their time and effort. Employees remain committed to this exchange relationship as long as they believe the exchange reasonable or equitable.

2.5.2 Attitudinal / affective Commitment

Generally compatible with the dominant orientation in the organizational behaviour literature that views commitment as reflecting an employee’s psychological attachment to an organization (Meyer & Allen,1991 ; Porter, Steers, Mowday,& Boulian, 1974). That attachment may be to other individuals in the organization (affiliation), to the organizations as an entity (identification), or to its mission and/or values (internalization). The connection may be primarily emotional (affective), or it may derive from the individuals deeply-held beliefs (normative). This type of commitment reflects a desire to be involved in the organization that goes beyond the lack of better alternatives.

2.5.3 The Antecedents To Commitment

Calculative / continuance commitment imply that the most important antecedents are the benefits an employee accrues from participation in the organization and the investments or

sunk costs he has in that organization that would be forfeited if he left. These would include the various extrinsic rewards that are received by employees in the present as well as the possibility of increased rewards, in the future. Also, it can include organization specific knowledge and skills that would lose their value if the employee left the organization. Demographic characteristics such as age and tenure in the organization are also antecedents of this type of commitment.

As well as extrinsic rewards, many employees desire interesting work that they find meaningful and challenging as well as the opportunity to be involved in decisions that are relevant to the expectations, requirements, and outcomes of their job activities.

Also, employees prefer managerial styles that provide support and guidance while demonstrating respect for employees and their needs and interests. The absence of challenging work and/or management support could reduce the benefits or increase the costs of staying in an organization, thus reducing the level of continuance commitment.

The focus on attitudinal / affective commitment has included the exploration of a wide range of factors thought to serve as determinants of such commitment, most focusin on employees perceptions of attitudes towards various aspects of their work experience (Meyer & Allen, 1993). These include satisfaction with their pay, their jobs and managers perceptions of broader organizational characteristics such as structural dimensions and administrative processes have also been considered (Chatmann,1989). The degree to which an employee feel as though he fits in the organization is important (Chatman,1989). Employees are likely to perceive a good fit to the extent that they get along well with their coworkers. Understand the nature of their contribution to the organization, and have the opportunity to learn and grow.

Perceptions of a good fit are also enhanced by an employee's belief in the importance of the organization's mission and by sufficient compatibility between the organization's and employee's who perceive a better fit and more likely to reflect higher levels of affective commitment (Organ,1988).

2.6 Studies Conducted in Higher Education

Although not much research has been conducted to date related with organizational commitment in higher education, recent evidence has shown that organization commitment has beneficial consequences for the academic staffs research and teaching contributions (Busch et al., 1998). Bayona et al (2000) analyze organizational commitment of academic staff working in a university institution and provide evidence that variables related to work and group are significantly related to attitudinal commitment. Moreover, they found significant differences between groups of academics according to their age and research skills.

CHAPTER III

THE NEAR EAST UNIVERSITY

3.1 Introduction

This chapter gives in brief information on Near East University (NEU) and the contribution of higher education to North Cyprus.

3.2 A Brief Description of NEU

The Near East University (NEU) is a private international institution of higher education founded in Nicosia in 1988. The main objective of this institution is to give students a sound education and bring them up as confident and responsible individuals with creative and inquisitive minds. Today Near East University consists of select student population from eighteen different countries ; hence its international identity. Neu with its ample educational facilities and academically highly qualified staff from 12 different countries is the only institution of higher education in Nicosia the capital city of North Cyprus rendering quality education. Towards establishing close ties between Near East University and other universities primarily in Turkey, the United States, England, Australia, Kazakstan and Azarbaijan protocol agreements have been undersigned and put into effect. The medium of instruction at the Near East is English. Students with a good background English may be directly start from the degree program while those with little or no knowledge of English at all are exposed to a highly intensive English program in the English preparatory school for duration of at least one academic year. All newly enrolled students to the university have to take the English Proficiency and Placement Exam, which will help determine their English language aptitude. Students, upon request, can complete the Teacher Training Program

offered by the Psychology Department to become teachers at secondary schools. The university also offers graduate programs under the guidance and coordination of the Graduate School of Social and Applied Sciences. The Near East University currently has 7 Faculties with 20 Departments and a Sport Academy offering courses at undergraduate and graduate levels ;

Faculty of Economics and Administrative Sciences ; Faculty of Engineering ; Faculty of Architecture ; Faculty of Arts and Sciences ; Faculty of Maritime Studies ; Faculty of Law ; Faculty of Communicative Arts and Sciences ; Sport Academy ;

According to the State Planning Organization (2004), in North Cyprus, in higher education in the academic year 2004-05, the total student number was 35,473. Of this total 14,063 of the students were in Eastern Mediterranean University, 9747 were in Near East University, 3485 in Girne American University, 2221 in Lefke European University, 2138 in Cyprus International University, and in the Anadolu University, 2075 students. According to the General Coordinator of Near East University, İrfan Günsel(2006), the average total yearly expenditure per student in North Cyprus is \$7000. Thus the total expenditure of the students in higher education in North Cyprus in the academic year 2004-2005 can be calculated as \$248,311,000.

This figure indicates the importance of higher education and its contribution to the economy. Therefore making the institutes competitive and increasing their quality in order to attract more students is vital. As mentioned in the literature, the commitment and quality of teaching staff in higher educational institutes is a must.

CHAPTER IV

THEORETICAL FRAMEWORK OF THE STUDY

4.1 Introduction

This chapter discusses the theoretical framework derived from the literature review and presents the dependent and independent variables.

4.2 The Framework and Study Variables

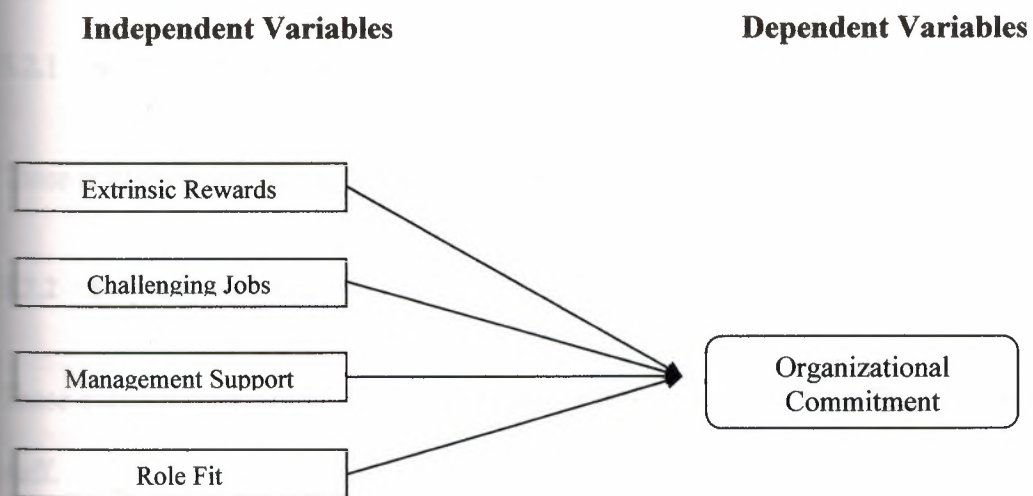
As already mentioned in the literature, Morrow (1993) summarizes that organizational commitment can be differentiated between calculative/continuance and attitudinal/affective bases of commitment. The former is more instrumental in nature, reflecting a situation in which an employee remains with an organization because the benefits of staying and/or costs of leaving are greater than the benefits of leaving and /or costs of staying. The latter is rooted in positive attitudes towards and/or affective attachment to the organization wherein an employee is committed because of the connection he feels to the organization, its mission or values, and/or its members.

Research shows that the most important antecedents for calculative/continuance commitment are extrinsic rewards, challenging/meaningful jobs, and management support. The most important antecedents for attitudinal/affective commitment is role fit.

Therefore, the dependent variable in the study is organizational commitment, and the independent variables are the antecedents for calculative and attitudinal commitment, namely,

extrinsic rewards, challenging/meaningful jobs, management support, and role fit. The theoretical framework is depicted in the figure below;

Figure 4.1 Schematic diagram for the Theoretical Framework.



CHAPTER V

RESEARCH METHODOLOGY

5.1 Introduction

This section gives a picture of the methodology and the design of the study.

5.2 Sources of information

5.2.1 Secondary sources

These contain a scan of the relevant literature.

5.2.2 Primary sources

These entail the results of the questionnaire completed by the Near East University academic staff.

5.3 The Design

The design elements of the study are characterised by:

5.3.1 The technical purpose

The project is descriptive in nature.

5.3.2 Type of investigation

The study presents the descriptive statistics for each of the variables used.

5.3.3 Researcher interference and the study setting

The study setting intended is classified as a field study. The study took place at the Near East University institution with minimal interference by the researcher.

5.4 Unit of analysis

As the variables involved have been measured and described through the opinions of the individual academic staff, the study describes its unit of analysis as the individual.

5.5 Study Instrument

The study instrument is adapted from the questionnaire used in the Robertson, Lo, and Tang (2003) study which measured the antecedents of commitment among public employees. The questionnaire was made up of two sections. Section A collected demographic details about the respondents. Section B consisted of 23 items, 8 of which measured organizational commitment, the reliability level being 0.81, and the remaining 15 items measured the independent variables. The reliability levels of the items related to extrinsic rewards, management support, and role fit are 0.70, and for job challenge is 0.67. All of the scales have reliability coefficients considered to be adequate for scale reliability. Respondents were asked to rate each of the items on a Likert scale ranging from 1 "strongly disagree" to 5 "strongly agree". The items used to measure organizational commitment were questions used by Porter et al (1974).

5.6 Time horizon

This was a one-shot, cross-sectional study as the data was gathered just once over a period of a few weeks.

5.7 Sampling

Convenience sampling was used because information collected was from the academic staff in the Faculty of Economics and Administrative Sciences.

CHAPTER VI

RESULTS OF THE STUDY

6.1 Breakdown of Respondents

A total of 17 academic staff from the Faculty of Economics and Administrative Sciences, Near East University completed the questionnaire. Table 6.1 below shows the breakdown of the respondents to the study;

Table 6.1 Breakdown of Respondents

Sex	Male	71 %
	Female	29 %
Age	20-29	12 %
	30-39	65 %
	40-49	18 %
	50+	6 %
No.of years in organization	Less than 3 years	18 %
	3-6 years	18 %
	6-9 years	29 %
	10+ years	35 %
No. of years in the sector	Less than 3 years	12 %
	3-6 years	18 %
	6-9 years	35 %
	10+ years	35 %

2.4.1.3 Normative Commitment

Reflects a feeling of obligation to continue employment. Employees with a high level of normative commitment feel that they ought to remain with the organization. According to Wiener (1982), the feeling of obligation to remain with an organization may result from the internalization of normative pressures exerted on an individual prior to entry into the organization (family or cultural orientation), or following entry (organizational orientation). However, normative commitment may also develop when an organization provides the employee with "rewards in advance" (eg : pay college tuition), or incurs significant costs in providing employment (eg : job training), therefore the recognition of these investments causes employees to feel an obligation to reciprocate by committing themselves to the organization until the debt has been repaid.

2.4.2 The Conceptualization Of Commitment Model

The conceptualization of commitment model developed by O'Reilly and Chatmann (1986) is based of the assumption that commitment represents an attitudes towards the organization. According to the researchers, commitment takes on three distinct forms, namely;

- compliance
- identification, and
- internalization.

2.4.2.1 Compliance

Occurs when attitudes, and corresponding behaviours are adopted in order to gain specific rewards.

2.4.2.2 Identification

Occurs when an individual accepts influence to establish or maintain a satisfying relationship.

2.4.2.3 Internalization

Occurs when influence is accepted because the attitudes and behaviour one is being encouraged to adopt are congruent with existing values. Thus, employee commitment is defined as an individual's identification with and involvement in a particular organization. It is characterized by a strong belief in and acceptance of the organization's goals and values, a willingness to exert considerable effort on its behalf, and a strong desire to maintain membership of it (Coetzee, 2005).

2.5 Further Studies

Further research investigating the validity of the conceptual distinctions stated in the studies conducted has suggested that, instead of three general types of commitment, two broad categories are more consistently verified empirically. A summary of the available evidence (Morrow, 1993) indicates that organizational commitment can be differentiated between;

- calculative / continuance and
- attitudinal / affective bases of commitment.

Calculative / Continuance is more instrumental in nature, reflecting a situation in which an employee remains with an organization because the benefits of staying and/or costs of leaving are greater than the benefits of leaving and/or costs of staying. Attitudinal / affective bases of commitment is rooted in a positive attitude towards and/or affective attachment to the organization, where an employee is committed because of the connection he feels to the organization, its mission or values, and/or its members.

2.5.1 Calculative / Continuance Commitment

Generally compatible with a rational choice perspective ; it reflects a “side bets theory” (Becker,1960) in which employees will maintain their membership in an organization if their sunk costs or personal investment in the organization outweigh the advantages of leaving. Employees are engaged in an exchange relationship with the organization, and they make a rational evaluation of the inducements they receive in exchange for their contributions to the organization (March & Simon, 1958). Organizations build credible commitment that employees will meet their obligations only by providing sufficient rewards in exchange for their time and effort. Employees remain committed to this exchange relationship as long as they believe the exchange reasonable or equitable.

2.5.2 Attitudinal / affective Commitment

Generally compatible with the dominant orientation in the organizational behaviour literature that views commitment as reflecting an employee’s psychological attachment to an organization (Meyer & Allen,1991 ; Porter, Steers, Mowday,& Boulian, 1974). That attachment may be to other individuals in the organization (affiliation), to the organizations as an entity (identification), or to its mission and/or values (internalization). The connection may be primarily emotional (affective), or it may derive from the individuals deeply-held beliefs (normative). This type of commitment reflects a desire to be involved in the organization that goes beyond the lack of better alternatives.

2.5.3 The Antecedents To Commitment

Calculative / continuance commitment imply that the most important antecedents are the benefits an employee accrues from participation in the organization and the investments or

sunk costs he has in that organization that would be forfeited if he left. These would include the various extrinsic rewards that are received by employees in the present as well as the possibility of increased rewards, in the future. Also, it can include organization specific knowledge and skills that would lose their value if the employee left the organization. Demographic characteristics such as age and tenure in the organization are also antecedents of this type of commitment.

As well as extrinsic rewards, many employees desire interesting work that they find meaningful and challenging as well as the opportunity to be involved in decisions that are relevant to the expectations, requirements, and outcomes of their job activities.

Also, employees prefer managerial styles that provide support and guidance while demonstrating respect for employees and their needs and interests. The absence of challenging work and/or management support could reduce the benefits or increase the costs of staying in an organization, thus reducing the level of continuance commitment.

The focus on attitudinal / affective commitment has included the exploration of a wide range of factors thought to serve as determinants of such commitment, most focusin on employees perceptions of attitudes towards various aspects of their work experience (Meyer & Allen, 1993). These include satisfaction with their pay, their jobs and managers perceptions of broader organizational characteristics such as structural dimensions and administrative processes have also been considered (Chatmann,1989). The degree to which an employee feel as though he fits in the organization is important (Chatman,1989). Employees are likely to perceive a good fit to the extent that they get along well with their coworkers. Understand the nature of their contribution to the organization, and have the opportunity to learn and grow.

Perceptions of a good fit are also enhanced by an employee's belief in the importance of the organization's mission and by sufficient compatibility between the organization's and employee's who perceive a better fit and more likely to reflect higher levels of affective commitment (Organ,1988).

2.6 Studies Conducted in Higher Education

Although not much research has been conducted to date related with organizational commitment in higher education, recent evidence has shown that organization commitment has beneficial consequences for the academic staffs research and teaching contributions (Busch et al., 1998). Bayona et al (2000) analyze organizational commitment of academic staff working in a university institution and provide evidence that variables related to work and group are significantly related to attitudinal commitment. Moreover, they found significant differences between groups of academics according to their age and research skills.

CHAPTER III

THE NEAR EAST UNIVERSITY

3.1 Introduction

This chapter gives in brief information on Near East University (NEU) and the contribution of higher education to North Cyprus.

3.2 A Brief Description of NEU

The Near East University (NEU) is a private international institution of higher education founded in Nicosia in 1988. The main objective of this institution is to give students a sound education and bring them up as confident and responsible individuals with creative and inquisitive minds. Today Near East University consists of select student population from eighteen different countries ; hence its international identity. Neu with its ample educational facilities and academically highly qualified staff from 12 different countries is the only institution of higher education in Nicosia the capital city of North Cyprus rendering quality education. Towards establishing close ties between Near East University and other universities primarily in Turkey, the United States, England, Australia, Kazakstan and Azarbaijan protocol agreements have been undersigned and put into effect. The medium of instruction at the Near East is English. Students with a good background English may be directly start from the degree program while those with little or no knowledge of English at all are exposed to a highly intensive English program in the English preparatory school for duration of at least one academic year. All newly enrolled students to the university have to take the English Proficiency and Placement Exam, which will help determine their English language aptitude. Students, upon request, can complete the Teacher Training Program

offered by the Psychology Department to become teachers at secondary schools. The university also offers graduate programs under the guidance and coordination of the Graduate School of Social and Applied Sciences. The Near East University currently has 7 Faculties with 20 Departments and a Sport Academy offering courses at undergraduate and graduate levels ;

Faculty of Economics and Administrative Sciences ; Faculty of Engineering ; Faculty of Architecture ; Faculty of Arts and Sciences ; Faculty of Maritime Studies ; Faculty of Law ; Faculty of Communicative Arts and Sciences ; Sport Academy ;

According to the State Planning Organization (2004), in North Cyprus, in higher education in the academic year 2004-05, the total student number was 35,473. Of this total 14,063 of the students were in Eastern Mediterranean University, 9747 were in Near East University, 3485 in Girne American University, 2221 in Lefke European University, 2138 in Cyprus International University, and in the Anadolu University, 2075 students. According to the General Coordinator of Near East University, İrfan Günsel(2006), the average total yearly expenditure per student in North Cyprus is \$7000. Thus the total expenditure of the students in higher education in North Cyprus in the academic year 2004-2005 can be calculated as \$248,311,000.

This figure indicates the importance of higher education and its contribution to the economy. Therefore making the institutes competitive and increasing their quality in order to attract more students is vital. As mentioned in the literature, the commitment and quality of teaching staff in higher educational institutes is a must.

CHAPTER IV

THEORETICAL FRAMEWORK OF THE STUDY

4.1 Introduction

This chapter discusses the theoretical framework derived from the literature review and presents the dependent and independent variables.

4.2 The Framework and Study Variables

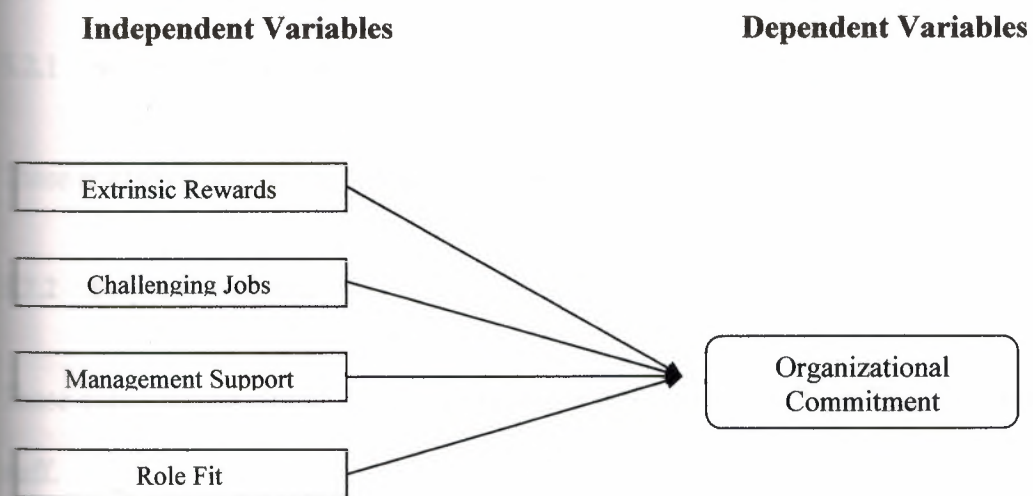
As already mentioned in the literature, Morrow (1993) summarizes that organizational commitment can be differentiated between calculative/continuance and attitudinal/affective bases of commitment. The former is more instrumental in nature, reflecting a situation in which an employee remains with an organization because the benefits of staying and/or costs of leaving are greater than the benefits of leaving and /or costs of staying. The latter is rooted in positive attitudes towards and/or affective attachment to the organization wherein an employee is committed because of the connection he feels to the organization, it's mission or values, and/or its members.

Research shows that the most important antecedents for calculative/continuance commitment are extrinsic rewards, challenging/meaningful jobs, and management support. The most important antecedents for attitudinal/affective commitment is role fit.

Therefore, the dependent variable in the study is organizational commitment, and the independent variables are the antecedents for calculative and attitudinal commitment, namely,

extrinsic rewards, challenging/meaningful jobs, management support, and role fit. The theoretical framework is depicted in the figure below;

Figure 4.1 Schematic diagram for the Theoretical Framework.



CHAPTER V

RESEARCH METHODOLOGY

5.1 Introduction

This section gives a picture of the methodology and the design of the study.

5.2 Sources of information

5.2.1 Secondary sources

These contain a scan of the relevant literature.

5.2.2 Primary sources

These entail the results of the questionnaire completed by the Near East University academic staff.

5.3 The Design

The design elements of the study are characterised by:

5.3.1 The technical purpose

The project is descriptive in nature.

5.3.2 Type of investigation

The study presents the descriptive statistics for each of the variables used.

5.3.3 Researcher interference and the study setting

The study setting intended is classified as a field study. The study took place at the Near East University institution with minimal interference by the researcher.

5.4 Unit of analysis

As the variables involved have been measured and described through the opinions of the individual academic staff, the study describes its unit of analysis as the individual.

5.5 Study Instrument

The study instrument is adapted from the questionnaire used in the Robertson, Lo, and Tang (2003) study which measured the antecedents of commitment among public employees. The questionnaire was made up of two sections. Section A collected demographic details about the respondents. Section B consisted of 23 items, 8 of which measured organizational commitment, the reliability level being 0.81, and the remaining 15 items measured the independent variables. The reliability levels of the items related to extrinsic rewards, management support, and role fit are 0.70, and for job challenge is 0.67. All of the scales have reliability coefficients considered to be adequate for scale reliability. Respondents were asked to rate each of the items on a Likert scale ranging from 1 "strongly disagree" to 5 "strongly agree". The items used to measure organizational commitment were questions used by Porter et al (1974).

5.6 Time horizon

This was a one-shot, cross-sectional study as the data was gathered just once over a period of a few weeks.

5.7 Sampling

Convenience sampling was used because information collected was from the academic staff in the Faculty of Economics and Administrative Sciences.

CHAPTER VI

RESULTS OF THE STUDY

6.1 Breakdown of Respondents

A total of 17 academic staff from the Faculty of Economics and Administrative Sciences, Near East University completed the questionnaire. Table 6.1 below shows the breakdown of the respondents to the study;

Table 6.1 Breakdown of Respondents

Sex	Male	71 %
	Female	29 %
Age	20-29	12 %
	30-39	65 %
	40-49	18 %
	50+	6 %
No.of years in organization	Less than 3 years	18 %
	3-6 years	18 %
	6-9 years	29 %
	10+ years	35 %
No. of years in the sector	Less than 3 years	12 %
	3-6 years	18 %
	6-9 years	35 %
	10+ years	35 %

Table 6.2.1.3 I talk up this organization to my friends as a great organization to work for
(Question 1.3)

	Low Box	Top Box	Mean	Std. Deviation
Score	2	5	4	0.24
%	6	29		

The academic staff talk up the university as a great university to work for.

Table 6.2.1.4 I am willing to put a great deal of effort beyond that normally expected in order
to help this organization to be successful (Question 1.4)

	Low Box	Top Box	Mean	Std. Deviation
Score	2	5	4.18	0.26
%	6	41		

Academic staff are very willing to put in more effort into their work than is expected of them.

Table 6.2.1.5 This organization really inspires the very best in me in the way of job
performance (Question 1.5)

	Low Box	Top Box	Mean	Std. Deviation
Score	3	5	3.94	0.24
%	29	24		

The university inspires the academic staff in the way of job performance.

Table 6.2.1.6 For me this is the best of all possible organizations for which to work
(Question 1.6)

	Low Box	Top Box	Mean	Std. Deviation
Score	2	5	4.06	0.25
%	6	35		

Academic staff agree that N.E.U. is the best of all organizations for which to work.

Table 6.2.1.7 I would like to work for this organization for long term (Question 1.7)

	Low Box	Top Box	Mean	Std. Deviation
Score	4	5	4.76	0.32
%	24	76		

They also strongly desire to work in the university for long term.

Table 6.2.1.8 I feel a lot of loyalty to this organization (Question 1.8)

	Low Box	Top Box	Mean	Std. Deviation
Score	2	5	4.18	0.26
%	6	41		

The academic staff are loyal to their university.

6.2.2 Items Related to Extrinsic Rewards

Table 6.2.2.1 I am generally satisfied with the amount of pay and fringe benefits that I receive (Question 2.1)

	Low Box	Top Box	Mean	Std. Deviation
Score	1	5	3.29	0.20
%	12	6		

When it comes to pay and fringe benefits, the academic staff are neither satisfied nor dissatisfied with what they receive.

Table 6.2.2.2 I am paid fairly for what I contribute to this organization (Question 2.2)

	Low Box	Top Box	Mean	Std. Deviation
Score	1	5	3.24	0.20
%	6	6		

Also, they can not state they are paid fairly for what they contribute.

Table 6.2.2.3 This organization provides me with a fair opportunity for advancement or promotion (Question 2.3)

	Low Box	Top Box	Mean	Std. Deviation
Score	2	5	3.65	0.22
%	6	6		

Academic staff can only slightly agree that opportunities for advancement or promotion are provided in the university.

6.2.3 Items Related to Job Challenge

Table 6.2.3.1 Generally speaking, my work is exciting and challenging (Question 3.1)

	Low Box	Top Box	Mean	Std. Deviation
Score	3	5	4.12	0.25
%	12	24		

Academic staff agree that there is excitement and challenge in their work.

Table 6.2.3.2 I have a lot to say over what happens on my job (Question 3.2)

	Low Box	Top Box	Mean	Std. Deviation
Score	2	5	3.65	0.22
%	12	12		

However, they do not have much say over their job.

Table 6.2.3.3 The management of this organization usually seeks my input into decisions that directly affect my work (Question 3.3)

	Low Box	Top Box	Mean	Std. Deviation
Score	1	5	3.18	0.20
%	6	6		

Also, the academic staff are neutral when it comes to their perceptions of management seeking their input into decisions involving their work.

6.2.4 Items Related to Management Support

Table 6.2.4.1 My supervisor treats me with concern and respect (Question 4.1)

	Low Box	Top Box	Mean	Std. Deviation
Score	3	5	4.18	0.26
%	24	41		

Academic staff agree that they are treated with concern and respect by their supervisors.

Table 6.2.4.2 My supervisor gives me the support and guidance I need to be effective in my work (Question 4.2)

	Low Box	Top Box	Mean	Std. Deviation
Score	3	5	4	0.24
%	24	29		

And their supervisors provide them with the support and guidance needed in their work.

Table 6.2.4.3 The management of this organization do not usually make decisions without consulting knowledgeable employees (Question 4.3)

	Low Box	Top Box	Mean	Std. Deviation
Score	1	4	2.94	0.20
%	12	29		

Academic staff however agree that management do not usually consult knowledgeable employees when making decisions.

Table 6.2.4.4 Leadership in this organization has defined a clear mission for its employees

(Question 4.4)

	Low Box	Top Box	Mean	Std. Deviation
Score	2	4	3.12	0.20
%	18	29		

Academic staff neither agree nor disagree that management has defined a clear mission for its employees.

6.2.5 Items Related to Role Fit

Table 6.2.5.1 I can work independently (Question 5.1)

	Low Box	Top Box	Mean	Std. Deviation
Score	3	5	4.24	0.26
%	6	29		

Academic staff agree that they can work independently.

Table 6.2.5.2 I can see how my work contributes (Question 5.2)

	Low Box	Top Box	Mean	Std. Deviation
Score	3	5	3.94	0.24
%	24	18		

They can also see how their work contributes to others.

Table 6.2.5.3 I get along well with my coworkers (Question 5.3)

	Low Box	Top Box	Mean	Std. Deviation
Score	3	5	4.12	0.25
%	18	24		

Academic staff tend to get on well with their coworkers.

Table 6.2.5.4 Good teamwork is essential for me to do the job well (Question 5.4)

	Low Box	Top Box	Mean	Std. Deviation
Score	2	5	3.88	0.23
%	6	24		

However, there is slight agreement that teamwork is required for academic staff so that they do their job well.

Table 6.2.5.5 Doing my job is often a learning experience (Question 5.5)

	Low Box	Top Box	Mean	Std. Deviation
Score	3	5	4.24	0.26
%	6	29		

Academic staff do agree that doing their job is a learning experience.

6.2.6 The Average Mean for Each of the Variables (Dependent and Independent) in the Study

Table 6.2.6.1 Average Means

Variable	Mean
Organizational Commitment	4.16
Extrinsic Rewards	3.39
Job Challenge	3.65
Management Support	3.56
Role Fit	4.08

As can be seen in the above tables, the average level of commitment in this study is 4.16. This is a considerably high level score. The average level of the independent variables (the antecedents of commitment), namely extrinsic rewards, job challenge, management support, and role fit are 3.39, 3.65, 3.56, and 4.08 respectively. All are above the midpoint level of the scale indicating that the academic staff in this study have generally positive perceptions of the job they do and the organizational conditions assessed in the study.

6.3 Descriptive Statistics : Results According to Number of Years in the Institution

The results presented below have been separated according to the study respondents' years of working in the institution. Results have been separated into two groups; respondents who have worked in the institution for up to six years (36%), and respondents who have worked in the institution for more than 6 years (64%). The tables again show the top box and low box scores for each of the items in the questionnaire along with their mean and standard deviation.

6.3.1 Items Related to Organizational Commitment

Table 6.3.1.1 I am proud to tell others that I am part of this organization (Question 1.1)

Up to 6 years

	Low Box	Top Box	Mean	Std. Deviation
Score	2	5	3.8	0.73
%	17	33		

More than 6 years

	Low Box	Top Box	Mean	Std. Deviation
Score	4	5	4.64	0.48
%	36	63		

Table 6.3.1.2 I find that my values and the organization's values are very similar (Question 1.2)

Up to 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	3	4	3.33	0.65
%	67	33		

More than 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	3	5	4.09	0.40
%	9	18		

Table 6.3.1.3 I talk up this organization to my friends as a great organization to work for
(Question 1.3)

Up to 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	2	5	3.5	0.67
%	17	17		

More than 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	3	5	4.27	0.42
%	9	36		

Table 6.3.1.4 I am willing to put a great deal of effort beyond that normally expected in order
to help this organization to be successful (Question 1.4)

Up to 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	2	5	3.8	0.73
%	17	33		

More than 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	4	5	4.36	0.44
%	55	45		

Table 6.3.1.5 This organization really inspires the very best in me in the way of job performance (Question 1.5)

Up to 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	3	5	3.7	0.71
%	50	17		

More than 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	3	5	4.09	0.40
%	18	9		

Table 6.3.1.6 For me this is the best of all possible organizations for which to work (Question 1.6)

Up to 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	2	5	3.33	0.65
%	17	17		

More than 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	4	5	4.45	0.45
%	55	45		

Table 6.3.1.7 I would like to work for this organization for long term (Question 1.7)

Up to 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	4	5	4.67	0.98
%	33	67		

More than 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	4	5	4.82	0.52
%	18	82		

Table 6.3.1.8 I feel a lot of loyalty to this organization (Question 1.8)

Up to 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	2	5	3.5	0.67
%	17	17		

More than 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	4	5	4.54	0.47
%	45	55		

From the above tables, it can be seen that when it comes to organizational commitment, the academic staff that have been working for the university for a longer period of time (more

than 6 years) tend to be more committed than those who have been working for less than 6 years. Only question 1.6 “For me this is the best of all possible organizations for which to work” indicates a similar result for both groups of academic staff.

6.3.2 Items Related to Extrinsic Rewards

Table 6.3.2.1 I am generally satisfied with the amount of pay and fringe benefits that I receive (Question 2.1)

Up to 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	1	5	3.17	0.64
%	17	17		

More than 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	1	4	3.36	0.33
%	9	55		

Table 6.3.2.2 I am paid fairly for what I contribute to this organization (Question 2.2)

Up to 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	1	5	3.17	0.64
%	17	17		

More than 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	2	4	3.36	0.33
%	18	55		

Table 6.3.2.3 This organization provides me with a fair opportunity for advancement or promotion (Question 2.3)

Up to 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	3	5	4	0.77
%	17	17		

More than 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	2	4	3.45	0.33
%	9	55		

When it comes to extrinsic rewards, both groups of academic staff gave similar answers, all indicating that they were neither satisfied nor satisfied with extrinsic rewards received. The only significant difference was in question 2.3 “This organization provides me with a fair opportunity for advancement or promotion”, the academic staff that have been working in the university for longer indicated more positive perceptions towards items when compared to academic staff that have been working in the university for less than 6 years.

6.3.3 Items Related to Job Challenge

Table 6.3.3.1 Generally speaking, my work is exciting and challenging (Question 3.1)

Up to 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	4	5	4.33	0.87
%	67	33		

More than 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	3	5	4	0.39
%	18	18		

Table 6.3.3.2 I have a lot to say over what happens on my job (Question 3.2)

Up to 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	2	5	3.7	0.71
%	17	17		

More than 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	2	5	3.63	0.35
%	9	9		

Table 6.3.3.3 The management of this organization usually seeks my input into decisions that directly affect my work (Question 3.3)

Up to 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	2	4	3.17	0.64
%	17	33		

More than 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	1	5	3.18	0.32
%	9	9		

Both groups of academic staff have positive perceptions towards job challenge.

6.3.4 Items Related to Management Support

Table 6.3.4.1 My supervisor treats me with concern and respect (Question 4.1)

Up to 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	3	5	4	0.77
%	33	33		

More than 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	3	5	4.36	0.44
%	18	55		

Table 6.3.4.2 My supervisor gives me the support and guidance I need to be effective in my work (Question 4.2)

Up to 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	3	5	4	0.77
%	33	33		

More than 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	3	5	4.09	0.40
%	18	27		

Table 6.3.4.3 The management of this organization do not usually make decisions without consulting knowledgeable employees (Question 4.3)

More than 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	1	4	3	0.32
%	18	36		

Up to 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	2	3	2.83	0.64
%	17	83		

Table 6.3.4.4 Leadership in this organization has defined a clear mission for its employees (Question 4.4)

More than 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	2	5	3.27	0.32
%	18	36		

Both groups of academic staff have positive perceptions towards management support in the university. They all felt that they are treated with respect by management and have the support of management in what they do. However, both groups also indicated how management tends to make decisions without consulting knowledgeable employees. A significant difference existed in question 4.4 "Leadership in this organization has defined a clear mission for its employees". Academic staff who have been working for longer neither agreed nor disagreed with the statement, however, academic staff who have been working for a shorter period of time did not agree.

6.3.5 Items Related to Role Fit

Table 6.3.5.1 I can work independently (Question 5.1)

Up to 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	4	5	4.5	0.92
%	50	50		

More than 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	3	5	4.09	0.40
%	9	18		

Table 6.3.5.2 I can see how my work contributes (Question 5.2)**Up to 6 Years**

	Low Box	Top Box	Mean	Std. Deviation
Score	3	5	4.16	0.82
%	17	33		

More than 6 years

	Low Box	Top Box	Mean	Std. Deviation
Score	3	5	3.82	0.37
%	27	9		

Table 6.3.5.3 I get along well with my coworkers (Question 5.3)**Up to 6 Years**

	Low Box	Top Box	Mean	Std. Deviation
Score	3	5	4	0.77
%	50	50		

More than 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	4	5	4.18	0.41
%	82	18		

Table 6.3.5.4 Good teamwork is essential for me to do the job well (Question 5.4)**Up to 6 Years**

	Low Box	Top Box	Mean	Std. Deviation
Score	2	4	3.5	0.67
%	17	67		

More than 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	3	5	4.09	0.40
%	9	36		

Table 6.3.5.5 Doing my job is often a learning experience (Question 5.5)**Up to 6 Years**

	Low Box	Top Box	Mean	Std. Deviation
Score	4	5	4.16	0.82
%	83	17		

More than 6 Years

	Low Box	Top Box	Mean	Std. Deviation
Score	3	5	4.27	0.42
%	9	36		

Both groups of academic staff felt that they fit in and belonged in the university. Scores given were all above the mid-point of the scale.

6.3.6 The Average Mean for Each of the Variables (Dependent and Independent) in the

Study

Table 6.3.6.1 Average Means (Up to 6 Years)

Variable	Mean
Organizational Commitment	3.70
Extrinsic Rewards	3.45
Job Challenge	3.73
Management Support	3.42
Role Fit	4.06

Table 6.3.6.2 Average Means (More than 6 Years)

Variable	Mean
Organizational Commitment	4.41
Extrinsic Rewards	3.39
Job Challenge	3.60
Management Support	3.68
Role Fit	4.09

As can be seen in the above tables, the average level of commitment for academic staff that have been working in the institution for 6 years and less is 3.70 compared to 4.41 for those who have been working in the institution for more than 6 years. For academic staff that have been working 6 years and less the average level of the independents variables (the antecedents of commitment), namely extrinsic rewards, job challenge, management support, and role fit are 3.45, 3.73, 3.42, and 4.06 respectively. For academic staff that have been working 6 years or more the average level of the independents variables (the antecedents of commitment), namely extrinsic rewards, job challenge, management support, and role fit are 3.39, 3.60, 3.68, and 4.09 respectively.

CHAPTER VII

CONCLUSION

7.1 Introduction

This chapter presents the conclusions reached in this study and discussions made.

7.2 Conclusion and Discussion

Basically, the main purpose of this study was to examine the antecedents of organizational commitment among the academic staff in the Near East University. The antecedents included in the study were drawn from the literature with the aim of investigating the conditions under which academic staff are committed to their institution.

The results of the study indicate that extrinsic rewards were not the most important antecedent of organizational commitment as which might have been expected. In this study the average mean for extrinsic rewards was 3.39. However, role fit, job challenge, and management support were more important antecedents of organizational commitment, their average means being 4.08, 3.65, and 3.56 respectively, all being on the higher point of the scale used in the study.

The most important determinant of organizational commitment among the four used in the study, as mentioned above, was role fit indicating that the academic staff in Near East University felt that they belonged to their institution and felt that they fit-in as a member of a team and contributor to the institution. The feeling of fitting-in is more important for the academic staff when compared to challenging work, support from management, and rewards.

Therefore, it can be concluded from the results of this study that the academic staff in Near East University are motivated more to commit to their institute when they perceive that they fit-in well with their institute and the members, and when their jobs are challenging, and when their management and institute support them. What they are receiving in return for their services (extrinsic rewards) are not a very strong force in motivating the academic staff to commit to their institution.

When results are analyzed according to the years of service, the overall results are similar. However, academic staff that have been working in the university for a longer period are more committed to the institution than those that have been working for a shorter period of time. For academic staff that have been working in the university for more than 6 years, role fit is the strongest antecedent. This is also so for academic staff that have been working for less than 6 years. The weakest antecedent for academic staff that have been working for longer is extrinsic rewards, and for those that have been working less, extrinsic rewards and management support.

A large degree of the research that has been conducted on organizational commitment has stressed how organizational commitment is typically a function of a multitude of factors ranging from the individual, the job, the group, and the organization (Meyer and Allen, 1992; Morrow, 1993). This study indicates that these factors all have some bearing on organizational commitment.

7.3 Limitations of the Study

This study was faced with several limitations;

- the time span to complete the study was only 7 weeks
- due to the short time period a convenience sample was used which consisted of only academic staff from one faculty,
- and the sample size was small.

Further studies based on organizational commitment are recommended to conduct research using a longer time span and to use a sample that is a better representation of the population.

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APPENDIX: QUESTIONNAIRE USED IN THE STUDY

This questionnaire is for a study (MAN 400) to measure “**the commitment of academic staff in Near East University to their organization**”.

Respondents are asked to read each of the items below very carefully and to then rate each of them on a scale of 1 “strongly disagree” to 5 “strongly agree”.

Thank you for your cooperation.

BORA SUAT KAYALI (20000011)

Degree:	Strongly Agree	5
	Agree	4
	Neither agree or disagree	3
	Disagree	2
	Strongly Disagree	1

PART 1: DEMOGRAPHICAL FACTORS:

Sex:	Male	Female			
Age:	20-29	30-39	40-49	50+	
No.of Years in Organization:	Less than 3	3-6	7-10	10-19	20+
No.of Years in the Sector:	Less than 3	3-6	7-10	10-19	20+

PART 2: QUESTIONS RELATED TO ORGANIZATIONAL COMMITMENT:

1. Organizational Commitment

- 1.1. I am proud to tell others that I am part of this organization.
- 1.2. I find that my values and the organization's values are very similar.
- 1.3. I talk up this organization to my friends as a great organization to work for.
- 1.4. I am willing to put a great deal to effort beyond that normally expected in order to help this organization to be successful.
- 1.5. This organization really inspires the very best in me in the way of job performance.

1.6. For me this is the best of all possible organizations for which to work.

1.7. I would like to work for this organization for long term.

1.8. I feel a lot of loyalty to this organization.

2. Extrinsic Rewards

2.1 I am generally satisfied with the amount of pay and fringe benefits I receive.

2.2 I am paid fairly for what I contribute to this organization.

2.3 This organization provides me with a fair opportunity for advancement or promotion.

3. Job Challenge

3.1 Generally speaking, my work is exciting and challenging.

3.2 I have a lot to say over what happens on my job.

3.3 The management of this organization usually seeks my input into decisions that directly affect my work.

4 Management Support

4.1. My supervisor treats me with concern and respect.

4.2. My supervisor gives me the support and guidance I need to be effective in my work.

4.3. The management of this organization do not usually make decisions without consulting knowledgeable employees.

4.4 Leadership in this organization has defined a clear mission for its employees.

5 Role Fit

5.1 I can work independently.

5.2 I can see how my work contributes.

5.3 I get along well with my coworkers.

5.4 Good teamwork is essential for me to do the job well.

5.5 Doing my job is often a learning experience.