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Original article

THE EXAMINING OF THE ACADEMICS 'S LEVEL ON THE DIFFERENT VARIABLES OF ORGANIZATIONAL COMMITMENT : SAMPLE OF PHYSICAL EDUCATION

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Abstract

The aim of the research is to determine the organizational commitment levels of university academicians working in the department of physical education and sports and to examine the impact of demographic variables.

Methods. In this direction, organizational commitment scale developed by Meyer and Allen (1997) and consisting of 18 questions was used as a data collection in the research which is of descriptive survey model. 161 academicians determined by random method constitute the sampling of the research.

Results. At the end of the research; it was established that general organizational commitment levels of academicians are high ($\bar{X}=3,2$) and their "Emotional Commitment" sub-dimension (= 3.9) takes place on the top. Moreover, the prominence of emotional commitment for men and continuance commitment and normative commitment for women, and the fact that as the academic title rises emotional and normative commitment increases but continuance commitment decreases was established.

Conclusions. On the other hand, in the continuance commitment sub-dimension, a significant disparity was encountered in favour of those working in foundation universities.

Keywords: organizational commitment, Academicians

Introduction

Organizational commitment has been a resource to many studies as one of the most important topics of organizational behavior and organizational psychology and continues to do so. As organizational commitment is presumed to be one of the important steps in reaching the aims of the organization, the importance attached to this topic grows increasingly. Factors which create organizational commitment and their outputs continue to be dealt with in different studies from many cultures.

As is known, attitudes of employees towards the organization and processes experienced by the organization play a big part in the success and competitive capacity of the organization. From this perspective, attitudes of employees towards organizational functioning, their acceptance and support of the functioning are essential in the successful completion of the organization's transformation process. In the same vein, high organizational commitment of employees is an important factor in the provision of organization's sustainability. (Çöp, 2008)

Organizational Commitment

Organizational commitment is defined as the individual's belief in the aims and values of the organization, his/her eagerness to make an effort for the organization to succeed in its objectives, his/her

desire to remain as an organization member. In the first studies carried out on organizational commitment, commitment was defined as adopting the aims and values of the organization, putting in effort as a part of the organization and feeling like a member of a powerful family (Swales, 2002)

Organizational commitment has benefits both for organizations and employees. Reaching a high rate of organizational commitment among employees is one of the important executive objectives of organizations Tan DSK, & AKHTAR S, 1998. Even though there are many factors which ensure the commitment of employees to the organization, topics such as financial interests like salary, bonus, organizational culture and leadership, the balance between private life and professional life, individual characteristics, general management policies, training and development opportunities at work become important at this point (Stum, 2007)

In other words, organizational commitment carries a meaning which involves the sum of normative pressures applied to employees for acting in a way which would actualize organizational objectives, the psychological interest shown for the organization, the psychological statement which forces the individual to remain in the organization. (İşcan Ö, ve Naktiyok, 2004).

Importance of the Organizational Commitment Concept

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Every organization aims to increase the organizational commitment of its members. When studies are analyzed, the fact that employees with high organizational commitment carry out their tasks better than the employees with low organizational commitment and they work longer in the organization (and, thus, an increase in the employee's productivity occurs) has been observed. An employee with high organizational commitment puts in effort for the actualization of organizational objectives and does not think of quitting the operation (Engiz, 2009).

The survival of organizations depend on the personnel not quitting the organization. The higher the commitment of the personnel to the organization, the stronger that organization becomes. Organization tries to prevent the quitting of its personnel from the organization to maintain its survival and, to ensure this, follows methods such as increasing wages, providing opportunities for promotion, presenting incentives, etc. (Sürgevil, 2007) Organizational Commitment Dimensions Researchers have analysed organizational commitment by dividing it into different dimensions. One of the most frequently used methods is the three-component organizational commitment model developed by Meyer and Allen. Meyer and Allen have set these three components forwards by suggesting that all definitions in the literature reflect one of these three general contents. In this section of the study, organizational commitment dimensions according to the three-dimensional model set forth by Meyer and Allen (1991) shall be analyzed⁽¹²⁾. These dimensions are Emotional Commitment, Continuance Commitment and Normative Commitment.

Emotional Commitment Emotional commitment includes the employee's identification with the organization and his/her participation to the organization. Employees with strong emotional commitment have the emotional desire to stay in the organization in accordance with their own wishes. The employee starts to himself/herself as a part of the organization. In the formation of emotional commitment, employee's adoption of the objectives and values of the organization is effective (Somuncu, 2007). **Continuance Commitment** Continuance commitment is the persistence of the employee to remain obligatorily in the organization so as not to endure the costs and negatives by thinking of the negative aspects and costs to be endured when he/she quits the organization (Somuncu, 2007). Many studies come to the conclusion that continuance commitment has two sub-headings; lack of alternatives and personal sacrifice. High personal sacrifice has a positive correlation with emotional commitment while

alternatives perceived as low has a negative one (Iverson, Buttigieg, 1999). Under right conditions (such as the freedom to choose, indispensability of the act), it may affect the decision to work at an organization, continuing to work, job satisfaction and development of positive attitudes (Iverson, Buttigieg, 1999). **Normative Commitment** Normative commitment includes the employee's feeling of obligation to stay in the organization. This feeling of obligation is related to moral feelings of the employee and the values he/she believes in. Normative commitment claims that employees act in this manner because they believe this is the only right and moral thing to do (Çetin, 2004). Employees with high normative commitment are more inclined to stay in the organization because their belief that this is right is high. The reason behind this may be their personal values or the possession of an ideology which makes staying obligatory (Dunham, Grube, Castaneda, 1994)

Method. Research Model

In this study, descriptive survey model was used. By preparing the available information systematically with the survey of the related literature according to objectives, a theoretical framework was created on the subject. In addition, scale technique was utilized in the data collection phase intended for the research problem.

Population and Sampling

Academicians who serve in higher education institutions providing training for Physical Education and Sport associated with state and foundation universities in Turkey constitute the population of the study. 161 academicians selected by taking the geographical region system of Republic of Turkey into consideration with the random method out of universities which are in seven regions constitute the sampling group.

Data Collection Instrument

In the personal information form, there are 7 questions intended for identifying the demographic characteristics of academicians. In addition to this, "Organizational Commitment Scale" consisting of 18 questions was included. For the answers to the expressions on the scales, five point likert type metric expression was used. Data was obtained via e-mails, shipments or personal visits. The scale consists of 3 dimensions named as emotional commitment 6 questions (1, 2, 3, 4, 5, 6th questions); continuance commitment 6 questions (7, 8, 9, 10, 11, 12th questions); and normative commitment 6 questions (13, 14, 15, 16, 17, 18th questions) and a total of 18 questions.

Results.

Data obtained from the scales used in the study was coded to electronic environment and



statistical analyses were conducted by utilizing SPSS 16.0 package program. Kolmogrov-Smirnov and Shapiro-Wilk normalcy tests were conducted to establish whether research data demonstrates normal distribution or not. For data sets not demonstrating normal distribution, Kurtosis-Skewness values were analyzed and as values were

between $+2/-2$, values were determined to demonstrate normal distribution. Independent Samples t test for dual groups, One Way-ANOVA analyses for multiple groups were utilized.

Table1: Organizational Commitment Levels of Participants

| | n | mean | std. deviation | min | Max. |
|-----------------------------------|-----|------|----------------|------|------|
| General Organizational Commitment | 161 | 3,2 | ,57058 | 1,50 | 4,22 |
| Emotional Commitment | 161 | 3,9 | ,85277 | 1,00 | 5,00 |
| Continuance Commitment | 161 | 2,3 | ,85270 | 1,00 | 4,50 |
| Normative Commitment | 161 | 3,3 | ,79499 | 1,00 | 5,00 |

According to the statistical findings of average points on Organizational Commitment Scale's sub-dimensions in Table 1, general organizational commitment of the academicians included within the context of the study was established to be high ($\bar{X}=3,2$). When examined in detail, the fact that average points related to the "Emotional Commitment" sub-dimension took the

first place ($\bar{X}=3,9$) and "Continuance Commitment" remained on a very low level with the rate of ($\bar{X}=2,3$) can be observed

Table2: T-Test Results Related to the Average Points Participants Acquired from the Organizational Commitment Scale in terms of the Gender Variable

| | Variable | N | Mean | Std. Deviation | t | P |
|------------------------|----------|-----|--------|----------------|---------|------|
| Emotional Commitment | Women | 36 | 3,8241 | 1,01022 | -.1.136 | .261 |
| | Men | 125 | 4,0320 | ,80034 | | |
| Continuance Commitment | Women | 36 | 2,4352 | ,94975 | .407 | .684 |
| | Men | 125 | 2,3693 | ,82620 | | |
| Normative Commitment | Women | 36 | 3,4074 | ,55556 | .491 | .624 |
| | Men | 125 | 3,3333 | ,85273 | | |

In Table 2, results of the Independent Samples t-test, which was conducted with the aim of determining the divergences between the points acquired by the research group from the scales according to the gender variable, have been

presented. According to this table, no divergence between job satisfaction and organizational commitment levels was found in terms of the gender variable ($p>0.05$).

Table3: T-Test Results Related to the Average Points Participants Acquired from the Organizational Commitment Scale in terms of the University of Employment Variable

| | University of Employment | N | Mean | Std. Deviation | t | p |
|------------------------|--------------------------|-----|--------|----------------|--------|------|
| Emotional Commitment | State | 131 | 4,0267 | ,82685 | 1.284 | .247 |
| | Foundation | 30 | 3,8056 | ,95199 | | |
| Continuance Commitment | State | 131 | 2,2824 | ,82169 | -3.167 | .003 |
| | Foundation | 30 | 2,8278 | ,85711 | | |
| Normative Commitment | State | 131 | 3,3295 | ,84390 | -.679 | .374 |



| Commitment | Foundation | 30 | 3,4389 | ,53334 | | | |
|------------------------|----------------|---------|--------|--------|-------|------|--------------------|
| Emotional Commitment | Between Groups | 9,705 | 4 | 2,426 | 3,549 | ,008 | 1-2, 1-3, 1-4, 1-5 |
| | Within Group | 106,650 | 156 | ,684 | | | |
| | Total | 116,355 | 160 | | | | |
| Continuance Commitment | Between Groups | 7,032 | 4 | 1,758 | 2,509 | ,044 | 1-4, 3-4, 5-1 |
| | Within Group | 109,304 | 156 | ,701 | | | |
| | Total | 116,336 | 160 | | | | |
| Normative Commitment | Between Groups | 10,358 | 4 | 2,590 | 4,451 | ,002 | 1-2, 1-3, 1-4, 1-5 |
| | Within Group | 90,764 | 156 | ,582 | | | |
| | Total | 101,122 | 160 | | | | |

Groups: 1st group Prof, 2nd group Assoc. Prof, 3rd group Asst. Prof, 4th group Academician, 5th group Research Asst.

In Table 4, results of the One-Way ANOVA test, which was conducted with the aim of determining the divergences between the points acquired by the research group from the scales according to the academic title variable, have been presented. According to this table, no significant divergence was found in job satisfaction ($F_{4,160}=16.073$, $p<0.001$). The fact that the points acquired by professors were higher than others and associate professors and assistant professors acquired higher points than academicians was determined. In other words, the relationship between academic title and job satisfaction show parallelism with each other.

Discussion

In the light of the data obtained in the research, it was observed that general organizational commitment of academicians is high ($=3,2$) and when the average points related to sub-dimensions are analyzed in detail, it as found that average points related to the "Emotional Commitment" sub-dimension ($=3,9$) took the first

however, a significant divergence in favour of those employed in foundation universities in the continuance commitment sub-dimension was encountered ($p<0.05$).

Table4: One-Way Anova Results Related to the Average Points Participants Acquired from the Organizational Commitment Scale in terms of the Academic Title Variable

place and with the rate of ($=2,3$) "Continuance Commitment" was at a very low level. In this context, it can be stated that in the studies conducted perceptions on the emotional commitment dimension of organizational commitment are high in academicians and this data obtained in the research is compatible with the related literature (Table 1). For instance, Özmen et. al (2005) observed that emotional and normative commitment sub-dimensions of academicians in the Dokuz Eylül University are close to each other while continuance commitment was low. In the study carried out by Boylu et. al (2007) in Gazi University, emotional commitment of academicians took the first place with the rate of ($\bar{X}=3,65$) while their continuance commitment took the last place with the rate of ($\bar{X}=2,63$).

The fact that organizational commitment of academicians was observed to be high in the study could be arising from their perception that they do not see their jobs as just occupation but also



as a lifestyle. While in sub-dimension, when analyzed from the perspective of the emotional commitment dimension, academicians seem to want to stay in the same university for the rest of their career and perceive themselves as a part of the university they work in.

As a result of the conducted analyses, no divergence was encountered within the organizational commitment levels of participants in terms of the gender variable, emotional commitment was found out to be the most felt dimension in male and female academicians and the average of men was observed to be higher (Table 2).

This finding shows parallelism with the results of many studies. Çivilidağ (2011) determined that there was no divergence between the average job satisfaction point average between male and female academicians on a significant level [$t(527) = .534, p > .05$]. In the same vein, Gülnar (2007) detected that job satisfaction does not vary significantly according to gender in research assistants while Bilir (2007) reached the same conclusion with teachers.

When the T-Test results related to the average points participants acquired from the organizational commitment scale in terms of the university of employment variable is examined, the emotional commitment of academicians serving in state universities was observed to be high ($\bar{X} = 4$) while for those employed in private universities, the normative ($\bar{X} = 3,4$) and continuance commitment ($\bar{X} = 2,8$) were high and, moreover, a significant divergence in favour of those employed in foundation universities in the continuance commitment sub-dimension was encountered ($p < 0.05$) (Table 3).

When the fact that continuance commitment is the feeling of loyalty with the fear of losing the gains an employee has acquired he/she has acquired within the period of working at an organization such as the effort put in, time, status and money is taken into consideration and as employees have long-term jobs by entering the guarantee of the state in the public sector and their obligatory dismissal from their position is an exceptional case, research results can be stated to be reflecting the existing situation.

When the results of the One-Way ANOVA test, which was conducted with the aim of determining the divergences between the points acquired by the research group from the scales according to the academic title variable are examined, the points acquired by professors in emotional commitment sub-dimension were

observed to be higher than others and a significant divergence was detected ($F_{4-160} = 3.549, p < 0.05$).

Statistically, a significant divergence was detected in the continuance sub-dimension according to ($F_{4-160} = 2.509, p < 0.05$), professors and assistant professors were identified to be getting higher points than academicians while research assistants acquired higher points than professors.

was established that in normative commitment sub-dimension, points acquired by the academicians in Professorship positions were higher than that of academicians in other positions, and a significant divergence in the confidence interval of 95% was detected with the position of Professorship and other positions ($F_{4-160} = 4.451, p < 0.05$) (Table 4).

The literature on organizational commitment emphasizes the fact that titles are an important factor; for instance, according to McCaul et al (1995) the duration of employment in any title or position within an organization affects organizational commitment. Furthermore, the total term of service spent at an organization is another variable influencing the organizational commitment. There is a positive relationship between organizational commitment and seniority. In other words, as the term of employment at an organization increases, so does organizational commitment.

While the result in Bozkurt ve Yurt's (2013) study that commitment levels of academic members are low compared to others (instructors) in terms of title diverges from our study, Boylu et al's (2007) research findings in emotional commitment sub-dimension for Prof.Dr ($\bar{X} = 3,87$), Academician-Lecturer ($\bar{X} = 3,60$), Research Assistant ($\bar{X} = 3,41$) and continuance commitment for Research Assistant ($\bar{X} = 2,73$), Academician-Lecturer ($\bar{X} = 2,62$), Prof.Dr ($\bar{X} = 2,30$) average results are compatible with the findings of our study.

Conclusions

It was established that general organizational commitment of academicians was high, "Emotional Commitment" sub-dimension was prominent, emotional commitment for men and continuance commitment and normative commitment for women stood out, a significant divergence existed in emotional commitment and continuance commitment sub-dimensions according to the gender variable. On the other hand, while emotional commitment of academicians in state universities was found to be high ($\bar{X} = 4$), no significant divergence was detected; however, a significant divergence in favour of those employed



in foundation universities was encountered in terms of continuance commitment sub-dimension. Academic title was determined to be an active variable of organizational commitment and according to this finding, as the title increases so does the emotional and normative commitment while continuance commitment decreases.

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