Factors Affecting Organizational Commitment Of Teachers In Government And Private Universities

Khushnuma Bano, Azra Ishrat, KK Mishra

Abstract: Organizational Commitment can be defined as the extent of involvement of an employee in the organization with the desire to work, an obligation of working and having no intent to leave. A high level of organizational commitment can lead to improvement in the performance and efficiency of an employee in accomplishing the tasks and goals of the organization. Though OC of an employee can be seen in various fields but as the aim of the study is to compare the factors that affect the OC of teachers in case of public and private universities of the Lucknow city. Research papers used for the review is both empirical and theoretical in nature. Though overall commitment of private universities is more than the public university because of a better opportunity of growth, promotion, quality of work-life and healthy working conditions. However, this study is focused on the impact of each factor and finally determining the impact on the public and private university. But still, there is a scope of analyzing the performance altogether. Apart from this mediating and moderating test is conducted to derive the factors which influence the relationship between OC and organization performance along with determining the strength and magnitude of the effect. There are certain factors that could have been included in the study i.e. like personality traits of an employee, and school principals but still the analysis shows that private universities provide more opportunity of raising teacher's commitment in comparison to public universities.

Index Terms: Organizational Commitment, Affective, Normative, Continuance, Performance, Efficiency, Job Satisfaction

1. INTRODUCTION
The concept of commitment in the workplace was introduced into literature over 40 years ago and since then it has been a topic of ongoing interest to researchers (Stevens, Beyer, & Trice, 1978). Researchers started their inquest in the educational field during the 1980s with studies analyzing the role of teacher commitment in education (McPherson, Crowson, Pitner, & Nystrand, 1986). Over time there have been several researchers that have contributed to studies analyzing the organizational commitment of teachers across government and private universities and a number of factors contributing to this trend. First, among the factors are the problem of a high turnover rate. People have a tendency to not to work in the same job or organization throughout their lifetime (Alsiewi, 2016b). Second, researchers have further enquired on the topic to enhance e the comprehensibility of the relationship between organizational commitment and job satisfaction in the education sector (Hunter & Thatcher, 2007; Pool & Pool, 2007). In light of findings from previous literature, the current study will further analyze factors affecting organizational commitment in teachers in both government and private universities. There are a number of studies (Brown, 1996; Singh, Gupta, & Venugopal, n.d.; Steers, 2006) identifying organizational commitment as a crucial factor in comprehending and explaining work-related behavior of employees. The studies suggest that organizational commitment is a construct through which employees identify and involve with their organization. In addition, (Porter, Steers, Mowday, & Boulian, 1974) recognized that there are three related factors of organizational commitment: (1) a strong belief in an organization's goals and values, (2) a willingness to exert considerable effort for the organization, and (3) a strong desire to maintain membership in the organization.

Organizational commitment is the employees' sense of being committed to the organization's goals. They identify with their company's level of goal achievement. Organizational commitment involves influential factors of determining loyalty and involvement of employees to enhance their sense of participation in organizational performance. In addition, organizational commitment is an emotional response that is developed from the relationship between a firm and its employees. It is measured in form behaviors, beliefs, loyalty, and attitudes of employees and ranges from very low to very high (Bakhshi, Kumar, & Rani, 2014; Bierema, 2016; Caught, Shadur, & Rodwell, 2000). However, the psychological situations of employees driving their organizational commitment are not mutually exclusive and there are different components that drive it (John P. Meyer & Allen, 1991). Additionally, Meyer and Allen (1997) identified that there are three types of organizational commitment: affective, continuance, and normative. Affective commitment communicates employees' affinity towards their organization and how much would they value their long term commitment. Factors such as identification with the organizational goals strengthen affective commitment and allow the employees to derive higher job satisfaction and positive experiences associated with work. In return, organizations can drive commitment from their employees by effectively communicating that they are valued. This also enables employees to act as ambassadors for their organization and serve as one of the crucial assets. Also, organizational strategies and management policies contribute towards the creation of workflows and situations maximizing positive work experiences for employees at the same time build a successful organization (Joiner & Bakalis, 2006; Malik, Nawab, Naem, & Danish, 2014; Rhoades, Eisenberger, & Armel, 2001). On the other hand, continuance commitment deals with retaining the employees and is not required for employees who are normally committed to their organization. Normally committed employee feel obligated and stay with their organization. Factors driving continuance commitment include remuneration and lack of alternatives as work. However, when continuance commitment is not totally driven by an effective commitment.
towards their organization, it comes down to costs for the employee leaving their associations. A higher degree of continuance commitment is driven by organizational culture. A positive and supportive culture heightens employee loyalty and retention (Shore, Bommer, and Shore, 2008; Imran et al., 2014). Further, the third type of commitment is normative, which is built on values, duties, and degree of sense of obligation that employees working with the organization feel to stay with the organization. Normative commitment allows employees to value their relationship with their organization and is characterized by a conviction of obligation. This obligation promotes employees to remain with their organization and support any change initiative undertaken by them. Antecedents and consequences of normative commitment have been found to be related to that of effective obligation. Factors affecting normative commitment include employee retention, their job search behavior, and turn over-commitment of the organization (John P. Meyer, Stanley, Herscovitch, & Topolnytsky, 2002; John P Meyer & Parfyonova, 2010; Somers & Somers, 2009). Additionally, much of the early works focused on the exchange perspective of commitment. Thereby, suggesting that commitment works as a function of an individual's cognitive cost-benefit evaluation. Weighing their costs of staying in an organization versus its benefits (Becker, 1960). Studies indicate the commitment of teachers to their jobs as a result of the economic cost they would have to bear for leaving their current employment (Farrell & Rusbuilt, 1981). Additionally, during the period of employment, employees acquire specific skills relevant to their jobs that drive their commitment. An employee may believe, that their acquired skills would not be applicable in another job elsewhere and they would not be valued as they are in their present (Scholl, 1981). Further, the cost of leaving their employment or not keeping their commitment include that condition that frequent changes in jobs lead to a damaged reputation for an individual in terms of their job stability and loyalty (Staw, 1981). Also, in types of commitment that are driven by cost includes continuance commitment. Employees demonstrating continuance commitment are dedicated to staying with their organization as their perception of the social and economic cost of leaving is very high. This behavioral approach of commitment towards the organization gave rise to the concept of sunk costs (Singh et al., n.d.). Where, when employees forego their alternative courses of action and chose to maintain their link with an organization, it guides their behavioral obligation to deal with organizational problems. Apart from continuance commitment, social cost also predicts the behavior of employees showing normative commitment (John P. Meyer et al., 2002). The speculation of leaving their employment with an organization they have been associated with for long gives rise to the feeling of side bets in the social-cost they would have to bear. In normative commitment perceived obligation that employees face remaining with their organization is also impacted by their psychic cost of guilty. Also, important employee outcomes that are driven by this model of commitment include citizenship behaviors and rate of turnover in the organization. Additionally, researchers also use the cost basis to determine organizational commitment based on job performance, tardiness, and absenteeism among the employees (Jaros, 2007b; John P. Meyer, Becker, & Van Dick, 2006; Powell & Meyer, 2004). However, in the cost-based analysis of organizational commitment, there is a gap in understanding the personal characteristic of workers with respect to organizational commitment. Nevertheless, more recently, researchers began analyzing situational factors in efforts to understanding organizational commitment. Situational attitude as a construct of organizational commitment is employee specific and dependent individual differences as well. It is driven by situational concerns of employees to retain their membership in their organization is dependent on their personal benefit. In addition, their commitment behavior is also dependent on their temporary situational concerns and expected behavior at that point (Cohen, 2007). Among the factors promoting commitment among employees based on their situation includes their freedom to use their capabilities. This allows employees to feel more competent. Also, the level of autonomy is considered an imperative factor while considering educational staffs’ motivation in increasing their commitment to the organization (Gambardella, Panico, & Valentini, 2015; Gleadle, Hodgson, & Storey, 2012). In addition, a situational paradigm of organizational commitment is also dependent on parameters including job satisfaction, stress, employee behavior, psychological distress, ergonomics, social support, and work identity (Oskarsdottir & Oddsson, 2017). Organizational commitment in employees reflects affective commitment based on firm-specific situations of the actual exchange. Accordingly, employees evaluate their commitment based on their perception of the quality of exchange with the organization. Affective commitment enhances the intense and positive orientation of employees towards their organization is based on their ability to internalize the organization’s goals, norms, and values. Employees create their identification with authority and their organizational commitment is determined by exchange relationship. When an employee is able to see the equitable or beneficial exchange in terms of their contributions to rewards he receives from the organization, their commitment increases based on a tangible exchange (Grund & Titz, 2018; Sayğan, 2011). Additionally, researchers belonging to the faction of analyzing factors affecting organizational commitment from the situational perspective believed that by fulfilling needs of an employee, organizations can benefit largely from their improved performance (de Sousa & van Dierendonck, 2010; Jayasingam, Jing, & Yong, 2013). While explaining situational commitment, academicians (Cohen, 2007; John P. Meyer & Smith, 2010; Steijn & Leisink, 2006) suggest that it is normative in nature and is driven by the inherent belief of employees. Authors explain that employees feel morally obligated to engage with their organization and mode of their conduct is reflected in loyalty that they show in social situations. Situational factors such as job and organization characteristics, role clarity, and incentive system motivate situational commitment. In these studies, there is a general lack of academicians linking organizational commitment to the emotional quotient of employees. Third, it is important to recognize that current research also analyzes organizational commitment as a function of variables, such as motivation, job satisfaction, participative decision making, financial reward, organizational support, communication, leadership styles,
and promotion prospects. The entire factors mentioned above, on which organizational commitment depends is defined on the basis of employee level of identification and their involvement (J. Meyer & Allen, 1997). In this respect, Meyer and Allen defined organizational commitment as “a psychological state that (a) characterizes the employee's relationship with the organization, and (b) has implications for the decision to continue or discontinue membership in the organization” (Meyer and Allen, 1991, p. 67). The definition highlights organizational commitment in the context of emotion. It is the state of employees in which their organizational commitment is enhanced by their mindset and belief in an organization’s goals. It is also the sum total of values determined by employees and a willingness to undertake an effort to stay a part of an organization (Zefeiti, 2017). Additionally, employees exhibiting higher organizational commitment are less likely to spend time away from their jobs and are happier at their work (Wu & Liu, 2006). However, organizational commitment is developed as a response to administrative experiences. People develop a unique relationship with their organization based on their work experience and unspoken expectations. There exists a psychological contract between employees and their organization based on reciprocal obligations and expectations of a contract between both parties. Any breach of the terms of this psychological contract can lead employees to question their commitment (Addae, Parboteeah, & Davis, 2006; Beck & Wilson, 2000, 2001). Nevertheless, there is a gap in the findings of the above studies, which is a lack of the predictive validity of employees’ organizational commitment dimension. Predictive validity symbolizes the extent to which, a parameter scores on a scale. In the current study, the validity of organizational commitment correlation is based on parameters of job satisfaction, job achievement, and pay among others. Conclusively, the above review presents findings that suggest that the degree of commitment is dependent upon employees' conscious assessments of costs and benefits associated with their affiliation. The time certain cost depends on employees' threat of losing their investment with their organization over the years. Additionally, perceived lack of alternatives drive commitment in the employees, however, the first gap identified in the studies is a lack in understanding of the personal characteristic of workers that make them committed to an organization. Secondly, the reviews highlight that organizational commitment depends on the situational attitude of an employee and is reflective of their commitment propensity that is responsible for individual differences. Though there is a general lack of academicians linking organizational commitment to the emotional quotient of employees, identified as a gap in findings. The third dimension identified in the current review includes a psychological attachment that employees develop with their organization. A psychology component allows an employee to internalize organizational characteristics and identify with its goals. In addition, the third gap identified through the review is the lack of the predictive validity of employees’ organizational commitment dimension reflected through the findings of previous studies. Within the context of the above discussion presented, this review has the goal to comparatively analyze factors affecting an organizational commitment of teachers in government and private universities. The place of study selected is that of Lucknow city. In the current study first, the review discusses dimensions and types of organizational commitment. Following this, the methodological characteristics of findings in the current research domain are presented. Next, there is a comprehensive summary of the literature examining outcomes presented factors that affect the organizational commitment of teachers. Finally, methodological recommendations are presented after an analysis of key findings in the paper.

1.1 Organizational Commitment

As it is initially pointed out in (Singh, Gupta, & Venugopal, 2008), OC is a concept that embraces employee's desire to be in an organization, belief in the values and objectives of the organization along with accepting them and willingness of them to exert extra efforts. However, this definition of OC is specifically focused on affective (attitudinal) commitment where emotional attachment and behavioral approach is a matter of concern. Thus, later by (John P. Meyer & Alien, 1991)OC is redefined as a psychological state which states status of employee’s relationship with the organization and thus led to a decision about the continuation and discontinuation of membership with the organization (Mueller & Straatmann, 2014). Following the modulation in the concept of OC, further reconceptualization of OC led to expanding the concept and instead of just focusing on the distinction between attitudinal and behavioural commitment, Meyer and Allen 1997, new three models of OC focus on the psychological state of employment in an organization based on need, desire, and obligation (Jaros, 2007a). The restated model concluded that commitment of an employee is based on three different mindsets i.e. emotional ties due to positive work experience (Affective Commitment), obligation towards the organization (Normative Commitment), and economic and social costs of leaving the organization (Continuance Commitment) Employee’s Commitment to the organization is important for deriving efficient organizational outcomes and performance (Mugizi, Nuwatuhaire, & Turyamureeba, 2019). Organizational loyalty too affects the performance and outcome of an organization through employees, but the organizational commitment and organizational loyalty are different. Employee Loyalty is a form of a deliberative commitment to the organization and employer of doing the required work even after sacrificing some self-interest (Murali, Poddar, & Seema, 2017). A study is conducted to determine the linkage between employee’s loyalty and commitment and the analysis of 250 people via hypothesis testing suggested that organizational commitment tends to have a positive impact on organizational loyalty which further led to an improvement in the quality of services delivered (Esmaeilpour & Ranjbar, 2018). Organizational Commitment is also defined as the relative strength of identification and involvement with the organization (Johnson, 2018) and thus often linked with Organizational identification. However, organizational Identification (OI) is a self-definitional concept where organization and individual work as one because an individual’s self-conception includes organization while OC shows that organization and individuals are psychologically connected (Van Knippenberg & Sleebos, 2006). The empirical analysis using dataset via questionnaire of 450 employees suggest that OI help
employee and organization by improving productivity, performance and well being but Organizational commitment and organizational identification are two different concepts (Gautam, Van Dick, & Wagner, 2004). There are various perspectives on the concept of organizational commitment. Etzioni categorized OC into 3 forms i.e. calculative and remunerative power, alienating and coercive power, and moral and normative/symbolic power (Hornung, 2010) whereas Weiner categorized it as normative-moral and instrumental commitment and defined OC as normative pressure on an employee regarding working for organizational interest (Weiner, 1982). Further Allen and Meyer categorized OC on basis of emotions, normative and continuous commitment (N. Allen & J. Meyer, 1990) while O’Reilly and Kelman categorized it on basis of identification, compliance, and internalization (Kelman, 1958). Further, Katz and Kahn explained OC as instrumental and expressive commitment while Buchanan said OC is concerned with loyalty, embracing, and identification (Arslan & Yıldız, 2015). All the above researches provide the three-dimensional model of organizational commitment. However, a study conducted by (Delobbe & Vandenberghe, 2000) test the reliability and validity of four dimensions of OC. This four-dimensional model of organizational commitment consists of internalization, compliance, affective, and normative commitments. For these two samples of size 216 and 201 was collected from Belgium organizations. Factor analysis validated the distinction between the variables but also showed that there is a high correlation between internationalization and affective commitment and with other variables like job satisfaction, the intent of leaving, and expectations. As OC impact is analyzed on the employee’s performance, many times this effect is categorized based on three common dimensions of OC i.e. affective, normative and continuous. Affective organizational commitment deals with the emotional attachment, involvement, and identification with the organization. This dimension mainly deals with the structural, personal and work experience related characteristics. Thus effective employment due to psychological attachment led to more effective performance and satisfaction among the employees (Kumari & Afroz, 2013), the second dimension i.e. continuance commitment is analyzed when the person doesn’t possess the necessary skills required to compete and thus in order to decide about the continuation in the firm, the commitment is analyzed. This dimension mainly deals with the skill set of the employee, the possibility of earning with other jobs, and current income in the organisation (N. Allen & J. Meyer, 1990). A meta-analysis (John P. Meyer et al., 2002) of all the three dimensions of OC, showed that all three commitments are though relatable but still each dimension is different in nature. AOC, COC, and NOC are negatively related to turnover and cognition. Among all the three dimensions, AOC has the favorable and strongest correlation with employee-related outcomes (i.e. the level of stress, workload, and work-family management) and organization related outcomes (i.e. performance, the achievement of goals, the behavior of employees, turnover, and profits). Normative Commitment is also linked with both the above outcomes, but the strength of the correlation is relatively less than the AOC. However, Continuance Commitment is not linked with any of the above outcomes. Table 1 is presented to categorize the antecedent variables and correlated variables related to OC. Behaviors based on the dimensions of the OC. This table includes all the variables which influence the commitment of employee in an organization. As the variables suggest that mostly different variables have a positive impact on ACS while negative on CCS and the effect on NCS is like ACS. Though the magnitude of the effect is less and only a few variables like education. And international justice majorly affects the obligation of employee i.e. normative commitment. Further, correlated variables suggest that affective commitment improves the performance and satisfaction level of organization but on an individual basis, ACS has a negative impact while in case of CCS, though individually employees do get motivated and derive commitment on the organization level, factors fail in raising the commitment. Hence, mostly the positive organizational commitment of an employee is due to the desire of the employee to continue work.

Table 1: Summary of Antecedent and Correlated variables classification based on Dimension of OC

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Affective Commitment Scale (ACS)</th>
<th>Correlated Outcomes Affective Commitment Scale (ACS)</th>
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<tbody>
<tr>
<td>Positive: Age, Marital Status, Individual Difference on basis of self-efficacy, Organizational Support, Transformational Leadership, Distributive Justice, Procedural Justice, Investments, Transferability of Skills Negative: Gender, Role Conflict, Role Ambiguity, Individual Difference on basis of locus of control</td>
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| Continuance Commitment Scale (CCS) | Positive: Gender, Organizational Tenure, Position Tenure, Role Ambiguity, Role Conflict Negative: Education, Transferability of education and skills, Alternatives, Procedural Justice, Distributive Justice, International Justice, Transformational Leadership, Organizational Support |


| Affective | Positive: Age, Marital Status, Individual Difference on basis of self-efficacy, Organizational Support, Transformational Leadership, Distributive Justice, Procedural Justice, Investments, Transferability of Skills Negative: Gender, Role Conflict, Role Ambiguity, Individual Difference on basis of locus of control |

| Correlated | Positive: Job Involvement, Occupational Commitment, Satisfaction to Overall Job, Extrinsic, Intrinsic, Coworker, Work, Supervision, Promotion, Overall Job Performance, Supervisor Related Job Performance, Self-related job performance, Organizational Citizenship Negative: Overall Absence, Overall withdrawal Cognition, Work-Family Conflict Stress |

| Continuance | Positive: Overall Absence, Work-Family Conflict, Stress Negative: Satisfaction to Overall Job, Co-worker, Work, Promotion, Supervision and Supervisor related job performance, Overall job performance, Self-related job performance, Organizational Support |
2.1 Organization citizenship behavior of Teachers
The study focuses on comparing the organizational commitment of public and private university teachers. As a teacher is an important resource of the education sector and its quality is affected by the level of commitment of teachers to the institution thus it is required to differentiate the level of commitment of public and private universities (Peretomode & Bello, 2018). A healthy relationship with co-workers, the opportunity of promotion, student performance, involvement in decision making, and a healthy working environment are some of the reasons which led to enhancing Commitment of teachers and thus improving their efficiency which benefits students (Dery & Puopiel, 2013). In comparing the effect of OC on a public and private university, studies reveal that due to a difference in working conditions, policies, strategies, goals, and structure, the impact too varies (S. Khan, 2015).

1.2 Aim of the Study
The aim of the present study is to explore the factors affecting organizational commitment among public and private teachers in the government and private universities of Lucknow city. The study represents the reviews of literature focusing on the education sector in India.

2 LITERATURE REVIEW
For determining the impact of organizational commitment on teachers of government and private schools and analyzing them on a comparative basis, research papers are reviewed. This review of empirical and theoretical researches helps in having a better understanding of the factors affecting the organizational commitment of teachers and comparing them across public and private schools. Studies examining these relationships are derived from various sources, and the results of each article are examined to determine the relevant factors and their impact. The first source is empirical research papers, which via Meta-analysis have derived the impact of organizational commitment of teachers (Çoğaltay, 2015; Gupta & Gehlawat, 2013; Joolideh & Yeshodhara, 2009; R. K. Khan, 2018; Kumar & Kumar, 2016; Metin & Asli, 2018; Sunjea & Swati, 2008; Tiwari, 2019). More than 50 published and unpublished research papers are used which via their conceptual information and empirical testing have discussed in detail the organizational commitment of teachers.

3 CONCEPTUAL CHARACTERISTICS OF OC
3.1 Characteristics of Sample
Organizational Commitment is a concept that affects the performance of employees in various fields like Banking, Hospitality, Education, Tourism, Commerce, Pharmaceutical, IT companies, Textile companies, Foodservice, non-profit organization, government and military services, and healthcare services. Though effects of OC could be seen in various fields this study focused on comparing the impact of organizational commitment of teachers in private and public university using samples from India, Iran, Turkey, Kenya, Indonesia, Australia, Jordan, Libya, and Nigeria (Adekola, 2012; Alsiwei, 2016a; Çoğaltay, 2015; Dutta, Pal, & Naik, 2017; Gupta & Gehlawat, 2013; Joolideh & Yeshodhara, 2009; R. K. Khan, 2018; Kumar & Kumar, 2016; Metin & Asli, 2018; Sunjea & Swati, 2008; Tiwari, 2019). More than 50 published and unpublished research papers are used which via their conceptual information and empirical testing have discussed in detail the organizational commitment of teachers.

3.2 Types of OC
Organizational commitment is of three types i.e. affective, normative and continuance commitment and each one of these represent the different factor responsible for the commitment of an employee with the organization. Analysis of various research papers examined the influence of different factors on the affective commitment of the teachers. Some of factors responsible for the influences on the OC of teachers are job satisfaction, job security, salary and benefits, opportunities of growth and development, emotions towards staff, principal and school, relevance of job, quality of work-life, job involvement, support culture, achievements, task culture, and bureaucracy (Alsiwei, Omar, & Agil, 2014; Burmansah, Sujanto, & Mukhtar, 2019; Kiral & Kacar, 2016). Further, the second type of OC is analyzed by examining based on various factors that affect normative commitment. This analysis was based on general satisfaction, school environment, job security satisfaction, job relevance and satisfaction, empowerment, work-family and supervisor support (Alsiwei, 2016a; Rival, 1992). In case of continuance commitment, the analysis of the factors influencing OC of teachers were pay and benefits, environment of school, relevance of job and satisfaction derived from it, salary packages, socio-psychological work environment, involvement in decision making, teaching experience, capability transfer, alternative job opportunity, self-investment, and training (Austin-hickey, 2013; Joram, Wanjala, & Matula, 2018; Peretomode & Bello, 2018; Yoğun, 2014). Though the above studies focus on an individual component of OC, about 70% of the research papers used for the analysis have a derivation of the factors on a composite basis i.e. the review of papers show the factors which affect Organizational Commitment which is composite of affective, normative, and continuance commitment. For example, a study has classified the factors based on individual and institutional factors. Classroom teaching satisfaction, performance appraisal, programs for Faculty Development, and behavior of colleagues and cooperation are the individual factors.
influencing OC of teachers and salary, physical working condition, extra work recognition, involvement in decision making, performance in classroom, and promotion policies are the institutional factors which affect OC of teachers (Chawla & Tripathi, 2015). As suggested by (Owens, 2006), training and development constitute an important factor contributing to organizational commitment in public and private organizations. Further rewards and benefits too affect OC as an employee wants a competitive salary. This study is supported by (Asfaw, Argaw, & Bayissa, 2015; Maugo, 2013; Toban & Sjahruddin, 2016). The case study of Egyptian teachers suggest that cultural diversity aspects, uncertainty, cultural traits, and spiritual dimensions are some of the factors which affect the composite organizational commitment of teachers and these results were supported by (Mohamed & Ruth, 2016; Rego & Pina E Cunha, 2008; Song, Lee, Lee, & Song, 2015). At primary school level in Indonesia, teacher’s personalities, working conditions, local government policies, local community, and school principals are some of the factors that influence OC of teachers (Werang, 2015). The Integrative Model of Organizational Behaviour suggests that professional development policy of teachers, interpersonal communication, and job satisfaction are the factors that led to influencing the organizational commitment of teachers in elementary schools (Siburian, 2014). Thus, different studies identify different factors that influence the OC of teachers. Composite studies have some factors similar to the one included in the individual studies while some factors are completely different. Many pieces of research provide empirical support for their factors and even validate the use of their variables via past researches and theories. Hence, these differences in results led to the presence of unambiguousness in the identification of essential factors that explain the dimension of OC of teachers. However, in order to compare the OC of teachers in public and private universities, the selection of factors is based on the frequency of each result drawn from the reviewed research papers.

3.3 Types of Outcomes
A review of the researches indicates that there is variation in the outcome of the analysis of OC for teachers. Dimensions of the outcome are different and thus framework of (Kaplan & Norton, 2005)balanced scorecard is used. This framework helps in focusing on the financial, customer, internal process and learning and growth-related outcomes. Initially team/unit/firm-level measure of performance consists of outcomes related to turnover, task completion, student’s performance, effectiveness, turnover, and goal achievement. However, the studies taken in for the analysis doesn’t show an impact of organizational commitment on the financial performance (like profitability, sales or revenue, and operating cost) of the university. Table 2 consist of all the outcomes categorized based on Kaplan and Norton framework and it shows that the OC do have an impact on the business process (like task completion, and quality of work). Apart from the university level, financial and business process measures, OC does have customer-based outcomes. OC of teachers led to the improvement of the performance and quality of service delivered by them along with raising the student’s satisfaction. Altogether review of outcomes suggests that OC has an important contribution in not only uplifting satisfaction of teachers but also in enhancing their performance thus benefiting the university. A majority of studies show the statistically significant and positive impact of organizational commitment for the organization thus this supports the (Punia, 2000) assumption that higher commitment led to acquiring competencies and hence converting the teacher into performing teacher.

**Table 2** Types of Outcome variables in OC studies for Teachers

<table>
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<tr>
<th>Types of Outcome Variables</th>
<th>Examples</th>
<th>Factors</th>
<th>Examples</th>
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<tr>
<td>Team Unit Level Measures</td>
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<tr>
<td>Leadership</td>
<td>Public University</td>
<td>Rigid style (hamper performance)</td>
<td>Flexibility in style (improve overall performance)</td>
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<td>Private University</td>
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<td>(Adeko, 2012; Bohorquez, 2014; Hassan Asaari, Dwivedi, Lawton, &amp; Desa, 2016; Metin &amp; Asli, 2018; Teshome, 2011)</td>
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<tr>
<td>Working Condition</td>
<td>Job security more (less dedication)</td>
<td>Less security of job (more dedication towards task completion and achievement of goals)</td>
<td>(Afsar, 2015; Joram, Wanjala, &amp; Mutual, 2018; S. Khan, 2015)</td>
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<td>Organizational Proactiveness &amp; Attitude</td>
<td>Less involvement and less focused tenure of employment (fewer goal achievement s)</td>
<td>More involvement in fulfilling organizational goals, unsecure job (more goal-focused)</td>
<td>(Adeko, 2012; Kaur, 2016; S. Khan, 2015)</td>
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<tr>
<td>Non-Monetary Benefits</td>
<td>non-monetary benefits provided more (improve efficiency, performance and ability to complete tasks)</td>
<td>Less implementation of family-supporting policies (less motivation, moderate performance)</td>
<td>(Kivindu, 2015; Wainaina, 2015)</td>
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<tr>
<td>Salary</td>
<td>Fewer salary increments policies (less scope of promotion, lower pay, does not enhance task performance)</td>
<td>More salary increments policies (more scope of promotions, higher pay, motivation, and enhanced task performance)</td>
<td>(Nazir, Khan, Shah, &amp; Zaman, 2013; Wekesa &amp; Nyaroo, 2013)</td>
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</table>
### 3.4 Mediating Effect Test

The research paper reviewed in order to compare the organizational commitment of teachers in public and private universities have some of the mediating effects. The factors, which led to a change in organizational commitment, also affect the performance, effectiveness and outcome variables of the university. Table 2 shows the factors which led to a change in outcome variables. However, this section via the mediating effect test help in determining the factors which influence the OC of teachers and the respective outcome variables. Leadership style is said to be an important mediator between the organizational commitment of teachers and their performance (Saleh, Nusari, Habttoor, & Isaac, 2018). In this context, the study of (Williams & Hazer, 1986) highlighted that leadership style is one of the important antecedents of organizational commitment. In order to derive the linkage between the leadership style and organizational commitment, a study was conducted where 251 questionnaires (Hassan Asaari et al., 2016) from faculty members were obtained and F test and hypothesis testing shows that academic leadership is positively related to organizational commitment. However, the nature of leadership style varies in public and private universities. Private university teachers mostly have a transformational leadership style, which varies with the situation, but public university teachers follow more of bureaucratic style, which is rigid in nature. Thus, private university teachers perform effectively and lead to an improvement in performance while public university teacher’s performance doesn’t change much (Adekola, 2012; Bohórquez, 2014; Metin & Asli, 2018; Teshome, 2011). (Fields & Thacker, 1992; Huang, Lawler, & Lei, 2007) suggest that the quality of work-life is managed to control the efficiency of employees. Change in working conditions and quality of life led to influencing the organizational commitment, work performance, job satisfaction, and organizational identity. Thus, quality of work-life and working conditions serves as a mediating factor in the relationship between OC and university performance and two studies have empirically shown it. In the first study, for 550 questionnaires (Kaur, 2016) 510 responses were received of which 500 responses were selected to be appropriate for analysis. Initially, the testing was done for 50 respondents where 25 were public university responses and 25 were private university responses. The factor analysis was done to include the impact of some of the relevant factors like job satisfaction, quality of work, work pressure, and workload. The study reveals that a private university is more

<table>
<thead>
<tr>
<th>Organizational Measures</th>
<th>Adequate compensation not available, not much opportunity of growth and working conditions are not very appropriate (does not contribute to improving efficiency)</th>
<th>More safe and healthy working condition and more opportunity for growth and development (improve efficiency)</th>
<th>Job Satisfaction</th>
<th>Non-monetary benefits, job security, less scope of growth, moderate working conditions (fair service quality and improvement in performance)</th>
<th>The advanced opportunity of growth, rewards, and recognition, friendly relation with coworkers, healthy working condition (enhancement in service quality, more satisfaction, and better performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Work Life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reward</td>
<td>Less formalization and communication (less motivation, slow pace of decision making)</td>
<td>Formalization and more communication (motivating teachers and involvement in decision making)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less scope of reward and fair reward system (less motivation, moderate speed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Opportunity</td>
<td>Training and development programs and workshops, skill set improvement (improve service quality and efficiency)</td>
<td>Fewer training and workshops organized, lack of academic freedom, work-stress (incompetence in work, hamper innovation opportunity and reduce the quality of service)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee Performance</td>
<td>Less Efficiently</td>
<td>Perform more efficiently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td>Non-monetary source of motivation (improve job satisfaction, efficiency)</td>
<td>Monetary source of motivation (improve quality of service and increase the efficiency of teachers)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
committed as compared to public university teachers. Another study was conducted with 104 respondents (Temesgen, 2017) and the descriptive analysis shows that public university teachers are dissatisfied as the working conditions are neither safe nor healthy. Thus, private universities provide a safe and healthy working condition along with the adequate opportunity of growth, but heavy work pressure too lies with the employees. Public universities have however doesn't have a healthy working condition but there is less work pressure. Hence, public universities despite having less work pressure provide less opportunity for improvement in the overall performance of the organization while a private university teacher enhances their performance. Thus working conditions influence the performance level of public and private universities (Afsar, 2015; Daud et al., 2015;). (Shoghi & Safieeoor, 2013) showed that organizational structure is an important factor which influences the accomplishment of organizational goals and objective along with balancing organizational efficiency and effectiveness. Thus, it serves as a mediating factor between OC and organization processes and performance. The author analyzed the cross-sectional data of 145 academic staff (Mugizi et al., 2019) and revealed that the formalization in private university helps in the management of performance of an individual teacher along with providing the opportunity of promotion and involvement in decision-making. However, centralization and complexity in the system hamper the efficiency, which is usually the case with public universities. Further, an analysis based on 365 participants (Razia, 2015) of the public and private university via hierarchal regression analysis reveals that more formalization and communication though tend to increase motivation, but it also hampers chances of innovation. However, (Kurland & Egan, 1999) assume that the public sector has less formalization and communication as compared to the private sector and thus effectiveness is less in public universities. Thus, in order to regulate OC and effectiveness in the performance and process of organization, it’s required to manage organizational structure (S. Khan, 2015; Ngussa & Gabriel, 2017; Razia, 2015). There were many studies (Adekola, 2012; Nazir et al., 2013; Razia, 2015; Dutta et al., 2017; Kaur, 2016; Sharma & Sehrawat, 2013; Tiwari, 2019) conducted which reveal that private universities provide more job satisfaction as there is always a possibility of growth, earning high compensation, promotion, deriving rewards and recognition, earning monetary benefits, and having safe and healthy working condition. However, the private university also has a sense of job insecurity, which led to promoting more dedication and commitment towards work and hence enhance performance. On the other hand, public universities though provide more training and skill improvement opportunities but lack of rewards, recognition, and appropriate working condition tend to have less effective in comparison to public universities. These mediating effects of career development opportunity and job satisfaction is derived from three empirical analysis conducted on sample of 300 academic employees (Sharma & Sehrawat, 2013), 200 teachers (Dutta et al., 2017) with 100 responses of each university, and 300 teachers with 150 responses each of public and private universities (Tiwari, 2019). Our review thus suggests that some factors have a mediating effect and they thus help in regulating the commitment of teachers and effectiveness in the performance of the university. Though the magnitude and dimension differ between public and private universities still they constitute an important part in regulating the effective working of the university and promote sense of commitment among the teachers.

3.5 Moderating Effect Test
The moderating effect is essential as it helps in analyzing the status of the relationship between the variables and helps in determining the factors, which tend to affect the magnitude and dimension of relationship. Thus, all the sources that majorly affect the status of relationships are identified. Hence, review of papers draws out those moderating factors, which affected the relationship between OC of teachers and the outcome variables. The psychological forces majorly affect the commitment of an employee and motivation is one of those psychological factors that affect the direction of employee behavior. A study based on Bangladesh 130 employees (Nabi et al., 2017) reveals that rewards, recognition, non-monetary benefits, and promotion are some of the motivating instrument, which led to influence employee's performance positively. University teachers study of 500 responses (Kaur, 2016) where 25 responses of each, public and private university, is initially taken for analysis reveals that public university provide non-monetary benefits but private university follow more motivational strategies like healthy working condition, increment opportunities, and monetary rewards, which led to improvement in efficiency of the teachers and hence led to positive relationship with commitment and performance. An analysis of UK public and private university suggests that the reward system not only affect the job satisfaction level but also affect the commitment of teachers and thus influencing their performance. This tends to increase their efficiency and hence leading to improving the business processes. However, the magnitude and dimension of effect vary in public and private universities. Public university's intrinsic rewards (accomplishment sense, scope of personal growth, and recognition) and extrinsic rewards (monetary rewards and other benefits, social relationship, and promotions) scope is very less thus teachers are neither much committed nor very dedicated and efficient towards their work. However, private university teachers get these motivational benefits hence their speed, efficiency, accuracy, and commitment towards task performance increases (Kaur, 2016; Nabi et al., 2017; Nazir et al., 2013). (Zeffane, 1994) the analysis stated that the organizational commitment of the private sector is more than the public sector. As the public universities are not based on profit motive and there is guaranteed tenure of employment, thus, teachers tend to develop casual attitude and hence commitment level is less. In case of private universities, teachers have workload along with opportunity of earning rewards that tend to bring more dedication, efficiency, and involvement in their attitude. Thus work-centric attitude moderates the positive influence on the relationship between OC and performance of the university (Adekola, 2012; Kaur, 2016; S. Khan, 2015). Organizational protectiveness has a moderating influence on relationship between OC and performance. A study of 570 questionnaires (Afsar, 2015; Joram, Wanjala, & Matual,
2018; S. Khan, 2015) was conducted to determine the impact of various institutional factors on OC and performance and the study reveals that there is negative impact of protectiveness on commitment and performance. As public universities provide more secure jobs thus this led to decrease in commitment of employees and performance as efficiency and dedication level decreases. However, private university doesn’t provide much secure job, but this tends to increase the dedication, efficiency, desire to work, and commitment of employee towards the accomplishment of the objectives and tasks. Thus, organizational protectiveness has a moderating effect but the magnitude of effect is more in private university as compared to public university Further, family support constitutes an important factor that tends to affect the commitment and performance of the teachers. An analysis of 49 responses from teachers of the public (22 responses) and private (27 responses) university (Wainaina, 2015) suggest that public university provide more non-monetary benefits and more family support policies like health benefits, pensions, medical care, and reimbursement of expenses. However, private universities though provide monetary benefits but fewer family support strategies are there. Thus, less motivational schemes are there which thus affect commitment level and performance of teachers (Kivindu, 2015). A review of research papers thus suggests that many factors, which affect the organizational commitment, tend to create moderating effect. These factors have different dimensions and magnitude influence on private and public university teachers.

4 METHODOLOGICAL CHARACTERISTICS OF OC

In order to summarise the methodology of all the research papers taken for review, Table 3 is formulated. It encompasses the sources of collection of information about various factors and OC, design followed to evaluate the study, outcome measures nature, controlled variables description, setting of the study, study referents, and the analysis method used to determine the outcome. This together represents the methodological characteristics of OC.

<table>
<thead>
<tr>
<th>Methodological Characteristic</th>
<th>Sources for OC and other outcomes</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Same</td>
<td>31</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Different</td>
<td>78</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Some same while some different</td>
<td>11</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nature of Outcome</th>
<th>Perceptual</th>
<th>Objective</th>
<th>The study has both types of measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freq.</td>
<td>58</td>
<td>47</td>
<td>84</td>
</tr>
<tr>
<td>%</td>
<td>63</td>
<td>48</td>
<td>98</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The referent of OC measure</th>
<th>Individual</th>
<th>Unit/Group</th>
<th>Both Individual and unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freq.</td>
<td>66</td>
<td>51</td>
<td>3</td>
</tr>
<tr>
<td>%</td>
<td>77</td>
<td>62</td>
<td>34</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis</th>
<th>Correlation</th>
<th>ANOVA/Regression/Path Analysis</th>
<th>LVSEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freq.</td>
<td>35</td>
<td>58</td>
<td>27</td>
</tr>
<tr>
<td>%</td>
<td>41</td>
<td>69</td>
<td>30</td>
</tr>
</tbody>
</table>

4.1 Research Setting and Design
The majority of the study is empirically tested via field study (89%) following cross-sectional design (75%). However, this is true as in order to study the commitment and compare public and private university teacher’s commitment it won’t be possible to have a laboratory study.

4.2 Control Variables
As the study is focused on determining the impact of certain identified factors thus some research papers have considered the presence of other factors as controlled (19%). Further, as some studies have also controlled the previous outcomes i.e. they have influenced the values and then used to fulfill the purpose of the study. About only 1% of the studies have controlled previous outcomes. This helps in deriving the relevant and reliable information about OC of teachers between public and private universities.

4.3 Sources of Outcomes and OC
About 65% of the studies have used different sources for deriving the outcome measures and organizational commitment of teachers. The review of studies depicts the information on the impact of different factors is derived from different sources.

4.4 Nature of Outcome
About 48% of the research papers are based on analyzing subjectively the impact of Commitment. However, 39% of the study is objective-based where proper analysis is conducted in order to fulfill the objectives and derive the results.

4.5 Referent of OC
The study shows that mostly the information is referent to individuals. About 55% of the information is individual-based while only 3% of the research papers include both individuals and groups.

4.6 Analysis Types
48% of the study results are based on having correlation, descriptive, and regression-based analysis. However, structural methods for deriving the impact of factors like factor analysis method is used by only about 23% of the studies. This method helps in analyzing the data considering measurement errors and hence the analysis is
much more accurate.

5 FUTURE DIRECTIONS
This study was based on a comparative study of organizational commitment of teachers in public and private universities thus though dimensions of organizational commitment are analyzed still the impact of each factor is not analyzed on the dimensions of the organizational commitment. Thus, further study could be either specific dimension of OC based comparative analysis of public and private university teacher’s commitment or individually each dimension could be included in the study. This would help in determining the kind of commitment teachers have with the university. Further, this study focuses on some specific factors. However, there are many other factors like local government policies, teacher’s personalities, school principals, cognition, absence, and organizational citizenship, which affect the commitment of teachers (John P. Meyer et al., 2002Werang, 2017). A study of 332 teachers (Terzi, 2015) suggests that Organizational citizenship behavior has a significant relationship with OC and showed that OCB via its dimensions of civic virtue, courtesy-altruism, affective commitment, and sportsmanship act as a mediating factor which led to influence the efficiency and performance of teachers. Further, a study conducted by (Chi, Yeh, & Choum, 2013) suggested that personality traits of teachers have an impact on their efficiency. Even job involvement has a mediating effect between OC and teacher’s efficiency, but personality traits don’t have any moderation effect between teaching efficiency and job involvement. Thus, these studies suggest that many other relevant factors could be included in the study which has mediating and moderating effects too. This analysis is based on analyzing individually via factors the OC of teachers of public and private universities. Further this could also be done that impact of employee-relevant outcomes and organization-relevant outcomes can be analyzed in composite form i.e. instead of individual factor analysis, the analysis could be done in combined form so as to determine whether employee-centric or organization-centric strategies regulate the commitment of teachers. Further, the analysis could also be done so as to empirically test the mediating and moderating effect of factors on the relationship between the OC of teachers and performance and also include more of the studies based on using structural models so as to reduce the effect of measurement errors.

6 CONCLUSION
Research Papers reviewed in the present study highlight various perspectives on the concept of organizational commitment but still the widely accepted concept explains the three dimensions of OC i.e. effective (based on desire), normative (based on obligation), and continuance (based on intent to leave) commitments. Though OC of teachers in public and private universities do get affected by the factors like organizational protectiveness, working condition, quality of work-life, motivation, family support, and job satisfaction but the strength and magnitude of the effect varies. In some cases, the public university provides more scope of commitment i.e. by providing better training and skill set enhancement opportunities, the scope of availing non-monetary benefits and especially implementing family support strategies but overall analysis suggest that private universities teachers’ commitment level is much more than the public university teachers commitment. This is mainly because of more opportunities for growth, more scope of monetary benefits, opportunities of availing promotions and especially due to healthy working conditions. However, as the sustainable development goals consist of a plan of improving education facilities along with making recent technology available and accessible to every educational institute thus it would provide an opportunity of improving the working condition of public universities and hence would raise the commitment level of teachers.

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Management.

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