

## EFFECT OF ORGANIZATIONAL COMMITMENT ON RESEARCH AND DEVELOPMENT PERFORMANCE OF ACADEMICS: AN EMPIRICAL ANALYSIS IN HIGHER EDUCATIONAL INSTITUTIONS

*Dr. A. Ravichandran*

*Associate Professor, Department of Commerce, Satyawati College Evening (University of Delhi), Delhi*

**Received: 01 Sep 2022**

**Accepted: 19 Sep 2022**

**Published: 23 Sep 2022**

### **ABSTRACT**

*Highly committed academic staff would perform better in teaching quality, undertake innovative research projects, initiate to introduce innovative curriculum, more loyal to the institution, higher satisfaction in their job and less tendency to leave the institute. This paper is an attempt to investigate, if there any, significant variation between Government and Private Colleges in the organizational commitment and research and development performance among academic staff. It is also an attempt to investigate the effect of organizational commitment on the research and development performance of academic staff. A survey was conducted among 656 academic staff in the liberal arts and science Colleges in Tamil Nadu Province (India). Based on appropriate statistical tools of independent “t” test and multiple regression analysis, the results clearly shown that there is significant variation in all the three factors of organizational commitment and research and development performance (Except overall performance) between Government and Private Colleges. It is also shown that Affective and Continuance Organizational Commitment have significant and positive impact on Research and Development Performance of academic staff. However, Normative Commitment does not have significant and positive impact on the Research and Development Performance. This study supports both theoretical and empirical aspects. Its emphasis that educationist, policy makers and regulatory bodies of higher education to take essential measures for enhancement of Organizational Commitment of academic staff as it would lead to better performance in teaching, taking care of students in all respects, higher quality in research output and overall development of institution.*

**KEYWORDS:** *Government Colleges, Private and Self-Financed Colleges; Affective, Normative Continuance, and Organizational Commitment, Publication, Professional Development Activities, Research and Guidance, and Research Development Performance.*

### **INTRODUCTION**

In the fast changing competitive and knowledge economy, commitment of employee plays a vital role for achieving productivity, more volume of production, higher quality of product/service, new initiative for organizational development, customer satisfaction, etc. Industrial organization has well realized and recognized the role of employees' commitment for success of organization but it seems that higher educational institutions in India do not realize and well recognized the role of academic staff's commitment and their significant contribution for the betterment of students and institution. Highly committed academic staff is one of the important determinant factors for performing better in teaching, undertake innovative research projects, initiate to introduce innovative curriculum, more loyal to the institution, less tendency to

leave the institute and maintain higher level of academic standard at international level. This paper is an attempt to investigate, if there any, significant variation between Government and Private Colleges in the Organizational Commitment (OC) and Research and Development Performance (RDP) among academic staff in the context of India. It is also an attempt to investigate, if there any, significant effect of OC on the level of RDP. Academic research in the past strongly suggest that employee commitment have led to better organizational and individual performance (Princy and Rebeka, 2019; Sittar, Munawar and Raof, 2021; Haftkhavani, Faghiharam, and Araghieh, 2012; Metin and Asli, 2018). *“Scholars, managers, policymakers and researchers acknowledged substantial attention towards organizational commitment and its outcomes of skilled human resources. Qualified and experienced human resource is a crucial asset in any organization in the knowledge economy and comprehensive world with turbulent changes (Millar et al., 2016; Fulmer and Ployhart, 2014; Vomberg et al., 2014; Govaertset al., 2011; Glen, 2006 and Ravichandran and Bhardwaj, (2022)”*.

## **THEORETICAL SUPPORT**

### **Organizational Commitment**

A general concept of Organizational Commitment is a strong and positive feeling of an employee towards organizational development. It can also be said that an emotional attachment of employees towards organizational development in the form of a strong sense of: loyalty; job involvement; a member of organization, willingness to extend considerable effort towards organizational goals; and an acceptance of value of the organization. Two management theorists defined organizational commitment of employees and these definitions and components of OC are inconsistency. For example, Allen and Meyer (1990) defined Organizational Commitment as the *“psychological relationship between employees and organization”*. They identified and measured three factors which affect OC of employee i.e., Affective, Normative and Continuance Commitment (Meyer and Allen, 1991) and these three factors are widely accepted and researchers have applied these factors and tested in their studies. They defined these three factors: Employee Affective Commitment (AC) is an emotional feeling and the degree of involvement in the organizational development; Normative Commitment (NC) is the feeling of moral obligation of employee towards the organization and if employee desires to leave the organization, they would feel it is a sense of guilty; and Continuance Commitment (CC) is the employee’s willingness to stay in the present organization to avoid cost associated to leave the organization (Meyer and Allen, 1991). Another one Ling et al. (2002) developed a model based on Meyer & Allen (1991) and this model comprises five dimensions i.e., Affectionate, Normative, Ideal, Economic and Choice Commitment and this model was not much attracted among the researchers while comparing with (Meyer and Allen, 1991) model. Chew (2018) defined as *“OC is the strong involvement and association toward a specific organization”* (Sittar, Munawar, and Raof, 2021). Ravichandran and Venkat Raman (2021) *“Organizational Commitment refers to the strong affiliation and involvement of an employee with his/her organization”* (Steers, 1977).

The level of OC has been significantly varied according to ownership of the organization (Bano, Ishrat and Mishra 2019; and Sharma, 2015). For example, a study conducted for analyzing the significant variation of OC, if any, between public and Private sector bank managers (Kumari and Priya, 2017) and the results clearly indicate that there were significant variation and moreover public sector bank managers have greater OC level than the Private sector in all the three factors of OC. Contrast to this, Private sector employees have greater OC than public sector (Odom et al., 1990 and Savery, 1991). Indian school teachers have stronger Affective and Normative Commitments as compared with Iranian

teachers (Joolideh & Yeshodhara, 2009). Kassawand Golga (2019) found that there was moderate level in overall commitment and in specific commitment dimensions among academic staffs in Haramaya University Ethiopia.

Demographic factors such as age, gender, job position, etc., of employee would also influence the OC level. Absar & Swain (2009) examined the organizational commitment among teachers of university athwart in three disciplines i.e., Social Science, Basic Science and Professional Science as well as athwart designation i.e., Readers and Lecturers. The study observed that there was a significant difference between readers and lecturers of professional science on Normative Commitment but no significant difference among university teachers athwart disciplines. Kassaw and Golga (2019) found that there is no significance difference in commitment of academic staffs with reference to gender; however, a significant difference in commitment was existed in reference to level of education. There were no significant differences in organizational commitment regarding the employees' gender or marital status, while the differences in age, tenure in organization and education (Danica Bakotić, 2021).

### **Organizational Commitment and Performance of Employees**

Organizational Commitment is a precursor and significant factor to change the employee behavior in their work and will do better job performance in all respects and will also have less tendency to leave the organization (Ravichandran and Bhardwaj, 2022). Performance of employee may be described that it is behavior of the employee while carrying out his/her assigned duties, task, and responsibilities. Prasetya and Kato (2011) defined performance of employee is an outcome of actions with adequate skills and knowledge to accomplish the task assigned to a particular employee or group of employees and normally it would measure after the specific task is completed and it could be above or below or moderate of the standard. Employee performance can be measured by task achievement within the specified time, quality in produced products or service, cheerful attitude with co-colleagues, superiors and subordinates, introducing innovative ideas in the production process, etc. Performance of academic staff is the job behavior while carrying out the academic activities in a particular academic year. It includes and could be measured by classroom teaching, students' evaluation, guidance to research scholars, contribution in committee assignments, carrying out research and development activities, contribution to professional bodies, community services, etc. Effective classroom teaching performance will contribute to the quality of students' academic output in their end semester examination. But the research and development activities of academic staff would contribute to enhancement of their competence, skills, knowledge, creative ideas, and scope for innovation which in turn better teaching performance (Ravichandran and Bhardwaj, 2021). Several educationists, academic experts, researchers in the higher educational sector believe that carrying out research and development activities by academic staff would enhance their teaching performance (Colbeck, 1998 & 2002; Gamson, 1995; Robertson and Bond, 2001; Wenzel, 2001; Winkler, 1992; Woolcock, 1997; Zamorski, 2002).

Research studies in the past have strongly suggested that OC of employee, whether it is manufacturing organization or service industries, is the precursor for the effective job performance of the employee (Rebecca & Tolentino, 2013; Sirohi & Shrivastva, 2013; Parveen, 2019; Princy and Rebeka, 2019; and Rafiei, Aminib, and Foroozandehc, 2014). Thus, OC of the employee is one of the significant factors to determine the higher job performance of the employee. A research study of Princy and Rebeka (2019) conducted among 100 employees in machine tools manufacturing industries and the data analysis indicate that OC has significantly related with organizational performance and also positively related in the job satisfaction, motivation and job involvement. Another study carried by Uygur (2007)

among bank employees and the results shown that the OC has strong and positive relationship with employee performance. In a study of Ozutku (2008) indicated that among the three factors of OC Affective and Continuance Commitment had significantly and positively influenced on the work performance of employees and Normative Commitment had no significant effect on the performance.

In the educational sector, there were mixed findings from the existing research studies. For example, a study of Haftkhavani, Faghiharam, and Araghih, (2012) conducted among academic staff about the relationship between OC and performance of students. The results shown that there is significant and positive relationship between Affective and Normative Commitment with students' performance but no significant relation with Continuance Commitment and students' performance. Similarly, Sittar, Munawar and Rao of, (2021) found that there was positive correlation between Affective and Normative Commitment with performance of academic staff but negative weak correlation between Continuance Commitment with performance and they recommended that universities shall provide resources to foster employee growth, learning and development for enhancement of faculty members' engagement and OC. Another study conducted by Rebecca C. and Tolentino (2013) and they tested relationship between OC and job performance of both academic and administrative personnel. The results shown that academic personnel have greater Affective and Normative Commitment than the administrative personnel and Continuance Commitment level is more in administrative personnel than the academic staff. The results also indicated that the academic job performance was significantly influenced by Affective Commitment and performance of administrative personnel was not influenced by even a single OC factor. Sirohi & Shrivastva, (2013) found that all the three OC factors of Private university academic staff have strong and positive correlation with their job performance. Haerofiatna, et al., (2021) research among 150 teachers and they tested the relationship between: job satisfaction and OC; job satisfaction and job performance; and OC and job performance. The results indicated that there was no significant effect of job satisfaction and OC of teachers. However, the results shown that there was significant and positive effect of OC and job performance of teachers.

## **RESEARCH GAP**

It is evident from the existing research studies that OC has strong and significant and positive relation with employee performance in both industrial and educational sector. However, there is lack of research evidence for influence of ownership on the OC level and effect of OC on the level of performance of academic staff in the Indian Higher Educational Institutions (HEIs). There is also lack of research evidence or clarity in the measurement of Research and Development Performance (RDP) of academic staff in general and particularly in the Indian context. Thus, it is felt that there is a research gap in above two aspects and this study tries to address this gap.

## **METHODOLOGY**

### **Research Questions**

Based on the theoretical considerations and the research gap as stated above, this research study tries to answer the following research questions:

- Is there any significant variation between Government and Private Colleges in the level of OC and Research and Development Performance of academic staff?

- Is there any significant effect of OC on the level of Research and Development Performance of academic staff?
- Are there any theoretical and practical implications of the study?

### **Hypotheses**

- H<sub>1</sub>: There is likely to be significant variation in organizational commitment between Government and Private Colleges.
- H<sub>2</sub>: Academic staffs in Government Colleges are likely to be greater Organizational Commitment level than the Private Colleges.
- H<sub>3</sub>: There is likely to be significant variation in Research and Development Performance between Government and Private Colleges.
- H<sub>4</sub>: Academic staffs in Government Colleges are likely to be greater Research and Development Performance than the Private Colleges.
- H<sub>5</sub>: Organizational Commitment is likely to be significant and positive effect on the level of Research and Development Performance.

### **MEASURES AND INSTRUMENT**

Three sets of concepts are focused in this research i.e., ownership (Public and Private Colleges), OC (Affective, Normative and Continuance Commitment), and Research and Development Performance of academic staff (publication, professional development activities, and research and guidance). The concept of ownership is measured by two dimensions i.e., public (owned and fully funded by select Province Government) and Private Colleges (owned and fully funded by private individual or group of individual or corporate sector). There are three dimensions for OC (Affective, Normative and Continuance Commitment) and these dimensions were measured by 8 statements in the questionnaire i.e., 3 each for Affective and Normative and 2 for Continuance Commitment. The Research and Development Performance (RDP) of academic staff was measured by three dimensions i.e., Publication, Professional Development Activities (PDA), and Research and Guidance (RG) and these dimensions were measured by 12 statements (6 statements for publication and 3 each for PDA and RG). It is pertinent to state that the items for OC was sourced from Meyer and Allen model (1991) with little modifications and all the statements of RDP were developed by the researcher (own source) based on standard operating procedure framed by UGC regulation act 2018 as there were no measurement found in the existing research literature.

The study was conducted through a survey methodology with a structured questionnaire in both printed and online (Google form) mode. It comprised by three parts i.e., demographic information in Part-I and information related to OC and RDP in Part-II and III respectively. While demographic information was measured as nominal data OC was measured as a five-point Likert-type scale to be rated ranging from 5=strongly agree to 1= strongly disagree. The RDP was originally measured by actual value and later it was converted into five-point Likert-type scale for data analysis purpose. Scores of two negatively-keyed items in OC were reversed as per the scale manual of scoring and no negatively-keyed items framed in the RDP as it is actual information though it was converted into five-point Likert-type scale in the later stage. A pilot survey was conducted from 40 academic staff (20 each from public and Private Colleges) to check reliability of scale items

for both OC and RDP by using the Cronbach Alpha model and the value derived was .695 and .682 for OC and RDP respectively. Nunally and Bernstein (1994) suggested coefficients Alpha of value .70 to be considered as good and a value exceeding .60 to be acceptable level of internal consistency.

### **Sampling, Data Collection and Statistical Tools**

The survey was conducted from liberal Arts and Science Colleges in Tamil Nadu Province and this Province is geographically divided into four regions i.e., east, west, north and south. Both Government (GOVT) and Private and Self-Funded (PSF) Colleges are functioning equally in this Province. Further the researcher applied two important criterions to select the sample institute and they are: 1) Only post graduate and research department Colleges which have completed 25 years from the date of its establishment assuming that these Colleges would have adopted and follow a well-established Human Resource (HR) practices; and disclosing “Mandatory Disclosure” in its website address with complete details of academic staff including their contact details (email address and mobile number). Based on the above stratification, the researcher selected randomly 8 Colleges (4 each from public funded and PSF Colleges) from each region and mailed 20 questionnaires to each select sample College with prior consent of the respondent faculty members and their convenient for response i.e., print or online format. A total of 525 responses were received from the total of 640 questionnaires distributed ( $4 \times 8 \times 20 = 640$ ) and of which 69 were found incomplete responses and remaining 456 responses were taken for further data analysis purpose. The data collection was carried and completed during the academic year 2019-20 (Ravichandran and Garg, 2021). Adequate care has taken to obtain a fair representation from academic staff demographic profile such as age, gender, educational qualification, academic rank, qualification, length of teaching experience in the present institute, etc.

It is pertinent to mention that a range of mean score value out of five were used more meaningful interpretation but for easy to understand it is slightly modified the five-point Likert-scale into three stages i.e., average score level of OC and RDP level were described as 1-2.49 to be interpreted as “less committed and under Performance”, 2.5-3.49 to be “moderate level” and 3.5-5 to be higher OC and higher Performance” (Kassaw & Gola, 2019). Since it is comparative study between Government (GOVT) and PSF Colleges, the statistical tool independent “t” test was more appropriate and applied to find out the significant differences, if any, between these two categories of the Colleges in OC and RDP. Further, multiple regression analysis was also applied to find out the effect of OC on the level of RDP.

## **RESULTS AND DISCUSSION**

### **Comparative Analysis of OC and RDP**

Data analysis from table 1 shows that there are significant differences between GOVT and PSF Colleges in the level OC and RDP ( $p < .05$ ) except in overall performance ( $p > .05$ ). Further GOVT institutes have greater OC in all the factors including overall OC than PSF Colleges as mean value in all the factors is more in GOVT than in PSF Colleges and thus the  $H_1$  and  $H_2$  is accepted. It could say that academic staff in GOVT Colleges have greater OC than PSF Colleges and the reason could be that GOVT Colleges in Indian context provide salary, benefits and promotional opportunities to its academic staff as per the established norms framed by the regulatory bodies for HEIs such as UGC/AICTE whereas majority of PSF Colleges do not follow the established norms for the above monetary benefits and they adopt their own HR practices which is undesirable and unacceptable.



Table 1

Variables	Ownership	Mean	t	Sig. (2-tailed)
Affective Commitment	GOVT	4.2322	7.966	.000
	PSF	3.7608		
Normative Commitment	GOVT	4.1609	6.878	.000
	PSF	3.7386		
Continuance Commitment	GOVT	4.0846	5.097	.000
	PSF	3.7431		
Overall Organizational Commitment	GOVT	4.1592	9.904	.000
	PSF	3.7475		
Publication	GOVT	3.5493	6.400	.000
	PSF	3.1922		
Professional Development Activities	GOVT	3.3607	-11.389	.000
	PSF	4.0667		
Research and Guidance	GOVT	3.6194	7.107	.000
	PSF	3.2343		
Overall Performance	GOVT	3.5098	.302	.763
	PSF	3.4977		

GOVT=Government College; PSF= Private and Self-Financed Colleges

This finding is in consonance with that of (Kumari and Priya, 2017; and Ravichandran and Venkat Raman, 2021) and contradiction with that of (Odom et al., 1990; and Savery, 1991). In concerning with RDP, there are significant differences between GOVT and PSF Colleges except overall performance. Further, academic staff in GOVT Colleges have greater RDP level in the factors of Publication and Research and Guidance (R&G) and academic staff in PSF Colleges have greater RDP level only in the factor of Professional Development Activities (PDA) and therefore the H<sub>3</sub> and H<sub>4</sub> is partially supporting to this result. This finding is in consonance with that of (Paudel, 2021, Ravichandran and Garg, 2021) and contradiction with that of Kishan and Goyal (2021).

**Effect of OC on the Level of RDP**

The data analysis from the regression statistics (table 2) shows that there is overall significant effect of OC on the level of RDP. However, Normative Commitment (NC) does not have significant effect on the level of RDP (p>.05 and t=1.541) and

Table 2

Model Summary					
Model I	R=.251 <sup>a</sup>	R <sup>2</sup> =.063	Adjusted R <sup>2</sup> = .059		
	Sum of square	Df.	Mean square	F	Sig.
Regression	9.381	3	3.127	14.572	.000 <sup>b</sup>
Residual	139.911	652	.215		
Total	149.292	655			
Variables	Un standardized coefficient (β)	Std. error	Standardized coefficient (β)	T	Sig.
Constant	2.716	.140		19.404	.000
AC	.115	.030	.167	3.826	.000
NC	.045	.029	.065	1.541	.124
CC	.060	.027	.090	2.224	.027

AC= Affective Commitment; NC= Normative Commitment; and CC= Continuance Commitment

b. Predictors: (Constant), CC, NC, AC

a. Dependent Variable: Performance

Affective Commitment (AC) has high and positive significant effect on RDP level ( $p < .05$  and  $t = 3.826$ ) followed by Continuance Commitment (CC) ( $p < .05$  and  $t = 2.224$ ) and thus  $H_5$  is partially accepted. This finding is in consonance with that of (Rebecca & Tolentino, 2013; Sirohi & Shrivastva, 2013; Parveen, 2019; Princy and Rebeke, 2019; and Rafiei, Aminib, and Foroozandehc, 2014) for overall relationship/effect of OC on the level of RDP and very similar finding with that of Ozutku (2008) where AC and CC has significant effect and NC has no significant effect. This finding is partially contradiction with that of Haftkhavani, Faghiharam, and Araghieh, (2012); Sittar, Munawar and Raoof, (2021). The findings of these studies have shown that AC and NC have positive and significant impact on the level of performance and CC has no significant impact on the performance of academic staff and thus it is partially contradiction with the present study. Similarly, findings from a study of Rebecca C. and Tolentino (2013) also partially confirmed and partially negated with that of the present study. The only difference is that above study's results indicated that the academic job performance of faculty members was significantly influenced by AC and performance of administrative personnel was not significantly influenced by even a single OC factor. Overall, it is possible to understand that AC has high significant and positive effect on the level of performance in both existing studies and present study and thus it could say that members have emotionally attached with that of their working organization.

### **IMPLICATION OF THE STUDY**

The results from this study strongly contribute to theoretical support as factors of OC level among academic staff have above moderate level in both GOVT and PSF Colleges and thus this study strengthening for a well establishment OC theory of Allen and Meyer. This study also contributes theoretically for the measurement of Research and Development Performance of academic staff in the HEIs as there was no clarity in the existing research studies for the measurement of RDP of academic staff except researcher's own studies (Ravichandran and Venkat Raman, 2015; Ravichandran and Garg, 2021; and Ravichandran and Bharadwaj, 2021) though there were several studies in the existing research for clear measurement of teaching performance. This study also contributes a partial support to empirical aspect as the findings from "t" analysis has indicated that there is significant variation between GOVT and PSF Colleges in both OC and RDP level. Similarly, the regression analysis also clearly shown that there is significant effect of AC and CC on the RDP level of academic staff. Further, the findings of this study would enable the policy makers, regulatory bodies and higher authorities in the institutions to take essential measures for the enhancement of OC among academic staff particularly in PSF Colleges. Because the impact of OC on RDP would contribute jointly and independently several outcomes such as productivity, quality in teaching, better performance in other academic and extra-curricular activities, maintaining academic standard of the institute at international level, etc. Overall, the study indicates that ownership of the institute has significant influence on the OC and RDP level and also indicates that OC acts as an antecedent/precursor for the higher-level of RDP.

### **LIMITATIONS OF THE STUDY**

There are limitations exist in this study despite best efforts tried by the researcher. The present study restricts only with the significant effect of OC on the level of RDP and not covered the teaching performance of academic staff and also the institutional performance. Further, the present study restricts by comparing with only GOVT and PSF Colleges and Government Aided institutions have not covered. The study does not include other HEIs such as engineering, medicine, law, and so on and also restricts geographically only with Tamil Nadu Province. It is, therefore, generalization from these findings to overall higher educational sector and at national level needs to be kept in perspective.



## REFERENCES

1. Absar,S.,& Swain, R. (2009). *Organizational commitment of teachers*. [https://www.researchgate.net/publication/268189109\\_Organizational\\_Commitment\\_of\\_University\\_Teachers](https://www.researchgate.net/publication/268189109_Organizational_Commitment_of_University_Teachers).10.13140/2.1.4625.8246.
2. Allen, N., & Meyer, J. (1990), "The measurement and antecedents of Affective, Normative and Continuance Commitment to the organization". *Journal of Occupational Psychology*, 63: 1-18.
3. Bano.K, Ishrat.A, and Mishra.K.K. (2019), "Factors Affecting Organizational Commitment of Teachers In Government And Private Universities" *International Journal of Scientific & Technology Research*: 8(11) 138-152.
4. Colbeck, C.L. (1998), "Merging in seamless blends-How faculty integrates teaching and research", *The Journal of Higher Education*, 69 (6): 647-671.
5. Colbeck, C.L. (2002), "State policies to improve undergraduate teaching: Administrator and faculty responses", *Journal of Higher Education*, 73 (1): 3-25.
6. Danica Bakotić (2021): *How do demographic characteristics relate to organizational commitment? Evidence from Croatia*, *Economic Research-EkonomskaIstraživanja*, DOI: 10.1080/1331677X.2021.1997624.
7. Fulmer, I. S., & Ployhart, R. E. (2014). *Our Most Important Asset*. <https://journals.sagepub.com/doi/abs/10.1177/0149206313511271>.
8. Gamson. Z. (1995), "Faculty and Service", *Change*, 27 (1): p.4.
9. Glen, C. (2006). *Key skills retention and motivation: The war for talent still rages and retention is the high ground*. *Industrial Commercial Training*, 38, 37–45. doi: 10.1108/001 97850610646034.
10. Govaerts, N., Kyndt E., Dochy, F. &Baert, H. (2011). *Influence of learning and working climate on the retention of talented employees*. *Journal of Workplace Learning*, 23. 35-55. 10.1108/13665621111097245.
11. Haerofiatna, HeriErlangga ,Nurjaya , YayanMulyana , DenokSunarsi , Makmur Solahudin , Denny Aditya Dwiwarman , Nur Imam Duta Waskita , AchmadRozi , Kharisma Danang Yuangga, and AgusPurwanto (2021), "The effect of organizational commitment and work environment on job satisfaction and teachers' performance". *Turkish Journal of Computer and Mathematics Education*, 12(7):109-117.
12. Haftkhavani, Z.G., Faghiharam, B., and Araghieh, A. (2012), "Organizational Commitment and Academic Performance: Case Study of Students at Secondary Schools for Girls". *International Conference on Education and Educational Psychology*, pp. 1529-1538.
13. Joolideh, F., &Yeshodhara, K. (2009). "Organizational commitment among high school teachers of India and Iran". *Journal of Educational Administration*, 47, 127-136. doi:10. 1108/09578230910928115
14. Kassaw, E.S. and Golga, D.N., "Employees' Organizational Commitment in Higher Educational Setting". *Preprints 2019*, 2019040 029 (doi: 10.209 44/preprints 201904. 0029.v2).
15. Kishan, S., and Goyal, N. (2021), "A Comparative Study in Public and Private Education Sector". *International Journal of Innovative Science and Research Technology*, 6(7): 439-443.

16. Kumari, P., and Priya, B. (2017), "Organizational Commitment: A Comparative Study of Public Private Sector Bank Manager". *International Journal of Business and Management Invention*, 6(1): 38-47.
17. Ling, W.Q., Fang, L.L., & Zhang, Z. (2002). *Research on Chinese employees' organizational commitment*. *Social Sciences in China*, 23, 59-67.
18. Metin, K., and Asli, K. (2018), "The Relationship between Organizational Commitment and Work Performance: A Case of Industrial Enterprises". *Journal of Economic and Social Development*, 5(1): 46-50.
19. Meyer, J., and Allen, N. (1991), "A three component conceptualization of organizational commitment". *Human Resource Management Review*, 1: 64-98.
20. Millar, C. C. J. M., Chen, S. & Waller, L. (2016). *Leadership, Knowledge and People in Knowledge-Intensive Organizations: Implications for HRM Theory and Practice*. <https://www.tandfonline.com/doi/full/10.1080/09585192.2016.1244919>.
21. Odom, R.Y., Boxx, W.R., and Dunn, M.G. (1990), "Organizational cultures, commitment, satisfaction, and cohesion". *Public Productivity and Management Review*, 14(2): 157-169.
22. Ozutku, H. (2008), "Orguteduygusal, devamlıtkve Normativebaglilikile is performansiarasindakiliskininincelenmesi". *Istanbul UniversitesiIsletme Fakultesi Dergisi*, 37 (2), 79-97.
23. Parveen, S. (2019), "Exploring the impact of Organizational Commitment on Employee Performance". *IOSR Journal of Business and Management*, 21(12, Series II):47-56.
24. Paudel., K.P. (2021), "Level of academic performance in the context of Nepali Higher Educational Institutions". *Journal of Comparative and International Higher Education*, 13(2): 98-111.
25. Prasetya, A. and Kato, M. (2011), "The effect of Financial and Non-Financial Compensation to the Employee Performance". *The 2nd International Research Symposium in Service Management*. Yogyakarta, Indonesia.
26. Princy, K. and Rebeka, E. (2019), "Employee Commitment on Organizational Performance". *International Journal of Recent Technology and Engineering*, 8(3): 1-5.
27. Rafiei, M., Aminib, M. T. and Foroozandehc, N. (2014), "Studying the impact of Organizational Commitment on the Job Performance". *Management Science Letters*, 4: 1841-1848.
28. Ravichandran, A. and Bhardwaj, P. (2021), "Relationship between Job Satisfaction and Performance of Academics: An Empirical Analysis of public institutions in Tamil Nadu Province (India)". *Primax International Journal of Management Research*, 8(4): 1-15.
29. Ravichandran, A. and Bhardwaj, P. (2022), "Job Satisfaction and Organizational Commitment: A Study of General Higher Education in Tamil Nadu Province (India)". *Shanlax International Journal of Management*, 10(1): 25-41.
30. Ravichandran, A. and Venkat Raman, A. (2015), "Human Resource Management: Issues Confronting Indian Higher Education" ISBN: 978-3-639-66651-9 Scholars' Press, Saarbrucken, Germany.

31. Ravichandran, A., and Garg, V. (2021), "HRD climate and Performance of Academic Employees: A Comparative Analysis of Public and Private Higher Educational Institutions". *International Journal of Management, IT & Engineering*, 11(8): 32-50.
32. Ravichandran, A., and Venkat Raman, A. (2021), "Effect of HRD Climate on Organizational Commitment: A Comparative Study of Higher Educational Institutions in a Province of India". *IOSR Journal of Business and Management*, 23 (7): 36-45.
33. Rebecca & Tolentino, (2013), "Organizational Commitment and Job Performance of Academic and Administrative Personnel". *International Journal of Information Technology and Business Management*, 15(1): 51-59.
34. Rebecca C. and Tolentino (2013), "Organizational Commitment and Job Performance of Academic and Administrative Personnel". *International Journal of Information Technology and Management*, 15(1): 51-59.
35. Robertson, J. and Bond, C. (2001), "Experiences of the relation between teaching and research: What do academics value? *Higher Education Research and Development*, 20(1): 5-19.
36. Savery, L.K. (1991), "Perceived and preferred styles of leadership: Influences on employee job satisfaction". *Journal of Managerial Psychology*, 6(1): 28-32.
37. Sharma P. (2015) "Organizational Commitment Among Faculty Members in India: A Study on Public and Private Technical Schools", *Global Business and Organizational Excellence*, Published online in Wiley Online Library (wileyonlinelibrary.com) DOI: 10.1002/j oe.21624•July/August 2015.
38. Sirohi, A., & Shrivastva, N. (2013), "Correlation of Satisfaction, Commitment and Performance of Academic Staff in Private Institutions". *International Journal of Management and Social Science Research*, 2(8): 42-48.
39. Sittar K., Munawar S., and Raoof R. (2021), "Relationship between Organizational Commitment and Job Performance of University teachers". *Elementary Education online*, 20(5): 461-467.
40. Uygur, A. (2007), "Orgutselbaglilikileisgorenperformanstilliskisiniincelemeyonyonelikbiralananarastirmasi". *Ticaretve Turizm Egitim Fakultesi Dergisi*, 1, 71-85.
41. Vomberg, A., Homburg,C. & Bornemann, T. (2014). *Talented people and strong brands: The contribution of human capital and brand equity to firm value. Strategic Management Journal*,36. 10.1002/smj.2328.
42. Wenzel, T.J. (2001), "What is an appropriate teaching load for research-active faculty member at a predominantly undergraduate institution?" *Council on Undergraduate Research Quarterly*, 21 (3): 104-107.
43. Winkler, A.M. (1992), "Explaining what professors do with their time", *Chronicle of Higher Education*, 38: B1-B2.
44. Woolcock, M.J.V. (1997), "The teaching exchange: toward a scholarship of teaching", Available at: [http://Sheridan-center.brown.edu/teaching Exchange/TE\\_scholarship.shtml](http://Sheridan-center.brown.edu/teaching Exchange/TE_scholarship.shtml).
45. Zamorski, B. (2002), "Research-led teaching and learning in higher education: A case", *Teaching in Higher Education*, 7(4): 411-427.

