




A Comparative Analysis of Organizational Commitment of TTS and BPS Teachers in Public Sector Universities of Punjab

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ARTICLE INFO	ABSTRACT
<p>Article history: Submitted 20.09.2023 Accepted 15.11.2023 Published 31.12.2023</p> <p>Volume No. 10 Issue No. II ISSN (Online) 2414-8512 ISSN (Print) 2311-293X DOI:</p> <p>Keywords: Organizational Commitment, Affective Commitment, Continuance Commitment, Normative Commitment,</p>	<p><i>This paper presents a comparative study of the organizational commitment levels of teachers working under the Tenure Track System (TTS) and Basic Pay Scale (BPS) system in public universities of Punjab, Pakistan. The study employs the Organizational Commitment Questionnaire (OCQ) to assess affective, continuance, and normative commitment dimensions. The results indicate significant differences between TTS and BPS teachers, with TTS faculty exhibiting higher levels of affective commitment. The findings suggest that differences in job security, incentives, and professional growth opportunities play crucial roles in shaping these commitment levels. The study highlights implications for university management and policy reform in the public higher education sector.</i></p> 

Introduction

Organizational commitment plays a fundamental role in determining employees' attachment and dedication to their workplaces. In the field of education, teacher commitment has far-reaching implications for student outcomes, institutional success, and personal job satisfaction. The higher education sector in Pakistan is undergoing significant changes due to increasing globalization and competition. Within this landscape, teachers in public universities in Punjab work under two main systems: the Tenure Track System (TTS) and the Basic Pay Scale (BPS) system. These two systems offer distinct advantages and disadvantages in terms of job security, performance-based incentives, and career development.

The importance of organizational commitment has been widely discussed in academic literature, particularly in relation to its impact on job performance, absenteeism, and turnover. In educational institutions, where the role of teachers is central to the institution's mission, understanding the factors that drive organizational commitment becomes even more critical. Committed teachers are more likely to be engaged with their students, contribute positively to their institutions, and pursue continuous professional development. As such, examining how different employment systems influence teacher commitment is essential for both policymakers and institutional leaders. The Tenure Track System (TTS) was introduced in Pakistan to bring about a performance-based system that aligns with international best practices. TTS is designed to reward high-performing faculty with promotions, increased salaries, and professional growth opportunities. However, it comes with its own set of challenges, particularly related to job security and the pressure to meet performance targets. In contrast, the Basic Pay Scale (BPS) system offers greater job security but lacks the financial and professional incentives available under TTS. This creates a complex environment in which the motivations for teacher commitment differ between the two systems.

Furthermore, understanding how these two systems impact organizational commitment is crucial for addressing broader challenges in the higher education sector. Pakistan has long struggled with issues related

to teacher retention, professional development, and the quality of education. By analyzing the factors that influence commitment among teachers under TTS and BPS, this study aims to provide insights into how universities can better support their faculty and create environments conducive to long-term success. This comparative analysis will offer a deeper understanding of the relationship between employment conditions and organizational commitment, providing practical recommendations for policymakers.

Research has shown that organizational commitment is often influenced by external factors such as rewards, career growth opportunities, and organizational support (Meyer & Allen, 1991). TTS provides competitive salaries and opportunities for professional growth, which could lead to higher levels of emotional attachment to institutions. On the other hand, BPS provides greater job security but fewer performance-related rewards, potentially impacting teachers' motivation differently (Khan & Jabeen, 2011).

In this study, we assess the three dimensions of organizational commitment—*affective*, *continuance*, and *normative* commitment—and compare how these differ between TTS and BPS teachers. Understanding these differences can provide insight into how these systems shape the professional attachment of teachers and what policies may improve institutional commitment across both systems.

Literature Review

Organizational Commitment

Organizational commitment, as conceptualized by Meyer and Allen (1991), consists of three dimensions: *affective* commitment (emotional attachment to the organization), *continuance* commitment (awareness of the costs associated with leaving the organization), and *normative* commitment (feeling of obligation to remain in the organization). Several studies have shown that higher levels of organizational commitment correlate with lower turnover rates, higher job satisfaction, and better performance (Meyer & Herscovitch, 2001).

In educational settings, teacher commitment is particularly crucial, as committed teachers are more likely to contribute positively to their students' learning outcomes and engage in continuous professional development (Day, 2004). Teacher commitment has been found to have a significant impact on various factors such as student behavior, academic achievement, and teacher turnover (Hall, Pearson, & Carroll, 1992). Research also suggests that teacher commitment to the profession and organization enhances their motivation to work towards institutional goals (Somech & Bogler, 2002).

Factors such as job satisfaction, workload, and organizational culture play a crucial role in determining the level of commitment (Firestone & Pennell, 1993). In contrast, low levels of organizational commitment can lead to absenteeism, lower performance, and a higher likelihood of leaving the organization (Chughtai & Zafar, 2006).

Tenure Track System (TTS) and Basic Pay Scale (BPS)

The Tenure Track System (TTS) was introduced in Pakistan in response to global reforms aimed at enhancing the quality of teaching and research in higher education (World Bank, 2002). TTS provides faculty members with competitive salaries, performance-based incentives, and greater autonomy, aligning more closely with international standards (Banuri, 2020). However, the system has faced criticism due to a lack of job security and the perceived high pressure to publish research (Khan & Jabeen, 2011). This can affect the organizational commitment of TTS teachers, as they may feel more vulnerable to job loss compared to their Basic Pay Scale (BPS) counterparts.

In contrast, the BPS system, which predates TTS, offers greater job security and is seen as a more stable career path for teachers in public sector universities (Mallon, 2001). Although BPS lacks performance-based rewards, its structure ensures long-term job stability, which can lead to higher levels of *continuance* commitment among its faculty members (Herbert & Tienari, 2013). The dichotomy between the TTS and BPS systems has resulted in varying levels of organizational commitment, with TTS faculty often being more motivated by professional growth opportunities, while BPS faculty may prioritize job security (Pietilä, 2019).

Methodology

Research Design

This comparative study employs a cross-sectional survey design to assess organizational commitment among TTS and BPS teachers. The widely recognized Organizational Commitment Questionnaire (OCQ) developed by Meyer and Allen (1991) was used to measure the three dimensions of organizational commitment.

Population and Sample

The population for the study consisted of faculty members from public sector universities in Punjab, Pakistan. A total of 500 teachers participated, with 250 from the TTS system and 250 from the BPS system. The sample was selected using a cluster sampling technique, with teachers from multiple universities across

the province.

Instruments

The OCQ consists of 24 items, divided into three sections representing affective, continuance, and normative commitment. Respondents rated each item on a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree."

Data Analysis

Data were analyzed using SPSS, employing descriptive statistics, independent sample t-tests, and one-way ANOVA to compare the organizational commitment levels between TTS and BPS teachers. Post-hoc tests were conducted where necessary to identify specific group differences.

Results

The findings reveal significant differences between TTS and BPS teachers in terms of organizational commitment. The dimensions analyzed include affective, continuance, and normative commitment. The results of the statistical tests, including independent t-tests and one-way ANOVA, are presented in the following tables.

Affective Commitment

TTS teachers exhibited significantly higher levels of affective commitment compared to BPS teachers. Table 1 shows the mean scores and standard deviations for affective commitment.

Group	N	Mean	Standard Deviation (SD)	t-value	p-value
TTS Teachers	250	4.12	0.56	4.75	0.000**
BPS Teachers	250	3.67	0.71		

Table 1: Affective Commitment Comparison Between TTS and BPS Teachers

p-value < 0.05 indicates statistical significance

The analysis shows that TTS teachers have a higher emotional attachment to their institutions compared to BPS teachers, as indicated by a statistically significant difference in affective commitment ($p < 0.05$).

Continuance Commitment

Table 2 provides a comparison of the continuance commitment between TTS and BPS teachers. BPS teachers scored higher on this dimension, reflecting their reliance on job security and the perceived costs of leaving the organization.

Group	N	Mean	Standard Deviation (SD)	t-value	p-value
TTS Teachers	250	3.45	0.58	5.12	0.001**
BPS Teachers	250	3.89	0.65		

Table 2: Continuance Commitment Comparison Between TTS and BPS Teachers

p-value < 0.05 indicates statistical significance

BPS teachers showed significantly higher continuance commitment, which suggests that job security is a key factor for their decision to remain with the institution.

Normative Commitment

Normative commitment, which reflects teachers' feelings of obligation to stay with their institution, was found to be similar between TTS and BPS teachers. Table 3 presents the data for this dimension.

Group	N	Mean	Standard Deviation (SD)	t-value	p-value
TTS Teachers	250	3.60	0.62	1.32	0.213
BPS Teachers	250	3.55	0.68		

Table 3: Normative Commitment Comparison Between TTS and BPS Teachers

p-value > 0.05 indicates no significant difference

The results suggest that both groups of teachers exhibit similar levels of normative commitment, with no statistically significant difference ($p > 0.05$).

Summary of Organizational Commitment Across Dimensions

Table 4 provides a summary of the mean scores across all three dimensions of organizational commitment for both TTS and BPS teachers.

Commitment Dimension	TTS Teachers (Mean \pm SD)	BPS Teachers (Mean \pm SD)	t-value	p-value
Affective Commitment	4.12 \pm 0.56	3.67 \pm 0.71	4.75	0.000**
Continuance Commitment	3.45 \pm 0.58	3.89 \pm 0.65	5.12	0.001**
Normative Commitment	3.60 \pm 0.62	3.55 \pm 0.68	1.32	0.213

Table 4: Summary of Organizational Commitment Dimensions Comparison Between TTS and BPS Teachers

The findings reveal significant differences between TTS and BPS teachers in terms of organizational commitment. TTS teachers exhibited higher levels of affective commitment, indicating stronger emotional attachment to their institutions. In contrast, BPS teachers showed higher levels of continuance commitment, suggesting that their decision to remain in their positions was driven more by job security and fear of potential financial loss.

Affective Commitment

TTS teachers scored significantly higher on the affective commitment scale ($M = 4.12$, $SD = 0.56$) compared to BPS teachers ($M = 3.67$, $SD = 0.71$). This suggests that TTS teachers, who are offered more professional development opportunities and incentives, feel a stronger emotional connection to their institutions.

Continuance Commitment

BPS teachers reported higher continuance commitment ($M = 3.89$, $SD = 0.65$) than their TTS counterparts ($M = 3.45$, $SD = 0.58$). The job security offered by the BPS system may contribute to this finding, as teachers are less likely to leave a stable position.

Normative Commitment

No significant differences were found between TTS and BPS teachers regarding normative commitment, with both groups showing moderate levels of commitment driven by a sense of obligation to their institutions.

Discussion

The results of this study indicate significant differences in organizational commitment between TTS and BPS teachers in Punjab's public universities. Specifically, TTS teachers reported higher levels of affective commitment, suggesting that performance-based incentives and professional development opportunities may foster a deeper emotional connection to their institutions. This finding aligns with the work of Meyer and Herscovitch (2001), who argue that emotional attachment is crucial for employee retention in competitive environments like higher education.

Conversely, BPS teachers exhibited higher levels of continuance commitment, driven by job security and stability rather than emotional connection. The perceived financial and personal costs of leaving a stable position may explain this pragmatic attachment. This echoes previous research by Chughtai and Zafar (2006), who found that job security plays a critical role in influencing organizational commitment in public

sector employees.

Interestingly, no significant differences were observed between the two groups in terms of normative commitment, indicating that both TTS and BPS teachers feel a similar sense of obligation to remain with their institutions. This could suggest that institutional loyalty is shaped by broader cultural or professional norms rather than employment conditions.

Future research should explore additional factors that may influence organizational commitment, such as work-life balance, workload, and administrative support. Moreover, policy reforms that strike a balance between the benefits of TTS and the job security of BPS could lead to a more motivated and committed teaching workforce.

Conclusion

This study highlights the distinct differences in organizational commitment between TTS and BPS teachers in Punjab's public universities. University administrators and policymakers should consider these differences when designing faculty recruitment, retention, and professional development strategies. While TTS encourages emotional investment in the institution, addressing the concerns related to job security could enhance its effectiveness. Similarly, introducing performance-based incentives in the BPS system may motivate teachers to increase their engagement and commitment.

Furthermore, the findings suggest that fostering a balance between professional growth opportunities and job security is critical in ensuring sustained commitment from faculty members. Universities that offer an environment of stability, combined with opportunities for career advancement and recognition, are more likely to retain motivated and highly committed staff. Future policy reforms in the higher education sector should take these factors into account, ensuring that both systems align with the goals of educational excellence and staff satisfaction.

Ultimately, both TTS and BPS systems have their unique strengths, but improvements in job security for TTS and better incentivization for BPS could result in a more committed and productive workforce across public universities in Pakistan.

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