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**MODERATING EFFECT OF COWORKER SUPPORT ON THE
RELATIONSHIP BETWEEN HRM PRACTICES,
ORGANIZATIONAL CLIMATE, LEADERSHIP STYLES AND
ORGANIZATIONAL COMMITMENT**



**DOCTOR OF PHILOSOPHY
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RELATIONSHIP BETWEEN HRM PRACTICES, ORGANIZATIONAL
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COMMITMENT**

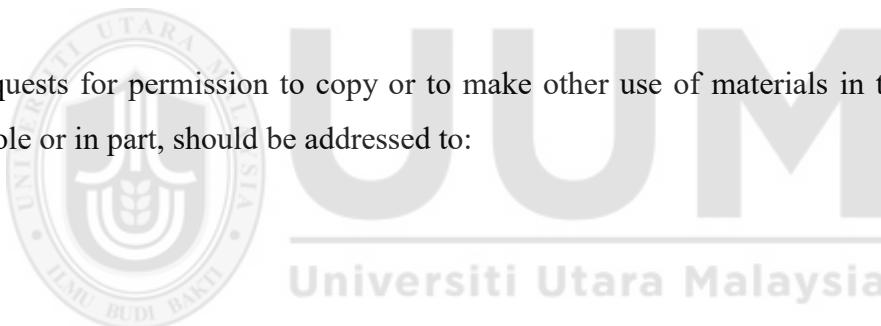


Thesis Submitted to
Othman Yeop Abdullah Graduate School of Business,
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ABSTRAK

Kajian ini dijalankan ke atas kalangan staf akademik dalam sektor pendidikan tinggi awam di Khyber Pakhtunkhwa (KPK), Pakistan. Objektif utama kajian ini adalah untuk menentukan kesan amalan pengurusan sumber manusia, iklim organisasi, dan gaya kepimpinan ke atas komitmen organisasi. Sejumlah 354 kakitangan akademik daripada universiti-universiti di KPK, Pakistan telah mengambil bahagian dalam kajian ini. Hasil kajian menunjukkan sokongan statistik yang signifikan untuk hubungan antara latihan dan pembangunan dan komitmen organisasi; pampasan dan komitmen organisasi; iklim organisasi dan komitmen organisasi; gaya kepimpinan transformasi dan komitmen organisasi; gaya kepimpinan transaksi dan komitmen organisasi. Walau bagaimanapun, tiada sokongan statistik yang signifikan ditemui untuk hubungan antara penilaian prestasi dan komitmen organisasi. Selain itu, hasil kajian melaporkan kesan penyederhanaan sokongan rakan sekerja yang signifikan ke atas hubungan antara pampasan dan komitmen organisasi; iklim organisasi dan komitmen organisasi; gaya kepimpinan transformasi dan komitmen organisasi; dan gaya kepimpinan transaksi dan komitmen organisasi. Sebaliknya, hasil kajian tidak menunjukkan sokongan untuk kesan penyederhanaan sokongan rakan sekerja ke atas hubungan antara latihan dan pembangunan dan komitmen organisasi; dan antara penilaian prestasi dan komitmen organisasi. Secara umumnya, hubungan empirikal antara amalan HRM, iklim organisasi, gaya kepimpinan, sokongan rakan sekerja dan komitmen organisasi mencadangkan bahawa ia adalah bermanfaat untuk pengurusan universiti sektor awam meningkatkan komitmen organisasi. Selain itu, implikasi teori dan praktikal turut dibincang.

Kata kunci: Komitmen organisasi, Amalan HRM, Gaya kepimpinan, Sokongan rakan sekerja.

ABSTRACT

This study was conducted among the academic staff in public higher education sector in Khyber Pakhtunkhwa (KPK), Pakistan. The main objective of the study was to determine the effect of human resource management practices, organizational climate, and leadership styles on organizational commitment. A total of 354 academic staff from universities located in the KPK, Pakistan participated in the study. The results revealed statistically significant support for the relationship between training and development and organizational commitment; compensation and organizational commitment; organizational climate and organizational commitment; transformational leadership style and organizational commitment; transactional leadership style and organizational commitment. However, no statistically significant support was found for the relationship between performance appraisal and organizational commitment. Moreover, the results reported moderating effect of coworker support over the relationship between compensation and organizational commitment; organizational climate and organizational commitment; transformational leadership style and organizational commitment; and transactional leadership style and organizational commitment. On the contrary, the results could not find support for the moderating effect of coworker support on the relationship between training and development and organizational commitment; and between performance appraisal and organizational commitment. In general, the empirical relationships between HRM practices, organizational climate, leadership style, coworker support, and organizational commitment suggested that it would be beneficial to the management of public sector universities to enhance organizational commitment. Besides that, theoretical and practical implications are also discussed.

Keywords: Organizational commitment, HRM practices, Leadership styles, Coworker support.

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List of Abbreviations

HEI	Higher education institute
PK	Pakistan
KPK	Khyber Pakhtunkhwa
HRM practices	Human Resource Management Practices
SEM	Structural Equation Modeling
UUM	Universiti Utara Malaysia
SET	Social exchange theory
DAI	degree awarding institutions
TCM	Three component model
UGC	University grant commission
EFA	Exploratory factor analysis



Universiti Utara Malaysia

CHAPTER ONE

1 INTRODUCTION

1.1 Background

Education serves an important role in social, economic and political welfare of a country (Mangi, Soomro, Ghumro, Abidi & Jalbani, 2011). According to Awan, Malik and Sarwar (2008), educations enhance the expertise and working abilities of employees. Significance of education cannot be ignored by one in the economic development process.

For any nation education sector is one of the main factors for development. Especially, higher education institutes (HEI) play a major role in the progress of any country like Taiwan, Singapore, and Korea etceteras. Developed countries enhance their economic growth through educated and skilled workers (Khan & Afzal, 2011), as they spend more on education and get outcome in the form of economic growth and poverty reduction (World Bank, 1993). In 2013 National budget for education in Singapore was S\$11.6 billion (US\$ 9.28 billion); education expenditure usually is about 20% of the yearly national budget. In 2013 National budget for education in Korea was US\$11.3 billion (Wikipedia, 2013). It is demonstrated that higher education institute is necessary for progress of a country. In the same way, it is well known fact that skilled employees are the cogwheel for every organization in order to meet organizational goals and objectives (Khan & Afzal, 2011). Similarly, organizational commitment is very important for the success of an organization (Demirel & Goc, 2013).

Robbins and Coulter (2005) stated that organizational commitment plays pivotal role in the achievement of organizational goals. Researchers and academicians had been

highly interested to find out how organizational commitment can help organization to meet their objectives and how highly committed coworker inspire their colleagues (Knapp, 2003; Wainaina, Kipchumba, & Kombo, 2014). Only committed employees carry on to work for particular organization, if employees are willing with organizational mission and want to stay in the institution (Malik, Nawab, Naeem, & Danish, 2010). Whenever employees are not involved and attached emotionally with an organization, they might not stay (Choong, Wong & Lau, 2011). Henry Ford, an American stated: “Take my business, burn up my building, but give me my people and I will build the business right back again” (Khan, Aslam & Lodhi, 2011). Certainly, the role of the academic staff in every institution is very important, the employees may lead the institute toward prosperity with their hard work but if their needs are not satisfied they may lead the institute to the downfall (Rehman, Rehman, Saif, Khan, Nawaz & Rehman, 2013).

In the context of higher education institution, innumerable studies have been carried out on organizational commitment of academic staff (Billingsley & Cross, 1992; Celep, 1992; Chughtai & Zafar, 2006; Tsui & Cheng, 1999; Lew, 2009; Yucel, 2008). Commitment and emotional wellbeing of academicians are the key factors of an institute’s performance (Yucel, 2008). One of the most important factors for the success of universities is commitment of academicians (Humphreys & Hoque, 2007; Omar, Anuar, Majid & Johari, 2012). Zafar and Chughtai (2006) showed that when academic staff of university is commitment, there should be low rate of absenteeism and high willingness to work more. Academic staffs exhibit such type of act by making themselves committed to the organization by showing their involvement and

interest to achieve organizational goals (Lew, 2011). Lew (2009) has suggested that management of higher education institutes should keep focus on academic staff commitment. Sial, Jilani, Imran, and Zaheer (2011) emphasized on academic staff commitment, less committed academic staff expected to put less effort in their work as compared to academic staff with elevated levels of commitment.

In the modern documented history, university managers and university head have been advancing theories and initiatives to increase morale of workforce working in academia (Mahmood, 2011). Similarly, Pakistan is developing country and higher education institute play vital role in development and prosperity of all countries. In 1947 Quaid-e-Azam Mohammad Ali Jinnah, the founder of Pakistan, highlighted the value of education in these words “There is no doubt that the future of our state will and must depend upon the type of education we give to our children” (p.35).

Now Pakistan is the sixth largest populous country on the globe. It has been divided into four provincial bodies Punjab, Sindh, Baluchistan, and Khyber Pakhtunkhwa (KPK). Education in Pakistan has been classified into five stages Primary, Middle, high, intermediate, university (Khan & Afzal, 2011). Every province has its own universities comprising both private and public sector. Previously the universities were accredited by the university grant commission (UGC) established in 1947. In order to bring education standards at par higher education commission (HEC) was established in 2002 by a constitutional amendment. To develop and promote the higher education system of Pakistan, HEC regulates all the higher education institutions which are mainly categorized as universities/degree awarding institutions (DAI's) and the affiliated colleges (Mikulecky & Lodhi, 2009). Now it is important

for Pakistani higher education institutions to continue to develop and progress their current facilities (Task Force on Higher Education, 2000).

The HEC has increased funds to promote higher education, as result the number of universities has also been increased (Shah et al., 2010), which resulted in issues related to organizational commitment (Rasheed, Aslam, & Sarwar, 2010; Shaheen, Sajid & Batool 2013). Without committed and devoted employees it seems that it can be very hard for every organization to sustain and succeed (Tsai, Chen & Cheng, 2009). However, a few studies have discussed organizational commitment of the academic staff especially in the context of higher education in public sector in Pakistan (Saifuddin & Nawaz, 2010). This study aims to focus on factors that affect organizational commitment of academic staff in public sector higher education institutes in Pakistan. Resultantly, this study contributes to the body of knowledge pertaining to organizational commitment and its other facets affecting human resource management (HRM) practices of public sector universities in Pakistan.

In order to retain committed and devoted academic staff, it is very important for public sector higher education institute in Pakistan to adhere the policies which sustains good working climate for the academic staff to perform well. The literature have identifies that organizational climate is one of the main issues which effect academic staff commitment in higher educational institutions in Pakistan (Mangi, & Jalbani, 2013). Getting highly committed and motivated workforce is an important and strategic issue for education institutes (De Clercq & Rius, 2007). The better work climate is a key to enhance organizational commitment (De Clercq & Rius,

2007; Pati & Reilly, 1977). No business can survive and sustain success until making their employees motivated or committed.

Similarly, another area that needs to be focused is training. In Pakistan, at public sector, academicians lack training and other professional development opportunities. There are training institutes available at provincial level, but the quality of training provided to the academic staff has always been questioned and criticized (Elahi & Nizam, 1997). Moreover, another vital issue is performance appraisal which also influences the organizational commitment in HEIs'. According to Chhipa (2009), work force can be influenced through responsive performance appraisals which in turn will improve academic staff effectiveness in higher education institutes. Similarly, Junejo, Umrani, and Raza, (2010) highlighted that 95 percent of academic staff were not satisfied with performance appraisal system. Memon (2007) concluded that quality of teacher is a key to institutional success and for ensuring the quality of teachers there must be well defined performance criteria. He further argued that nonexistence of proper monitoring system or effective leadership is a critical issue in HEIs in Pakistan. Within the context of Pakistan, very little research has been done on the effects of leadership styles (Saeed et al., 2013).

Furthermore, recent liberalization of educational polices by government of Pakistan has caused mushroom growth of private sector higher education institutes to compete against poorly equipped public sector institutions (Halai, 2013). According to higher education commission (2014) and Halai (2013), Table 1.1 below shows the increasing number of Pakistan universities.

Table 1.1

Number of universities in Pakistan

Year	Public	Private	Total
1947	01	00	01
1947-1960	04	00	04
1961-1982	16	00	16
1983-2010	73	59	132
2011-2015	91	70	161

Source: HEC (2014). <http://hec.gov.pk/OurInstitutes/Pages/Default.aspx>.

Due to the support of HEC private sector universities started in 1983, at the start growth was slow but in 2000 the total number of universities reached to 10 and currently there are total 70 private sector universities in Pakistan (Halai, 2013; HEC, 2014). Lincoln and Kalleberg (1990) stated that acquisition of higher education opens new opportunities for the employees and that results in less commitment. In recent year private sector managed to attract experience and well train staff from public sector universities due to availability of ample cash resources and lucrative incentive (Rasheed, Aslam & Sarwar, 2010).

Due to increase in number of higher education institute especially in private sector universities in Pakistan, have resulted in low level of commitment among academic staff because more opportunities are available to them for job switching (Zahra, Irum, Mir & Chishti, 2013). Increased employment opportunities in the higher education sector the retention of a competent faculty member has become crucial (Mubarak, Wahab & Khan, 2012). As number of private universities is growing, the value of experienced and skilled academic staff has increased. Therefore, now these

education institutions are searching for some capable academic staff and are ready to pay them very attractive salaries packages (Khan, Nawaz & Khan, 2013).

Moreover, one of the major issues related to the organizational commitment in higher education institute is compensation (Haq, Khattak, Shah & Rehman 2011; Malik et al., 2010; Rehman, Gujjar, Khan, & Iqbal 2009). Compensation play important role in organizational commitment. According to Hyder and Reilly (2005), private sector universities and degree awarding institutions in Pakistan are offering handsome remuneration and good career path. Better emoluments from other institutions provide a base to switch the parent institution these days (Khan, 2011).

Willis (2000) explained that remuneration is the most serious issue in attracting and retaining talented staff. According to Parker and Wright (2000), compensation is a strong determinant of organizational commitment as some organizations offer attractive salary packages even higher than the market rate to make the staff loyal and committed. If the organization not paying equitably compared to others, the organization may lose their employee because of the non-competitive compensation. It is important to study and understand how to make academic staff more committed and loyal to their institutes in Pakistan. And what are the factors which enhance level of commitment in academic staff.

1.2 Problem Statement

The major problem faced by the universities in Pakistan is lack of organizational commitment of their faculty members (Khan, Nawaz & Khan 2013; Sial et al., 2011). The higher educational industry, especially public sector universities in

Pakistan have been highlighting issues surrounding organizational commitment and availability of devoted academic staff (Zahra, Irum, Mir, & Chishti, 2013). Academic staff is backbone in any university but in recent year stakeholders are pointing out that academic staff is no longer devoted and committed (Shaheen, Sajid & Batool 2013). It is difficult for universities to retain their academic staff particularly in public sector universities in Pakistan (Suki & Suki, 2011). According to the education for all (EFA) 2000 country assessment report for Pakistan, the majority of academic staff in the public sector is neither motivated nor committed to the teaching profession.

Limited studies have been conducted on organizational commitment within the higher educational institute in Pakistan but yet the level of organizational commitment among the academic staff is insignificant. Employees that are highly committed continue longer, perform better, work more, and get engaged in organizational citizenship behaviors (Khan, Nawaz & Khan, 2013). Academic staffs that are more loyal and committed to their job are expected to put more effort in the classroom as compared to academic staff with low levels of commitment (Sial et al., 2011). Higher education commission (HEC) in Pakistan put their efforts to ensure the quality of education but the main problem is lack of commitment of academic staff (Akhtar, Rafi, Ahmed & Rauf, 2011). Imran, Arif, Cheema, and Azeem (2014) asserted that employees in private sector educational institutes of Pakistan are more committed than employees in public sector. Another research by Mangi, and Jalbani (2013) and Khan et al., (2013) suggested that rapid growth of private sector universities has led to increase the demand of skilled academic staff. Therefore,

universities are now looking for excellent academic staff and ready to offer them attractive pay and benefits.

Previous scholars have provided ample empirical evidence on the factors affecting organizational commitment of academic staff in HEI in Pakistan. For example Rasheed, Aslam, and Sarwar (2010) stated in their research which was based on the contentment and commitment in Public Sector University of academic staff in Pakistan that 60 % of the respondents (academic staff) were not committed. In the same way, Saba (2011) reiterated the facts that the 65% of academic staff showed low level of job commitment. Another study by Khan, Shah, Hassan, Khan, and Khan, (2013) also highlighted that KPK, academic staff are less committed as compare to the Sindh teachers.

In the comparative study between England and Pakistan, Shahzad (2011) explained that (48.1%) of academic staff was more committed in England as compared to Pakistan which was (7.6%). On the contrary, another study by the Khaild, Irshad, and Mahmood (2012) reported that 83.3% of the academic staff working in private sector universities was satisfied with their emoluments as compared to the academic staff working in public sector universities that is (35%). Similarly Khan, (2010) concluded that 42.3% of the academic staff pointed out lack of HRM practices in public sector universities in Pakistan. Hence, institutions need to pay special attention to enhance the level of commitment of academic staff, which helps to improve their performances and such policies will preclude the brain drain.

In an article published in Daily Express Newspaper, Dr. Khan a Vice Chancellor of University of Agriculture, Faisalabad, Pakistan have mentioned the critical issues regarding employee commitment in Pakistani Public Universities. He further added that “Due to good financial packages and incentives, academic staffs are joining private universities.” In his article the author has considered that due to limited remuneration, academic staffs from Public Universities are not committed with organization and prefer to switch to private Universities in Pakistan. The author informed that “there is a need to set a benchmark and define the minimum salary for starters to recruit them and stop inter university transfers, otherwise, you will witness a mass exodus of academic staff in the next few years,” (Haq, 2013).

Organizational commitment has been widely studied by different researchers in public, private, and non-profit sector, and identifies its antecedents and outcome (Angle & Perry, 1981; Meyer & Allen, 1997; Mowday, Steers & Porter 1979). However, there are limited studies on organizational commitment in Pakistan and still there is need to investigate organizational commitment, especially in higher education sector in Khyber Pakhtunkhwa (KPK), Pakistan. Chughtai and Zafar (2006) noted that few studies were conducted on organizational commitment in higher education institution. It has been recommended that future research could benefit by including organizational commitment as their research subject matter to highlight decline in organizational performance (Ahmad & Islam 2011; Kwenin, Muathe & Nzulwa, 2013; Mangi et al., 2013; Sial, Jilani, Imran & Zaheer, 2011). Subsequently reviewing the literature, it shows that there is dire need to investigate

the factor influencing university's academic staff commitment in Pakistan (Mumtaz, Khan, Aslam & Ahmad, 2011).

Mostly in public sectors universities the role of human resource managers and HR department has been sidelined. This apathetic attitude towards HRM practices and human resource department in public sector universities has affected the organizational performance and organizational commitment remains a phenomena shrouded in mystery (Shahzad, 2011). In order to have committed faculty better HR practices should be adopted (Sial et al., 2011). HRM practices play significant role in enhancing organizational commitment in every organization.

HRM practices are numerous but this study only undertakes those practices which were reported as significant by previous researchers in the field such as (Ayodeji, Michael, Tunde & Mariam, 2011; Haq, Khattak, Shah, and Rehman, 2011; Mangi et al., 2011). Moreover, within the scope of this research, it would be difficult to cover all HRM practices. Practically all universities adopt HRM practices; yet it seems very relevant to look into the contribution of HRM practices in HEIs of Pakistan from the developmental perspective. Thus, the current study only focuses those areas which are highlighted significant in previous studies within the context of public sector HEIs in Pakistan.

Some HRM Practices like training and development, compensation, and performance appraisal are of great relevance (Walia & Bajaj, 2012). Training and development has influenced the morale and commitment of the academicians, however, formal training programs are not well managed or practiced in the public

sector universities of Pakistan, causing low commitment by the academic staff (Elahi & Nizam, 1997; Siddique, 1990). According to another scholar Schuler and Macmillan (1984), stated that training was important tool of HRM practices for achieving competitive edge. Similarly, Zahra et al. (2013) have recommended in future research directions to study training of academic staff. Similar suggestions are also discussed by other researchers (Ahmad & Bakar, 2003; Shaheen, Sajid, & Batool, 2013; Riaz, Idrees, & Imran 2013).

Like training and development, compensation also play important role in organizational commitment. Similarly, Haq, Khattak, Shah, and Rehman (2011), Malik, Nawab, Naeem, and Danish (2010) highlighted that compensation has highest impact on organizational commitment, improper compensation is the basic reason for lacking commitment and satisfaction in academic staff. According to the previous studies, lack of commitment by the academic staff was due to unfair and inequitable salary (Manzoor et al., 2011; Rehman, Gujjar, Khan, & Iqbal, 2009). According to Hyder and Reilly (2005), private sector universities and degree awarding institutions in Pakistan are offering handsome salary and good career path. According to Khan (2011), better salaries from other institutions provide a base to switch the parent institution these days. Similarly, Paik, Parboteeah, and Shim (2007) suggested that future study should consider compensation and organizational commitment.

Furthermore, performance appraisal is another factor which affects organizational commitment. However, Rahman (2012) found that 95% of the respondent indicated their views for bringing improvement in the performance appraisal in public sector universities in Pakistan, especially in KPK. Junejo, Umrani & Raza, (2010)

highlighted that 75 percent of participant showed that there is no concept of performance appraisal; even there is no proper record in their university. Furthermore, 95 percent of respondents said there is no formal procedure either in written or verbal for giving performance feedback to the employees (teaching/non-teaching). Performance appraisal is practiced in all public sector universities as confidential work, therefore, academic staff is not allowed to formally communicate the same with the head of department regarding the appraisal results (Junejo et al., 2010). Moreover, not enough information is provided regarding specific methods of performance evaluation systems. Similarly, Khan (2010) also stressed that around 38.5% of the academic staff face the problem of performance appraisal in education sectors. Likewise, Mohrman and Lawler (1983) recommended that researchers should examine how the practice of performance appraisal system seem valid to the employees.

Like performance appraisal, organizational climate also play important role in organizational commitment (Pemberton, 2005). Conducive organizational climate not only boost the job satisfaction of academic staff in universities but it also helps to improve the overall performance of the organization (Saba et al., 2011). Rasheed, Aslam, and Sarwar (2010) shown that organizational climate is also potential factor for encouraging academic staff in education sector. However, the unavailability of good and safe organizational climate is one of the main reasons behind lack of commitment of the academic staff in higher educational institutions of Pakistan (Mangi & Jalbani, 2013). Shaheen, Sajid and Batool (2013) suggested that there is need to investigate the organizational climate in future research. Organization can

enhance employee's commitment by providing conducive working environment to employees (Werther & Davis, 1996). Noordin, Omar, Sehan, and Idrus (2010) many of organizational climate studies have been conducted across a range of industries in the western world. Yet no specific empirical study of organizational climate in the context of Asia, especially HEIs in Pakistan have been undertaken to ascertain what effect this construct has on organizational commitment.

Another important factor known as leadership styles also played important role in organizational commitment (Shin, 2013). Recent research concluded that leadership skills and full support are required for retaining competent academic staff (Zahra, Irum , Mir & Chishti, 2013). Similarly, Khalid, Irshad, and Mahmood (2012), found that 53.7 % academic staffs of private universities in Pakistan more satisfy with the supervision while compare to public sector universities the percentage is only 51%. Furthermore, head of the department provide little support and coaching to develop and improve the academic staff to achieve high level of commitment among the academic staff of HEIs. There is very limited research conducted on leadership (transactional leadership and transformational leadership) and their impact on organizational commitment in education sector in KPK Pakistan (Abbas & Yaqoob, 2009; Baloch, Ali & Zaman, 2014; Kwenin, Muathe, & Nzulwa, 2013). Therefore, there is need to investigate leadership styles especially in public sector universities in KPK Pakistan.

Most of the researchers have conducted research on HRM practices (training and development, compensation and performance appraisal), leadership styles (transformational leadership style and transactional leadership), organizational

climate, and coworker support in the perspective of developed and western countries like US, Canada, UK, and Australia, however very little evidence is available from developing countries especially in Pakistan. Ismail (2012) study organizational commitment and job satisfaction among employee at higher learning education institutions in Kelantan, Malaysia. Choong, Wong, and Lau (2011) examined the relationship between psychological empowerment and organizational commitment among academic staff in private universities in Malaysia. Chaudhuri (2011) examined the training and the relationship with organizational commitment in two software organizations base in U.S and India. Omar, Anuar, Majid, and Johari, (2012) explored the relationship between organizational commitment and intention to leave in public hospitals in Peninsular Malaysia. Shahzad (2011) studied organizational commitment in higher education on organizational citizen behavior. Bashir and Ramay (2008) discussed organizational commitment in IT professional in Pakistan. Ahmed and Islam (2011) studied the impact of commitment on employee engagement in telecom sector of Pakistan. Bushra et al. (2011) discussed organizational commitment in banking sector of Lahore, Pakistan. Therefore, there is dire need to study organizational commitment in the public sector HEI in Pakistan.

The theoretical gap stemmed from the new combination of variables to explain organizational commitment. According to Joolideh and Yeshodhara (2008), there are several organizational commitment models had been developed in 1980s and 1990s; such as March and Simon model, generalizability of an organizational commitment model and three-component model etceteras. Meyer and Allen's three-component model of organizational commitment has become the vital model for study of

commitment in any workplace. This model of commitment has been adopted by researchers to ascertain precise impact on employee motivation and organizational citizenship which shedding light on employee outcomes, including turnover and citizenship behaviors, job performance, absenteeism, and tardiness (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002).

Most of past studies examined the direct relationship between HRM practices (training and development, compensation and performance appraisal), organizational climate and leadership styles (transactional and transformational leadership style) and organizational commitment on a separate association basis (Barton, 2002; Demirel & Goc, 2013; Imran & Ahmad, 2012; Islami & Gharakhani, 2012; Moghadam et al., 2012; Mowday, Porter, & Steers, 1982; Ollukkaran & Gunaseelan, 2012; Yaseen, 2013). One reason for applying Social Exchange Theory (SET) to understand the underlying causes of lack of commitment is that most of the studies (i.e Chughtai, 2013; Chiang, Han, & Chuang, 2011; Zaitouni, Sawalha, & El Sharif, 2011) applying SET, were mainly conducted among non-academic sector, such as telecom, banking and other enterprises. Under the domain of SET variables of HRM practices; organizational climate, leadership styles, coworker support, and organizational commitment should be empirically tested in one framework to vet the underlying issues concerning lack of commitment of academic staff in public sector universities of Pakistan. Furthermore, SET was previously adopted and tested in the context of western and developed countries. In this study, an attempt to investigate variables of training and development, compensation, transformational leadership

style, transactional leadership style, coworker support, and organizational commitment linkages is made within Pakistani context.

Similarly, the present study focused on coworker support, because coworker support is more suitable for the work related issues and can release work strain (Lindorff, 2001). This study proposes coworker support as a moderator on the relationship between HRM practices, organizational climate, leadership styles and organizational commitment. Moderator variables are typically introduced when there is an unexpected weak or inconsistent relationship between a predictor and a criterion variable. Ahmad and Islam (2011) and Bateman (2009) suggested that coworker support can be study in future research. It would be informative to check moderator effect of coworker support on relationship between HRM practices and organizational commitment (Ahmad, Majid & Zin, 2016). In particular, the relation between HRM practices, organizational climate, leadership styles, and organizational commitment would be stronger for employees provided with high coworker support than for the employees provided with lower coworker support in organization. Moreover, the role of moderating variable in previous organizational commitment models was not discussed precisely. Therefore, the significant contributions of coworker support need to be addressed.

Despite the potentials of coworker support to improve organizational commitment, this study is yet to find empirical evidence of this variable been studied as moderator in research framework focusing on organizational commitment. Karasek, Triantis and Chaudhry (1982) studied coworker support as moderator on mental strain. La Rocco and Jones (1978) discussed coworker as moderator with stress strain. There is

no evidence available in the previous research that all of these are studied together specially in Pakistan. Consequently, there is a dire need to investigate further on the variables as stated above and their effects on the organization commitment especially in Public sector universities in KPK, Pakistan.

1.3 Research Questions

Based on the above background and problem statement, the following research questions are developed:

1. Is there any positive and significant relationship between training and development and organizational commitment?
2. Is there any positive and significant relationship between compensation and organizational commitment?
3. Is there any positive and significant relationship between performance appraisal and organizational commitment?
4. Is there any positive and significant relationship between the organizational climate and organizational commitment?
5. Is there any positive and significant relationship between transformational leadership style and organizational commitment?
6. Is there any positive and significant relationship between transactional leadership style and organizational commitment?
7. Does coworker support moderate the relationship between training and development and organizational commitment?

8. Does coworker support moderate the relationship between compensation and organizational commitment?
9. Does coworker support moderate the relationship between performance appraisal and organizational commitment?
10. Does coworker support moderate the relationship between organizational climate and organizational commitment?
11. Does coworker support moderate the relationship between transformational leadership style and organizational commitment?
12. Does coworker support moderate the relationship between transactional leadership style and organizational commitment?

1.4 Research Objective

Specific objectives of the study are as follows:

1. To determine the relationship between training and development and organizational commitment.
2. To probe the relationship between compensation and organizational commitment.
3. To investigate the relationship between performance appraisal and organizational commitment.
4. To examine the relationship between organizational climate and organizational commitment.

5. To investigate the relationship between transformational leadership style on organizational commitment.
6. To probe the relationship of transactional leadership style and organizational commitment.
7. To determine the moderating role of coworker support on the relationship between training and development and organizational commitment.
8. To assess the moderating role of coworker support on the relationship between compensation and organizational commitment.
9. To inquire the moderating role of coworker support on the relationship between performance appraisal and organizational commitment.
10. To determine the moderating role of coworker support on the relationship between organizational climate and organizational commitment.
11. To assess the moderating role of coworker support on the relationship between transformational leadership style and organizational commitment.
12. To probe the moderating role of coworker support on the relationship between transactional leadership style and organizational commitment.

1.5 Significance of the Study

This study has theoretical significance as well as practical significance.

1.5.1 Theoretical Significance

One of the theoretical contributions comes from dependent variable which is organizational commitment. This study not only contributes to existing literature in the area of organizational commitment but it also advances the conceptualization and measurement of organizational commitment, which is still rather new if the Pakistanis' higher education context is to be concerned.

Furthermore, in this study new sets of variables have been argued to explain organizational commitment. Previous researchers studied the direct relationship between HRM practices (training and development, compensation and performance appraisal), organizational climate and leadership styles (transformational and transactional leadership style), and organizational commitment on a separate association basis (Demirel & Goc, 2013; Islami & Gharakhani, 2012; Moghadam, et al., 2012). For example HRM practices have been studied individually with organizational commitment. Similarly, organizational climate and leadership styles also have been studied with organizational commitment separately (Abidi & Jalbani, 2011; Akroyd, O'Brien, & Richards, 1994; Barton, 2002; Haq, Jindong, Hussain, & Anjum, 2014; Imran & Ahmad, 2012; Mangi, Soomro, Ghumro, Ollukkaran, & Gunaseelan, 2012; Mowday, Porter, & Steers, 1982; Painter & Akroyd, 1998; Yaseen, 2013). Hence none of these variables alone or otherwise have been studied

in order to identify their relationship on organizational commitment in sole framework.

Furthermore, theoretically this study contributes to the introduction of the moderating variable which is coworker support. Moderator is defined as a third variable which helped to explain the condition in which the direct association could be improved (Baron & Kenny, 1986). The literature study found that coworker relationship asserts significant positive influence on employee's behavior, job involvement, satisfaction and organizational commitment (Chiaburu & Harrison, 2008). The term coworker's relations refer to relationship amongst employees in the organization operate at same level and have no formal authority one over another (Sias, 2009). Despite the fact previous study has shown that coworker support has an effect on organizational commitment, this study has enhanced the following contribution by collating empirical evidences of coworker support as moderator. In current study, the introduction of coworker support as moderator on the relationship between HRM practices, organizational climate, leadership styles and organizational commitment contributes to the better understanding on how these factors affect organizational commitment.

With the help of this research, researcher also aims to devise a framework for the HRM practices (in a public sector university) to be put in place that strengthens the organizational commitment and coworker support as an imperative to achieve organizational goals. This study can provide a framework for the HR managers of an academic institution to instill organizational climate that encourages coworker support and provide trainings and incentives for 'performers' (highly committed

academic staff). This research also encompasses the numerous leadership styles that are important or can be useful in harnessing the organizational commitment amongst the academic staff specially working in underpaid public sector universities in the context of Pakistan.

1.5.2 Practical Significance

This study may contribute to a better understanding of academic staff commitment toward the organization with practical aspect. Organizational commitment is one of the key factors for organizations to achieve their objectives and goals. In the institution of higher learning organizational performance is directly linked to organizational commitment of its workforce. Highly committed workforce in the academic industry will be able to produce students with high skills who can compete in today's highly competitive job market and take part in the process of wealth creation. So with the help of this research, researcher aims to highlight the importance of organizational commitment in the context of education industry in Pakistan.

Similarly, this research can help the policy maker to instill such polices which furthers the organizational commitment in the academic. Moreover highly committed academic staff in the institution of higher learning can create opportunities for the underdeveloped strata of the society to become an active ingredients and catalyst for the economic drive and prosperity, thus improving the living standards of millions.

This study has also contributed with respect to its practical significance for the practitioners. The highlighted variables including HRM practices are the factors

affecting employee commitment to their organization. This study can play a huge role in setting the basic foundation of HRM practices addressing organizational commitment issues of academic staff in universities.

Results of this study, if taken into account by the practitioners, it can help public sector universities in Pakistan to gradually alleviate the job hopping phenomena. The study findings can present valuable understanding for policy makers regarding how to harness the organization climate as harbinger of highly committed academic staff; who are the epitome quality teaching and learning, pedagogy skills and improved professional practices. Academic administrators could make their core workforce highly satisfied and committed by optimal provision of proper compensation.

1.6 Scope of the study

The main aims of this study is to examine the direct and buffering relationship of HRM practices, organizational climate and leadership styles on organizational commitment in the context of public sector universities in Pakistan. It was discussed, that generally in public sectors universities the role of human resource managers and HR department has been sidelined in Pakistan (Shahzad, 2011). Furthermore, most empirical studies on HRM practices, organizational climate, leadership style and organizational commitment have been done and tested in developed country (Ovadje, 2009).

Therefore, this study is likely to investigate the HRM practices, organizational climate and leadership styles as determinants of organizational commitment of the academic staff in the context of developing country. Thus, this study may enhance

the existing literature of HRM practices, organizational climate, leadership styles, coworker support and organizational commitment.

This study involved only permanent and contractual academic staffs who are engaged in teaching in Public Sector University mostly in KPK area for survey data. Thus management staff and HR department, finance department etcetera are excluded from the study. However, this study is limited to one particular area for the survey data, it is expected that the results can be reflected and opted in other university located in other parts of the country. However, financial constrain and time limitation have been reasons to investigate only public sector and degree awarding institutions.

1.7 Organization of the Thesis

Chapter one consist of research background, problem statement, research question and research objective. This chapter also covers in detail on the significance of the study, scope of the study and organization of the thesis.

Chapter two covers extensive literature review with the introduction and concept of organizational commitment in chronological order. This chapter encompasses succinct evaluation on previous literature covering debate on independent variables, moderating and dependent variables. This chapter also offers assiduous examination of the underpinning theory researcher has identified to support research framework.

Chapter three includes research framework, hypothesis, research design and operational definition of key terms. In this chapter researcher has identified technical

modus - operandi explains in details which include population and sampling techniques followed by data collection procedure, measurement of the variables and data analysis.

Chapter four reports the result findings, it consists of introduction, response rate, data screening and preliminary analysis (missing value, assessment of outliers), normality test, multicollinearity test, non-response bias, common method variance test, demographic profile of the respondent, descriptive analysis of the latent construct. The chapter also mentions details regarding assessment of PLS-SEM path model result; goodness of measurement model (individual items reliability, internal consistency, convergent validity, discriminant validity). Followed by assessment of structural model, result of the structural model, assessment of variance explained in the endogenous latent variable, assessment of effect size, assessment of predictive relevance, testing moderating effect, determining the strength of the moderating effects and summary of the chapter.

Chapter five discusses the results of the study in the context of the research questions, hypotheses and literature review. It also discusses major findings of the study with potential justifications. Furthermore, the chapter also explains theoretical contribution, managerial implications, limitations and suggestions for future.

CHAPTER TWO

2 LITERATURE REVIEW

2.1 Introduction

This chapter reviews appropriate literature and theories about the basic notion of current research HRM practices, organizational climate, leadership style, coworker support, and organizational commitment. This chapter comprised of the following sections. Section 2.2: organizational commitment; 2.3: HRM practices; 2.4: organizational climate; 2.5: leadership style; 2.6: coworker support, and 2.7: underpinning theories. In the last section 2.8: the whole chapter was summarized.

2.2 Definition and Concept of Organizational Commitment

To understand the concept of organizational commitment various researcher explain organizational commitment in different ways (Ali, Kakakhel, Rahman, & Ahsan, 2014; Bakhshi, Kumar, & Rani, 2009; Becker, 1960; Kanter, 1968; Malik et al., 2010; Meyer & Allen, 1991; Mowday, Steers, & Porter 1979; Nawab & Bhatti, 2011; Robbins, 1998; Samad, 2011).

The term “commitment” was described by earlier researcher Becker (1960) and Kanter (1968) explained that commitment is the willingness of the employee to use their energy and devotion to social system. Organizational commitment observed as action applied by individual to make profits and investment (Becker, 1960). Organizational commitment is the employee’s commitment to the organization, and the organizational experts have defined as “the strength of an individual’s

identification with and involvement in a particular organization” (Mowday, Steers & Porter (1979, p.226). Organizational commitment can be define as emotional connection of workers with their organization and to compel workers to remain with the organization (Meyer & Allen, 1991). Organizational commitment is well-defined when employees of the organization willingly accept the origination and want to remain the part of the organization (Robbin, 1998). Organizational commitment is the employee’s involvement, affection and recognition with the organization (Samad, 2011). Organizational commitment for university academic staff is to accept the university rules and goals and want to remain part of university (Nawab & Bhatti, 2011). Hoy and Sabo (1998) defined teacher commitment as academic staff behaviour that is directed towards helping students develop both intellectually and socially by working extra hard to ensure student success in school. Malik, Nawab, Naeem and Danish (2010) stated organizational commitment for university teacher is to accept university goals and values, and it depicts that they are keen to be part of university’s academic staff and shows their commitment to used their abilities and skills for the betterment of their institute and students.

According to Meyer and Allen (1997), a committed worker is a person who remains in organization, completes assigned work, defends company’s assets and has faith in organizational objectives. Such committed employees benefit organization by performing well. Valentine, Godkin, and Lucero (2002) explained organizational commitment as emotional attachment of employees with the organization. The author further suggested that committed employees can easily follow organizational mission and objectives. Researchers in some studies determined organizational

commitment as a factor of great importance in retaining personnel (Boles, Madupalli, Rutherford, & Andy Wood, 2007; Johnston, Parasuraman, Futrell, & Black, 1990; Mathieu, Ritchey, & Bruvold, 2000).

Since 1970, the concept of the organizational commitment appeared. Further the commitment concept was improved by Mayer and Allen (1991) and categorizes into three components (i.e. Affective, continuance, and normative commitment). Earlier organizational commitment was categorized by Kanter (1968) into three categories (i.e. continuance, cohesion, and control commitment). Similarly, Porter, Steers, Mowday and Boulian, (1974) categorized organizational commitment into three mechanisms i.e. (value, effort, retention commitment).

Past researchers have tested organizational commitment as a uni-dimensional as well as a multidimensional construct (e.g., Ayodeji et al., (2011; Bateman & Strasser, 1984; Becker, 1960; Mowday, Steers, & Porter, 1979; O'Reilly & Chatman, 1986; Rahman, 2012). Prior studies have focused on either attitudinal or behavioural approach as uni-dimensional constructs (Mowday et al., 1982). Porter, Steers, Mowday, and Boulian (1974) suggested that organizational commitment is the overall view of the individual regarding a particular organization. However, past studies have also revealed organizational commitment as a multi-dimensional construct with two (affective and continuance commitment), three (affective, continuance, and normative commitment), or more dimensions. For example Hsu (2009), Woo and Chelladurai (2012) found organizational commitment to be second order construct consisting of affective and continuance dimensions. Similarly, in the study of Chang, Tsai, and Tsai (2010), Devi and Vijayakumar (2016), and Yalabik

(2008), the dimensions of affective, continuance and normative commitment were revealed to reflect organizational commitment. Given this ambiguity, the current study deemed a second-order construct with more specific first order (affective, continuance, and normative commitment) to be able better-capture the essence of organizational commitment. Therefore, an additional analysis, which was exploratory factor analysis (EFA), was carried out to confirm the dimensionality of the construct for the specific context of this study. Specifically, the two-factor construct structure found in the EFA. In this study organizational commitment was measured as a uni-dimension and organizational commitment was not taken in relation to its measurement tool, rather it was as structural as complete or single unit. In addition, it meets with the intended of organizational commitment questionnaire to be uni-dimension measure (Allen & Meyer, 1991). This approach is also consistent with previous authors that measure organizational commitment as a single construct (Abdullah & Ramay, 2012; Khan & Jan, 2015; Klein, Cooper, & Swanson, 2014; Khan, Shah, Hassan, Khan, & Khan, 2013). With the regard to organizational commitment structure, confirmatory factor analyses (CFA) of prior measure do not consistently support the purported under-lying three common measures of organizational commitment. For example the measure of Mayer and Allen and colleagues, three component model (TCM) is designed to assess three dimensions but the factor structure is not always evident and the dimensions are overlap substantially (Allen & Mayer, 1991; Klein et al., 2014).

The single dimension of organizational commitment shows that the employee can experience the entire three forms of commitment and that above three forms of

organizational commitment should be considered as components of single commitment construct. It also meant to jointly reflect the psychological state of employees, which was associated to the organization (Abdullah & Ramay, 2012). Similarly, organizational commitment is also a key factor in building emotional attachment between the employees and the organizations. It is normally believed that it is the mutual relationship between the employees and organization as well as his or her wish to remain as part of organization, motivated by the meaningful exchange of some rewards or outputs (Sial, Jilani, Imran, & Zaheer, 2011). In sum, single dimension of organizational commitment was relevant to be used to measure employee commitment in the organization.

2.3 Consequences of Organizational Commitment

In today growing competitive environment, the importance of organizational commitment is raising more because of its effect on the employee's performance (Benkhoff, 1997; Omar, Anuar, Majid, & Johari, 2012; Paillé, Fournier & Lamontagne, 2011; Neininger, Lehmann-Willenbrock, Kauffeld, & Henschel, 2010; Shah, 2011). Mathieu and Zajac (1990) and Yurchisin, Park, and O'Brien (2010) indicated that workers who are more dedicated toward organization are more anticipated to perform better and less likely to leave the organization. Similarly, Mudor and Tooksoon, (2011) found that committed academic staffs stay longer with institution and work hard on the behalf of the institution. Eisenberger, Huntington, Hutchison, and Sowa (1986) and Kopp (2013) supporting with Social exchange theory, if employee received support from their organization, in same way employees feel satisfied and work hard for the benefit of the organization.

Highly motivated and committed workers show more positive role in the organization and employee feels that they have more valued by their organization and they also support the objective of organization (Shore & Martin, 1989; Meyer, Paunonen, Gellatly, Goffin & Jackson, 1989). By retaining the highly committed and motivated workforce it helps in the growth of business. Because more devoted and committed employees always work hard and which increased the organization income (Denton, 1987). Islami and Gharakhani (2012) found that there is strong relationship among personal relationship, promotions, work climate and organizational commitment in Iran. According to Guest, Michie, Conway, and Sheehan (2003), commitment is work practice method to controlling employees and highlighted to develop commitment between employees because it lead to helpful outcome like, absenteeism, lower turnover rate and better performance. Moghadam, Aminizadeh, Saberinia, Sayadi, Alikhani, and Naghavi (2012) found that the more employee are satisfied from organization show more commitment to the organization.

According to Robbins (1998), organizational commitment refers to when employees of the organization accepts the organization goals and want to be the part of the organization. Robbins and Coulter (2005) stated that mostly researchers found that organizational commitment interlinked with both low level of turnover and absenteeism. Ongori (2007) organizational commitment enhanced the organizational productivity and decreases the chances of leaving the organization. Therefore, in today, competitive work climate organizational commitment is becoming more important issue because of its significant outcome such as absenteeism, customer

satisfaction, work motivation, job performance, effectiveness of an organization and low turnover rates (Bakan, Büyükbese, & Erşahan, 2011; Dale & Fox, 2008). The study of Robbins and Coulter (2005) showed that organizational commitment play key role in decreasing both the turnover and absenteeism.

Demirel and Goc (2013) stated that losing a blue collar employees and hiring a new one is more than 20-25 % of the annual salary package and this ratio increased to 300% in case of white collar employees. Thus, organization focused on employee's commitment because committed staffs work more hard and enrich the production and development of organization effort (Mowday, Porter, & Dubin, 1974; Ongori, 2007; Scholl, 1981).

2.1 Previous Studies on Organizational Commitment and Reasons why Organizational Commitment was used in the present Study?

There are many controversies in findings of different researchers all over the world in the area of organizational commitment. These findings diverge due to different variables taken by researchers. Al-Kahtani (2012) studied the demographic, job and work related variables and examined the relationship with organizational commitment. The survey conducted in Saudi Arab at Riyadh among 1600 employees of fifteen ministries. And total 1022 filled questionnaires received from respondents. The research revealed that work related factors and job satisfaction were positively related to each other demographic variable e.g. age related positively and education showed negative association with organizational commitment. Similarly, Nawab and Bhatti (2011) found that compensation affects the organizational commitment and

job satisfaction. There are several studies on the exploration of linkages between the levels of commitment and the degrees of job satisfaction. Likewise, researchers have also investigated the interdependencies between positive (involvement and commitment) and negative (absenteeism, turnover, burnouts) (Dogan & Aydin, 2012).

Similarly, Kargar (2012) evaluated organizational commitment of employees in Iran by taking dependent variable organizational commitment and independent variables as administrative governance teamwork, curriculum development teamwork and community relations teamwork. Intervening variable was empowerment and control variables were demographic variables in her study. Findings revealed strong positive relationship of all independent variables with organizational commitment.

Furthermore, Noor (2009) investigated organizational citizenship behavior (OCB) as effect of organizational commitment. Her population was university teachers of Pakistan. The result revealed that there is significant correlation between training and development, work life policies, empowerment and organizational commitment. So it shows that there is positive relationship among all variables. The result indicated that when employee perceived that they received appropriate support from the organization, they will be more devoted and committed towards the organization. Those employees who are more committed with their job show more efforts and loyalty to their organization. Likewise, Khan and Jan (2015) examined the antecedents, measures the relationship and to which degree demographics effect job satisfaction and organizational commitment in the context of nursing staffs of two teaching hospitals of Dera Ismail Khan, Pakistan. The multiple regression test was

applied to measure the cause and effect relationship between exogenous latent constructs and endogenous variable and to check the influence of demographics, t-test was used. The result revealed that the nurse's perceptions about Pay, work, Promotion, coworker, supervision, and work environment are the most vital factors of employee's satisfaction and significant predictors of organizational commitment. The study has shown that when organizations provide adequate support (i.e., pay, work, promotion, coworker, supervision, and work environment), employees will be more motivated and committed for the achievement of organizational goals.

Likewise, Santos and Not-Land (1994) studied to investigate factors related to the Dominican extension of commitment of professionals, organization and educators job. The main purpose of the study was to examine the relationship between selected work related, socio-psychological and commitment variables. Selected work related includes (job title, tenure, profession, program area, organization, region of work) and (job, organizational and professional esteem) socio psychological. The result revealed that focus on socio- psychological and work related characteristics would improve the level of commitment. The high level of commitment will be related with the desirable outcomes like low rate of tardiness and absenteeism, high level of satisfaction and motivation and low rate of turnover. The low level of commitment will be related with the undesirable outcomes like the high rate of the tardiness and absenteeism, low level of satisfaction and motivation and high rate of turnover. Thus, it is asserted that employees expect rewards like salary, support in return of their commitment with the organization.

Similarly, in the study of Jonathan, Darroux, and Massele (2013) determined the job satisfaction and its impact on the organizational commitment level in public secondary school teacher in Dodoma, Tanzania. The data was collected through interviews and self-administered questionnaire. Out of total 117 questionnaires, 103 filled questionnaire return from respondents. Descriptive correlation and regression analysis was used in this study, the result revealed strong positive relationship between intrinsic satisfaction and total organizational, and between total extrinsic satisfaction and total organizational commitment had medium positive relationship. This study concluded that satisfaction (intrinsic and extrinsic) had high significant relationship with organizational commitment. Employees are more committed to their job if they are satisfied intrinsically and extrinsically.

Likewise, Sendogdu, Kocabacak, and Guven (2013) examined the relationship between the HRM practices and organizational commitment companies working in (Konya) Turkey. Data was collected from four main areas (i.e food sector, machinery sector, automotive, electrical) in Konya. Sample size was randomly selected 250 from main four sectors, total 169 questionnaires filled and received. It is found from the result that there is positive and significant relationship between HRM practices and organizational commitment.

Limited research is available which have studied on among the administrator working in institute of higher learning and even little evidence is available which is signify organizational commitment among academic staff in public and private sector school (Balay, 2000a). Similarly, in another study by Hart and Willower (1994) have discussed head of school's commitment and its influence on school's

environment and poured light on the effect of head of school's behavior on academic staff and their commitment to their school.

Organizational commitment is the employee's trust and acceptance the organizational values, goals and wish to be remain the part of the organization (Mowday, Porter, & Steers, 1982; Porter, Steers, Mowday, & Boulian, 1974). Different researchers have studied on organizational commitment in industrial organizational and occupational psychologists (Mueller, Wallace & Price, 1992). It is concluded from literature that very little research have been conducted on organizational commitment in higher education institutions (Chughtai & Zafar, 2006; Mumtaz et al., 2011). Similarly, it has been recommended that future research could benefit by including organizational commitment as their research subject matter to highlight decline in organizational performance (Ahmad & Islam 2011; Kwenin, Muathe & Nzulwa, 2013; Mangi et al., 2013; Sial, Jilani, Imran & Zaheer, 2011). Thus, the current study is focused on organizational commitment of academic staff in public sector universities in Pakistan. Enhancing the organizational commitment among the academicians is very important. Past researchers highlighted the importance of the organizational commitment that well motivated and committed employees perform well and stay loyal. It is indicated from literature review that organizational commitment relates to several outcomes. The role of HRM practices, organizational climate and leadership style in the development of organizational commitment is examined in this study.

2.4 Human Resources Management Practices and Organizational Commitment

The term ‘human resource management’ is the modern version of ‘personnel management’ now it is used as human resource management from decade or more. According to Dessler (2007), human resource management is the new modern version of old style personnel management due to the rapid technological changes in the work climate and changes in social value. Similarly, Torrington and Hall (1998) illustrate between human resource management and personnel management, that human resource management focused on resource centered whereas personnel management focused on manpower - centered. However Guest (1997) stated that human resource management is not a substitute of personnel management. Somewhat it is a form of personnel management which stressed the problems of employee commitment, excellence and flexibility.

Different researchers have defined the concept of HRM in different ways. According to Shahnawaz and Juyal (2006), HRM contains all organizational decisions and performances which affects the workforce directly and it is also focused on how people of the organization should be managed and committed. Qureshi, Akbar, Khan, Sheikh, and Hijazi, (2010) HRM include policies and procedure for their employees and it included training, compensation, performance appraisal, selection, career planning and appreciated to participate in decision making. Organization can focus to invest in HRM practices to get competitive advantage (Collins & Clark, 2003). In today fast growing market HRM practices play vital role in the success of organization (Qureshi et al., 2010). Active HRM practices help the employees to achieve the organizational goals (Frederickson, 1986).

Different HRM practices have been studied in different context by different researchers. For instance, Okpara and wynn (2008) used 6 HRM practices included training and development, performance appraisal, recruitment and selection, layoff and compensation in their study in context of Nigerian organization. Zaitouni, Sawalha, and El Sharif (2011) in his study utilized four HRM practices (Recognition practices, Practices of competence development, Fair rewards and Information sharing) in the banking sector in Kuwait. Lamba and Choudhary, (2013) used 5 HRM practices included, training and development, recruitment and selection, compensation and benefits and employee participation, promotion and transfers and welfare activities in their study in the context of India. HRM practices can provide leading edge to organization by assisting the development and use the organizational competencies (Lado & Wilson, 1994). According to Kinicki, Carson, and Bohlander (1992), HRM practices have significant relationship with employee commitment.

HRM practices and organization commitment are linked to each other (Meyer & Allen, 1997). Different organizations followed different HRM practices. The HRM cycle consists of different functions such as, training and development (improving the employee's skill), compensation (monthly salaries of employees), performance appraisal (evaluation of employees' performance for improvement and commitment). Previous researchers found that there is positive relation between HRM practices and organizational commitment (Mathieu & Zajac, 1990; Porter, Steers, Mowday, & Boulian, 1974).

HRM practices received attention because of its effect on organizational performance. HRM practices facilitate the organization in competitive environment

(Tzafrir, Harel, Baruch, & Dolan, 2004; Schuler, Dolan, & Jackson, 2001). Huselid (1995) reported that there is significant relation between high involvements of HRM practices and organizational performance. Edgar and Geare (2005) found that HRM practices (good and safe working conditions, training and development, equal employment opportunities (EEO), and recruitment and selection) are significant positive relationship with organizational commitment. Employees are less likely to remain with organizations when they perceive affirmative HRM practices such as good and safe working conditions, training and development, equal employment opportunities (EEO), and fair recruitment and selection criteria.

Employees show more involvement and commitment to the origination if they feel satisfied with the organization HRM practices (Dittmer, 2002). When employees of the organization observed that the organization values and concern for the employee's betterment, they feel obligated to pay back the organization through their devotion and commitment (Whitener, 2001). The positive relationship between HRM practices and organizational commitment can be explained by social exchange theory. According to Blau (1964), Gouldner (1960), Wayne, Shore, and Liden (1997) and Whitener (1997), social exchange theory and the norm of reciprocity explained that satisfy employees feel valued by the organization and more likely repay the organization through their commitment. Tansky and Cohen (2001) explained that when organization offering support for the employee's well-being, employees feel grateful to pay back the organization through commitment.

Arthur (1994) and Wood and de Menezes (1998) asserted that HRM practices enhance organizational efficiency by providing the environment where employees

working hard and involved to achieve the organizational goals. There is significant relation between HRM practices and organizational commitment (Conway, 2004). Hashim (2010) found that there is significant relationship between HRM practices and organizational commitment. Sendogdu, Kocabacak, and Guven (2013) examined the relationship between HRM practices and organizational commitment in four different sectors in Konya, Turkey. The result found that there is significant correlation between HRM practices and organizational commitment. Mackay (2013) investigated the moderating effect of age on the relationship between HRM practices and affective commitment. The result indicates that there is significant strong correlation between HRM practices and affective commitment.

Although several researchers have examined the role of HRM practices and organizational commitment (e.g. Paul & Anantharaman, 2004; Ulrich, 1997; Wimalasiri, 1995) in western context, but very few studies have been conducted particularly, in HEIs of Pakistan (e.g. Shahzad, 2011 & Sial et al., 2011). Similarly, Aycan et al. (2000) termed Pakistan as under-researched country in the discipline of HRM practices (p. 217). It was claimed that research on HRM practices within educational settings are rare (Shahzad, Bashir, & Ramay, 2008). Moreover, mostly previous studies have been done on HRM practices and organizational level performance (Becker & Huselid, 1998; Delery & Doty, 1996; Huselid, 1995). However, few studies have highlighted that how HRM practices can facilitate individual employee to remain in the organization (Allen et al., 2003; Edgar & Geare, 2005; Sawalha & El Sharif 2011; Okpara et al., 2008). Though all these studies concentrated on specific HRM practices (e.g. equal employment

opportunities (EEO), recruitment and selection, good and safe working conditions, Recognition practices, Practices of competence development, Fair rewards and Information sharing, layoff) which are not enough to understand the commitment level of employees and the results may not be generalized in the context of developing countries.

Furthermore, within the scope of this study, it is difficult to cover all HRM practices in depth. Thus, the current study focuses only to those areas which are mostly recognized by prior researchers in the field of HRM literature and especially within the context of public sector universities in KPK Pakistan. Those areas are the utmost relevance because of sever issues in the region. Therefore, the three main HRM practices examined in this study includes training and development, compensation and performance appraisal.

2.3.1 Training and Development

Training has been defined as a planned activity aimed at improving employees' performance by helping them realize an obligatory level of understanding or skill through the impartation of information (Forgacs, 2009). Training and development helps to improve the knowledge and skills of employees for their particular job. In the growing repaid world market now organizations know the importance of training and willingly to investing on training in order to enhance the level of employee commitment (Lamba & Choudhary, 2013). He further discussed training and development aimed to improve the job performance and fill the gap for the required job of an employee. Training help in management commitment and stay longer with

their organization, it help in increases retention and decrease in turnover (Samuel & Chipunza, 2009).

According to Schuler and Macmillan (1984), training and development is one of HRM practices tool that help the organization to get competitive advantage. Pare and Trembley (2007) and Liu (2004) training and development help in increasing and improving the employee skills. It also helps the employees to achieve their professional development and skills at work. In the fast growing competitive changing environment training is very necessary for the developing and improving the individual employee skills and knowledge (Tsai & Tai, 2003). Chughtai and Zafar (2006) the result revealed that there is relationship between training and development and organizational commitment, the employees shown more commitment if organization provide training opportunity for employee advancement.

Similarly, Chung (2013) examined the relationship between training and organizational commitment in Korean Organization. Data was collected by survey method, total 269 questionnaire was received the respondent rate was 53.8%. Data was analyzed by using descriptive statistics, regression and correlation method. The result revealed that among participation in training and perceived availability to training had significant relation with organizational commitment, affective commitment ($r = .28$, $p < .001$), normative commitment ($r = .37$, $p < .001$). The results have shown that those organizations that provide training program opportunities are more likely received high level of organizational commitment (affective and normative commitment). The results support the notion that cultural and economic changes in Korea have been reflected in the relationship between

training and organizational commitment. A clear relationship between training and organizational commitment therefore could help HRM practitioners to promote and communicate the benefits of training for those employees who expect benefits from their participation in training.

Likewise, Ahmad and Bakar (2003) investigated the relationship between the training variables and organizational commitment components in Malaysia. The result revealed that there is significant and positive relationship between training variables (training availability and support, learning motivation), and various aspects of organizational commitment (affective commitment, normative commitment, continuance commitment and overall organizational commitment). There is association between environment of training and training benefits with affective, normative and continuance and overall organizational commitment. This finding suggests that when employee perceives the quality of training is satisfactory, they will be more attentive to achieve organizational goals. The training support plays key and important role in employee retention, commitment and resolving turnover problems. The researcher further recommended that it will be beneficial to investigate training and commitment in other Asia countries.

Similarly, another study by Robinson (2013) probed the relationship between training and organizational commitment in consulting firm in Washington, DC. Quantitative survey method was used to examine whether training had an effect on organizational commitment of management consultants. Data collection was managed through online survey. Out of 146 only total 75 surveys was received through web link. For data analysis correlation and multiple regressions were used in

this study. The result showed that there is significant relationship between training opportunities and affective commitment. The findings also underline that when employee feels that organization provide adequate training programs, it help employees to feel positive about their organization and this in turn enhances organizational commitment. The finding forwards view for the organizations to realize the potential of training on organizational commitment and highlights the idea of developing responsive development strategies for employees in this regard.

Chughtai and Zafar (2006) explained the relationship between training and organizational commitment. Data was collection through administered questionnaire from 33 universities full time academic staff in the three major cities in Pakistan (Islamabad, Lahore and Peshawar). Total 140 questionnaires were distributed and total 125 were filled and returned from respondent. From the correlational and regression analysis result shown that there is positive correlation between job security and organizational commitment ($p < 0.05$), there is positive correlation between training opportunities and organizational commitment ($p < 0.05$), there is positive correlation between supervision and commitment ($p < 0.1$) and ($p < 0.01$) for actual work undertaken. The researcher explained the relation between the training and organizational commitment and found that if organizations provide training programs with the opportunities for improvement, i.e enhanced employees performance and employees skill set, it will help to enhance the commitment level of the organization employees.

Similarly, Al- Emadi and Marquardt (2007) examined the relationship between employee beliefs about the benefits of training and employee organizational

commitment. Data was collected from the senior staff of Petroleum Company in Qatar. In the current study researcher studied employee training benefits as independent variable, dependent variable is organizational commitment and demographic as intervening variables. From the result it revealed that there is positive and significant relationship between training benefits and organizational commitment components. Training can enhance abilities, knowledge, and skills that groom individual performance which ultimately lead towards organizational performance. Training gives the impression of care and importance to employees hence they start feeling and expressing loyalty with the organization.

Riaz, Idrees, and Imran (2013) assessed the relationship between employee belief regarding training benefits with job, personal and career related benefits and their effect on organizational commitment in banking area in Pakistan. The data was collected from 25 bank branches officers in Faisalabad and Lahore, total 155 questionnaires were received and used in data analysis. The results shown that the employees who were interested in participating in training programs were more likely committed with the organization then those who didn't take interest in participating in such program.

Training and development is important and play key role in the organizational commitment. There is need to improve the training and development for enhancing the employee commitment (Lamba & Choudhary (2013). Through training and development organizations can engage their committed workforce with organization, organization can fill the gap between the job requirement and employee competence (Heyes & Stuart, 1996; Rainbird, 1994). According to recent research by Mahmood

(2012), the result shown that there is positive and significant correlation between benefits of training and organizational commitment. In the modern era much attention has been given to training and development, mostly organizations realize the importance of training and development (Robinson, 2013). Training and development programs needed for academic staff to improve their skill (Ayodeji, Michael, Tunde, & Mariam, 2011). Thus, it indicates that when an organization provides training to employees, the chances of better performance is enhanced.

Training and development help to enhance commitment, thus employees show more commitment with organization (Tannenbaum, Mathieu, Salas, and Cannon-Bowers, 1991). Highly skilled and trained employees have positive relation with three components of commitment (Benkhoff, 1997). Benson (2006) stated that on job training is also very important and helpful in employee's retention, those who get training and have gained specific skills showed more commitment toward their organization. Smith and Hayton (1999) observed that training also help to improve and develop the performance of employee, easy to accept the new practices and changes.

Chaudhuri (2011) showed that there is significant and positive relationship between outsourced training and all its four components (supervisory support, customization, usefulness, relevance and quality) with organizational commitment. Saeed and Asghar (2012) study was conducted on the relationship between training, motivation and job performance. When employees get training they improve their skills and knowledge, and skilled employees can do better job and perform their tasks in time. Training improves the satisfaction level of employee and also enhances the level of

commitment toward organization. Ehrhardt, Miller, Freeman, and Hom (2011) stated that there is significant and positive relationship between training and development program and organizational commitment provide by the organization. Also training gives employees an opportunity for personal growth within the company and helps provide the company with the knowledge and skills it needs to gain a competitive advantage. Bulut and Culha (2010) conducted survey in turkey on hotel employees, from the result he found that training and development have significant relation with organizational commitment. When organization provide training program, it will help to enhance the commitment level of the organization employees.

According to Guffey, West and Wite (1997), training is positively related to organizational commitment. Imran and Ahmad (2012) study was conducted to examine the impact of HRM practices on organizational commitment in service sector employee in Pakistan. The result showed that like other HRM practices training and development have also positive and significant impact on organizational commitment. Ayodeji et al. (2011) examined the relationship between the role of training and employee commitment. Data was collected from financial firm in the South Western part of Nigeria. Regression analysis was used in this study. The result revealed that there is highly significant relationship between training and development and employee commitment to the organization. The study further concludes that the more training opportunities provide to the employees the more commitment level will increase toward the organization. According to Brum (2010), training enhances the level of employee's commitment. Training is a tool that can assist organizations in building a more committed and productive workforce. An

effective training program can lead to greater commitment and less employee turnover. It helps in gaining new job-related knowledge as well as it helps in developing positive attitudes about professional skills to develop a sense of loyalty and organizational commitment.

From the above literature it shows that there is a positive relationship between training and development and organizational commitment. However, Lee, Nam, Park and Lee (2006) argue that there is negative impact training service on organizational commitment. This finding suggests that when employee perceives that the quality of training is not satisfactory, and organization has not acted positively, there is more chances that employee may leave the organization and will be no more committed.

Acton and Golden (2002) studied was conducted on 39 software companies and the result shown that there is no significant relationship between training and employee retention. Furthermore, Okapar and Wynn (2008) also argued that when people get requisite skills and they are fully trained, they leave the current organization and join another. However, Noor (2009) highlighted that there is significant positive relation between training and development and organizational commitment of academicians in Pakistani universities. This suggests that universities can improve employee skills and abilities by providing sufficient opportunities for training and development, which will ultimately help academic staff to cope with rapid changing needs of their jobs, and enhance their commitment level. Generally, training and development influence the morale and commitment of the academic staff. The literature has concluded that training can dominantly facilitate employees in equipping them to perform with high commitment.

Thus, from the literature reviewed it is indicated that training and development is considered a vital commitment factor. However, it is also observed that there is some variation in the finding and most of the studies were conducted on developed countries and very few in Pakistan, especially in education sectors in Pakistan. Similarly, Zahra et al. (2013) have recommended in future research directions to study training of academic faculty. Similar suggestions are also discussed by other researchers (e.g. Riaz, Idrees, & Imran, 2013; Shaheen, Sajid & Batool, 2013). Therefore, further studies need to conduct and investigate on this area.

2.3.2 Compensation

One of the major functions of HRM practices is employee compensation. The term compensation means all forms of pay received by employees against their services rendered to the organization (Mondy, 2008). It has got main two forms, direct and indirect financial payment which includes salaries, incentives, bonuses, wages, paid insurance, leave concession (Ali, Kakakhel, Rahman & Ahsan, 2014). Compensation is a very important aspect of workforce motivation, whether they are local staff or expatriates, improper compensation is the basic reason for lacking commitment and satisfaction in academic staff (Malik et al., 2010; Nazir, Shah & Zaman, 2014). Organizations tend to offer a compensation package economical enough to “attract”, “motivate”, and “retain” the expatriates (Cryne, 2004; Gould, 1999; Nazir, Shah, & Zaman, 2012).

Compensation is one of the essential contractual agreements between the employees and organization (Chew & Chan, 2008; Obasan, 2012). Compensation plays important role in attracting and retaining employees in the organization. If

employees think that they are not treated fairly and being offered non-competitive compensation, then they may not be attracted and existing employees will not be loyal to the organization (Manzoor et al., 2011; Parker & Wright, 2000; Willis, 2000). Employees stay longer if they received equally and satisfactory compensation (Mercer report, 2003). Martocchio (1998) explained that compensation include intrinsic and extrinsic rewards. Extrinsic rewards include monetary and non-monetary rewards.

In the fast growing market, compensation system becomes essential part for every organization (Chiang & Birtch, 2011). As mentioned by Chiang and Birtch (2010) if organization wants to increase the level of commitment among their employees, it must emphasize on the compensation system. This means that when employees receive competitive compensation, it helps them to enhance the commitment level of their employees. Moon (2000) found that pay is important factor of organizational commitment. If employees received attractive compensation package they feel that organization cares their employees and this lead to affective commitment. Many researchers found that there is significant positive relation between compensation and employee commitment (Grover & Crooker, 1995; Shafiq, Zia-ur-Rehman, & Rashid, 2013).

Empirical study evidenced that compensation is one of the main factors in organizational commitment. Yaseen (2013) studied on civil hospital in four major cities in Punjab i.e. Lahore, Rawalpindi, Bahawalpur, Multan, Pakistan, and found that compensation have direct impact on employee commitment and job satisfaction. Barton (2002) indicated that organization should focus on compensation because it

has strong influence on employee commitment, as some organizations offer attractive salary packages even higher than the market rate to make the staff loyal and committed. Imran and Ahmad (2012) examined the relationship between HRM practices and organizational commitment. Survey data was collected from 600 service sector employees in Pakistan. Correlation and regression analysis was used in this study. The result showed that compensation has positive and significant relationship with organizational commitment. Employee becomes more committed to the organization, when employees felt that organization provide attractive compensation which also equals to their services and contribution towards their job.

Saeed et al. (2013) studied on the effect of retention factor on organizational commitment between the school, colleges and universities employees in Pakistan. Out of 250 total 200 questionnaires was collected from respondent. Data was analyzed by using descriptive statistic, coefficient of correlation and multiple regressions in this study. The correlation and regression result shown that there is weak positive and significant relationship between compensation and organizational commitment as the p values was less than 0.01 and t value was greater than 1.95. Compensation has higher effect on organizational commitment than job characteristics in general education division of Pakistan. Thus, government must provide proper compensation packages to education sector employees to enhance the commitment level.

Eliyana, Yusuf, and Prabowo (2012) investigated the relationship between compensation and organizational commitment in production department of Jaya Readymix Concrete (JRC) in Surabaya, Indonesia. The result revealed that

compensation is a significant factor in increasing organizational commitment. Employee commitment will be stronger when employee receives expected compensation.

In same vein, Khan et al. (2013) investigated the relationship between compensation and organizational commitment in HEIs of Pakistan. The result highlighted that compensation have significant relation with commitment. Nawab and Bhatti, (2013) reported that there is significant relation between compensation and organizational commitment. Employees stay longer if they received equally and satisfactory compensation. Similarly, Kooij, Jansen, Dikkers, and De Lange (2010) investigated the influence of age on the relationship between compensation and organizational commitment. The result revealed that there is strong correlation between compensation and organizational commitment. Compensation becomes increasingly important in achieving positive work-related attitudes. Since, compensation also covers intrinsic feelings such as sense of recognition.

Likewise, Lamba, and Choudhary (2013) examined the influence of HRM practices on organizational commitment in numerous sectors (banking, academics, IT industry, manufacturing sector etc.) in India. The study revealed that HRM Practices i.e. compensation and training have significant relation with organizational commitment in banking sector. While in private universities it is also found that compensation has important relation on affective commitment. Similarly, in health care, compensation system enhances the level of employee commitment towards organization. Whereas in IT sector, it is found that compensation has important role in increasing the organizational commitment. The result revealed that compensation

has significant relation with organizational commitment and also help the organization to retain skilled and knowledgeable employees.

Similarly, Shafiq, Zia-ur-Rehman, and Rashid (2013) investigated the effect of compensation, training and development and supervisor support on organizational commitment. Data was collected through questionnaire among 5 telecom sector i.e. (Ufone ,Warid, Telenor, Mobilink, Paktel) in Pakistan. Out of 200 total 126 complete questionnaires were received from respondent. For analyzed the data descriptive statistic, correlation and multiple regression were used in the study. The result found that there is significant correlation between compensation and organizational commitment ($r = +.597$). From the results it is concluded that there is positive relationship between training and development, supervisor support, compensation with organizational commitment in the telecom sector in Pakistan. The findings suggest that more competitive compensation enhances commitment. Therefore, management should understand that modest, periodic increases in compensation would lead to more highly committed employees. Thus, organizations should emphasize on compensation for employees to enhance their organizational commitment.

However, different views or contradictory views have been reported by other researchers. For instance, Griffeth et al. (2000) claimed a modest relationship between pay and commitment; while pay is not an important factor in Asian context (Khatri et al., 2001) and the study of Iverson and Deery (1997) on hospitality employees concluded that pay has insignificant influence on their turnover decision in Australian context.

Moreover, Nijhof, de Jong, and Beukhof (1998) focused on commitment of employees in changing organization. Result found that there is no significant relationship between compensation and employee commitment. The result may differ because of geographical location or socio-economic condition. Mottaz (1987) investigated the relationship between work satisfaction and organizational commitment and found that organizational rewards (pay and fringe benefits) somewhat have effect on satisfaction but almost there is no influence on organizational commitment. Similarly, Imran and Ahmad, (2012) the result shown that there is no significant relationship between compensation and organizational commitment. When employees think that they are not treated fairly and received fewer wage, they may have undesirable feeling towards their organization. Paik, Parboteeah, and Shim, (2007) also revealed that compensation was not significantly related with continuance commitment. The research results suggest that organization should know how to motivate their workforce and how to provide appropriate compensation in order to increase the organizational commitment.

From the above review of literature there is variation in finding because of different culture and different economic condition of the location where the research has been conducted. Therefore, more research is needed to investigate further for better understanding the relationship between compensation and organizational commitment. However, some studies found that there is positive and significant relation between compensation and organizational commitment. The literature has thus outlined that fair compensation boost employee morale and keeps them motivated. This motivation further helps the organization to achieve desired

employee as well as organizational objectives. Accordingly, the literature has highlighted that compensation on fair grounds would help businesses to retain employees which is another major concern for them when it comes to improving commitment and sustenance. Moreover, there is very little literature available on compensation and compensation especially in HEIs' sector especially in Pakistan. Similarly, Paik, Parboteeah, and Shim (2007) suggested that future study should probe the link between compensation and organizational commitment. Hence, the present study looks at the relationship between compensation and organizational commitment in Pakistan.

2.3.3 Performance Appraisal

Performance appraisal is one of the most vital tools of HRM practices (Boswell & Boudreau, 2002). Normally performance appraisal considers as official interaction between the supervisor and an employee for the purpose to know performance of the employee and sometime also to know the strong and weak area of the employees in order to enhance their skills (Rahman, 2012). Torrington and Sutton (1973) the purpose of performance appraisal is to enhance the present job performance, increasing in salary for achievement, to specify any change needed in job incumbent and to expose the talent of employees. Raihan (2012) explained that performance appraisal as the managerial function such as evaluation of employee's performance periodically to enhance the utilization HRM in the organization. In other words this is occasionally valuation of employees by their managers or supervisors. Performance appraisal is the process of reviewing employee performance (Worley, 2003). According to Waldman, Bass, and Einstein (1987), performance appraisal is

the system to help in measuring and employees performance. Rao (2004) explained that performance appraisal is the employees output against the job assigned to them during particular time period.

Hollenbeck, Gerhart, Wright, and Noe (1996) described that performance appraisal is the process through which organization gets information about the performance of their employees in their individual job. Rahman (2006) stated that through performance appraisal organization can evaluate employee's weakness and strength against the organization standard. Performance appraisal also used as tool to develop organizational commitment and productivity in the organizations (Brown & Benson, 2003). Rahman (2006) also explained that performance appraisal is important for the organization and their employees it helps in enhancing the employees skills and capabilities. On other hand it helps organization to achieve their goals effectively and efficiently. HRM practices and policies that improve employee's skills and influence their employees would keep strong relationship between employees and organization via social exchange process. Which create win win situation among both parties (Foong-Ming, 2008).

The concept of performance appraisal is not totally new; this practice is followed since centuries. Prowse and Prowse (2009) stated that there is official record found in early 1800s in Robert Owens company regarding performance appraisal in New Lanark. While some researcher linked it to Motion studies and Taylors pioneering time at the start of 20th century. According to Khan (2007) and Mazhar-ul Haq (1977), proper performance appraisal started from the 2nd Caliph of Islam, Hazrat Umar Farooq (634- 644 AD/13-23 AH). Khan (2007) further explains that caliph set

the standards for the people and then evaluates their performance against their assigned work. He also mentioned that the concept of job analysis and job description introduced by caliph. During 1920-1940 this technique got more attention. Eichel and Bender (1984) stated that in 1960 performance appraisal was used in organization to control their employees. While in the 1980s it was common practices used by organization for the evaluation of the employee's performance. Rasch (2004) found that in the organizational success one of the key factors is performance appraisal. Performance appraisal has been used as tool to evaluate individual employee performance and to enhance the employee performance. According to Prowse and Prowse (2009), appraisal system use as tool in USA and UK and around 90 % of the companies are followed this practices to evaluate employee performance.

Rahman (2012) clarified that performance appraisal also being used as a tool for collecting information, and organization can take decisions on employee feedback. Similarly, Henderson (1985) the objective of performance appraisal includes support in compensation management, feedback of performance, decision in promotion, employee development and recruitment process. Scott (2001) also mentioned that good appraisal system can provide quality and accurate feedback by which manager get help to gauge the individual employee performance and their future needs in organization. Appraisal provides chance to evaluate of employee's previous result and assist him for future. It is measuring tool that helps organizational managers to find out the employees capabilities within organization (Ubeda & Santos, 2007).

Every organization wants skilled employee to stay with it, in this regard performance appraisal helps to find out the capable employees and motivate them to stay committed with the organization. Shahnawaz and Juyal (2006) stated that there is significant correlation between performance appraisal and organizational commitment. When employee feels that they are dealt fairly they become more convince and committed toward organization. It also helps in the development of both individual and also organizational development, and performance appraisal also helps to improve the commitment level of their employees.

In same vein, Meyer and Smith (2000) found that there is significant relationship between appraisal system and organizational commitment. Rahman (2006) investigated the relation between performance appraisal and organizational commitment on academicians in Malaysia. He found that there is significant relationship between performance appraisals practices and academic staff commitment. When employee feels that organization is fair in review process, there is a great chance to increase their commitment level. Similarly, Morrow (2011) stated that appraisal system play vital role in the organization, therefore the fairness of appraisal system related to the employee commitment. The employees will respond positively if they feel the appraisal system was fair, its helps to improve the commitment level of the employees to stay longer with their organization (Colquitt, Conlon, Wesson, Porter & Ng, 2001). Similarly, Salleh, Amin, Muda, and Abdul Halim (2013) conducted study on fairness of appraisal system and its effect of organizational commitment in public sectors agencies. The result shown that there is significant relationship between fairness performance appraisal with organizational

commitment. The result suggests that when employee feels that they are dealt fairly they become more commitment toward the organization.

Furthermore, Messmer (2000) stated that appraisal system plays important role in two ways for every organization. First the appraisal report can guide the administration in decision making. For example report shows the individual better or poor performance which helps the administration to take decision in increment, promotions etceteras. Second it also helps the organization to take step for improvement of performance and training necessities. Levy and Williams (2004) highlighted that when employees are convinced with performance appraisal system it increases employees feeling toward organization and this positive attitude enhances the employee commitment level to their organization. Jehad and Farzana (2011) and Long, Kowang, Ismail, and Rasid (2013) discussed that when employees feel satisfied with performance appraisal it increase their satisfaction and commitment level towards the organization. Thus, it suggests that fair and specific performance appraisal if communicated formally could be of great value for fostering organizational commitment and enhancing employees' positive behavior.

Ali, Kakakhel, Rahman, and Ahsan (2014) conducted study on HRM practices and investigated the relationship with employee's outcome. Questionnaires method was used in this study and data was collected from 224 academic staff from public sectors universities in Malakand division, KP, Pakistan. The result shown that there is significant relation between performance appraisal system and organizational commitment ($r = 0.453$, $p < .01$). The findings suggested that fair performance appraisals would signify and enhance employees' organizational commitment.

Siddiqi and Malik (2009) probed the relationship between performance appraisal and organizational commitment. Result showed that employee performance appraisal is significantly and positively correlated to organizational commitment. Appraisal system can be used for administration level to make decision promotion, salary increase or financial rewards for the future. Appraisal system enhances the commitment level of the organizational employees.

Sial, Jilani, Imran, and Zaheer (2011) examined the influence of HRM practices i.e. performance appraisal, compensation and promotion on organizational commitment of academic staff in Pakistani universities. Data was collected through questionnaires from 206 academic staff from different 10 universities seven from public sector and three from private universities from 5 major cities (Karachi, Taxila, Quetta, Lahore, Rawalpindi, and Islamabad). Descriptive statistic, correlation analysis was used in this study. The research found that HRM practices i.e. compensation have significant and positive relationship with organizational commitment. However, the result also shown that there is no relationship found between promotion and performance appraisal with organizational commitment. This suggests that when employees are not satisfied with the performance appraisals, then they would diminish their commitment towards organization respectively.

Riaz, Ayaz, Wain, and Sajid (2012) investigated the relationship between HRM practices (Compensation, Promotion, and Performance Appraisal) and employee performance. Out of 100 total 90 questioners was collected from hospital staff in Pakistan. That result revealed that compensation and promotion have positive and significant correlation with employee performance. However, the result shown that

there is no significant correlation between performance appraisal and employee performance (0.164). They further argued that it may because there is no proper system for appraisal in Pakistan. When employees feel that there are not dealt fairly, it decreases their commitment level. Khan (2010) also highlighted that the (38.5%) of the academic staff face the problem of favouritism and nepotism in education sectors. Iqbal, Arif, and Abbas (2011) reported that private sector universities have better appraisal system than public sector universities in Pakistan, there is need to investigate more for better understanding.

Numerous research studies have been conducted on performance appraisal and commitment in different context and different sectors, however, there are few studies conducted in the sector of HEIs of Pakistan. Similarly, Mohrman and Lawler (1983) also recommended that researchers should examine the relationship between performance appraisal and organizational commitment. Therefore, to better understand the impact of performance appraisal on organizational commitment especially in Pakistan, performance appraisal has been included in current study.

2.4 Organizational Climate and Organizational Commitment

Organizational climate have great impact on organization performance because it related with motivation of organization employees. Historically, organizational climate has been studied formally by Tolman (1926) while exploring cognitive maps. Tolman explains that coworkers in work environment tend to explore organizational climate to get better understanding of organization, the same idea was later explored by Lewin (1935) which helped in understanding the importance of organizational

climate in meeting organizational goals. Lewin, Lippett, and White (1939) termed the every same idea as social climate.

Conversely, organizational climate is well-defined as observations of the organizational environment by the members of any organization. Some maintain a component of the organizational climate is the organizational culture (Tagiuri & Litwin, 1968; Baker, 1992). It is an excellent candidate as a proxy for the study of organizational culture, in addition to its intrinsic qualities. Stein and Bloom suggest that environmental press or social demands of environments are important influences on people's behavior (cited in Insel & Moos, 1974a). According to Moos (1974; 1976), organizational climate has been observed as facilitating factor on employees performance. Empirical findings support climate as a significant influence on organizational performance as well as the commitment of employees (Moran & Volkwein, 1992).

Similarly, Argyris (1958) discussed the first modern conceptualizations referred to as climate. He defined climate as the complexity of the work in a self-perpetuating system of formal policies, and employee values, needs and personalities. He still uses the word climate interchangeable as culture. Imran, Fatima, Zaheer, Yousaf, and Batool, (2012) described climate as policies, practices and procedures followed in the organization. Moran and Volwein (1992) presented a detail view of organizational climate as different attributes, values and understanding organizational culture which enables individual working in an environment to trust, support and respect their coworker. In return this interaction will entail in the process

of innovativeness and wealth creation for the benefit of organization. So such prevailing norms amongst coworkers are encouraged by the organization.

Organizational climate imitates the prevailing value, norms and organizational culture attitudes (McMurray, 2003). Aydogdu and Asikgil (2011) suggested that providing good working climate like (sufficient tools and equipment, clean, silent, proper lighting of the working place) allow workforce of the organizational to perform well without any struggle. Dension, (1996) climate is consider to refers to conditions characteristic and climate links to the employee's feelings and thoughts. Reichers and Schneider (cited in Cooke & Szumal, 1993) defined climate as "shared perceptions of organizational policies, practices and procedures, both formal and informal."

Chao (2008) defined working climate as fully understand of non-financial elements that provides to a teacher working environment. Mangi, Soomro, Ghumro, Abidi, and Jalbani (2011) proposed that good working condition such as good and clean surrounding enable employees to do their work smoothly and this lead to have positive effect on organizational commitment. Working climate means the system, process, tools and structure of the working environment that affect the performance of the employee. The working climate also includes rules, polices, culture, working location and interactions, tools and external and internal climate factors. Furthermore organizational climate has good or bad impact on performance of employees and have strong influence on employee to involve in work and committed toward organization (Ollukkaran & Gunaseelan, 2012). Organizational climate can affect employee health, performance and productivity. Bad working climate can create

difficulty in work performance, individual development and frustration (Ollukkaran & Gunaseelan, 2012).

Good working climate like (hygienic and good looking environment) allow workforce to do their job easily and therefore probable it enhance positive impact on organizational commitment. In short, organizational climate describes the members' perception of their work environment (Zhang & Liu, 2010; Salancik, 1977). Organizational climate is a general term that refers to the perception of academic staff about work environment (Hoy & Tarter, 1997) and quality of the contextual environment experienced by participants that might influence their behavior (Hoy & Miskel, 2013). This term is measured by work environment scale (Edgar & Geares, 2005) which is an adequate measure of organizational climate (Miller, 2003).

Richards, O'Brien, and Akroyd (1994) and Painter and Akroyd (1998) stated that the overall working climates were linked to organizational commitment. The finding showed that there was significant and positive relationship between organizational climate and organizational commitment. Similarly, Maqsood (2011) found that there is significant positive relationship between work climate and organizational commitment. This suggests that organization should provide conducive work environment to their employee to enhance their commitment level.

From the prior studies of Alvi and Ahmad (1987), DeCotiis and Summer (1987) and Steers (1977), it has been concluded that good working climate for instance attractive and clean environment enable employee to do work easily though it is expected to have a significant effect on commitment. Werther and Davis (1996)

organization should provide good working climate for their employees to increase the commitment level of their employees in the organization. Ekvall, Frankenhaeuser, and Parr (1996) organizational climate play vital role and have significant relation with organizational commitment.

Iqbal (2008) conducted study on employee related issue in knitwear industry in Pakistan. Mixed method was used to data was collected through questionnaires and interviews from 85 different organizations in Lahore, Faisalabad, Pakistan. Total 353 questionnaires were returned and 20 interviews were conducted from CEO's and senior staff in Pakistan. The result found that there is statistical significant relationship between organizational climate and organizational commitment. Ahmad and Islam (2011) investigate the impact of motivation factors (recognition, compensation, working condition) on satisfaction of employees in Universities in Pakistan. Data was collected from 269 academic staff and administrative staff from 5 different universities in Punjab. Pakistan. Empirical result showed that there was significant relation between organizational climate and employee motivation. Thus, universities should provide conducive organizational climate for their academic staff to enhance the staff commitment level.

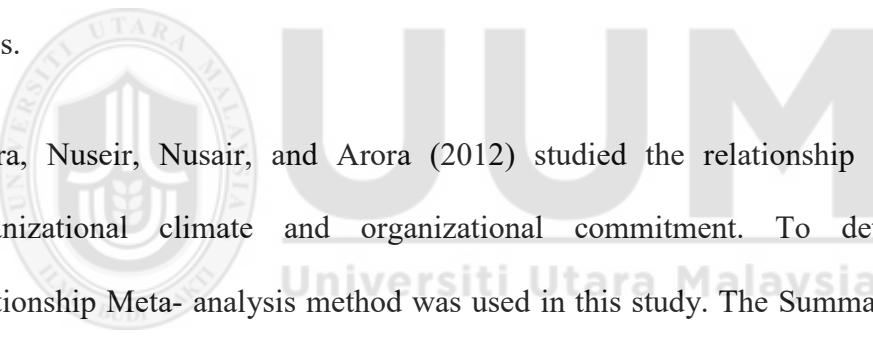
Organizational climate have significant correlation with employees commitment (De Clercq & Rius, 2007; Pati & Reilly, 1977). Several studies have shown that organizational climate have significant and positive relationship with organizational commitment. Higher the conducive organizational climate higher the commitment level of the employees. Many employees have knowledge about the impact of work climate on organizational commitment and performance. Kassim, Vinothan, Singh,

Kumar, and Puspanathan (2010) conducted study on the influence of organizational climate and organizational commitment. Questionnaire method was used for data collection in that study from Selangor University. Out of 285 only 140 people respond, data was collected from non-academic staff and academic staff in several faculty and department. Regression, correlation method was used in this study. The result showed that there is no significant relationship with organizational climate and organizational commitment. The result indicated that when organizations do not pay proper attention to provide conducive organizational climate, the employee may not be loyal and committed with the organization.

Idrus, Naziman, Omar, Masnan, Noordin, and Baistaman (2012) explored the relationship between the organizational commitment and organizational climate in XYZ group, Jakarta, Indonesia. The result showed that there is moderate relationship between organizational climate and organizational commitment. When organization provide conducive organizational climate at working place; it may help employees to be more motivated and committed. Similarly, Noordin, Omar, Sehan, and Idrus (2010) conducted study on organizational climate and the relationship with organization commitment in telecom sector in Malaysia. Out of 150 questionnaires only 108 questionnaires were return from employees. The result indicated that there is positive significant correlation between work climates and organizational commitment in telecom sector Malaysia. The result suggested that the better working climate enhances the commitment level of the employees.

Ünal (2012) focused on the relationship between ethical climate and organizational commitment with mediating role of job satisfaction in Turkey. Total 199

questionnaires were collected from 8 firms in group of companies in Istanbul, Turkey. Data was analyses by multiple and single regression. The result specified that there is positive relation between ethical climates with job satisfaction and dimension of organizational commitment (affective and continuance commitment). Ghasemia and Keshavarzi (2014) conduct study on the relationship between the organizational climate, organizational commitment and organizational citizenship in the hospital atmosphere. The result revealed that there is significant relationship between organizational climate and organizational commitment. This suggests that organization should provide conducive work climate, whereby staff become encouraged and involved in institutional activities aimed at fulfilling organizational goals.



Arora, Nuseir, Nusair, and Arora (2012) studied the relationship between the organizational climate and organizational commitment. To determine the relationship Meta- analysis method was used in this study. The Summary of overall statistical analysis of the research showed that there is positive correlation with correlation strength (0.542) between favourable organizational climate and organizational commitment. However, the result also found negative relation with correlation strength (-0.326) between unfavorable organizational climate and organizational commitment.

Numerous researcher conducted studies on organizational climate, few consider as independent variable (Forehand & Gilmer, 1964; Litwin & Stringer, 1968; Schneider & Bartlett, 1970). And few study organizational climate as dependent variable or moderator variable (Abbey & Dickson, 1983; James, 1982; James & Jones, 1974;

Joyce & Slocum, 1984; Powell & Butterfield, 1978; Zohar, 1980). In literature contradictory results have been observed therefore, more research is needed on organizational climate for better understanding of the construct.

Literature found that most of the studies of organizational climate have been done on different areas and sectors and very few studies have been focused on higher education especially in Pakistan. Like, Imran, Fatima, Zaheer, Yousaf, and Batool (2012) investigated the organizational climate in manufacturing industries in Pakistan. Permarupan, Saufi, Kasim, and Balakrishnan (2013) investigated the relationship between organizational climate and commitment in both private and public sector universities Malaysia. Idrus, Naziman, Omar, Masnan, Noordin, and Baistaman (2012) studied organizational organizational climate and commitment in Jakarta, Indonesia. Noordin, Omar, Sehan, and Idrus (2010) studied organizational climate with organizational commitment in telecom sector in Malaysia. Ünal (2012) focused on climate and organizational commitment with job satisfaction in Turkey.

Organizational climate is composed of a number of dimensions (much as meteorological climate includes temperature, humidity, amount of precipitation, etc.), and these dimensions may be assessed by reference to a number of interrelated conditions (just as, for example, precipitation may be assessed by reference to rain, snow, sleet, etc.) (Kassim et al., 2010 & Noordin et al., 2010). Further, organizational climate perceptions are descriptive of conditions that exist in the work environment, however, regardless of the dimension of climate under consideration, climate perceptions are perceptions of employees about their work environment and conditions that occur in the work setting (Schein, 1970). Moreover, according to

Insel and Moos (1974a), organizational climate is one of the several ways to study work environment. Similarly, Hoy and Miskel (2013), Hoy and Tarter (1997), Kassim et al. (2010), Zhang and Liu (2010) have also investigated work environment under the domain of organizational climate to empirically test its relationship with different employee behaviors and outcomes. Therefore, the present research was delimited to employees perception of their work environment thereby organizational climate was considered as an independent variable in this research (Kassim et al., 2010).

The literature supports that conducive work climate is very effective for enriching employee experience and work so that they could effectively achieve organizational goals and showcase positive employee behaviors. The literature has also outlined that work environment can foster a culture of positivity that could help individuals to do more for less. However, literature also underlined that many of studies on organizational climate have been conducted across a range of industries in the western context. Furthermore, there is lack of empirical studies on organizational climate in the context of Asia, especially HEIs' in Pakistan. Therefore, based on the reviewed literature, the current study considered organizational climate to check its relationship with organizational commitment in the public sector HEIs' in Pakistan. So this study will also fill the gaps in the body of knowledge vis-a-vis literature.

2.5 Leadership Styles and Organizational Commitment

In the current competitive growing environment leadership growths is becoming progressively critical and get strategic importance for every organization (Leskiw &

Singh, 2007). Numerous researchers define leadership in several ways. Yulk (2002) explained that leadership is the individual ability to guide organization employees to contribute in the organizational objective and prosperity. Mowday, Porter, and Steers (1982) described that leadership styles are one of the important factors of commitment. Stogdill (1948) explained that leadership is the process of organizational activities to set and achieve organizational goal. Stojkovic, Kalinich, and Klofas (2003) explained that leadership styles are method that the leaders practice to accomplish the organizational goals.

Casimir (2001) defined leadership styles as “a pattern of emphases, indexed by frequency or intensity of specific leadership behavior or attitudes, which a leader places on the different leadership functions”. Burns (1978) conceptualized the idea of transactional leadership style and transformational leadership style qualities. The transformational leadership style focused on the leader and followers’ connection where transformational leadership encourage to raises the commitment and motivation level of the followers through several mechanisms. The transactional leadership focuses on the relationship between leaders and followers exchange. Bass, (1991) suggested four types of transformational leadership style, (Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration). And three types of transactional leadership style, (Contingent Reward, Management-By-Exception, Laissez-Faire Leadership).

In every organization or institutions the managers or head of department is facilitator between the followers and organization. Therefore the role of the supervisor or top management people is very important to establish relationship between employees

and organization (Mowday, Porter & Steers, 1982). Eisenberger, Huntington, Hutchison, and Sowa (1986) and Doostar, Asil, and Ghorban (2013) found that organizational support through organizational managers positively influenced the employee's organizational commitment. Mottaz's (1988) conducted study on various professions employee's and found that employees are more committed toward the organization because of friendly and supportive relationship with their supervisor or management. Similarly, Haq, Jindong, Hussain, and Anjum (2014) found significant positive correlation between supervisor support and organizational commitment.

Academic staff leadership research has grown attention from last 2 decades as academic staff play important role in the improvement of education (York-Barr & Duke, 2004). In academic staff of higher education institutions leadership is very important because higher education institutions depend on the government funding and they need to perform and deliver under high pressures (Pounder, 2001). Generally accepted that good relationship between management and employees enhance the employee's commitment level, reduce stress and turnover intention. Batt and Valcour (2003) found that the more supportive and friendly management increased organizational commitment level and decreased turnover intentions. It is indispensable to study transactional and transformational leadership styles and its impact on employees' commitment. As there is little study done to find out the leadership styles transactional leadership and transformational leadership and its impact on organizational commitment amongst academic staff in education sector in KPK, Pakistan (Baloch, Ali, & Zaman, 2014).

In Pakistan's context less research has been done on the effects of leadership style, the research on leadership has been done in developed countries but due to the cultural, social and political differences it is difficult to generalize those findings in Pakistan's context (Saeed et al., 2013). Therefore this study is focused on two main leadership styles transformational leadership and transactional leadership styles.

2.5.1 Transformational Leadership Style

Burns (1978) introduced the transformational leadership and argue that this style of leaders make positive changes in organization by motivating and convincing their subordinates. The concept of transformational leadership discussed further by Bass, (1985), Bass, (1991), Calloway & Awadzi, (2008). Transformational leadership style needs a solid relationship between employees and leaders who share mutual ideas and views (Kuhnert & Lewis, 1987). Watson (2009) explained that transformational leadership style helps to make a vision, motivation and positive attitude for subordinates. Bass, Bernard, Jung, Bruce, Avolio, and Berson (2003) enlightened that transformational leadership encourage, motivate, guide and monitor employees.

Burns (1978) described that transformational leader knows the need of the subordinates and encourage their subordinates to work together to meet the required performance. Burns (1978) explained transformational leader as “looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower”. Yukl (1989) defined transformational leadership as “the process of influencing major changes in the attitudes and assumptions of organizational members and building commitment for the organization’s mission and objects”.

Kuhnert and Lewis (1987) transformational leadership not only identifying employee's requirements but also trying to increase employees needs to higher level. Avolio and Bass (1988) and Bass (1985) explained that because of emotional attachment transformational leaders are more effective to bring positive changes to organization than transactional leaders. On the other hand, Epitropaki and Martin (2005) and Wu, (2009) argued that transactional leadership style provide more work satisfaction than transformational leadership style as followers are rewarded for fulfilling their specific task. Bommer, Rubin, and Baldwin (2004) transformational leadership style is more open, supportive and flexible to the functional and organizational change in institutions. Bass (1985) recommended that features of transformational leadership are inspirational leadership, charismatic leadership, an individualized approach that emphasizes on the specific wants of their subordinates, and intellectual motivation that emphasizes on creative ways to grip organizational problems.

Emery and Barker (2007) explained that transformational leadership has ability to increase the organizational commitment. He further argues that transformational leadership has potential of convincing and motivating their followers and encouraging their employees in any difficulty, such type of leadership has great deal with employee commitment. Arnold, Barling, and Kelloway (2001) stated that it is one of the transformational leadership qualities that it enhances the employee's commitment level. According to Vera and Crossan (2004), transformational leader inspire followers and enhance organizational commitment level. Such type of leaders aware of workers strengths and weakness and provide them support and guidelines to

polish them, in return employees stay committed to the organization and work more hard.

Similarly, Carlson and Perrewe (1995) and Herold, Fedor, Caldwell, and Liu (2008) stated that organizations implementing transformational leadership style are effective because of getting higher level of employee commitment. When employees of the organization are committed to the organization the turnover rate and absenteeism decreases and worker devotion with the organization increases so employees work hard for the prosperity of the organization. Jung and Avolio (1999) transformational leaders are connected to their employees and employees believe on their leaders. There is exchange relationship between leaders and followers they worked together to achieved their organizational goals. Erben and Guneser (2008) conducted study on leadership style and found that by implementing transformational leadership style organizational commitment has increased. Such style of leaders makes employee feel as part of the organization therefore, employees become committed towards organization.

Employees become motivated and committed when they receive support and guidelines from their leaders. Leaders who adopted transformational leadership style make their employees motivated and committed (Sarros & Cooper, 2006). Bone and Judge (2003) stated that there is significant relation between transformational and organizational commitment. The outcome of transformational style is devoted and committed followers (Pawar & Eastman, 1997). Transformational leaders teach followers and encourage them that they are capable to do, so the employees make more efforts and do more work then what is expected. Transformational leadership

found that its effect organizational commitment and employee performance directly and indirectly (Jung & Avolio, 2000).

Lai, Luen, Chai, and Ling (2014) probed the impact of principle leadership styles on school teacher commitment in Perak, Malaysia. The result exhibited that transformational leadership has positive significant effect on affective and continuance commitment. While there is no effect on normative commitment on other hand transactional leadership style has positive and significant effect only on affective commitment. Nurturant leadership has only significant effect on affective and normative commitment. Thus the result showed that transformational leadership is the most influential leadership style. Chiun Lo, Ramayah and Min (2009) examined the relationship between leadership style and organizational commitment in Malaysia. The result showed that both transactional and transformational leadership styles have significant and positive correlations with organizational commitment. The result showed that transformational leadership is more stronger and effective for getting high level of commitment as compared to transactional leadership style, because of emotional attachment of transformational leaders are more effective for bring positive changes in the organization.

Another study also shown that transformational leader creates commitment and decrease stress in employees (Sosik & Godshalk, 2000). Similarly, Dvir, Eden, Avolio and Shamir (2002) stated that because of transformational leadership style employee commitment and motivation has increased. Transformation leaders are mark of innovation and change as they bring optimistic change and encourage followers to contribute in the work of change and innovation, so employees feel free

to share their creative ideas, it increase the commitment level of employees. Avolio, Koh, Zhu and Bhatia (2004) proposed that transformational leadership and organizational commitment is related each other. Yukl (1989) and Zhu, Chew and Spangler (2005) said that transformational leader bring positive change which help in employee motivation and create organizational commitment in order to accomplish there long term desire goals of the organization. These style of leaders bring innovate ideas in the organization which influence their employees and gain trust of the employees. These types of leaders motivate their employees and gain their commitment.

Likewise, Yammarino, and Bass (1990) established that transformational leaders increase eagerness among employees to create organizational commitment. Transformational leaders not only bring new ideas but also involve them self to motivate and support their followers and bring enthusiasm in employees. Billingsley and Cross (1992) have argued that transformational leaders have the ability to enhance employee commitment. Similarly, Popper, Mayseless, and Castelnovo (2000) have argued that transformational leadership style was found more effective because of special affection from employees for this type of a leader. This is due to the fact that employees follow and believe in them, which makes them committed to the organization. Kent and Chelladurai (2001) found that there is a significant association between transformational leadership and commitment. This type of leaders encourages and support employees to gain employee commitment.

Similarly, Emery and Barker (2007) conducted study to investigate the impact of transformational and transactional leadership style on employee commitment. Data

were collected from 77 branch managers in banking sectors and 47 store managers from food chain. The correlation result showed that in both service sectors, transformational leadership was significantly associated with organizational commitment. When employees receive adequate support from leaders, they feel more satisfied and stay longer with the organization. Shin (2013) examined the relationship between the leadership style, organizational commitment and organization outcome. Data was collected through survey method from 369 fire departments. The result revealed that transformational leadership and transactional leadership styles are significantly related to organizational commitment, but transformational leadership style had stronger relationship with organizational commitment than transactional leadership style.

Likewise, Ahmad, Majid, and Zin (2015) probed the effectiveness of leadership styles (transformational and transactional) on organizational commitment in Pakistan. The outcome of the PLS model showed that there is significant relationship between leadership styles (transformational and transactional leadership styles) with organizational commitment. The outcome also showed that when both leadership styles are used appropriately within an organization, it enhances the commitment level of academic staff. Similarly, Pahi, and Hamid (2015) probe the influence of transformational leadership over commitment. Data was collected from 317 medical staff in four cities of Sindh, Pakistan. The finding of PLS modeling revealed that there is imperative correlation between transformational leadership style and commitment. The result also indicated that when transformational leaders show more

support and encourage followers to contribute in the work in the organization, it will enhance the commitment level of employee.

Similarly, Cemaloglu, Sezgin, and Kiling (2012) examined the association between leadership style and organizational commitment. From 237 schools teacher data was collected from 18 different schools in Ankara, Turkey. The result exhibited that transformational and transactional leadership of school principals has significant relation with organizational commitment of school teachers. Furthermore school principals prefer more transformational leadership than transactional leadership, as transformational leadership style brings positive change in the organization through encouraging and motivating employees.

Avolio, Zhu, and Koh (2004) investigated the link between the leadership style and organizational commitment and also examined the mediating role of psychological empowerment and moderating role of structural distance. Data was collected from 520 nurses' from public hospital in Singapore. Correlation and regression was used to analyze the data. The result found significant correlation between transformational leadership style and organizational commitment. This explains that transformational leaders with supportive nature can notably influence employees to foster their commitment with organizations respectively.

Baek (2012) focused on study to explored association between leadership behaviors and organizational commitment. Data was collected through mail from 30 major league Baseball teams, out of 450 only total 162 applicants were respondents. The result specified that transformational leadership behavior have more effects on the

organizational commitment than transactional leadership behavior. It may be because transformational leader satisfies the needs of the employees and encourage them to work hard to achieve the organizational common goals. Selamata, Nordinb, and Adnan (2013) investigated the association of perceived transformational leadership and organization commitment. Data was collected from 186 secondary school teachers in Klang district, Malaysia. The result found that school teachers have more organizational commitment in Klang district, Malaysia. The result also revealed that there is significant and strong linear correlation between transformational leadership and organizational commitment. When employees perceive positive support from the transformational leader, it helps them to enhance the commitment level of employee.

Similarly, Bushra, Usman, and Naveed (2011) the study was conducted to examine the association between the transformational leadership style and organizational commitment in three banking sector (Askari, Alfallah, & Soneri) in Lahore. The result showed that there is positive correlation between transformational leadership style and organizational commitment. When organizations use transformational leadership style and show affection to the employees, they will be more devoted and committed with the organization.

There has been also contradictory finding from empirical research on the relationship between transformational leadership style and organizational commitment. Emery and Baker (2007), Koh, Steers, and Terborg (1995) and McLaurin and Al-Amri (2008) found the there is significant relationship between transformational leadership and organizational commitment, but on other hand Marmaya, Hitam, Torsiman, and Balakrishnan (2011) that transactional leadership have strong significant relation

with organizational commitment than transformational leadership. Similarly, Chandna and Krishnan (2009) found no relationship between transformational leadership and organizational commitment. There is very limited research conducted on leadership in Pakistan (Abbas & Yaqoob, 2009; Baloch, Ali, & Zaman, 2014; Kwenin, Muathe, & Nzulwa, 2013). Therefore, further studies need to conduct and investigate on this area (Avolio et al., 2004).

2.5.2 Transactional Leadership Style

Transactional leadership also known as managerial leadership focused on the leader to encourage subordinates through rewards and punishments. The leaders motivate and guide their employees in identifying their task and goals to accomplish the required performance (Burns, 1978). Bass (1991) defined that transactional leader as an exchange or transaction between employees and leaders. Transactional leadership style was an exchange between subordinate and leader, where everyone gets something on return from each other (Cray, Inglis, & Freeman 2007; Jogulu & Wood, 2007).

Similarly, Bass (1985) discussed that transactional leaders operate by recognizing what actions their Followers must take to accomplish the desired outcome or performance, and then subsequently facilitating those actions. Bass emphasized that contingent reward and punishment have an effect on the performance of followers. Therefore, this approach is labeled as the “carrot or stick” (Bass, 1997b). Yukl (1998) defined transactional leadership style as a tool to motivate employees by appealing to their self-regard. He further argued that “Transactional leadership

involves values, but they are values relevant to the exchange process, such as honesty, fairness, responsibility, and reciprocity” (p. 325). Waldman, Bass, and Einstein (1987) detailed that transactional leadership style is very suitable for short term goals. Zaleznik (1977) highlighted existing task within transactional leadership style as “Management selects goals, directs resources and activities, rewards performance, strategizes the best ways to accomplish tasks, negotiates and bargains, penalizes for non-performance, and ensures the skills for task completion” (p. 69).

Thus, Bass (1985b) stated that transactional leaders stimulate devotion, commitment, contribution and performance in their followers by providing them contingent rewards. Rotemberg and Saloner (1993) said that leadership styles are not fix weather it should be transformational leadership or transactional leadership style and it's depend on the followers that in which style they like to perform more. Bass (1997a) describe that transactional leadership also monitor the performance of the followers to shun error. Walumbwa and Lawler (2003) found that transactional leadership style has low impact on organizational commitment. These styles of leaders try to stimulate followers by0 intimidating and by punishing but it have not good effect on employees and therefore this style is less effective on organizational commitment. According to Koh, Steers, and Terborg (1995), transactional leadership style do not influence the organizational commitment and organizational performance. Conversely, Bass (1985b) and Bryman, Stephens, and Campo (1996) highlighted that transactional leadership style have good impact on employee motivation and employee commitment by offering attractive incentives and rewards.

When employees are rewarded according to their desire or want then they show more motivation and commitment toward organization.

However, Lee (2004) found that transactional leadership was not effective in influencing employee organizational commitment. This style of leaders only makes link with organizational employee when leaders have desire to achieve from their employees. When they realized that there are no more benefits from the employees, they break the links and it is the basic reason behind failure of this leadership style for getting higher level of employee commitment. Similarly, Lee (2004) described that the role of transformational leadership play positive and significant in employee commitment. Chiun Lo, Ramayah, and Min (2009) found that both of the leadership styles (transformational and transactional) are more helpful in organizational commitment. Even though transactional leadership styles are not more effective but it helps in some situation to influence employee motivation and organizational commitment.

In the same way, Kerfoot (2008) stated that transactional leadership also capable and helpful in retaining employees depends on their relationship and support. Those employees who have strong connection with the support of his leaders had fewer chances to change the organization while those employees who did not have strong support from their leader may leave the organization. Likewise, Madanipour (2013) investigated the impact of attachment style on the relationship between leadership style and organizational commitment. The result revealed that there is positive significant relationship between transactional leadership and affective commitment. When employees feel that their supervisor are providing support to them, they would

work for the supervisor's benefit and would stay for longer period of time with the organization. Yavirach (2012) explored the effect of leadership style on the employee's job satisfaction and organizational commitment. The respondent was divided in to two groups' leaders and subordinates, and the data was collected from 13 universities in Thailand. The result found that there is direct and indirect relationship between transactional and transformational leadership on employee's job satisfaction and organizational commitment. The result also revealed that transactional leadership had direct effect on employee's job satisfaction and organizational commitment.

Likewise, Cemaloglu, Sezgin, and Kiling (2012) conducted study to examine the relationship between leadership style of school principals and organizational commitment of school teachers in Ankara, Turkey. The result revealed that there were significant relationships between school principals' transactional leadership and organizational commitment of school teachers. Transactional leaders have higher effect on their followers because they focus and guide them, which enhance their commitment level. Shin (2013) investigated the relationship between leadership style, organizational commitment and organization outcome with the help of a survey in the state of Oklahoma from total 369 fire departments. Through correlation, t-test and regression data was analyzed. The result found that transactional leadership style has significant and positive relationship with organizational commitment. When employees receive prompt assistance and healthy rewards from the leader, it helps them to enhance their commitment level.

Khan, Hafeez, Rizvi, Hasnain, and Mariam (2012) conduct study to know the relationship between organizational commitments, leadership styles and organizational performance. Data was collected from Telecom sector call center in Islamabad. Total 280 questionnaires were distributed and only 245 were collected from respondent. The result exhibited that transactional leadership style and transformational leadership style have significant relation with organizational commitment. Fasola, Adeyemi, and Olowe (2013) investigated on the relationship between transformational leadership style, transactional leadership style and organizational commitment. Data was collected from 80 employees from 10 randomly selected banks in Nigeria. The result showed that there is positive connection between transactional, transformational leadership style and organizational commitment. Transactional leadership style has significant and positive relation with employee commitment and transformational leadership style. The result also found that the transactional leadership style is more effective on the organizational commitment than transformational leadership style in Nigeria Bank. Likewise, Yu, Leithwood, and Jantzi (2002) also indicated that transactional leadership style is more effective than transformational leadership in increasing organizational commitment.

Likewise, Raja and Palanichamy (2011) seek to explore the leadership style and its effect on the organizational commitment in Bharat Heavy Electricals Limited (BHEL). Total 158 questionnaires were collected from Senior Engineers and Trainee Engineers group. The result found that there is significant correlation between transformational, transactional and organizational commitment. The result also

exhibited that transformational leadership style more related than transactional leadership style at BHEL. Similarly, Hayward, Goss, and Tolmay (2004) asserted that no correlation was found between transactional leadership style and organizational commitment.

Some of the empirical studies on organizational commitment have focused on transactional leadership style, because transactional leadership style is strong and has significant relationship with organizational commitment (Batt & Valcour, 2003; Chiun Lo, Ramayah & Min, 2009; Emery & Barker, 2007; Eisenberger, Huntington, Hutchison, & Sowa, 1986; Haq, Jindong, Hussain, & Anjum, 2014; Kerfoot, 2008; Mottaz's, 1988; Mowday, Nordinb, & Adnan, 2013). This strength of relationship is due to the fact that such leaders focus on rewarding employees for their every act and appreciate them through prompt recognition. Literature suggests that effective and timely recognition and rewards help leaders to achieve enhanced employee positive behaviors and outcomes. Employees generally tend to work in a healthy environment where they get rewards and recognition by the immediate authorities. Therefore, this study only concentrates on transactional leadership style.

The results are inconsistent because the research are conducted in different areas and different sectors, few researchers found transactional leadership is more effective than transformational and others found transformational leadership style is more effective than transactional. Most of the research has been done on the banking sectors, telecom sector, school and manufacture. There is very limited research conducted on leadership in Pakistan (Abbas & Yaqoob, 2009; Kwenin, Muathe, &

Nzulwa, 2013). Consequently, more research is necessary to probe further this area for better understanding.

2.6 Coworker Support (Moderating Variable) and Organizational Commitment

The term coworker's relations refer to relationship amongst employees in the organization operate at same level and have no formal authority one over another. The word coworker relationship is normally assumed for peer employee's relationship (Sias, 2009). Coworkers are colleagues who are working at same level in the organization and communicate each other for organizational related issues (Chiaburu & Harrison, 2008). Coworkers are other person who performs their task and routine communication at same level in organization (Fairlie, 2004). Wainaina, Kipchumba, and Kombo, (2014) coworkers are employees who work together with other workers on daily bases and who may support or antagonize other colleagues. In every organization each employee has partners who perform their task at same level in the organization. Thus, coworker support is important and play vital role in the employees commitment and job related trends. According to Chiaburu and Harrison (2008), in US, 90.2 % of employees have coworkers. Jarzabkowski (2002) explained that academic staff participation with their coworkers can be social, political, emotional or intellectual at workplace.

Covey (1991), Leonard and Leonard, (2003) and Senge (1990) academic staff works better when they work together. As colleagues interact regularly share their knowledge, skill and improve to achieve common organizational goals. Brownell, Adams, Sindelar, Waldron, and Vanhoover (2006) and Zhao et al. (2002) coworkers

support play vital role in educating academic staff and coaching practices and development invention. In same way Mahmood, (2011) concluded that majority of the teachers (95.1%) reported that they have good relations with their coworkers. Brownell et al. (1997), Jarzabkowski (2003), Knapp (2003), Nias (1999), Numeroff (2005), Shachar and Shmuellevitz (1997), Tschannen-Moran (2001), Wang, Odell and Schwille (2008), and Woods and Weasmer (2002) previous researchers found positive outcome of academic staff coworker support such as positive attitude toward teaching, decrees job stress, improve job efficiency, increased motivation, enhanced professional development, support new colleague's and enhance trust amongst academic staff.

Coworker support has the capacity to create pleasant or unpleasant surroundings. It is evidence that a decent and helpful coworker's interpersonal connection makes the work easier and joy able which enhance the job satisfaction (Ellickson & Logsdon, 2001; Luthans, 1993). Coworkers have the capability to explain social atmosphere at work (Schneider, 1987). Liao, Joshi and Chuang (2004) define coworker support as the extent that individual view other employees supportive and helpful within the organization. The present study focused on coworker support, because it is coworker that always in contact with other employees daily at work place and sharing knowledge and encouraging in any difficulty. And spend more time with coworker than anyone else at work place (Comer, 1991). Kaul and Lakey (2003) coworker support have been found that it have positive linked with mental and physical health. Coworker Support also includes caring for coworkers, encouraging them and providing them beneficial information (Parris, 2003; Zhou & George, 2001).

Coworker support refers to assistance of employees with their peers in the assigned task. It also includes caring for coworkers, sharing information, skills, expertise and providing motivation whenever required (Ducharme & Martin, 2000). Due to growing number of organizations work load has increased and therefore, it depends on the team work of coworkers to achieve the organizational objectives (Ducharme & Martin, 2000). Coworker support in the workplace significantly improves ones commitment level by getting assistance in assigned task.

Several researchers views that open interaction, feeling of attachment, task independence and coordination between employees to enhance the degree of job satisfaction and commitment (Naval & Srivastava, 2004). The relation with coworkers or colleagues, many researchers found that it is the biggest predictor of intent to leave between the academic staff (Hiroyuki, Kato, & Ohashi, 2007; Karimi, 2007). Chughtai and Zafar (2006) explained that good friendly relationship between academic staff of higher education institution in Pakistan can increase higher level of job satisfaction.

Beside that there is evidence that collegiality or coworkers which play vital role in the development of positive atmosphere at workplace (Babin & Boles, 1996). Similalry, Bateman (2009) highlighted that coworker can make working climate enjoyable or unpleasant, there are few studies have been conducted on the social support in the work environment, specially concentrating on supervisor support. Chiaburu and Harrison (2008) found that coworker relationship found have significant influence on employee's behavior, job involvement, satisfaction and

organizational commitment. Communication between peer coworker can play major role in the development of the organization.

Academic staffs those who are more committed and satisfied can easily motivate their students, coworker relationship is effective for both organization and also for the students learning (Neenos, 2013). Ng and Sorensen (2008) and Hodson (1997) stated that the social relation of coworkers at work place contribute to workers efficiency, job satisfaction, well-being. However, Ng and Sorenson (2008) argued that coworker support may have negative impact on work place, because coworker attitude may be viewed as self-enhancing or political. Thus it may possible that behavior of coworker may not always be related with positive attitudes. Tierney and Tepper (2007) found that coworker relationship with other colleagues can be positive or negative. Such as social support and antagonism, and determine work attitudes, role perceptions and efficiency. Although, Babins and Boles (1996) stated that there is more evidence that coworker support have significant impact in the workplace. The social relations at workplace have significant effect on work behavior and attitude. Luthans (1998) stated that unity amongst the group member lead to effective performance and make the job enjoyable, however, if the situation is not compatible, then colleagues are difficult to work with others and have negative effect.

Hasan (2011) explained that coworker is the one who guide, encourage and support other employee at workplace; coworker's supports are positive source for the accomplishment of organization task. Therefore, the positive relationships amongst coworkers are important at workplace which leads toward employee commitment.

Albar-Marin and Garcia-Ramirez (2005), McIntosh (1991) and Lindorff (2001) showed that Support from coworker is appropriate for office environment and effective source for relieve job stress. Rousseau and Aubé (2010) and Joiner (2007) found that employees with higher level of support from coworker is more committed and perform better.

Empirical study showed that there is significant relationship between coworker support and employee commitment. Numerous studies showed that friendly and supportive coworker contributes to enhance the employee commitment and job satisfaction (Kreitner & Kinicki, 2001 & Morris, 2004). Madison (2000) conducted survey on 21000 women and the results showed that those employees who have less support from coworkers were more suffered from more job dissatisfaction. Similarly, Berta (2005) conducted survey on 1250 employees in food brand and the result found that supportive relationship with coworker enhance employee commitment and job satisfaction. Viswesvaran, Deshpande, and Joseph (1998) and Ting (1997) found that there is positive relationship between coworker support and job satisfaction. Similarly, Raabe and Beehr (2003), Ramírez and Nembhard (2004), and Reichers (1985) also explained that if employee received support from another coworker it helps to build positive relation and lead to organizational commitment.

Furthermore, Rousseau and Aubé (2010) examined the relationship of coworker support, supervisor and affective commitment with the moderating role of job resource adequacy and ambient conditions. Data was collected from Canadian health care organization from total 215 respondents. Regression analysis revealed that supervisor ($b = .35$, $p < .01$) and coworker ($b = .17$, $p < .05$) significantly and

positively related to affective commitment. Chiaburu and Harrison (2008) hypothesized that coworkers support and coworker antagonism are correlated to outcome of individual employee. The result revealed that there is significant positive correlation between coworker support, job satisfaction, job involvement and organizational commitment.

Similarly, Wasti and Can (2008) conducted studies on affective and normative commitment, supervisor and coworker in Turkey. Data was collected from 430 employees in 6 different automotive retailers' branches in Istanbul, Turkey. Descriptive statistics, regression and correlation were used for data analysis. Regression result showed that supervisor satisfaction and empowerment were found the only major antecedents of supervisor commitment. And also noted that there is major variance in affective commitment to coworkers ($b = .24$, $p < .01$). No variable was correlated significantly to normative commitment. Coworker satisfaction was related to affective commitment and less correlated with normative commitment ($b = .27$, $p < .001$ and $b = .23$, $p < .01$). If employees feel that they have support from supervisor, coworkers and organization, this help in improving the employee commitment. Likewise, Nelson and Quick (1991) stated that coworker and supervisor support have significant positive relationship with organizational commitment and negative impact on intention to leave.

Moreover, Lin and Lin (2011) argued that there are different theories used for interpersonal relationship in organization, such as three dimension theory, A-B-X theory, social exchange theory, but the social exchange theory used the most in several studies. Thibaut and Kelley (1967), Setton, Bennett, and Liden (1996) the

relationship between coworkers support and organizational commitment is explained by social exchange theory. Blau (1964), Bowling, Beehr, Johnson, Semmer, Hendricks and Webster (2004) stated that social exchange is based on quid pro quo means (this for that), therefore if employee feel that their supervisor and coworker support them, they will work more harder. In this way they will received more support from there coworker or supervisor. Carlson and Perrewe (1999) found that stronger the relationship amongst colleagues will reduce job stress and conflict at workplace. Exchange orientation provides an interesting avenue for future research (e.g. relations with supervisors, coworkers, outsiders, and among groups) (Cropanzano & Mitchell, 2005). Research suggests that positive actions directed at employees by the supervisor and the coworkers lead to establishment of high quality exchange relationships that create feelings of obligation for employees to reciprocate in positive ways (Eisenberger et al., 1986; Shore & Wayne, 1993).

Bartlett's (2001) found that workforces were more committed to the organization when they received support from their coworkers. Ko, Price and Mueller (1997) explained that coworkers support is related to affective commitment. Direct support from coworkers may increase staffs comfort in the organization (Stinglhamber & Vandenberghe, 2003). Retallick and Butt (2004) study focused on Canadian teacher coworker's relationship at workplace. Stated that strong and friendly relation amongst coworkers at workplace felt more relaxed and these academic staff were involved in supporting, instruction, team work and solving coworker problems. Coworker supports have good impact on commitment, job satisfaction, and positive attitudes toward teaching, student and learning. Huang (2006) examined the

coworker support between the secondary teachers in Taiwan. Study showed that teachers in Taiwan have healthy relation between peer colleagues and feel happy to support, encourage, discuss their problem and learning from each other.

Likewise, Farah, Mehmood, Amna., Jaffar, Ashams, Iqbal, and Gul-Mastoi (1996, 1997) investigated the relationship between coworkers in public primary school in four provinces in Pakistan. Study observed that teachers have good professional relationship at workplace and felt happy to solved administration problem together. Study also found that positive coworker support among teachers was one of the key elements in higher performance of school. Rizvi and Elliot (2005) conducted study on government primary schools teachers in Karachi, Pakistan. The study indicated that the major aspect of coworker support includes joint teaching practices, together learning new approaches of teaching, contribution in joint administrative work. Similarly, Rasheed et al. (2010) indicated that there was lack of support and affective communication among seniors and juniors academic staff in higher education institution in Pakistan. The study argued that friendly working environment needed to enhanced team oriented culture where academic staff work together for the development of organization.

Shah (2012) focused on the effect of teacher's collegiality on organizational commitment in high achieving and low achieving school in Islamabad, Pakistan. The result confirms that teacher's collegiality have positive impact on organizational commitment. Malik, Nawab, Naeem, and Danish (2010) seek the effect of academic staff satisfaction with organizational commitment, the study also focused to explore to what degree academic staff are committed with their universities and satisfied

with different job dimensions. Survey was carried on academic staff in two public sector universities in Pakistan. The result revealed that academic staff satisfaction with quality of supervisor, compensation satisfaction had positive significant effect on organizational commitment. The academic staff of public sector universities had significant higher degree of organizational commitment and satisfaction with coworkers, work itself, supervisor, pay, and promotion.

Woo and Chelladurai (2012) conducted study to examine the effect of perceived support (coworkers, supervisors and organization) on organizational commitment and the effect of organizational commitment on intention to leave and work effort. The study also investigated the moderating effect on perceived support (coworkers and supervisors) and organizational commitment. Data was collected from 202 fitness club employees in United State. The result revealed that Perceived Support (coworkers, supervisors and organization) have positive and significant relationship between perceived support (coworkers, supervisors and organization) and organizational commitment ($\beta = .891$) and 79% of variance in organizational commitment. Organizational Commitment was negatively correlated with Intention to leave and positively related to Work Effort.

Wainaina, Kipchumba, and Kombo (2014) examined the impact of coworker and student-teacher relationship on teacher's commitment. Through questionnaires data was collected from 184 randomly selected teachers in public secondary school, Nakuru, Kenya, correlation analysis showed that coworker and student-teacher relationship positive and significant related with teachers commitment. The result also showed that there is relationship between teachers and coworker and teachers

and students. Suma and Lesha, (2012) conducted study to examined to what extant employees are satisfied with different job dimensions and committed to their jobs in Shkoder, Albania. Data was collected through questionnaires, out of 160 total 56 completed questionnaires was received from public administrative sector in Shkoder, municipality. The research showed that there is significant positive relation between satisfaction with supervisor, coworkers, work-itself, promotion opportunities and organizational commitment.

Likewise, Kopp (2013) investigated the impact of perceived supervisor and coworker social support on job satisfaction, employee commitment, work life balance and organizational citizenship behaviors. Online survey was conducted from 132 paricepiant through LinkedIn.com and Psychology department University of Wisconsin-Stout's. The result revealed that both coworker and supervisor support related to organizational commitment, job satisfaction, work life balance and organizational citizenship behaviors. Moghadam, Aminizadeh, Saberinia, Sayadi, Alikhani, and Naghavi, (2012) conducted study on the relationship of organizational commitment and job satisfaction in the Kerman's medical sciences university. Data was collected from medical center emergencies of medical sciences university, out of 400 only 200 questionnaires were used. Correlation analysis showed that there is significant relationship between the job satisfactions (coworker, salary satisfaction and work) and organizational commitment (continuous and psychological satisfaction).

Similarly, Lin and Lin (2011) investigated the impact of coworker's relationship on job satisfaction and organizational commitment in service industry. From 60

international hotels only 1294 questionnaires was return. The result showed that job satisfaction has partial intervening effect on the relationship between coworkers and organizational commitment. The study also explore that due to intervening effect of job satisfaction there was no significant relationship found between coworkers and organizational commitment.

Moreover, several studies used coworker support as moderator variables in different areas and in different contexts, especially in western areas, such as Joiner (2007) examined the moderating effect of coworker support on the TQM implementation and organization performance. Similarly, Karasek, Triantis, and Chaudhry (1982) checked the moderating effect of coworker support on the relationship between task characteristics and mental strain. Likewise, La Rocco and Jones (1978) studied coworker support as moderator on Stress-Strain Relationships in Work Situations. And Salek, Aube, and Morin (2009) probed the moderating effect of coworker support on the relationship between procedural justice, distributive and psychological distress. There is no studies have been conducted on the coworker support as moderator in the relationship between HRM practices, organizational climate, leadership styles, and organizational commitment. Furthermore, the literature also showed that there is mixed finding in the relationship between HRM practices, organizational climate, leadership styles, and organizational commitment. Moreover, moderator variables are generally introduced when there is an unexpected weak or inconsistent relationship between a predictor and a criterion variable.

Furthermore, as previous researcher such as Johns (2006) argued that coworker support has potential to moderate the relationship between the independent and

dependent variable. Positive support from the coworkers helps employees to capitalize upon other available factors. Coworker support at times becomes critical particularly, when employees work on a particular tasks as a team and employees' therefore can produce better results through optimum utilization of organizational components when coworkers support is sufficiently available. Therefore, the current study considers coworker support as moderating variable and explored the moderating impact of coworker support on relationship among HRM practices, organizational climate, leadership styles, and organizational commitment. According to Schneider (1987), coworkers have the ability to explain social atmosphere at work. Similarly, Bartlett's (2001) and Ko, Price, and Mueller (1997) also highlighted that coworker have imperative relationship with organizational commitment. The present study focused on coworker support, because it is coworker that always in contact with other employees daily at work place and sharing knowledge and encouraging in any difficulty. Previous researchers Jarzabkowski (2003), Knapp (2003), Numeroff (2005), Tschannen-Moran (2001) and Wang, Odell and Schwille (2008) concluded the positive outcome of academic staff coworker support such as positive attitude toward teaching, decrees job stress, improve job efficiency, increased motivation, enhanced professional development, support new colleague's and enhance academic staff commitment. Moreover, when employees perceive that the organization providing sufficient opportunities for training and development, adequate compensation, fair performance appraisal, conducive climate and supportive leadership styles as well coworkers support, they feel to repay the organization in the form of commitment and devotion (Chaudhuri, 2011; Shahnawaz & Juyal, 2006; Yaseen, 2013). Furthermore, Nelson and Quick (1991) stated that

coworker support and leadership styles have significant positive relationship with organizational commitment. Similarly, Viswesvaran, Deshpande, and Joseph (1998), Ting (1997) and Berta (2005) revealed that there is significant relationship between coworker support and organizational commitment. Importantly, Johns (2006) and Bateman (2009) have also recommended that it would be informative to check moderating effect of coworker support on organizational commitment. Similarly, Ahmad et al. (2016) suggested that there is a need to investigate coworker support as a moderator with human resource practices and organizational commitment. Hence, coworker support is important and play vital role in the organizational commitment. Thus, this study also aims to explore moderating effect of coworker support on the relationship between HRM practices, organizational climate, leadership style, and organizational commitment in the public sector higher education institution.

2.7 Underpinning Theory of the Study: Social Exchange Theory

Originally social exchange theory (SET) was developed by Thibaut and Kelley in (1959). SET is one of the most ambitious sociological, particularly socio-psychological theories in use that describes exchanges as process of social change and stability between parties (Cropanzano & Mitchell, 2005). It has been one of the most influential conceptual paradigms used for describing employee attitudes, and also for understanding the motivational basis behind employee behaviors (Levinson, 1965; March & Simon, 1958; Sinclair & Tetrick, 1995). This theory has been used for organizational commitment to understand the employee and employer relationship (Coyle-Shapiro & Conway, 2005).

SET postulates that all social relationships are made by the practices of a subjective cost-benefit analysis and the alternative assessment. The SET is positioned to present descriptive nature of human relationship which are formed with the subjective cost-benefit analysis and comparison of available alternatives. Similarly in the context of reward and compensation, employees do extrapolate cost-benefit analysis to receive certain benefit. Mossholder, Settoon, and Henagan (2005) described SET that an employee who feels satisfied and received benefits from organization, in return employees reciprocate it through positive attitude, efforts and commitment. Those employees who are more committed with their job showed more efforts and loyalty to their organization.

SET is the most relevant theory that explains organizational commitment that good performances should be reciprocated (Blau, 1964). This theory explains the employees and employer's relationship through collaboration for reciprocal benefits. According to SET (Thibaut & Kelley, 1959), different organizations introduce numerous HRM practices that deal various form of exchange relationships. This connection is based on the implicit commitment and belief (Tansky & Cohen, 2001). SET postulates that individual build and continues social relations on the base of their assumption that such association will be equally beneficial. This is reciprocation of benefits between employees and employers. If organizations met the workers prospect and values, as result it enhanced the employee's commitment and willing to stay longer with organization.

SET defines more elaborately the relationship between leadership and organizational commitment (Asgari, Silong, Ahmad, & Sama, 2008; Ngodo, 2008). SET is the

center for leader member exchange (LMX), according to (Sparrowe & Liden, 1997). When an employee involve in a behavior for someone, they believe to get something in return. Both employees offer to other something that is valuable and fair (Graen & Scandura, 1987). Higher value of exchange represents higher quality of LMX relationship (Wayne, Shore, & Liden, 1997). Those employees who have high quality LMX relationship with their managers are more satisfied with their job and committed toward organization (Li, Lian, & Crant, 2010). Campbell (2000) Supervisor needs to appreciate employee's performance and give them support and independence as it is required, same applies for coworkers.

Moreover, the relationship between coworker support at work and employee commitment is explained by SET (Limpanitgul, Boonchoo, & Photiyarach, (2014); Setton, Bennett, & Liden, 1996; Thibaut & Kelley, 1967). According to Blau (1964), social exchange is based on a quid pro quo, which means 'this for that.' Thus, it is more likely that a person will provide support to the others (i.e., the leaders and coworkers in our context) who support the person (Bowling, Beehr, Johnson, Semmer, Hendricks, & Webster, 2004). Employees who perceive a high level of support from coworkers would be obligated to stay in the organization so that they can return the favour to them (Limpanitgul, Boonchoo, & Photiyarach, 2014). Likewise, Shanock and Eisenberger (2006) supports this notion by stating "workers trade effort and dedication to their organizations for such tangible incentives as pay and fringe benefits and such socio emotional benefits as esteem, approval, and caring" (p.689). In the same way, this notion also supported by Woo and Chelladurai, (2012) when employees felt that they were supported by the

organization, supervisor, and/or coworker, they were more committed to the organization. If there is more strong relationship between the coworkers at work climate, the less chance of work conflict between the coworkers (Carlson & Perrewe, 1999). Lin and Lin (2011) if organization provides good working climate where coworkers communicate easily and feel comfortable with other colleague, that entails in employees satisfaction and their motivation to work for the benefit of the organization. Exchange theory also can be explained by reciprocity. Thus when employees received support from their organization they would develop and show strong and positive relation with their organization (Woo & Chelladurai, 2012).

There are two major form of reciprocity first is obligation to reciprocate and second is expected reciprocity. Obligation to reciprocate which belief that one will repay a services and involved in performance because they feel obligated to repay to other. And expected reciprocity which belief that if employee do something for others, in the near future employee expected to get some type of benefit in return. Thus employee acts according to SET (Beham, 2011; Korsgaard, Meglino, Lester, & Jeong, 2010).

SET is related to worker perceptions of supervisor support, when an organization provides support for their employees, in return they work hard and support organization (Korsgaard et al., 2010). Thus, it is important that organizations provide adequate support to their employees, such as affective HRM practices, friendly work climate, leadership support and coworker support, which have positive impact on employee behavior to work hard and stay committed with their organization.

According to Blau (1964), Coyle-Shapiro and Conway, (2005) and Lin and Lin (2011), there are several theories studied in the context of organizational commitment, such as three dimension theory, A-B-X theory, social exchange theory, but the SET has been widely explored in this context. Similarly, researchers are exploring variables and their dimensions which have been under scrutiny by previous researchers and studies using same theories as cited above. Hence the variables HRM practices, organizational climate, leadership styles, coworker support and organizational commitment will be examined under the social exchange theory, which is the most suitable theory for devised conceptual framework.

In summary, one can argue that SET offers an explanation in simple manner that how transaction taken place in organization, as organization offers compensation and rewards in return of services rendered by the employees of the organization. If employee received support from their organization, they will reciprocate their loyalty and commitment to the organization.

2.8 Summary of Literature Review and Gap Identification

In sum, it is clear from the review of literature that commitment of the academic staff needs attention and also commitment of academic staff to their universities should be emphasized by academic managers. The relationships between training and development, compensation, performance appraisal, organizational climate, transformations leadership style and transactional leadership style on organizational commitment have been found inconsistent in the previous literature (Chandna & Krishnan, 2009; Hayward, Goss, & Tolmay, 2004; Marmaya, Hitam, Torsiman, &

Balakrishnan, 2011; Raja & Palanichamy, 2011). Moreover, most of the researchers have conducted research on the banking, telecommunication, and manufacturing sectors. However, limited research has been conducted on training and development, compensation, performance appraisal, organizational climate, transformational leadership styles and transactional leadership styles in public sector universities of Pakistan (Imran, Fatima, Zaheer, Yousaf, & Batool, 2012). Therefore, further examination is required to fill the gap in the body of literature to enhance SET. That is why these variables have been included in the current study.

Numerous studies Joiner (2007), Karasek, Triantis, and Chaudhry (1982), La Rocco and Jones (1978) and Salek, Aube, and Morin (2009) used coworker support as moderator variables. However, Ahmad et al. (2016) suggested that there is a need to investigate coworker support as a moderator with human resource practices and organizational commitment. Johns (2006) and Bateman (2009) also recommended to study coworker support with organizational commitment. Thus, based on reviewed literature and best of knowledge the moderating effect of coworker support have not been studied together with organizational commitment, HRM practices, organizational climate and leadership style especially in the context of higher education institution in Pakistan. Therefore, this study aims to fill the gap by modeling all these variables together to ascertain their relationship in explaining organizational commitment of university academic staff.

CHAPTER THREE

3 METHODOLOGY

3.1 Introduction

This chapter covers details of the methodology that include framework, hypotheses development, research design and operational definition. It also explains measurement/ instruments, pre and pilot testing. This chapter also describes population, sample selection and procedures of data collection, techniques of data analysis, preliminary test and statistical analysis to answer the research questions posed in Chapter One. The nature of this study is quantitative and employs questionnaire/survey method for data collection.

3.2 Research Framework

Based on extensive literature review and problem statement, the research framework has been developed. This framework focuses on factors that effect organizational commitment. The dependent variable is organization commitment and the independent variables are HRM practices, organizational climate and leadership styles. The research framework focuses on the moderating role of coworker support in enhancing the relationship between HRM practices, organizational climate, leadership styles and organizational commitment. The research framework is shown in Figure 3.1. The aim of this research is to identify the factors influencing organizational commitment in the higher education institute in KPK, Pakistan.

SET (Blau, 1964) has been used as the underpinning theory in this study. SET has recently been widely used in organizational settings to demonstrate how organizational supports for the employees may create employee obligation to pay back to the organization. The concept of social exchange is based on the norm of reciprocity (Gouldner, 1960) theory, which explains the nature of human being i.e. people usually extend supports or help others who in return provides to them. Kopp (2013) supporting with social exchange theory, if employee received support from their organization, similarly, employees give retort to be committed to the organization. The essence of this theory is employees who feel good about their work seek development and growth which benefits both employee and employer.

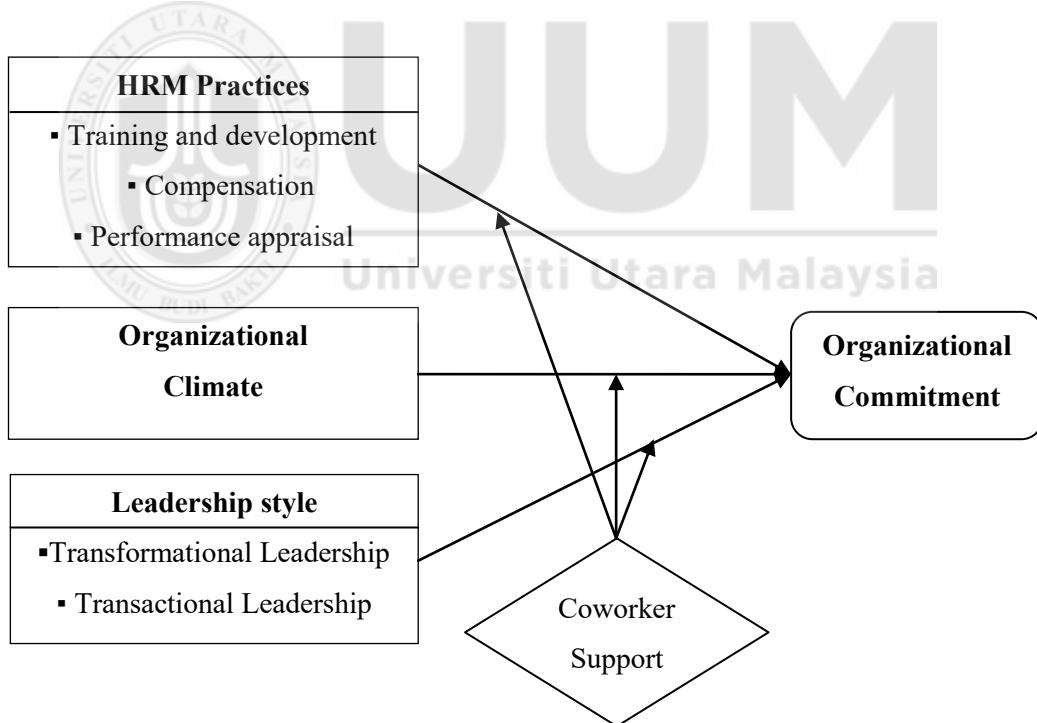


Figure 3.1
Research Framework

3.3 Hypotheses

The present study aims to examine the relationship between HRM practices, organizational climate and leadership style, and organizational commitment with the moderating effect of coworker support. Based on the previously discussed literature following hypotheses were formulated.

Previous researchers found that there is significant relationship between HRM practices and organizational commitment (Conway, 2004; Edgar and Geare, 2005; Mathieu & Zajac, 1990; Mowday & Boulian, 1974). Similarly, Shafiq, Zia-ur-Rehman, and Rashid (2013) the result of correlation coefficients shows that training and development is the strong predictor of organizational commitment ($r = +.614$). The result also found that there is significant correlation between compensation and organizational commitment ($r = +.597$). Likewise, Ali et al (2014) also stated that there is significant correlation between performance appraisal and organizational commitment ($r = 0.453$, $p < .01$). Thus, it suggests that when organization uses proper HRM practices (i.e., sufficient training and development programs, competitive compensation, and fair performance appraisal), its employees are committed and devoted. SET also support this notion by arguing that when organization offers sufficient support for the employee's well-being, employees feel grateful to pay back the organization through commitment (Tansky & Cohen, 2001). Accordingly, the literature has highlighted that adequate training and development program, competitive compensation, and performance appraisal on fair grounds would help organization to retain employees, which is another major concern for them when it comes to improving commitment.

Several empirical studies have been conducted on different HRM practices and its effect on organizational commitment, but this study focused on only three HRM practices which are known most significant with organizational commitment (Ayodeji, Michael, Tunde, & Mariam, 2011; Giauquea, Resenterra, & Siggenb, 2010; Haq, Khattak, Shah, & Rehman, 2011; Meyer & Smith, 2000; Mangi et al., 2011; Rahman, 2006; Walia & Bajaj, 2012; Zahra et al., 2013;). Hence, the present study looks at the relationship between training and development, compensation, performance appraisal and organizational commitment in Pakistan. Since, most of the previous research have developed positive link between training and development, compensation, performance appraisal, and organizational commitment. Thus, a positive relationship is hypothesized in this study as follows:

- H1:** There is significant positive relationship between training and development and organizational commitment.
- H2:** There is significant positive relationship between compensation and organizational commitment.
- H3:** There is significant positive relationship between performance appraisal and organizational commitment.

Furthermore, Akroyd, O'Brien and Richards (1994) and Painter and Akroyd (1998) examined the relationship between organizational climate and organizational commitment. Finding showed that there was significant relationship between organizational climate and organizational commitment. Good and safe organizational

climate can increase the commitment level of their employees in the organization (Werther & Davis (1996). Similarly, Ekvall, Frankenhaeuser, and Parr (1996) highlighted that organizational climate play vital role and have significant relation with organizational commitment. According to Moos (1974; 1976) organizational climate has been observed as facilitating factor on employees commitment. Thus, it indicated that when organizations provide conducive working climate, the employee stay loyal and committed with the organization. The relationship between organizational climate and organizational commitment is also explained by SET (Blau, 1964), which suggests that when employees are provided with better working climate, they are more committed with the organization.

Empirical findings support climate as a significant influence on organizational performance as well as the commitment of employees (Mangi et al., 2011; Moran & Volkwein, 1992). The literature supports that conducive work climate is very effective for enriching employee experience and work so that they could effectively achieve organizational goals and showcase positive employee behaviors. The literature has also outlined that work environment can foster a culture of positivity that could help individuals to do more for less. Therefore, based on the reviewed literature on organizational climate and organizational commitment, the following hypothesis is proposed.

H4: There is significant positive relationship between organizational climate and organizational commitment.

Moreover, the literature reviewed in the field also showed that there is significant relationship between leadership styles and organizational commitment (Cemaloglu, Sezgin, & Kiling, 2012). Khan, Hafeez, Rizvi, Hasnain, and Mariam (2012) also found that there is significant relationship between leadership styles and organization commitment. Madanipour (2013) result revealed that there is significant relationship between transactional leadership style and organizational commitment ($r = .28$, $p < .01$). Fasola, Adeyemi, and Olowe (2013) the result showed that transactional leadership style ($r = 0.899$, $p < 0.01$) and transformational leadership style ($r = 0.507$, $p < 0.01$) have significant and positive relationship with employee commitment. Thus, it means that when the head of department is supportive and shows affection to the employees, they will be more loyal and committed with the organization. Additionally, leaders have the potential to inspire others, which helps them to motivate academic staff and provide them support and guidelines to serve organizational goals and in return, employees work hard and stay committed with the organization. In the same way, SET also supports this notion by arguing that when transformational and transactional leaders support the employees and make them feel that the institution cares about them, as well as they receive support from the colleagues, this way the academic staff become more devoted and committed (Woo & Chelladurai, 2012; Carlson & Perrewe, 1999).

Most of the empirical studies of organizational commitment have focused on transactional and transformational leadership styles. This is because transactional and transformational leadership styles are the strongest and significant relationship with organizational commitment (Batt & Valcour, 2003; Chiun Lo, Ramayah, &

Min, 2009; Emery & Barker, 2007; Eisenberger, Huntington, Hutchison, & Sowa, 1986; Haq, Jindong, Hussain, & Anjum, 2014; Kerfoot, 2008; Mottaz's, 1988; Mowday, Nordinb, & Adnan, 2013; Porter & Steers, 1982). Thus, the literature evidences are healthy to support a strong connection between transformational leadership style, transactional leadership style, and organizational commitment. Based on this, it is proposed that there will be a positive impact of transformational leadership style and transactional leadership style on organizational commitment according to which, following hypothesis is proposed:

H5: There is significant positive relationship between transformational leadership and organizational commitment.

H6: There is significant positive relationship between transactional leadership and organizational commitment.

Likewise, the literature reviewed also found that there is significant relationship between coworker support and organizational commitment (Wainaina, Kipchumba, & Kombo, (2014). According to Schneider (1987), coworkers have the ability to explain social atmosphere at work. Similarly, Bartlett's (2001) and Ko, Price and Mueller (1997) also highlighted that coworker have imperative relationship with organizational commitment. The present study focused on coworker support, because it is coworker that always in contact with other employees daily at work place and sharing knowledge and encouraging in any difficulty. Previous researchers Jarzabkowski (2003), Knapp (2003), Numeroff (2005), Tschanen-Moran (2001) and Wang, Odell and Schwille (2008) concluded the positive outcome of academic

staff coworker support such as positive attitude toward teaching, decrees job stress, improve job efficiency, increased motivation, enhanced professional development, support new colleague's and enhance academic staff commitment. Hence, coworker support is important and play vital role in the organizational commitment.

Thus, this study proposes coworker support as a moderator on the relationship between HRM practices, organizational climate, leadership styles and organizational commitment. Malik, Nawab, Naeem, and Danish (2010) and Shah (2012) found that coworker support is the main predictor of organizational commitment. Chiaburu and Harrison (2008) also found that coworker has significant influence on employee's behavior, job involvement, satisfaction and organizational commitment. Theoretically, coworker support might moderate the relationship between HRM practices, organizational climate, leadership styles and organizational commitment in several ways. Such as, it is argued that the employees having support from their coworkers are more committed with the organization than those who do not have coworker support (Rousseau & Aubé, 2010). In the same vein, Chiaburu and Harrison, (2008) explained that there is significant relationship between coworker support and organizational commitment. In particular, the relation between HRM practices, organizational climate, leadership styles and organizational commitment would be stronger for employees provided with high coworker support than for the employees provided with lower coworker support in organization.

Moreover, these arguments also support the reciprocity notion of the SET theory, when employees perceive that the organization is providing sufficient opportunities

for training and development, adequate compensation, fair performance appraisal, conducive climate and supportive leadership styles as well as their coworkers are supportive, they feel to repay the organization in the form of commitment and devotion (Chaudhuri, 2011; Shahnawaz & Juyal, 2006; Yaseen, 2013). Furthermore, Nelson and Quick (1991) stated that coworker support and leadership styles have significant positive relationship with organizational commitment. Similarly, Viswesvaran, Deshpande and Joseph (1998), Ting (1997), and Berta (2005) revealed that there is significant relationship between coworker support and organizational commitment.

Moreover, on statistical grounds, a moderator can be introduced when there are mixed or inconsistent results between some predictor and outcomes variables (Baron & Kenny, 1976). Previous researcher such as Johns (2006) and Bateman (2009) also recommended that it would be informative to check moderating effect of coworker support on organizational commitment. Similarly, Ahmad, Majid, and Zin (2016) suggested to check the moderating effect of coworker support on relationship between HRM practices and organizational commitment. Therefore, the present study considered coworker support as moderating variable and aims to probe further its influence on HRM practices, organizational climate, Leadership styles and organizational commitment. Thus, this study hypothesized as follows.

H7: Coworker support moderates the relationship between the training and development, and organizational commitment.

H8: Coworker support moderates the relationship between the compensation and organizational commitment.

H9: Coworker support moderates the relationship between the performance appraisal and organizational commitment.

H10: Coworker support moderates the relationship between the organizational climate and organizational commitment.

H11: Coworker support moderates the relationship between the transformational leadership style and organizational commitment.

H12: Coworker support moderates the relationship between the transactional leadership style and organizational commitment.

3.4 Research Design

Research design is used to answer the research problems and guide the method and data collection procedures and analysis (Burns & Bush, 1995; Churchill, 1996; Zikmund, 1997). There are three categories of research design: exploratory, descriptive and explanatory (Babbie, 1986; Burns & Bush, 1995; Churchill, 1996; Neuman, 2003). The objective of this study is to investigate the relationship among the variables. Thus, the present study attempted to examine the hypothesized relationship between HRM practices, organizational climate, leadership styles, coworkers support and organizational commitment. Research design can be also categorized into longitudinal and cross sectional (Babbie, 1986; Neuman, 2003). The key characteristic of cross sectional method is that all the data is collected at one time (Bryman, 2004). While longitudinal design collected information over period of time from same respondents (Shaughnessy & Zechnmeister, 1994; Zikmund, 1997).

Cross sectional method consider as relatively low in cost and time saving, it also provides the panoramic view of the research. Thus, cross-sectional method is appropriate for this study.

According to Nardi (2003), survey research is recognized as a reliable and acceptable means for collecting large amounts of data in a short period of time. Generally, survey method used for data collection, thus it can be generalized to a large population. The survey method is involving the use of questionnaires as the main data collection technique for statistical analysis. Many researchers used the survey as a data collection tool due to the following reasons. First and foremost, this is most commonly adopted data collection tool in the field of social science and business management studies and with more tendency of acceptance by researchers (Myers, 2009; Veal, 2005). Secondly, this technique is most suitable when researcher need specific information instead of detailed and more generalized information (Whitfield & Strauss, 1998). Third, survey method is more preferable due to its simple nature and cost effectiveness, where researcher has to deal with geographically widespread (Bryman, 2001). Fourthly, it protects the anonymity of the respondents, which provides the respondents with more confidence to provide true and valid information for the study matters. Finally, the survey method fulfills the requirements of standardization of the data, which helps to generate good results which are reliable, and more generalizable (Ghauri & Gronhaug, 2005).

The survey questionnaire has been adapted from the previously conducted research work, modified as per the contextual requirements of the sample. The questionnaire consist of two parts, first part consist of the item used to measure the constructs used

in the study and second part to get the demographic information of the respondents. Likert scale is commonly used design to measure the attitude and perception of the respondents against any statement (Sekaran, 2003).

The present study also used survey method and focused on the academic staff of public sector higher education institution in KPK, Pakistan. Academic staff are advised to express their opinions through the seven scales (options) with ‘strongly agree’ refers to ‘7’, and ‘strongly disagree’ refers to ‘1’. The researcher used seven-point Likert scale in this study as this was the most commonly used design of scaling in the research. Furthermore, this method is more reliable and easier to construct (Dumas, 1999).

Researcher used seven-point Likert scale as there were no specific rules of using five-point or seven-point Likert scale. However, some researchers argued that seven-point scale is simply preferable because it minimizes respondents’ confusion (Solnet, 2006; Fornell, 1992). Practically, seven-point Likert scale offers respondents more options from where they can smoothly make their choices. Thus, researcher measured all the items by using 7 points scale to ensure the consistency between all variables where 1 showed strongly disagree, 2 showed disagree, 3 showed moderately disagree, 4 showed neutral, 5 showed moderately agree, 6 showed agree, and 7 showed strongly agree.

3.5 Operational Definitions of Key Terms

Operational definitions are important because it explains key variables and terminology used in the research. It helps the researcher to define the boundary,

context and scope as researcher intended to communicate in the research. Therefore, such definitions are mandatory part of a research. Following are the operational definitions of each determinant used in this study:

3.5.1 Organization Commitment

It is operationalized as employee's feelings of attachment, loyalty and identification with the employing organization (Meyer & Allen, 1991). This refers to an academic staff attachment or link to the organization.

3.5.2 HRM Practices

HRM practices can be explained to the institutional activities to achieve organizational goals with help of human resource. Similarly, in the context of public sector universities HRM practices can be explained as organizational processes conducted and managed by academic and administrator workforce (Schuler & Jackson, 1987).

- Training and Development**

Training and development was operationalized as formal training programs provided by public sector universities in Pakistan in order to improve the skills of academic staff that are needed to perform their jobs (Delery & Doty, 1996).

- **Compensation**

Compensation was operationalized as equitable internal salary which employees receive as the part of their services rendered to the organization. In this study, monthly salaries have been taken as compensation for the services which academic staff renders to public sector universities (Tessema & Soeters, 2006).

- **Performance Appraisal**

In the current study performance appraisal is operationalized as a form of assessment, conducted to assess the performance of academic staff by the head of the institute based on specific objectives, staff's knowledge regarding specific information required for the performance evaluation, and their involvement to discuss the appraisal results (Chang, 2005).

3.5.3 Organizational Climate

Organizational climate was operationalized as prevalence of good and safe working environment for the academic staff so that they can perform their function for the betterment of the institute (Edgar & Geare, 2005).

3.5.4 Leadership Styles

Interpersonal relationships between leader and subordinates. In this study, the relationship between academic staff and department head has been portrayed in the public sector universities in Pakistan (Bass, 1991).

- **Transformational Leadership Style**

A leadership style that is intended to raise leader and member to high moral, ethical, and performance levels through the inspiration and motivation of the leader (Bass & Avolio, 1994).

- **Transactional Leadership Style**

A leadership style identified by task clarification and transactional exchanges between leader and member through rewards or punishments based on behavior (Bass & Avolio, 1994).

3.5.5 Coworker Support

Coworker support is the level of support expressed among peers in an organization (Ducharme & Martin's, 2000). In the current study, coworker support is operationalized as the assistance, help and care received by an employee from their colleagues in assigned tasks, and they operate at same level, with no formal authority of one over another.

3.6 Population and Sample Size

Population is a terminology used to represent the cluster that represents the events which researcher wants to investigate (Sekaran, 2006). There are 28 higher education institutes in KPK, Pakistan, out of which 18 are public sector universities and 10 are private sector universities. All the 18 public sector universities (degree awarding institutions (DAIs) and universities) form the population of the study in KPK,

Pakistan. Therefore, the population of the study includes all the permanent and contractual academic staff of public sector higher education institution of KPK, Pakistan. These universities are geographically dispersed throughout the KPK region which comprises Peshawar, Mardan, Sawabi, Charsada, D.I.Khan, Swat, Bannu, Manshara, Haripur, Upper Dir, and Chakdarah. According to official website of higher education commission (HEC) there are 16 higher education institution and two degree awarding institutes in KPK. According to HEC (2014), there is 3544 academic staff in all these universities. The first reason for selecting public sectors universities of KPK is that these universities are facing the problem of organizational commitment (Khan et al., 2013; Khan, Shah, Hassan, Khan, & Khan, 2013). Second reason is that KPK is the one of the most populated in Pakistan. Third reason is that it is difficult to study all the universities in Pakistan due to economic reason as it going to be costly, sampling method is indispensable. Fourth reason is that it will take long time and research has time limitation. Table 3.1 below shows the details regarding the universities.

Table 3.1

Names and total numbers of public sectors universities and degree awarding institute in KPK, Pakistan.

S.No	University/DAI Name	Main Campus Location	Website Address
01	Abdul Wali Khan University, Mardan	Mardan	www.awkum.edu.pk
02	Bacha Khan University, Charsadda	Charsadda	www.bkuc.edu.pk/
03	Frontier Women University, Peshawar	Peshawar	www.fwu.edu.pk
04	Gomal University, D.I. Khan	D.I.Khan	www.gu.edu.pk/
05	Hazara University, Dodhial, Mansehra	Manshera	www.hu.edu.pk/
06	Institute of Management Science, Peshawar (IMS)	Peshawar	www.imsciences.edu.pk
07	Islamia College University, Peshawar	Peshawar	www.icp.edu.pk
08	Khyber Medical University, Peshawar	Peshawar	www.kmu.edu.pk
09	Kohat University of Science and Technology, Kohat	Kohat	www.kust.edu.pk
10	Khyber Pakhtunkhwa Agricultural University	Peshawar	www.aup.edu.pk
11	NWFP University of Engineering. & Technology, Peshawar	Peshawar	www.nwfpuet.edu.pk
12	Shaheed Benazir Bhutto University, Sheringal, Dir	Dir	www.sbbu.edu.pk
13	University of Malakand, Chakdara, Dir, Malakand	Malakand	www.uom.edu.pk
14	University of Peshawar, Peshawar	Peshawar	www.upesh.edu.pk
15	University of Science & Technology, Bannu	Bannu	www.ustb.edu.pk
16	University of Swat, Swat	Swat	www.swatuniversity.edu.pk
17	University of Haripur, Haripur	Haripur	www.uoh.edu.pk
18	University of Swabi	Swabi	www.uoswabi.edu.pk/

For the total population of 3544 referring to Krejcie & Morgan, (1970) the minimum number of respondents should be 346. The average response rate in the universities which is reported 50% (Hasnain et al, 2006; Khan et al, 2013; Malik, Nawab, Naeem, & Danish 2010; Rahman, 2012). Therefore, Hair et al. (2010) and Salkind, (1997) highlighted that multiply the selected sample size (346) by two to get the

required rate of responses. So, for this study applying the above suggestion sample (346) is multiplied by two which is equal to 692. A total number of 692 questionnaires were distributed for data collection. This is to obtain a good number of respondents.

3.7 Sampling

Proportionate stratified random sampling was selected for this study. This is a technique of sampling that divides the population into sub-populations or strata and uses simple random sampling on each stratum. This is the sampling technique in which the number of sampling units drawn from each stratum is proportionate to the population size of that stratum (Zikmund, Babin, Carr, & Griffin, 2013). Some reasons for using this sampling design are; it has higher statistical efficiency than a simple random sampling; it is much easier to carry out than other stratifying methods and it provides a self-weighting sample (Cooper & Schindler, 2009). The motive of sampling technique is to provide equal representation to each university regardless of their size to avoid any anomalies (Creswell, 2009). Universities in KPK region were chosen for the study which is based in Peshawar, Mardan, Sawabi, Charsada, D.I.Khan, Swat, Bannu, Manshara, Haripur, Upper Dir, and Chakdarah. According to official website of higher education commission (HEC) there are 16 higher education institutions and two degree awarding institutes in KPK.

The sampling procedure is important for insuring the collected data validity as well as data must be a representation of a population so that generalized conclusions can be achieved (Pedhazur & Schmelkin, 1991). The sample for the study is 346

academic staff from all public sector higher education institution in KPK, Pakistan. The sample size was selected that was manageable within the available time and resources (Gay, 1996). However, the current study has used Krejcie and Morgan (1970) table for the purpose of determining the sample size.

Table 3.2
Sample size summary from a given population

N	S
10	10
50	44
150	108
250	152
340	181
440	205
550	226
3544	346
100,000	384

N shows the total population and S represent the sample size in the table.

The stratum in the proposed study denotes the universities and the number of samples assigned, is based on the percentage of academic staff at each university out of the total population. Table 3.3 below shows the details regarding desired sample size on the basis of proportionate stratified random sampling.

Table 3.3

*Sample size for each university in KPK, Pakistan.***Calculation of desired sample size on the basis of stratified proportionate random sampling**

S.No	University/DAI Name	No of Employee	% Total of population	Minimum Requirement
01	Abdul Wali Khan University, Mardan	322	9%	62
02	Frontier Women University, Peshawar	123	3%	21
03	Gomal University, D.I. Khan	399	11%	76
04	Hazara University, Doddhal, Mansehra	425	12%	83
05	Institute of Management Science, Peshawar (IMS)	90	3%	21
06	Islamia College University, Peshawar	214	6%	42
07	Khyber Medical University, Peshawar	115	3%	21
08	Kohat University of Science and Technology, Kohat Khyber Pakhtunkhwa	181	5%	35
09	Agricultural University Khyber Pakhtunkhwa, University of	216	6%	42
10	Engineering and Technology, Peshawar.	338	10%	69
11	Shaheed Benazir Bhutto University, Sheringal, Dir	96	3%	21

Table 3.3 (*Continued*)

S.No	University/DAI Name	No of Employee	% Total of population	Minimum Requirement
12	University of Malakand, Chakdara, Dir, Malakand	248	7%	48
13	University of Peshawar, Peshawar	474	13%	90
14	University of Science & Technology, Bannu	117	3%	21
15	University of Swat, Swat	63	2%	14
16	University of Haripur, Haripur	123	3%	21

To determine the percentage participation to be drawn from each stratum by dividing the determine size by the population of study (i.e. $216 / 3544 * 100 = 6\%$). Final step is to multiply the identified percentage by sample size (i.e. $6\% * 692 = 42$). Therefore, 6 percent of the required numbers of samples were distributed to that university; as shown in Table 3.3.

There are total 18 universities in KPK, Pakistan; only 16 universities were selected for the data collection. In the above table two universities were not included. According to statistical bureau of KPK Pakistan, one of the universities is not willing to share their details and datum required to carry out survey and other university has been witnessing shortage of staff (intended respondent). Data was collected from the remaining 16 universities in KPK.

3.8 Unit of Analysis

The chosen unit of analysis depends on what the research wants to analyze, for example, the research may aim to analyze the individual, the process, or the difference between organizations (Baxter & Jack, 2008). Researcher must focus on single set of respondents rather than multiple respondents, single set of the respondent is able to provide needed information according to research (DelBrio, Fernandez, & Junquera, 2007). For this study unit of analysis is individual (academic staff) of public sector universities in KPK, Pakistan.

3.9 Data Collection: Procedure for Collecting the Data

This present study collects data by circulating questionnaires to the academic staff of the selected public sector universities with explaining the purpose of the study in the cover letter. A one page cover letter has been attached with the questionnaire indicating purpose of the study, confidentiality and anonymity of the respondents, and approval by University Utara Malaysia Review Board for the protection of human subjects to improve response rate. The researcher employs unique strategy of questionnaires distribution to increase the response rate of the study. The survey questionnaires were mailed to the head of the institutions with an explanation of the purposed survey. A reminder call was made to ensure questionnaires are filled and dispatched for the purpose of making this study more effective. Hence, the use of phone calls and email to the participated universities at least once in a week facilitated the data collection exercise. Finally, the data collection exercise lasted for four (4) months (i.e., 16 weeks).

3.10 Measurement of the Variables

In order to ascertain facts effectively and efficiently, process of obtaining relevant information must be error free. The survey questionnaire contained the measures of HRM practices, organizational climate, leadership style, coworker support and organizational commitment. The questionnaire of the study is attached in the appendix A.

The questionnaire was categories in six sections: Section one includes organizational commitment with 13 items (i.e items 1-13). Section two covers the HRM practices comprised of 12 items, which includes training and development items (14,15,16,17), compensation (18,19,20,21,22) and performance appraisal (23,24,25). Section three covers organizational climate with 4 items (26, 27, 28, 29). Section four includes leadership style containing 31 items, which includes transformational leadership (i.e items 30-50) and transactional leadership (i.e items 51-61). Section five includes coworker support with 4 items (62, 63, 64, 65). Section six includes information about demographic background of respondent with 7 items which comprises of sex, age, marital status, academic qualification, designation, monthly income and working experience in current institution.

Therefore, the questionnaires include total 65 items to achieve the objective of the study. The respondents were asked to express their perceptions through 7-point Likert scale. Thus, researcher used Likert scale in this study and check reliability and validity of scales by pilot study. This study has five main variables which are HRM practices (training and development, compensation and performance appraisal),

organizational climate, leadership style (transactional and transformational), coworker support and organizational commitment. Three different HRM practices, organizational climate and leadership styles are used as independent variables. Organizational commitment is used as dependent variable. Coworker support is used as moderating variable of the study.

The scales were developed by adapting currently existing scales used by other researchers. In relation to number of items for every variable according to rule of thumb as argued by Hair, Anderson, Tatham and Black (2006), a variable should be reflected by a minimum of 3 items. Consistent with this notion, all variables used in this study contain an adequate number of items with little modification of some items.

3.10.1 Dependent Variable Organizational Commitment

Organizational commitment was measured with 17 items used by Meyer and Allen (1997). A sample item is ‘I would be happy to spend rest of my career with this institution’. The items were measured on a 7-points Likert scale where 1 indicate strongly disagree, and 7 indicate strongly agree. The Cronbach’s Alpha value was 0.80. The detail is shown in Table 3.4.

Table 3.4
Organizational Commitment

Section	Variable	No. of Items	Scale	Reference
One	Organizational Commitment	17	Seven Likert scale (1-7)	Meyer and Allen (1997)

3.10.2 Independent Variables

In this study independent variables are HRM practices (training and development, compensation and performance appraisal), organization climate and leadership styles (transactional and transformational). This study examined the relationship between independent variables and dependent variables.

3.10.2.1 Training and Development

Training and development practice was measured with 4 items used by (Delery & Doty, 1996). A sample item is ‘my institution provides extensive training for faculty development’. The items were measured on a 7-point Likert scale where 1 indicate strongly disagree, and 7 indicate strongly agree. Meanwhile, the Cronbach’s Alpha value was 0.88.

Table 3.5
Training and Development

Section	Variable	No. of Items	Scale	Reference
Two	Training and development	4	Seven Likert scale (1-7)	Delery and Doty (1996)

3.10.2.2 Compensation

Compensation was measured with 5 items developed and used by Tessema and Soeters, (2006). A sample item is ‘there is attractive salary at my institution’. The items were measured on a 7-points Likert scale, 1 indicate strongly disagree, and 7 indicate strongly agree. The value of Cronbach’s Alpha was 0.83.

Table 3.6
Compensation

Section	Variable	No. of Items	Scale	Reference
Two	Compensation	5	Seven Likert scale (1-7)	Tessema and Soeters (2006).

3.10.2.3 Performance appraisal

Performance appraisal practice was measured with 3 items used by Chang (2005). A sample item is ‘my institution’s performance appraisal is based on specific objectives’. The items were measured on a 7-point Likert scale, where 1 indicate strongly disagree, while 7 indicate strongly agree. Chang (2005) reported that the Cronbach’s Alpha value was 0.63.

Table 3.7
Performance Appraisal

Section	Variable	No. of Items	Scale	Reference
Two	Performance appraisal	3	Seven Likert scale (1-7)	Chang (2005)

3.10.3 Organizational Climate

Working climate practice was measured with 4 items used by Edgar and Geares (2005). A sample item is ‘I always feel safe working here in this condition’. The items were measure on a 7-points Likert scale where 1 indicate strongly disagree, and 7 indicate strongly agree. The Cronbach’s Alpha value was 0.77.

Table 3.8
Organizational Climates

Section	Variable	No. of Items	Scale	Reference
Three	Organizational climate	4	Seven Likert scale (1-7)	Edgar and Geare (2005)

3.10.4 Leadership Styles

Leadership style was measured with 32 items, by using Multi-Factor Leadership Questionnaire (MLQ) (Bass & Avolio, 1998). This instrument (MLQ) has been used to measure transactional and transformational leadership styles by previous researchers (Bass, 1995; Bass, Avolio, Jung & Berson, 2003; Carless, 1998; Den Hartog, Van Muijen, & Koopman, 1997). A sample item is ‘My head of department seeks different perspectives when solving problems’. Responses were on a 7-points Likert scale where 1=strongly disagree, and 7=strongly agree. The Cronbach’s Alpha value was 0.87.

Table 3.9
Leadership Styles

Section	Variable	No. of Items	Scale	Reference
Four	Transformational Leadership Style Transactional Leadership Style	31	Seven Likert scale (1-7)	Bass and Avolio (1998)

3.11 Measurement of Moderating Variable Coworker Support

Co-worker support was measured with 4 items used by Ducharme and Martin’s (2000). A sample item is “My coworkers are helpful in getting job done”. The items

were measure on a 7- points Likert scale where 1 indicate strongly disagree, and 7 indicate strongly agree. Ducharme and Martin's (2000) stated that the Cronbach's Alpha value was 0.80.

Table 3.10
Coworker Support

Section	Variable	No. of Items	Scale	Reference
Five	Co-worker support	4	Seven Likert scale (1-7)	Ducharme and Martin (2000)

3.12 Demographic Information

This section of questionnaire includes demographic information of the respondents.

Table 3.11
Layout of the Questionnaire

Section	Item
Six	7

Demographic

- Sex
- Age
- Marital status
- Academic qualification
- Designation
- Monthly income
- Working experience in current institution

3.13 Pre-test

Before conducting the actual survey, an initial draft of the questionnaire was pre-tested by asking experts to read and go through it, if there are any ambiguities which have not been noticed by the researcher. Hence, the questionnaire was pre-test with 14 field experts from academicians, who had the teaching and research experience including professors, associate professor and senior lecturer from public sector HEIs'

in Pakistan and Universiti Utara Malaysia, examined the quality of the survey instrument for its face validity in terms of wording, format, clarity and simplicity of the questionnaire items (Dillman, 1991; Yaghmale, 2009). Based on these evaluation criteria, corrections and improvements were suggested, which were later included in the survey instrument. Thus, all corrections and suggestions for improvement were noted and reflected in the survey instrument before it was administered to the respondents.

3.14 Pilot Test

Pilot study refers to feasibility study or pre-testing of specific study instrument like questionnaires. Pilot studies are vital element of a nice study design. The purpose of the pilot test is to measure the reliability of the instruments which is important prior to conducting the main study. The main rationale of the pilot study is to see whether respondents understand the items. And to see the feedback of the respondent to the length, format, content of the survey instrument. This study also helps to improve the face validity of the survey instrument. Pilot study also helps to ensure that the questions are understandable and that the scale items represent the underlying construct of interest.

Therefore, total 100 questionnaires were distributed among the academic staff working in public sector HEIs' in Pakistan pilot test was conducted during the month of February, 2015. The questionnaires were distributed through self-administered approach whereby, 61 questionnaires were received back. This marked 61% response rate. PLS path modeling was used to ascertain the internal consistency

reliability and discriminant validity of the construct used. Specially, PLS Algorithm was used to obtain the average variance extracted and the composite reliability coefficient (Hair et al., 2013). According to Hair et al. (2011), composite reliability coefficient should be at least .70 or greater than 0.70. Meanwhile, Fornell and Larcker (1981) suggested that the Average Variance Extracted (AVE) score should be .5 or more. Individual item reliability was assessed by examining the outer loadings of each construct's measure (Hair et al., 2014). The indicators with outer loading above .40 were retained (Hair et al., 2013; Hair et al., 2014). Thus, out of 76 items, 7 items were deleted (CS5, CS6, CS7, CS8, CS9, CS10, OC18). Their loading range from -0.151 to 0.001. Therefore, 65 items were retained for further analysis. Table 3.12 presents the average variance extracted and composite reliability coefficients of the latent construct used in the study.

Table 3.12

Composite reliability and average variance extracted for latent variable Pilot study

Latent variable	Indicators	Composite Reliability	AVE
Compensation	5	0.896	0.635
Coworker Support	4	0.927	0.761
Organizational Commitment	17	0.890	0.507
Organizational climate	4	0.860	0.608
Performance Appraisal	3	0.858	0.670
Training and Development	4	0.954	0.871
Transformational leadership style	20	0.937	0.577
Transactional leadership Style	12	0.892	0.581

Table 3.12 above shows the composite reliability coefficient of each latent construct. It ranged from .858 to .954, each above the minimum cut off .70. This suggests sufficient internal consistency reliability of the measures used (Hair et al., 2013).

Similarly, the values of the average extracted ranged from .507 to .871, which means acceptable values.

Table 3.13
Square Root of AVE and Correlation of Latent Variables

Latent Variable Correlations	COMP	CS	OC	OCL	PA	TD	TF	TS
Compensation (COMP)	0.797							
Coworker Support (CS)	0.473	0.872						
Organizational Commitment (OC)	0.433	0.388	0.712					
Organizational Climate (OCL)	0.656	0.375	0.646	0.780				
Performance Appraisal (PA)	0.102	0.184	0.230	0.259	0.818			
Training and Development (TD)	0.609	0.326	0.471	0.427	-0.024	0.933		
Transformational Leadership style (TF)	0.513	0.487	0.623	0.635	0.211	0.633	0.760	
Transactional Leadership Style (TS)	0.533	0.403	0.547	0.637	0.193	0.459	0.634	0.762

Note: Diagonal (bold face) represents the square root of the average variance extracted while the other entries represent the correlations.

The discriminant validity analysis is shown in Table 3.13. The table reflects the comparison of correlation among the latent construct with the square root of the average variance extracted. The square root of the average variance extracted was all greater than the correlation among the latent constructs, suggesting sufficient validity (Fornell & Larker, 1981).

3.15 Data Analysis

To analyze the data several steps were followed. The preliminary data was screened by SPSS to ensure the adequacy of response rate, normality, multicollinearity, non-response bias, common method variance, demographic characteristic of the respondents, and descriptive analysis of the latent construct, and suitable of data for

the PLS analysis. Followed by ascertainment of the measurement model (individual item reliabilities, internal consistency reliabilities, convergent validity and discriminant validity) were calculated using Smart PLS 2.0 software (Hair et al., 2011).

Subsequently, bootstrapping procedure with a number of 5000 bootstrap samples of 354 cases was used to evaluate the structural model (Hair, Sarstedt, Ringle, & Mena, 2012; Henseler, Ringle, & Sinkovics, 2009). Specifically, the significance of the path coefficients, effect size, level of the R-squared values and predictive relevance of the model were assessed (Hair et al., 2014).

After all these assessments, supplementary PLS-SEM analysis (moderator) was conducted (Henseler and Chin, 2010). Finally, the ascertaining the strength of the moderating effects using Cohen's (1988) effect size formula.

3.16 PLS-Structural Equation Modeling

The use of structural equation modeling becomes important when a research intends to develop a theory or test a theory (Ringle, Sarstedt, & Straub 2012; Hair et al., 2012). Two different statistical methods are used to estimate the structural equation models one of which is Covariance-based SEM also called CB-SEM (Diamantopoulos & Siguaw, 2000; Rigdon, 1998) and the other is called Variance-Based Partial Least Square path modeling also referred as PLS-SEM (Wold, 1982; Hair et al., 2013).

For this study PLS-SEM was employed as it is suitable when a research model is

new or not well-formed and is relatively complex with latent variables and or structural paths. CB-SEM and PLS-SEM path methodologies differ from a statistical point of view, yet a PLS-SEM estimate represent good proxies of results and in fact is better suited to explain complex relationships (Henseler, Ringle, & Sinkovics, 2009, p. 297). According to Henseler et al. (2009), the popularity of PLS-SEM springs from some characteristics. First, the approach allows unrestricted computation of structural equation model with reflective and formative measurements. Secondly, small sample size is still acceptable without leading to estimation problem, even with complex model. Third, PLS can deal with highly skewed latent distribution (Hair et al., 2012). So, this research was used Smart PLS (Partial Least Square) for statistical analysis and with number of 5000 bootstrap sample of 354 cases was used to evaluate the structural model. Specifically, the significance of the path coefficients, effect size, the level of R- square value and predictive relevance of the model were evaluated (Hair et al., 2014). After all these assessments, supplementary PLS-SEM analysis (moderator) was conducted (Henseler & Chin, 2010). Hence, this approach is as an alternative approach to GSCA (Generalized Structural component Analysis), and Covariance Based-Structural Equation Modeling (CB-SEM).

3.17 Summary of Chapter

This chapter explains information regarding the methodology, research design and numerous issues about research. It serves as dossier containing information on research design and research methodology used to elaborate researcher's work. Furthermore, this chapter also provides in detail view of instruments and data

collection techniques. The next chapter described the validity test on the study variables instruments especially the HRM practices, organizational climate and leadership style variables, moderating variables coworker support, and organizational commitment based on the data for the main study. The following chapter includes the test of relationship between HRM practices, organizational climate, leadership style, coworker support variables and organizational commitment. pilot study was scheduled to check the reliability of the reserch instruments and to identify any possible problem related to the expression, format and measurement.



CHAPTER FOUR

4 RESULTS

4.1 Introduction

This chapter reported the results of analyzed data and hypothesis testing of the study. This chapter also covers response rate, data screening and preliminary analysis (missing values, assessment of outliers), normality test, multicollinearity, non-response bias, common method variance test, demographic characteristic of the respondents, and descriptive analysis of the latent construct. Furthermore, this chapter presents the results of data analyzed through PLS path modeling in two main sections. In section one; the measurement model was assessed to determine the individual item reliability, internal consistency reliability, convergent validity and discriminant validity. The second section presents the assessment of structural model; assessment of the significant path coefficient, evaluation of the level of R-squared values, determination of effect size, assessment of prediction relevance, examination of moderating effect of coworker support on the structural model, and lastly, determining the strength of the moderating effects, are presented.

4.2 Response Rate

In the present study, a total of 692 questionnaires were distributed to the academic staff in the public sector universities located in the KPK of Pakistan. Based on the table of sample size developed by Krejcie and Morgan (1970), the size of the sample

should be 346. However, Bryman and Bell (2003) recommended a larger sample size than the required sample size in order to overcome the problem of sample attrition.

According to Hair et al. (2010), to get the required rate of responses the actual sample size (346) should be multiplied by two. Following their suggestion, 692 questionnaires were mailed to the target respondents in public sector HEIs in KPK region (i.e., Peshawar, Bannu, Swat, Sawabi, Mardan, Charsada, D.I.Khan, Manshara, Haripur, Chakdarah, and Upper Dir) of Pakistan. Out of 692 questionnaires distributed, 378 were returned. Table 4.1 below shows the details regarding response rate of the questionnaires.

Table 4.1
Response Rate of the Questionnaires

Description	No of samples	Rate
Number of questionnaires distributed	692	100.00
Returned questionnaires	378	55.0
Usable questionnaires	364	52.0

Table 4.1 depicts the survey yielded a response rate of 55%. However, only 354 questionnaires were usable as 14 questionnaires were found incomplete. Therefore, the survey yielded an effective response rate of 52%. Thus, 52% effective response rate is considered adequate for the analysis in this study because Sekaran (2003) suggested that a response rate of 30% is sufficient for surveys.

4.3 Data Screening and Preliminary Analysis

Data screening helps the researcher to identify any possible mistake or violations of the key assumptions regarding the application of multivariate techniques of data

analysis (Hair et al., 2007). Proceeding to initial data screening, all the 354 usable questionnaires received were coded and entered into the SPSS.

4.3.1 Missing Value Analysis

In this study the researcher inspected the data file for missing data by running descriptive analysis through SPSS and find out what percentage of the data is missing for each variable. It was discovered that seventeen (17) values were randomly missed. Specifically, organizational commitment had eight missing values. Likewise, organizational climate had only one missing value. On the other hand, transformational and transactional leadership styles had five missing values and HRM practices had three missing values; and no missing value was found in coworker support. However, there is no rule of thumb for the acceptable percentage of missing values in a data set for making a valid statistical inference, but missing rate of 5 % or less has been generally agreed by researchers as non-significant (Tabachnick & Fidell, 2007). Moreover, researchers have suggested that mean substitution is the easiest way of replacing missing values if the total percentage of missing data is 5% or less (Tabachnick & Fidell, 2007). Hence, in this study, seventeen missing values (less than 5%) were randomly replaced by mean (Tabachnick & Fidell, 2007).

4.3.2 Assessment of Outliers

Outlier is an extreme response to a particular question or extreme responses to all questions (Hair et al., 2013). Outlier is subsets of observations which appear to be inconsistent with the remainder of the data (Barnett & Lewis, 1994). The presence of

outliers in the data set can seriously distort the regression coefficients and lead to unreliable results (Verardi & Croux, 2008). To detect outliers, SPSS was used in order to identify any observation which might appear outside SPSS value labels as a result of wrong data entry. For this purpose frequency tables were tabulated for all variables using minimum and maximum statistics which showed that no value was found to be outside the expected range.

Besides this, multivariate outliers were also detected using Mahalanobis distance. Tabachnick and Fidell (2007) defined Mahalanobis distance as “the distance of a case from the centroid of the remaining cases where the centroid is the point created at the intersection of the means of all the variables” (p. 74). Based on this assertion and 69 observed variables of the study, the recommended threshold of chi-square is 111.055 ($p = 0.001$). Therefore, the detected ten (10) multivariate outliers were deleted, in order to ensure the accuracy of the data analysis technique. The final data set for the study remained 354.

4.3.3 Normality Test

Previous research have assumed that PLS-SEM provides accurate model estimations in situations with extremely non-normal (Wetzel, Odekerken-Schroder & Van Oppen, 2009). Though, this assumption may turn out to be contrary. This contention informed the decision of researcher, for instance, Hair, Ringle, and Mena (2012) recommended that researchers should perform a normality test on the data. It is believed that highly skewed or kurtotic data can inflate the bootstrapped standard

error estimates which in turn underestimate the statistical significance of the path coefficients (Dijkstra, 1983; Ringle, Sarstedt, & Straub, 2012a).

The current study employed a graphical method to check for the normality of data collected (Tabachnick & Fidell, 2007). Field (2009) suggested that in a large sample of 200 or more, the shape of the graphically distribution should be considered rather than the value of the skewness and kurtosis statistics, as large sample decreases the standard errors, which in turn inflate the value of the skewness and kurtosis statistics (Field, 2009). However, the current study used histogram and normal probability to make sure that normality assumptions were not violated.

Figure 4.1 shows that data collected for the present study reflects normal pattern since all the bars on the histogram were closed to a normal curve. Thus, the normality assumptions were not violated in the present study.

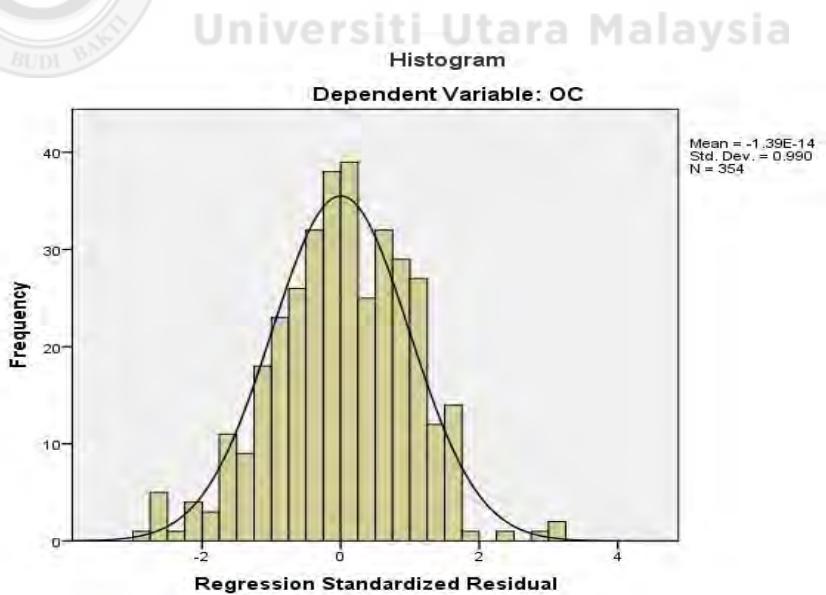


Figure 4.1
Histogram and Normal Probability Plots

4.3.4 Multicollinearity Test

This refers to statistical phenomenon in which two or more independent variables in multiple regression models are highly correlated (Sekaran & Bougie, 2013). The presence of multicollinearity among the exogenous latent constructs could considerably misrepresent the estimates of regression coefficient and their statistical significance (Cooper & Schindler, 2011). One of the main problems of the multicollinearity is indicating significant relationship when in reality the relationship is not significant and it also increases the standard errors of the coefficients, which in turn render the coefficients statistically non-significant (Hair et al., 2007; Tabachnick & Fidell, 2007).

Researchers have suggested correlation matrix, tolerance value and variance inflation factor as methods of detecting multicollinearity (Chatterjee & Yilmaz, 1992; Peng & Lai, 2012). The present study employed two approaches to detect multicollinearity; the correlation matrix of the exogenous latent construct was first examined. Scholarly positions on multicollinearity which is 0.90 and above indicates multicollinearity (Hair et al., 2010). While Sekaran and Bougie, (2013) considered above 0.70. Table 4.2 depicts the correlation matrix of all exogenous latent constructs for the current study.

Table 4.2

Correlation Matrix of the Exogenous Latent Constructs

No	Latent construct	TD	COMP	PA	OCL	TF	TS
1	Training and development (TD)	1					
2	Compensation (COMP)	-.635**	1				
3	Performance appraisal (PA)	-.091	.070	1			
4	Organizational climate (OCL)	-.412**	.526**	.082	1		
5	Transformational Leadership style (TF)	-.050	.001	-.007	-.173**	1	
6	Transactional leadership style (TS)	.339**	-.358**	-.012	-.417**	-.070	1

**. Correlation is significant at the 0.01 level (1-tailed).

*. Correlation is significant at the 0.05 level (1-tailed).

As shown in Table 4.2, the correlations between the exogenous latent constructs were sufficiently below the suggested threshold values of 0.90 or 0.70, and this implies that the exogenous latent constructs were independent and not highly correlated.

Moreover, to examine the correlation for the exogenous latent constructs, variance inflated factor (VIF) and tolerance value were also used to assess multicollinearity problem. Hair et al., (2013) suggested that multicollinearity is a concern if VIF value is higher than 5 or tolerance value is less than .20. Table 4.3 depicts the VIF value and tolerance values for the exogenous latent construct.

Table 4.3

Tolerance and Variance Inflation Factors (VIF)

Latent Construct	Tolerance	VIF
Training and development	0.574	1.742
Compensation	0.508	1.967
Performance appraisal	0.988	1.012
Organizational Climate	0.619	1.617
Transformational leadership style	0.934	1.071
Transactional leadership style	0.771	1.296

Table 4.3 shows that multicollinearity did not exist among the exogenous latent constructs as all VIF values were less than 5 and tolerance values exceeded .20. Therefore, multicollinearity was not an issue in this study.

4.4 Non-Response Bias

Armstrong and Overton (1977) contended that a statistically noteworthy difference between early and late respondents would indicate the presence of non-response bias. This can be assessed by extrapolation technique. It compares early respondents to late respondents and assumed that subjects who are late respondents are more like non respondents. The time spent for data collection in this study was four (4) months. This shows there was a time gap between the early respondents and late respondents which may pose a threat for the generalizability of the findings of the study. Thereafter, the usable response obtained from the early respondents and late respondents were compared. Following the approach of Amstrong and Overton (1977), the present study divided the respondents into two main groups, those who responded within 60 days and those who responded after 60 days. About 56% (200) of the respondents (early respondents) in the sample respondent within 60 days. However, 44% (154) of the respondents (late respondent) responded after 60 days.

4.4.1 Non Response Bias – Independent Sample t-test

Table 4.4 presents the results of t-test for early and late response group for main variables of the study. An independent sample t-test was conducted to examine any possible non-response bias on the main study variable (organizational commitment, coworker support, training and development, compensation, performance appraisal,

organizational climate, transactional leadership style, and transformational leadership style). Table 4.4 and Table 4.5 depicts the Independent-Samples T-test.

Table 4.4
Results of Independent-Samples T-test for Non-Response Bias

Variable	Group	N	Mean	t-value	SD	Levene's Test for Equality of Variances	
						F	Sig
Organizational Commitment	Early responses	200	4.919	0.614	1.197	0.719	0.397
	late responses	154	4.839	0.613	1.225		
Training and Development	Early responses	200	3.649	.068	1.718	0.514	0.474
	late responses	154	3.636	.068	1.663		
Compensation	Early responses	200	3.905	.789	1.468	0.025	0.875
	late responses	154	3.781	.789	1.476		
Performance Appraisal	Early responses	200	3.019	-1.790	1.136	1.885	0.171
	late responses	154	3.242	-1.776	1.205		
Organizational Climate	Early responses	200	3.29	.822	1.49	1.283	0.258
	late responses	154	3.162	.829	1.393		
Transformational Leadership Style	Early responses	200	3.937	.414	0.547	0.066	0.797
	late responses	154	3.912	.414	0.542		
Transactional Leadership Style	Early responses	200	3.933	-1.183	0.939	0.41	0.523
	late responses	154	4.05	-1.188	0.909		
Coworker Support	Early responses	200	4.759	-.543	1.376	0.258	0.612
	late responses	154	4.838	-.546	1.326		

Table 4.5
Non Response Bias for Demographic

Responses	Group	N	Mean	t-value	SD	Levene's Test for Equality of Variances	
						F	Sig.
SEX	Early responses	200	1.18	.273	.385	.300	.584
	late responses	154	1.17	.274	.376		
AGE	Early responses	200	1.98	.088	.951	.323	.570
	late responses	154	1.97	.089	.935		
Marital Status	Early responses	200	1.74	.801	.589	1.679	.196
	late responses	154	1.69	.823	.479		
Academic Qualification	Early responses	200	1.83	-.923	.453	.781	.378
	late responses	154	1.85	-.933	.440		
Designation	Early responses	200	1.43	.553	.726	1.981	.160
	late responses	154	1.39	.564	.619		
Monthly Income	Early responses	200	2.68	-.481	1.152	.065	.799
	late responses	154	2.73	-.482	1.126		
Working Experience	Early responses	200	2.11	-2.343	1.093	.166	.684
	late responses	154	2.01	-2.384	1.111		

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As presented in Table 4.4 and Table 4.5 the outcome of independent-samples t-test revealed that the equal variance significance values for all variables were greater than the 0.05 significance level of Levene's test for equality of variances as suggested by Pallant (2010). This shows that there is no significant difference between the early and late responses. It also reflects that the respondents belonging to early and late groups eventually represented same population and that the responses obtained in this study are free from response bias. As such, it can be concluded that non-response bias was not a major concern in the present study. Furthermore, following Lindner and Wingenbach's (2002) recommendation, since

this study achieved 55% response rate, it can be added that the issue of non-response bias does not appear to be a major concern.

4.4.2 Non Response Bias –Chi-Square Test

Chi-square test analysis was applied to examine the significant difference between the early and late group in relation to categorical variables related to respondent's profile. Moreover, the Phi/Cramer's V assessment provided in Table 4.6 has also suggested that the response bias is not a threat for the present study.

Table 4.6
Result of Chi-Square Test for Non-response Bias

Demographic		Responses		Chi-square	Phi/Cramer's V (value)
		Early responses	Late responses		
SEX	MALE	164	128	0.449	0.015
	FEMALE	36	26		
AGE	21-30	73	48	194.849	0.742
	31-40	64	65		
Marital Status	41-50	50	33		
	51 and above	13	8		
Academic Qualification	Single	65	49	225.070	0.797
	Married	126	104		
Designation	Divorced	6	1		
	Widow/Widower	3	0		
Designation	Master/Equivalent	46	28	420.952	1.090
	Ms/M.phil	147	121		
Designation	Ph.D/Equivalent	7	5		
	Lecturer	135	103	535.549	1.230
Designation	Assistant Prof.	51	44		
	Associate Prof.	7	5		
Designation	Professor	7	2		
	30,000 to 40,000	38	27	593.734	1.295
Monthly Income	41,000 to 60,000	45	33		
	61,000 to 80,000	77	57		
Monthly Income	81,000 to 100,000	24	28		
	More than 100,000	16	9		

Table 4.6 (*Continued*)

Demographic	Responses		Chi-square	Phi/Cramer's V (value)
	Early responses	Late responses		
Working Experience	Less than one year	63	24	108.386
	1-5	89	72	
	6-10	20	40	
	11-15	19	13	
	16 and above	9	5	

4.5 Common Method Variance Test

Common Method Variance, also known as monomethod bias, refers to the variance that is probably caused by measurement method rather than to the construct of interest (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). Normally, in self-report surveys researchers have agreed that common method variance is a major concern for scholars (Lindell & Whitney, 2001; Podsakoff et al., 2003; Spector, 2006). Common method bias, in self-report could also inflate relationships between variables (Conway & Lance, 2010). Numerous approaches were adopted in this study to minimize the effect of common method variance. The first approach to deal with or improve the unpleasant effect of common method variance in this present study was to reduce evaluation apprehension. In the instruction given to the respondent through the questionnaires, they were informed that there was no right or wrong answer to the questions/items to be selected in the questionnaires. In same vein, the respondents were also given an assurance of confidentiality of any information they offer throughout the research process. The second approach to deal with common method variance in this study is improving scale items where unclear concepts in the questionnaire were totally avoided. All the questions in the survey were written in sample, concise and self-explanatory sentences.

Thirdly, all the variables in this study were subjected to principle components factor analysis suggested by Podsakoff and Organ (1986), the outcome of the analysis yielded factors explaining a cumulative 60.50% of the variance; with the first largest factor explaining 39.50% of the total variance and this is less than 50%. Moreover, this outcome pointed out that no single factor accounted for the majority of covariance in the predictor and criterion variable (Podsakoff, MacKenzie, & Podsakoff, 2012). Hence, this result suggested that common method bias is not a major problem and could not inflate relationships between variables measured in the current study.

4.6 Demographic Profile of the Respondents

This section describes the demographic profile of the respondents in the sample. The demographic characteristics examined in this study include gender, age, marital status, academic qualification, designation, monthly income and working experience (see Table 4.7).

Table 4.7
Demographic Characteristics of the Respondents

Characteristics	Frequency	Percent
Gender		
Male	292	82.5
Female	62	17.5
Age		
21-30	121	34.2
31-40	129	36.4
41-50	83	23.4
51 and above	21	5.9
Marital status		
Single	114	32.2
Married	229	64.7
Divorced	8	2.3
Widow/widower	3	.8
Academic Qualification		
Master/Equivalent	74	20.9

Table 4.7 (*Continued*)

Characteristics	Frequency	Percent
Ms/M.phil	268	75.7
Ph.D/Equivalent	12	3.4
Designation		
Lecturer	238	67.2
Assistant Professor	95	26.8
Associate Professor	12	3.4
Professor	9	2.5
Monthly Income		
30,000 to 40,000	65	18.4
41,000 to 60,000	78	22.0
61,000 to 80,000	134	37.9
81,000 to 100,000	52	14.7
More than 100,000	25	7.1
Working experience		
Less than one year	126	31.5
1-5	178	44.5
6-10	40	10.0
11-15	38	9.5
16 and above	18	4.5

As shown in Table 4.7, the majority of the respondents in the sample, that is 292 (82.5%), were males while the remaining 62, representing 17.5% were females. Previous studies have also demonstrated similar distribution regarding the gender of the respondents. For example, the present study reflects the study conducted by Khan et al. (2013), where the majority of teachers at a university were males (80%) compared to their female counterparts (19%).

Regarding the age group, 36.4% of the participants were in the age group of 31-40 years. This is followed by those in the age group of 21-30 years with 121 respondents, which accounted for 34.2% of the sample. In the age group of 41-50 years, there were 83 respondents, representing 23.4% of the sample. The smallest age group ranged between 51 years and above, which accounted for 5.9% or 21 respondents. Table 4.7 also shows that most of the respondents were married (64.7%), followed by single (32.2%), divorced or separated (2.3%). Approximately less than 1% was Widow/widower.

Table 4.7 also indicate a high proportion of the respondents were Ms/M.phil degree holders, which accounted for 75.7% or 268 respondents. This is followed by (20.9%) with Master/Equivalent degree, while the remaining 12, representing 3.4% were doctorate degree holders. Additionally, in terms of Designation, Table 4.7 shows that 67.2% of the participants were on the rank of Lecturer, followed by Assistant Professor (26.8%); Associate Professor (3.4%), and Professor (2.5%).

Furthermore, Table 4.7 indicates that the income of most of the respondents (37.9%) ranges between 61,000 RS (US\$ 584) and 80,000 RS (US\$ 766), while 22.0% of respondent ranges from 41,000 RS (US\$ 392) to 60,000 RS (US\$ 574), only 18.4% of the respondents ranges from 30,000 RS (US\$ 287) to 40,000 RS (US\$ 383). However, the income of 14.7% of the respondents ranges between 81,000 RS (US\$ 775) and 100,000 RS (US\$ 957), and only 7.1% of respondents were in range of more than 100,000 RS (US\$ 957).

In terms of experience, only 44.5% of the respondents spent 1-5 years working in university, (31.5%) spent less than 1 year in the university, another 9.5% spent between 11-15 years working in the university, while the remaining 4.5% spent more than 16 year and above in the university.

4.7 Descriptive Analysis of the Latent Constructs

According to Sekaran (2003), descriptive statistic is a numerical summary of data set, such as mean and standard deviation. This section is concerned with the descriptive statistics for the latent variables used in the present study. Numerically, summary of the data set in the form of means and standard deviations for the latent

variables in the study were computed. These variables were measured using 7 point likert scale anchored by 1 = strongly disagree 2 = disagree, 3 = moderately disagree, 4 =neutral, 5 = moderately agree, 6 = agree, and 7 =strongly agree. The descriptive statistics for the latent variables of the present study is shown in Table 4.8.

Table 4.8
Descriptive Statistics for Latent Variables

Latent construct	Numbers of items	Mean	Standard Deviation
Organizational Commitment	17	4.884	1.208
Training and Development	4	3.643	1.691
Compensation	5	3.850	1.470
Performance Appraisal	3	3.116	1.170
Organizational Climate	4	3.234	1.447
Transformational Leadership Style	20	3.996	.944
Transactional Leadership Style	12	3.980	.926
Coworker Support	4	4.793	1.353

The descriptive statistic Table 4.8 for the constructs used in the study shows that the overall mean for the latent variables ranged between 3.116 and 4.884. Organizational commitment has the highest mean (4.884), followed by coworker support (4.793), and transformational leadership (3.996), transactional leadership (3.980), compensation (3.859) and training and development (3.643). This range of means shows that, on the average, respondents have a rather neutral perception about these constructs. For example, the mean for compensation (3.850) indicates that every average of the respondents has a fairly neutral perception towards these constructs. Performance appraisal (3.116) and organizational climate (3.324) exhibit the lowest means. The standard deviations range from .926 to 1.691. The standard deviation are considerably small, indicating that the majority of the responses cluster close to each other, and also around the average response.

4.8 Exploratory Factor Analysis

The current study carried out exploratory factor analysis (EFA) on the organizational commitment measurement. The EFA result revealed a two-dimensional factor of organizational commitment, which comprised the essence of affective commitment and normative commitment. A number of four items were deleted (OC7, OC8, OC9, and OC14) due to loadings lower than .5.

As exhibited in Table 4.9, the factor analysis resulted in a KMO value of .708, which indicated a sufficiently high level for appropriate factorability (Hair et al., 2006). The Bartlett's test of sphericity also demonstrated statistical significance (chi-square = 8798.249). The total variance explained for this construct was 81.622%. Factor loadings for all the remaining items ranged from 0.686 to 0.989. The two dimensions of organizational commitment were named as affective and normative commitment. The affective commitment dimension consisted of six items, namely OC1, C2, OC3, OC4, OC5, and OC6. For the normative commitment dimensions, seven items were found OC10, OC11, OC12, OC13, OC15, OC16, and OC17. The factor analysis showed that a two-dimensional organizational commitment was indeed more appropriate to describe the respondents of the Pakistani setting. This second-order factor structure was used further in the PLS-SEM stage.

Table 4.9

Exploratory Factor Analysis Result of Financial Bootstrapping Tactic (n=354)

Item code	Items	Factors	
		1	2
Factor 1: Affective Commitment related bootstrapping			
OC1	I would be very happy to spend the rest of my career with this institution.	.932	
OC2	I really feel as if this institution's problems are my own.	.961	
OC3	I feel a strong sense of "belonging" to my institution	.989	
OC4	I feel "emotionally attached" to this institution.	.939	
OC5	I feel like "part of the family" at this institution.	.791	
OC6	This institution has a great deal of personal meaning for me.	.764	
Factor 2: Normative Commitment related bootstrapping			
OC10	I feel that I have limited options to consider leaving this institution.	.686	
OC11	If I had not already put so much of myself into this institution, I might consider working elsewhere.	.927	
OC12	Too much of my life would be disrupted if I decided to leave this institution now.	.743	
OC13	I feel obligated to remain with my current institution.	.821	
OC15	I would feel guilty if I left this institution now.	.969	
OC16	This institution deserves my loyalty.	.917	
OC17	I would not leave this institution right now because I have a sense of obligation to the people in it.	.988	
	Eigenvalue	8.229	2.382
	Percentage of Variance Explained (81.622%)	63.297	18.326
	Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO).		.708
	Bartlett's Test of Sphericity Approx. Chi-Square		8798.249
	Df		78
	Sig.		0.000

4.9 Assessment of PLS-SEM Path Model Results

Henseler and Sarstedt (2013) suggested that goodness-of-fit (GoF) index is not suitable for model validation. According to Hair et al. (2013), GoF is unsuitable because it cannot separate valid models from invalid ones. Against this background, the present study employed a two step process to investigate and report the results of PLS-SEM path, as suggested by Henseler, Ringle, and Sinkovics (2009). These two-

step processes comprises of (1) Goodness of Measurement Model, and (2) the assessment of a structural model (Hair et al., 2014; Henseler et al., 2009).

4.10 Goodness of Measurement Model

In this study the model estimation delivers the empirical measures of the relationship between the indicators and the constructs (measurement model). The PLS-SEM algorithm in the first stage in Figure 4.2 is that all the construct scores are estimated to determine items reliability, internal consistency, convergent validity and discriminant validity (Hair et al., 2014).



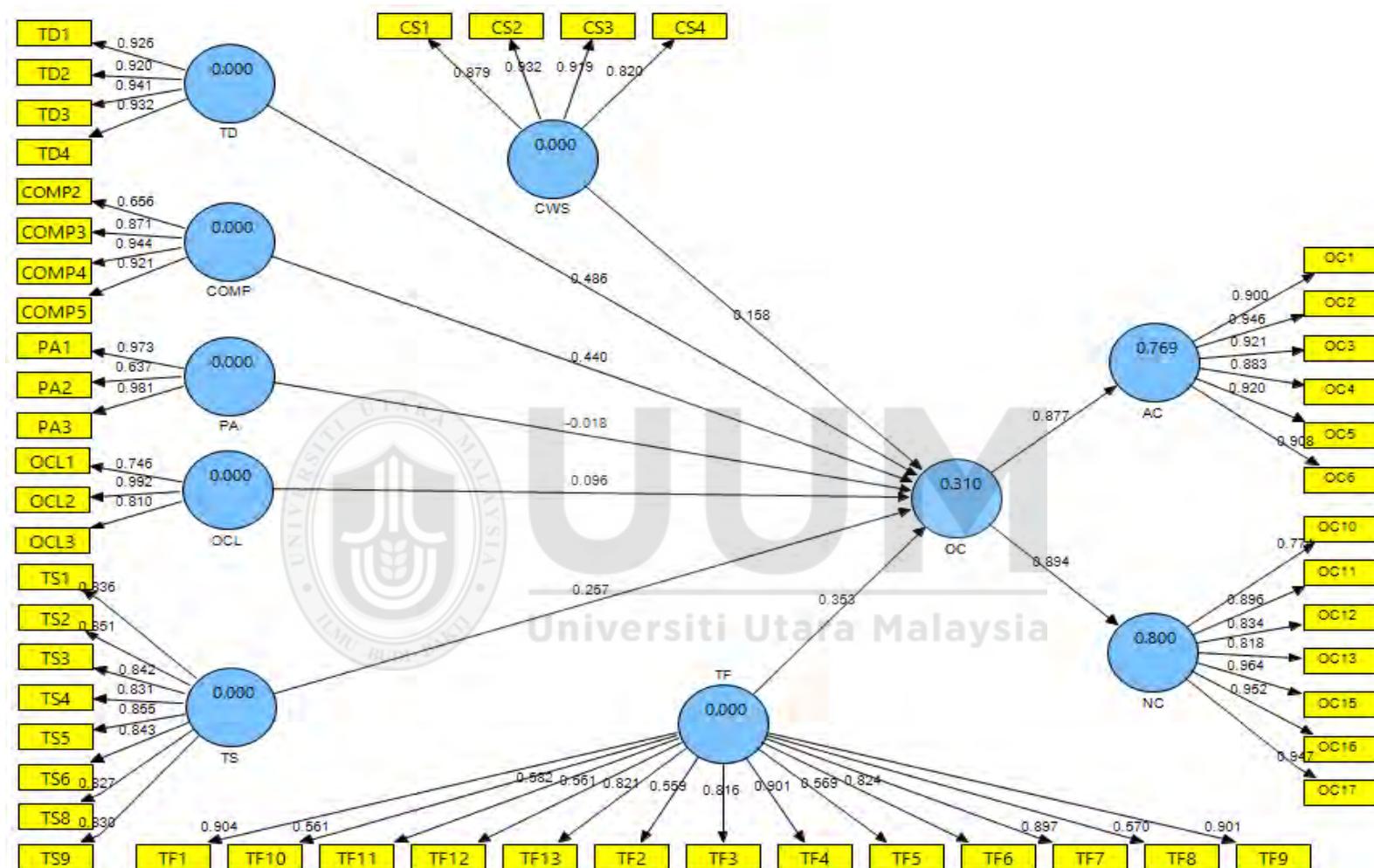


Figure 4.2
Measurement Model

4.10.1 Individual Item Reliability

Individual item reliability was assessed by examining the outer loadings of each construct's measure (Hair et al., 2014). The indicators with outer loading above .40 and .70 were retained (Hair et al., 2013; Hair et al., 2014). Thus, out of 69 items, 13

Items were deleted (COMP1, OCL4, TF14, TF15, TF16, TF17, TF18, TF19, TF20, TS7, TS10, TS11, TS12), because the 13 items loadings were below 0.40 and remaining 52 items were retained as these had loadings greater than 0.50.

4.10.2 Internal Consistency Reliability

The extent at which all items on particular scale are measuring the same concept is referred to as internal consistency reliability (Bijttebier et al., 2000). The long-established criterion for internal consistency is Cronbach's alpha (Hair et al., 2014). However, researchers like Gotz, Liehr-Gobbers, and Krafft (2010) highlighted that coefficient of Cronbach alpha assumes all the items equally reliable and may over or under-estimates the internal consistency reliability. Therefore, composite reliability has been suggested as appropriate measure of internal consistency because it takes to account the different outer loading of indicators variables and PLS-SAM gives priority to the indicators according to their individual reliability (Peterson & Kim, 2013). Composite reliability threshold; value above .70 is regarded as satisfactory for an adequate model, whereas a value below .60 indicates a lack of reliability (Nunnally & Bernstein, 1994). Therefore, this study employed composite reliability to ascertain the internal consistency of the measures adapted.

Table 4.10 depicts the composite reliability, items loading and average variance extracted for the measurement model.

Table 4.10

Items loading, composite reliability (CR) and Average Variance Extracted (AVE)

Construct	Item	Loading	CR	AVE
Compensation	COMP2	0.656	0.915	0.732
	COMP3	0.871		
	COMP4	0.944		
Coworker Support	COMP5	0.921	0.938	0.790
	CS1	0.879		
	CS2	0.932		
Affective Commitment	CS3	0.919	0.968	0.834
	CS4	0.820		
	OC1	0.900		
Normative Commitment	OC2	0.946	0.962	0.785
	OC3	0.921		
	OC4	0.883		
Organizational Climate	OC5	0.920	0.890	0.732
	OC6	0.908		
	OC10	0.774		
Performance Appraisal	OC11	0.896	0.907	0.772
	OC12	0.834		
	OC13	0.818		
Training and Development	OC15	0.964	0.962	0.864
	OC16	0.952		
	OC17	0.947		
Transformational Leadership Style	OCL1	0.746	0.939	0.554
	OCL2	0.992		
	OCL3	0.810		
Performance Appraisal	PA1	0.973	0.939	0.554
	PA2	0.637		
	PA3	0.981		
Training and Development	TD1	0.926	0.939	0.554
	TD2	0.920		
	TD3	0.941		
Transformational Leadership Style	TD4	0.932	0.939	0.554
	TF1	0.904		
	TF10	0.561		

Table 4.10 (*Continued*)

Construct	Item	Loadings	CR	AVE
Transactional Leadership Style	TF11	0.582	0.950	0.705
	TF12	0.561		
	TF13	0.821		
	TF2	0.559		
	TF3	0.816		
	TF4	0.901		
	TF5	0.569		
	TF6	0.824		
	TF7	0.897		
	TF8	0.570		
	TF9	0.901		
	TS1	0.836		
	TS2	0.852		
	TS3	0.842		
	TS4	0.831		
	TS5	0.855		
	TS6	0.843		
	TS8	0.827		
	TS9	0.830		

Table 4.10 depicts the composite reliability coefficient of the latent construct. The rule of thumb provided by Hair et al. (2011), which suggests that the composite reliability coefficient should be at least .70 or more. The composite reliability of each construct ranged from .88 to .95. This connotes internal consistency of the scale. The composite reliability of all constructs is above the threshold of .70, suggesting adequate internal consistency reliability of the measures used in this study (Hair et al., 2011).

For the second order organizational commitment, a composite reliability of 0.957 and AVE of .78 were attained. The second-order AVE was computed based on the

formula recommended by Hair et al. (2014). In this, formula computes AVE through taking sum of the squared loadings divided by the number of paths.

4.10.3 Convergent Validity

Convergent validity is the extent to which a measure correlates positively with alternative measure of the same construct (Hair et al., 2013). The assessment of convergent validity is usually based on the Average Variance Extracted (AVE) of each construct and outer loading of the indicators (Fornell & Larcker (1981). To achieve adequate convergent validity, Chin (1998) recommends that the AVE of each latent construct should be .50 or more. Following Chin (1998), the AVE values (see Table 4.10) exhibited high loadings ($> .50$) on their respective constructs, indicating adequate convergent validity.

4.10.4 Discriminant Validity

Discriminant validity is the extent to which a particular latent construct is different from other latent constructs (Duarte & Raposo, 2010). In the present study, discriminant validity was ascertained using AVE, as suggested by Fornell and Larcker (1981). This study achieved variance extracted by comparing the correlation among the latent construct with square roots of average variance extracted (Fornell & Larker, 1981; Hair et al., 2013). Likewise, discriminant validity was examined and realized by comparing the indicator loading with other constructs' indicators in the cross loading table (Chin, 1998). The rules of thumb of .50 or more threshold on average variance extracted and ensuring that the square root of the AVE should be greater than correlation among latent constructs in order to achieve discriminant

validity were duly observed (Fornell & Larker, 1981). As shown in Table 4.10 the value of the average variance extracted range between 0.555 and 0.859 above the cut off .50, and this connotes acceptable values.

In the same vein, the correlations among the latent constructs were compared with the square root of the average variances extracted in Table 4.11. Table 4.11 depicts that the square root of the average variances extracted were all greater than the correlations among latent constructs, signifying sufficient discriminant validity (Fornell & Larcker, 1981).

Table 4.11
Square root of AVE and correlation of latent variable

Latent Variables	1	2	3	4	5	6	7	8	9
Affective Commitment	0.91								
Compensation	0.20	0.86							
Coworker Support	0.18	-0.34	0.89						
Normative Commitment	0.57	0.08	0.15	0.89					
Organizational climate	0.19	0.42	-0.18	0.02	0.86				
Performance Appraisal	-0.03	0.04	-0.03	-0.03	0.04	0.88			
Training and Development	0.21	-0.60	0.21	0.11	-0.24	-0.08	0.93		
Transformational leadership style	0.12	0.36	-0.02	0.22	0.20	0.05	-0.46	0.74	
Transactional Leadership Style	0.08	-0.40	0.38	0.21	-0.33	-0.03	0.43	-0.42	0.84

Note: Diagonal elements (figures in bold) are the square root of the variance shared between the constructs and their measures. Off diagonal elements are the correlations among constructs.

Moreover, this study also shows how discriminant validity was ascertained by comparing the indicator loading with cross loading. Researchers have suggested that the entire indicators should be greater than cross loading (Chin, 1998). Table 4.12 compares the indicator loadings with other reflective indicators. All the available

indicator loadings were greater than the cross loadings, this mean the requirement of discriminant validity has been achieved.

Table 4.12
Cross loading for factor analysis

	AC	COMP	CWS	NC	OCL	PA	TD	TF	TS
OC1	0.900	0.239	0.182	0.455	0.228	-0.022	0.122	0.131	0.057
OC2	0.946	0.253	0.195	0.501	0.242	-0.022	0.112	0.153	0.056
OC3	0.921	0.154	0.074	0.451	0.168	-0.026	0.182	0.060	0.093
OC4	0.883	0.053	0.079	0.424	0.129	-0.036	0.341	-0.058	0.070
OC5	0.920	0.210	0.211	0.627	0.165	-0.027	0.168	0.143	0.081
OC6	0.908	0.184	0.204	0.631	0.115	-0.053	0.248	0.178	0.080
COMP2	0.125	0.656	-0.208	-0.048	0.589	0.115	-0.459	0.282	-0.355
COMP3	0.151	0.871	-0.208	0.107	0.366	0.024	-0.573	0.348	-0.310
COMP4	0.207	0.944	-0.350	0.047	0.373	0.001	-0.566	0.250	-0.366
COMP5	0.195	0.921	-0.372	0.095	0.325	0.049	-0.485	0.359	-0.397
CS1	0.151	-0.258	0.879	0.186	-0.029	-0.006	0.148	-0.004	0.303
CS2	0.163	-0.364	0.932	0.101	-0.145	-0.020	0.177	0.039	0.343
CS3	0.137	-0.373	0.919	0.183	-0.287	-0.064	0.278	-0.012	0.369
CS4	0.193	-0.184	0.820	0.000	-0.207	0.006	0.136	-0.147	0.332
OC10	0.514	-0.069	0.151	0.774	-0.147	-0.057	0.267	0.110	0.341
OC11	0.458	0.072	0.156	0.896	-0.060	0.009	0.084	0.155	0.216
OC12	0.566	0.119	0.165	0.834	0.019	0.006	0.103	0.234	0.208
OC13	0.444	0.039	0.049	0.818	-0.009	-0.044	0.057	0.122	0.101
OC15	0.551	0.100	0.090	0.964	0.097	-0.026	0.104	0.187	0.150
OC16	0.495	0.094	0.156	0.952	0.089	-0.024	0.068	0.256	0.161
OC17	0.500	0.134	0.158	0.947	0.119	-0.026	0.035	0.298	0.130
OCL1	0.016	0.433	-0.268	-0.007	0.746	0.079	-0.540	0.304	-0.509
OCL2	0.209	0.415	-0.143	0.031	0.992	0.037	-0.199	0.188	-0.313
OCL3	0.075	0.324	-0.304	-0.024	0.810	0.057	-0.354	0.176	-0.320
PA1	-0.032	0.007	0.004	-0.011	0.025	0.973	-0.049	0.037	-0.008
PA2	-0.023	0.077	-0.018	0.002	0.066	0.637	-0.116	0.028	-0.012
PA3	-0.034	0.039	-0.044	-0.038	0.042	0.981	-0.081	0.049	-0.047
TD1	0.208	-0.548	0.226	0.039	-0.259	-0.057	0.926	-0.394	0.471
TD2	0.152	-0.527	0.152	0.051	-0.192	-0.075	0.920	-0.563	0.361
TD3	0.206	-0.616	0.176	0.098	-0.167	-0.086	0.941	-0.499	0.406
TD4	0.209	-0.532	0.223	0.181	-0.267	-0.081	0.932	-0.322	0.361
TF1	0.049	0.275	-0.020	0.237	-0.017	0.013	-0.393	0.904	-0.251
TF10	0.045	0.517	-0.284	0.012	0.298	0.062	-0.482	0.561	-0.636
TF11	0.056	0.119	0.162	0.174	-0.053	0.075	-0.202	0.582	-0.035
TF12	0.047	0.526	-0.285	0.004	0.311	0.069	-0.499	0.561	-0.649
TF13	0.164	0.299	0.001	0.160	0.379	0.052	-0.363	0.821	-0.455

Table 4.12 (*Countinued*)

	AC	COMP	CWS	NC	OCL	PA	TD	TF	TS
TF2	0.041	0.523	-0.289	-0.003	0.311	0.074	-0.499	0.559	-0.653
TF3	0.169	0.289	0.014	0.171	0.383	0.052	-0.363	0.816	-0.444
TF4	0.049	0.275	-0.022	0.232	-0.012	0.010	-0.389	0.901	-0.255
TF5	0.048	0.522	-0.289	0.012	0.314	0.073	-0.495	0.569	-0.645
TF6	0.170	0.292	0.004	0.163	0.374	0.045	-0.367	0.824	-0.445
TF7	0.043	0.276	-0.018	0.225	-0.020	0.017	-0.381	0.897	-0.244
TF8	0.040	0.520	-0.291	-0.001	0.298	0.066	-0.495	0.570	-0.646
TF9	0.046	0.272	-0.023	0.233	-0.018	0.006	-0.389	0.901	-0.251
TS1	0.037	-0.330	0.201	0.172	-0.266	-0.033	0.337	-0.190	0.836
TS2	0.114	-0.346	0.435	0.227	-0.261	-0.025	0.383	-0.523	0.852
TS3	0.075	-0.345	0.396	0.120	-0.333	-0.010	0.382	-0.448	0.842
TS4	0.045	-0.335	0.214	0.170	-0.284	-0.042	0.356	-0.193	0.831
TS5	0.090	-0.350	0.405	0.209	-0.258	-0.024	0.369	-0.517	0.855
TS6	0.072	-0.340	0.388	0.121	-0.330	-0.008	0.369	-0.445	0.843
TS8	0.029	-0.328	0.201	0.162	-0.273	-0.039	0.321	-0.173	0.827
TS9	0.036	-0.324	0.191	0.167	-0.269	-0.033	0.328	-0.181	0.830

4.11 Assessment of Significance of the Structural Model

After analyzing the measurement model next the structural model was analyzed. Structural Model is the regression part of the latent variables and depicts the links among the latent variables of the study. In simple words, it defines and demonstrates the relations among the unobserved latent variables. According to Byrne (1998), structural model specifies which latent variables directly or indirectly affect changes in the values of other latent variables in the model. Therefore, it depicts causal relationships among the latent variables.

4.11.1 Direct Effect

Having confirmed that the construct measures are reliable and valid, the next course of action in this study was to address the assessment of the structural model result.

Standard bootstrapping procedure was used with a number of 5000 bootstrap samples and 354 cases to assess the significance of the paths (Henseler et al., 2009; Hair et al., 2014). Figure 4.3 depicts the use of bootstrapping to assess the significance of the path coefficients.



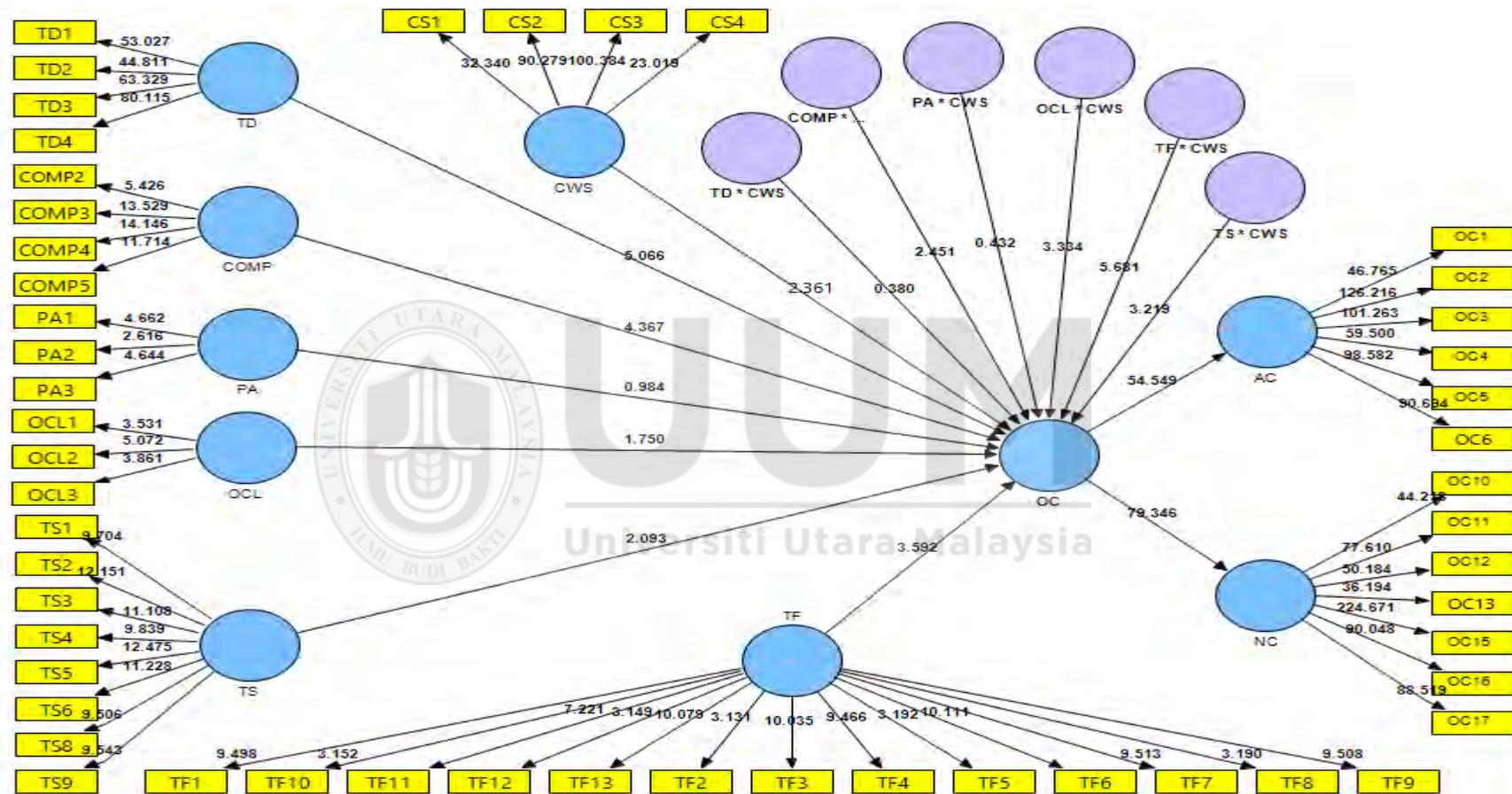


Figure 4.3
Structural Model with Moderator (Full Model)

Table 4.13
The results of structural model and moderator

Hypothesis	Relationship	Beta (β)	Standard (STERR)	T-Statistic s	P-Value	Decision
H1	Training and development -> Organizational Commitment	0.37	0.07	5.07	0.00***	Supported
H2	Compensation -> Organizational commitment	0.36	0.08	4.37	0.00***	Supported
H3	Performance appraisal -> Organizational commitment	0.03	0.03	0.98	0.24	Not Supported
H4	Organizational Climate -> Organizational Commitment	0.12	0.07	1.75	0.04**	Supported
H5	Transformational Leadership Style -> Organizational Commitment	0.28	0.08	3.59	0.00***	Supported
H6	Transactional Leadership Style -> Organizational Commitment	0.15	0.07	2.09	0.00***	Supported
H7	Training and development * Coworker Support -> Organizational Commitment	0.03	0.07	0.38	0.38	Not Supported
H8	Compensation * Coworker Support -> Organizational Commitment	0.29	0.12	2.45	0.01***	Supported
H9	Performance Appraisal * Coworker Support -> Organizational Commitment	0.01	0.03	0.43	0.33	Not Supported
H10	Organizational Climate * Coworker Support -> Organizational Commitment	0.26	0.08	3.33	0.00***	Supported
H11	Transformational Leadership Style * Coworker Support -> Organizational Commitment	0.35	0.06	5.68	0.00***	Supported
H12	Transactional Leadership Style * Coworker Support -> Organizational Commitment	0.23	0.07	3.22	0.00***	Supported

Noted: Significant level; *p<0.1; **p<0.05; ***p<0.01 (1 tailed test)

Table 4.13 summarizes the result of reflective measured constructs, organizational commitment, training and development, compensation, performance appraisal, organizational climate, transformational leadership style, transactional leadership style, and coworker support by showing the original outer weights estimates, the t-values and the corresponding significance levels marked in asterisks as well as the p-values with the result of interaction calculated for moderator. Hypothesis 1 predicted that training and development is significantly related to organizational commitment. Result (Table 4.12, Figure 4.3) showed that training and development has a significant relationship with organizational commitment ($\beta = 0.37$, $t = 5.07$, $p < 0.00$), supported hypothesis 1. Similarly, Hypothesis 2 predicted that compensation is significantly related to organizational commitment, the finding showed that compensation had a significant relationship with organizational commitment ($\beta = 0.36$, $t = 4.37$, $p < 0.00$), and thus hypothesis 2 supported.

Hypothesis 3 predicted that performance appraisal is significantly related to organizational commitment. On the contrary the result of PLS model ($\beta = 0.03$, $t = 0.98$, $p < 0.24$) showed that the predication was not supported. However, hypothesis 4 predicted that organizational climate is significantly related to organizational commitment. The finding ($\beta = 0.12$, $t = 1.75$, $p < 0.04$) supported the hypothesis 4.

Hypothesis 5 predicted that there is significant relationship between transformational leadership style and organizational commitment, the outcome of PLS model showed ($\beta = 0.28$, $t = 3.59$, $p < 0.00$) which supported the relationship. In the same vein, hypothesis 6 predicted that there is significant relationship between transactional leadership style and organizational commitment. The result (Table 4.13) also

revealed that there is significant relationship between the transactional leadership style and organizational commitment ($\beta = 0.15$, $t = 2.09$, $p < 0.00$), thus this hypothesis is supported.

Hypothesis 7 predicted that coworker support moderates the relationship between training and development and organizational commitment. The finding ($\beta = 0.03$, $t = 0.38$, $p < 0.38$) did not support the hypothesized relationship. However, hypothesis 8 predicted that coworker support moderates the relationship between compensation and organizational commitment. This hypothesis was supported ($\beta = 0.29$, $t = 2.45$, $p < 0.01$).

On the contrary, hypothesis 9 predicted that coworker support moderates the relationship between performance appraisal and organizational commitment. The result ($\beta = 0.01$, $t = 0.43$, $p < 0.33$) showed that prediction was not supported. Hypothesis 10 predicted that coworker support moderates the relationship between organizational climate and organizational commitment. The result indicated that coworker support moderates the hypothesized relationship ($\beta = 0.26$, $t = 3.33$, $p < 0.00$), thus hypothesis 10 was supported. Similarly, hypothesis 11 predicted that coworker support moderates the relationship between transformational leadership style and organizational commitment. PLS model estimated ($\beta = 0.35$, $t = 5.68$, $p < 0.00$), hence hypothesis 11 was supported. Likewise, hypothesis 12 predicted that coworker support moderates the relationship between transactional leadership style and organizational commitment. The result indicated that coworker support moderates the relationship between transactional leadership style and organizational

commitment ($\beta = 0.23$, $t = 3.22$, $p < 0.00$), therefore the hypothesized relationship was supported.

4.11.2 Assessment of the Variance Explained in the Endogenous Latent Variables

This study also employed coefficient of determination (R^2 value) as one of the criterion to assess the structural model in PLS-SEM (Henseler et al., 2009). R^2 squared is a measure of the proportion of an endogenous construct's variance that is explained by its predictor construct (Hair et al., 2013). The acceptable levels of R^2 value are 0.19, 0.33, and 0.67 for endogenous variable and could be described as weak, moderate or substantial (Chin, 1998). While minimum acceptable levels of R^2 squared by scholars like Falk and Miller (1992) is 0.10. Table 4.13 depicts the measure of the proportion of organizational commitment (endogenous variable) that is explained by predictor constructs.

Table 4.14
Variance Explained in the Endogenous Latent Variables

Latent Variable	Variance Explained (R^2)
Organizational Commitment	31%

As shown in Table 4.14 the research model explained 31% of the total variance in organizational commitment. This implies that the training and development, compensation, performance appraisal, organizational climate, transformational leadership style, transactional leadership style and coworker support (exogenous latent variables) collectively explained 31% of variance in endogenous variable

(organizational commitment). Thus using the criteria of Falk and Miller (1992) and Chin (1998), organizational commitment (endogenous variable) could be considered weak.

4.11.3 Assessment of Effect Size (f^2)

In addition to the assessment of R^2 values of all endogenous variables, this study also evaluates effect size. This shows the effect of particular exogenous latent variable on endogenous latent variable through the means of changes in the R-squared (Chin, 1998). Hence, effect size can be calculated as (Cohen, 1988; Wilson, Callaghan, Ringle, & Henseler, 2007):

$$\text{Effect size: } f^2 = \frac{R^2_{Included} - R^2_{Excluded}}{1 - R^2_{Included}}$$

R^2 included and R^2 excluded represent R^2 value of the exogenous latent variable when selected exogenous variable is included or excluded from the model. Cohen (1988) suggested that f^2 value of 0.02, 0.15 and 0.35 as weak, moderate and strong effect respectively. Table 4.15 shows the calculation and the result of the effect size of each of latent variables.

Table 4.15
Effect Sizes of the Latent Variables on Cohen's (1988) Recommendation

Construct	Included	Excluded	f-squared	Effect size
Training and development	0.310	0.180	0.18	Medium
Compensation	0.310	0.209	0.14	Small
Performance appraisal	0.310	0.310	0.00	None
Organizational climate	0.310	0.303	0.01	None
Transactional leadership style	0.310	0.270	0.05	Small
Transformational leadership style	0.310	0.225	0.12	Small

Table 4.15 depicts the effect size of the latent variables. The exogenous construct (training and development, compensation, performance appraisal, organizational climate, transactional leadership style, and transformational leadership style) for explaining organizational commitment (the endogenous variable) have effect size of 0.18, 0.14, 0.00, 0.01, 0.05, and 0.12 respectively. Thus, applying the Cohen's (1988) recommendation, the effects sizes of all the exogenous latent variables on organizational commitment can be considered as medium, small, none, none, small, and small respectively.

4.11.4 Assessment of Predictive Relevance

In addition to evaluating effect size and magnitude of R^2 values as a criterion for predictive accuracy, Hair et al. (2013) suggested that researcher should also examine Stone-Geisser's Q^2 value (Geisser, 1974). This usually used as a supplementary assessment of goodness-of-fit in partial least squares structural equation modeling (Duarte & Raposo, 2010). The major criterion stipulated before blindfolding could be used; endogenous latent variables needed to have a reflective measurement model (Sattler, Völckner, Riediger & Ringle, 2010). The current study has reflective measurement model and blindfolding procedure was applied to endogenous latent variables.

The predictive relevance of the research model was assessed through the cross-validated redundancy measure (Q^2) was applied to assess the predictive relevance of the research model (Hair et al., 2013; Ringle, Sarstedt, & Straub, 2012b). Blindfolding is a sample reuse technique that omits every 7 data point in the

endogenous construct indicators and estimate the parameter with the remaining data set (Hair et al., 2013; Henseler et al., 2009). A research model with Q^2 statistic (s) greater than zero is considered to have predictive relevance (Henseler et al., 2009). Table 4.16 depicts the cross validated redundancy for endogenous variable (organizational commitment).

Table 4.16
Construct Cross-Validated Redundancy

Total	SSO	SSE	1-SSE/SSO
Organizational commitment	4602.000	3712.567	0.1932

As represented in the above Table 4.15, the cross-validation redundancy measure Q^2 for endogenous latent variables are above zero, this suggests that predictive relevance of the study model (Henseler & Ringle, 2009).

4.12 Testing Moderating Effect

Product indicator approach was applied in this study, using PLS SEM to detect and estimate the strength of the moderating effect of coworker support on the relationship between training and development, compensation, performance appraisal, organizational climate, transactional leadership style, transformational leadership style, and organizational commitment (Helm, Eggert, & Garnefeld, 2010). The moderating variable is continuous, hence, the product term approach was considered appropriate for this study (Rigdon, Schumacker, & Wothke, 1998). Another reason for using product approach is that it is typically equal or superior to those of the group comparison approach (Henseler & Fassott, 2010). The first step was to apply the product indicator approach in testing the moderating effect of

coworker support on the relationship between training and development, compensation, performance appraisal, organizational climate, transactional leadership style, transformational leadership style (exogenous variables), and organizational commitment (endogenous variable). Consequently, product terms between the indicators of the latent independent variable and the indicators of the latent moderator variable was created. Therefore, this product terms was used as indicators for the interaction term in the structural model (Kenny & Judd, 1984). In addition to this, Cohen (1988) recommended some guidelines that would be used to determine the effect size. Figure 4.3 and Table 4.13 depicted the estimate product indicator approach on examination of the moderating effect of coworker support on the relationship between exogenous and endogenous latent variables.

The results of structural model showed a support for hypothesis 8, the result ($\beta = 0.29$, $t = 2.45$, $p < 0.01$) showed statistical significance. Figure 4.4 shows the moderating effect of coworker support on the relationship between compensation and organizational commitment, which indicates a stronger positive relationship between compensation and organizational commitment for public universities with high coworker support than for public universities with low coworker support.

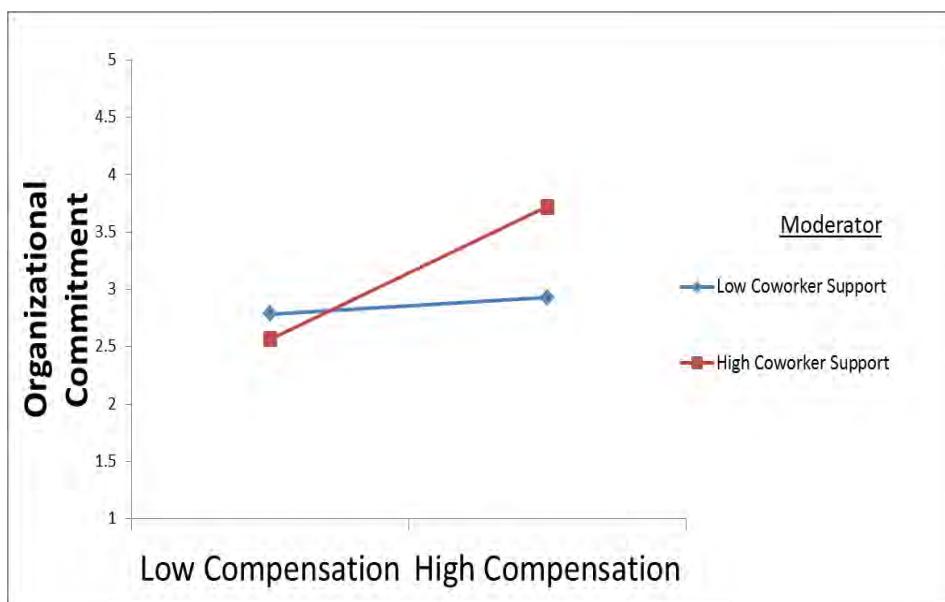


Figure 4.4

Interaction effect of compensation and coworker support on organizational commitment.

Hypothesis 10 stated that coworker support moderates the relationship between the organizational climate and organizational commitment. This relationship is found to be significantly stronger for public universities with high coworker support than it is for public universities with low coworker support. The results in Table 4.13 and Figure 4.5 showed a significant interaction between organizational climate and coworker support in predicting organizational commitment ($\beta = 0.26$, $t = 3.33$, $p < 0.00$), supported hypothesis 10. Graphically, this finding is depicted in Figure 4.5 showed that coworker support moderates the relationship between organizational climate and organizational commitment, such that this relationship is found to be positively significant for public universities with high coworker support than it is for public universities with lower coworker support.

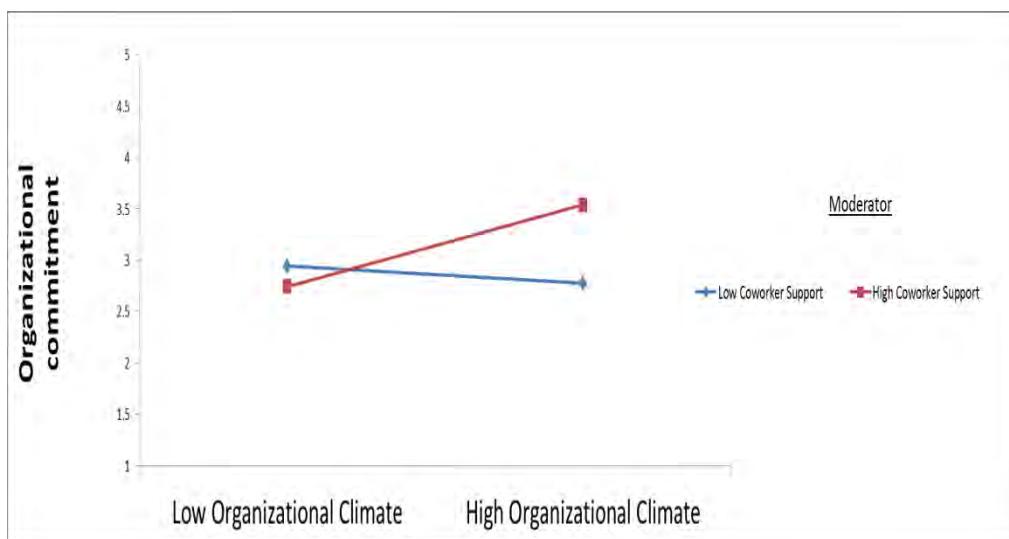


Figure 4.5
Interaction effect of organizational climate and coworker support on organizational commitment

Hypothesis 11 stated that coworker support moderates the relationship between the transformational leadership style and organizational commitment. The results in Table 4.13, showed a significant interaction between transformational leadership style and coworker support in predicting organizational commitment ($\beta = 0.35$, $t = 5.68$, $p < 0.00$), thus hypothesis 11 was supported. Graphically, this finding is depicted in Figure 4.6. As illustrated that coworker support moderated the relationship between transformational leadership style and organizational commitment, such that this relationship is positive significant for public universities with high coworker support than it is for public universities with lower coworker support.

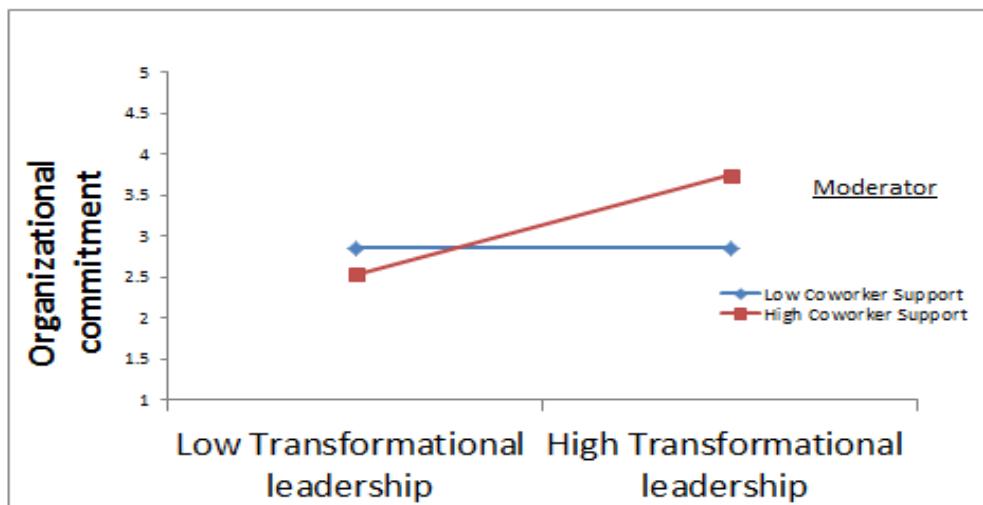


Figure 4.6

Interaction effect of transformational leadership style and coworker support on organizational commitment.

Similarly, hypothesis 12 stated that coworker support moderates the relationship between the transactional leadership style and organizational commitment. This hypothesis was supported because the interaction between transactional leadership style and coworker support in predicting organizational commitment was significant ($\beta = 0.23$, $t = 3.22$, $p < 0.00$). The finding is depicted in Figure 4.7. As illustrated that coworker support moderated the relationship between transactional leadership style and organizational commitment, such that this relationship is found to be stronger for public universities with high coworker support than it is for public universities with lower coworker support. Therefore, hypothesis 12 was supported.



Figure 4.7

Interaction effect of transactional leadership style and coworker support on organizational commitment.

4.13 Determining the Strength of the Moderating Effects

The strength of the moderating effects can be evaluated by comparing the coefficient of determination (R-squared value) of the main effect model with the R-squared value of the full model that incorporates exogenous variables and moderating variable (Henseler & Fassott, 2010a; Wilden, Gudergan, Nielsen, & Lings, 2013). Therefore, the strength of the moderating effects could be expressed using the following formula (Cohen, 1988; Henseler & Fassott, 2010a):

$$\text{Effect size: } (f^2) = \frac{R^2_{\text{model with moderator}} - R^2_{\text{model without moderator}}}{1 - R^2_{\text{model with moderator}}}$$

Moderating effect sizes (f^2) values of 0.02 can be considered as weak, effect sizes of 0.15 as moderate while the effect sizes above 0.35 may be regarded as strong (Cohen, 1988; Henseler & Fassott, 2010a). However, according to Chin, Marcolin,

and Newsted (2003), a low effect size does not necessarily mean that the underlying moderating effect is insignificant. Even a small interaction effect can be meaningful under extreme moderating conditions, and then it is imperative to take these conditions into account.

According to Cohen's (1988), the rule of thumb for determining the strength of the moderating effects, Table 4.17 shows that the effect size for organizational commitment was .82. This indicated that the moderating effect was strong (Welden et al., 2013).

Table 4.17
Strength of the Moderating Effects Based on Cohen's (1988) and Henseler and Fassott's (2010) Guidelines

Endogenous latent variable	Included	Excluded	f-squared	Effect size
Organizational commitment	0.621	0.310	0.82	Large

4.14 Summary of Chapter

In this chapter PLS-SEM path model was employed to assess measurement models (items reliability, internal consistency reliability, convergent validity and discriminant validity). The assessment of structural model in the form of significant path coefficient, evaluation of the level of R-squared values, determination of effect size, predictive relevance and moderating effect were critically evaluated through PLS-SEM bootstrapping and blindfolding.

Through rigorous statistically significance results revealed that some of the direct hypothesized relationships were found statistically significant support for the

relationship between training and development and organizational commitment; compensation and organizational commitment; organizational climate and organizational commitment; transformational leadership style and organizational commitment; transactional leadership style and organizational commitment. However, there is no significant support for the relationship between performance appraisal and organizational commitment.

In the moderating effect, it was also revealed through PLS-SEM structural model, that there is statistical significant support that coworker support moderates the relationship between: 1 (compensation and organizational commitment), 2 (organizational climate and organizational commitment), 3 (transformational leadership style and organizational commitment) and 4 (transactional leadership style). In contrast, there is no significant support that coworker support moderates the relationship between: 1 (training and development and organizational commitment), 2 (performance appraisal and organizational commitment). Having achieved the major objectives of data analysis in this chapter, the next chapter presents discussion on the findings in relation to previous studies and theories.

CHAPTER FIVE

DISCUSSION

5.1 Introduction

This chapter discusses the main findings of the study as presented in previous chapters. The objective of this chapter was to discuss the results in the context of the research questions, hypothesis and literature review. Precisely, the rest of the chapter is structured as follows. The first section provides recapitulation of the key findings of the study. The second section comprises of the discussion of the study, whereas, section three contains theoretical contribution and managerial contribution on the study. Section four includes the limitation and recommendation for future study and in the last section, conclusion is drawn.

5.2 Recapitulation of the Key Findings of the Study

The main purpose of this study was to examine the relationship between HRM practices (i.e., training and development, compensation, performance appraisal), organizational climate, leadership styles (i.e., transformational leadership, transactional leadership style), and organizational commitment at the public universities in Pakistan. This study also attempted to investigate whether the coworker support moderates the relationship between HRM practices, organizational climate, leadership styles, and organizational commitment.

Through the PLS path model the direct relationship between exogenous latent variables and endogenous latent variable, the findings of this study indicated that out of 6 hypotheses, 4 were supported. Similarly, in the moderating effect of coworker

support, the result revealed that out of 6 hypotheses, 4 hypotheses were confirmed.

Therefore, Table 5.1 summarizes the result of all hypothesis of the study.

Table 5.1

Summary of the hypotheses results

Hypothesis	Relationship	Decision
H1	There is a positive and significant relationship between training and development and organizational commitment.	Supported
H2	There is a positive and significant relationship between compensation and organizational commitment.	Supported
H3	There is a positive and significant relationship between performance appraisal and organizational commitment.	Not supported
H4	There is a positive and significant relationship between organizational climate and organizational commitment.	Supported
H5	There is a positive and significant relationship between transformational leadership style and organizational commitment.	Supported
H6	There is a positive and significant relationship between transactional leadership style and organizational commitment.	Supported
H7	Coworker support moderates the relationship between the training and development and organizational commitment.	Not supported
H8	Coworker support moderates the relationship between the compensation and organizational commitment.	Supported
H9	Coworker support moderates the relationship between the performance appraisal and organizational commitment.	Not supported
H10	Coworker support moderates the relationship between the organizational climate and organizational commitment.	Supported
H11	Coworker support moderates the relationship between the transformational leadership style and organizational commitment.	Supported
H12	Coworker support moderates the relationship between the transactional leadership style and organizational commitment.	Supported

The results revealed that there is significant relationship between training and development, compensation, transformational leadership style, transactional leadership style, and organizational commitment. However, there is no statistically significant support for the relationship between performance appraisal and organizational commitment and organizational climate and organizational commitment.

In the moderating effect, it was also revealed that coworker support moderating the relationship between: compensation and organizational commitment; organizational climate and organizational commitment; transformational leadership style and

organizational commitment; transactional leadership style and organizational commitment. Result further revealed that coworker support does not moderating the relationship between: training and development and organizational commitment; performance appraisal and organizational commitment.

5.3 Discussion

This section discusses the study's findings in the light of relevant theories and findings of previous research. The following sections of the discussion are organized according to the research questions and hypothesis.

5.3.1 The Relationship between Training and Development and Organizational Commitment

As hypothesized that there is a significant relationship between training and development and organizational commitment. The finding of this study revealed statistically significant relationship between training and development and organizational commitment ($\beta=0.37$, $p>0.00$), supported Hypothesis 1.

The finding of this study is consistent with earlier studies such as (Ayodeji et al., 2011; Chung, 2013; Chaudhuri 2011; Robinson, 2013) shown that there is significant relationship between training and development and organizational commitment. Similarly, Ahmad and Bakar (2003) also found that training influence the employee commitment level. The finding of Lamba and Choudhary (2013) showed that training and development also help the organization to retain skilled employee and increase organizational commitment. The study of Chughtai and Zafar

(2006) concluded that training and development significantly influence academic staff commitment. Moreover, this finding also supports the reciprocity notion of the SET theory. Due to which it could be inferred that when employees receive support from their organization they would reciprocate with positive results to their organizations (Woo & Chelladurai, 2012).

In addition to this, these findings are also in line with the argument that training and development opportunities for academic staff would result in motivate employee behavior with increased organizational commitment (Ayodeji et al., 2011). Hence, the results of the present study underscore similarity to the finding of Ayodeji, Michael, Tunde, and Mariam (2011) where they empirically found that training and development programs are significantly important and enhance organizational commitment.

The present study has outlined that majority of the respondents were young in terms of career and age, since 44.5% out of total population of the study had 1 to 5 years length of service. Possibly due to their lack of experience, the universities might have been providing them more training opportunities, which as a result influenced the findings to be significant. This suggest that universities can improve employee skills and abilities by providing sufficient opportunities for training and development, which will ultimately help academic staff to cope with rapidly changing needs of their jobs. The findings also underline that the provided extensive training programs help academic staff to feel positive about their university and this in turn enhances organizational commitment. Formal training programs could also give different advantages i.e. improved employees performance, improved the

individual employee skills and knowledge, increased productivity and employee development. Regular training program improves the satisfaction level of employees and addresses gap between the job requirement and employee competence. Training also enhances the level of commitment toward organization. Thus, when organizations provide training programs with opportunities for improvement, it helps employees to enhance their commitment levels.

5.3.2 The Relationship between Compensation and Organizational Commitment

The finding of second hypothesis shown that there is statistically imperative relationship between compensation and organizational commitment ($\beta=0.36$, $p>0.00$). The findings of this hypothesis answer the question, is there any relationship between compensation and organizational commitment.

This finding is consistent with the previous studies (Imran & Ahmad 2012; Nawab & Bhatti 2013; Shahzad et al., 2008; Yaseen 2013; Yusuf & Prabowo 2012), found that faculty compensation is positively related employee commitment. The present study is in line with Saeed, el at., (2013), who also concluded that there is significant relationship between compensation and organizational commitment. Likewise, Eliyana, Yusuf, and Prabowo (2012) argued that compensation has influence over organizational commitment. Khan et al., (2013) reported that compensation is a great tool for enhancing organizational commitment. In the same vein, Lamba and Choudhary (2013) revealed that there is an imperative relationship between compensation and organizational commitment in the context of India. The study of

Shafiq, Zia-ur-Rehman, and Rashid (2013) concluded that there is positive relationship between compensation and organizational commitment in the telecom sector of Pakistan. Moreover, in the perspective of SET, when organization offers sufficient compensation and support for the employee's well-being, employees feel grateful to pay back the organization through commitment (Tansky & Cohen, 2001).

Similarly, the present study indicated that the monthly salary range of most of the respondent (37.9%) was in between 61,000 RS (US\$ 584) to 80,000 RS (US\$ 766). It means that when organization provides sufficient compensation (as per above salary range) to academic staff, it enhance the commitment level of the academic staff. As shown in the demographic profile of the respondents in Table 4.5, the vast majority of the respondents were in the middle of their career (with one to five years of working experience). Therefore, as far as academic staff commitment is concerned, the influence of compensation factor in this stage of employment is thus significant which is supported by the present results. Researcher has argued that organizational commitment refers to the associated cost of leaving the current organization. Thus, there may be no sign of employees' emotional attachment and employees may leave his/her present employment only because of better financial offer from other university.

Employee compensation seems important in the context of third world countries, for instance in the Pakistan the living expenses are relatively higher. Hence, money matters in such situation. Therefore, the perception of academic staff compensation is positively and significantly related to organizational commitment. Compensation is one of the dominant factors which effect academic staff commitment. Hence,

universities should ensure providing competitive salary that internally fair and externally competitive to academic staff in order to retain skillful workforce and enhance their commitment level. This commitment would also help the organization to gain competitive advantage over its rivals.

5.3.3 The Relationship between Performance Appraisal and Organizational Commitment

The third research question of the study was whether performance appraisal is related to organizational commitment. The results of the hypothesis 3 are presented in Table 4.13 suggesting no significant relationship between performance appraisal and organizational commitment ($\beta=0.03$, $p>0.24$). Thus, hypothesis 3 was not supported.

Based on the literature review some of finding such as Rahman (2006) found that effective performance appraisal systems help increase employees' perception toward justice and fairness at workplace and it also helps in enhancing the employees skills and capabilities. In the same vein, Shahnawaz and Juyal (2006) concluded that performance appraisal also helps to improve the commitment level of their employees. Meyer and Smith (2000) showed that appraisal system has significant relation with organizational commitment. Similarly, the study of Colquitt et al. (2001) and Salleh, et al. (2013) concluded that it helps to improve the commitment level of the employees to stay longer with their organization.

However, the result of the present study revealed an insignificant relationship between performance appraisal and organizational commitment, which is in line with

prior study of Sial, Jilani, Imran, and Zaheer (2011), where they also found that performance appraisal was not significantly related to organizational commitment ($r=.22$, $P>.05$) in the context of universities sector in Pakistan. The present study outcome indicated that there is no adequate or appropriate evaluation system in public sector universities in Pakistan. Furthermore, these results also support the argument that the head of departments in Pakistani universities does not pay appropriate attention and importance to performance appraisal process (Junejo et al., 2010). Likewise, Rasheed, Aslam, and Sarwar (2010) also found that academic staff was not satisfied with university's evaluation system in Public Sector University in Pakistan. Iqbal, Arif, and Abbas (2011) reported that private sector universities have better appraisal system than public sector universities in Pakistan.

Another reason might be that performance appraisal has been kept in all public universities as the 'confidential' piece of work, so they do not prefer to show even the 'blank' performance appraisal forms to the concerned employees (Junejo et al., 2010). The specific objectives or components which are essential for maintaining the performance of academic staff are not properly communicated to them, and therefore sufficient information is not likely provided regarding their performance standards. Furthermore, the head of the department just make their judgment about employees' performance based on events occurred during academic session. Even, rewards are less apparent in public universities but punishments are apparent depending on the judgment of head of department in the form of explanations and warnings (Junejo et al., 2010).

The result of this study is different from the Salleh, Amin, Muda, and Abdul Halim (2013) where researchers found in the context in public sectors agencies of Malaysia that performance appraisal shows significant relationship with organizational commitment. However, the respondents of the present study were different than the respondents of the previous studies. It is also important for the public universities in Pakistan to deal with their academic staff fairly with regards to performance appraisal. Performance appraisal is an important factor which affects organizational commitment. If staff members are dealt fairly in review process, there is a great chance to increase their commitment level. Performance appraisal also used as a tool to develop organizational commitment and productivity in the organizations and support in compensation management, feedback of performance, decision in promotion and employee development. Furthermore, the universities and HEC should make them more autonomous, so that political intervention cannot disrupt academic affairs. However, this factor may create dissatisfaction among the faculty members, and it may affect their decision to leave the organization. Thus, it could be explained that employees perception can significantly vary based on their demographics and organizational characteristics. It also highlights the notion of variation of the different components that could enhance employees' behaviors and outcomes in different organizational and geographic settings.

5.3.4 The Relationship between Organizational Climate and Organizational Commitment

Another research question of the study was whether organizational climate is related to organizational commitment. The PLS path modeling outcomes revealed as shown

in Table 4.13 ($\beta=0.12$, $p>0.04$) that there is imperative relationship between these two constructs (organizational climate and organizational commitment), therefore, hypothesis 4 was supported.

The result of present study is consistent with Noordin, Omar, Sehan, and Idrus (2010) as the research has found a significant relationship between organizational climate and organizational commitment in the telecom sector and in the context of Malaysia. Similar to the conceptualization of organizational climate adopted in the current study, the studies of Edgar and Geare (2005) and Idrus et al. (2012) also found a significant positive relationship between organizational climate and organizational commitment. According to Werther and Davis (1996), conducive working climate increase the employee commitment level in the organization. When organizations provide conducive working climate, the employee stay loyal and committed with the organization. Likewise, Ekvall, Frankenhaeuser, and Parr (1996) found that organizational climate play an imperative role in enhancing organizational commitment. Good and safe organizational climate have positive effect on organizational commitment.

Likewise, Sutherland (2004) suggested that the organizations should focus on creating supportive climate to keep talented employees in the organization to make the employees committed. The relationship between organizational climate and organizational commitment is also explained by SET (Blau, 1964), which suggests that when employees are provided with better working climate, they are more committed with the organization.

Thus, the outcome showed that when organizations pay proper attention to provide conducive organizational climate, the employee are more committed with the organization. The present study result also showed that there is appropriate or conducive working climate provided in public sector universities in Pakistan. Therefore, the universities and HEC should ensure providing conducive working climate to academic staff in order to enhance their commitment level. Conversely, this issue may create dissatisfaction among the academic staff, and it may affect their decision to leave the organization.

5.3.5 The Relationship between Transformational Leadership Style and Organizational Commitment

The PLS path modeling outcomes revealed statistically significant relationship between transformational leadership style and organizational commitment ($\beta=0.28$, $p>0.00$). The outcomes confirm that transformational leadership style was significantly related to employee commitment.

The outcomes of this study fortify the previous researchers' findings such as (Herold, Fedor, Caldwell, & Liu, 2008). Likewise, Chiun Lo, Ramayah and Min (2009) found that there is imperative relationship between the transformational leadership style and organizational commitment. Emery and Barker (2007) and Zhu (2005) explained that transformational leadership is competitive advantage for organization to improve performance and ability to increase the organizational commitment. McLaurin and Al-Amri (2008) compared the both leadership style and concluded that transactional leadership style is self-centered and this leadership style

prefers control over the organization policy whereas transformational leadership style believed in charisma and self-sacrifice and both are sources of high organizational commitment. This is supported by our study.

On the other hand, Wu (2009), Epitropaki and Martin (2005) argued that transactional leadership style provide more work satisfaction than transformational leadership style as followers are rewarded for fulfilling their specific task. However, the result of the present study indicates that transformational leadership style is more effective than transactional leadership style. This outcome is also consistence with previous studies such as Cemaloglu, Sezgin, and Kiling (2012), and Emery and Barker (2007).

This finding further supported by Avolio and Bass (1988) and Bass (1985) explained that because of emotional attachment transformational leaders are more effective to bring positive changes to organization than transactional leaders. This finding is also supported by SET theory, when employees receive support from supervisor they repay the organization in the form of loyalty and commitment (Ngodo, 2008; Graen & Scandura, 1987). The outcomes from this present study have validated the importance of transformational leadership style on enhancing employee commitment, especially within the public sector universities in Pakistan.

Surprisingly, the result of the present study indicates that both predictors are positive and imperatively linked to employee commitment, but according to the present study, transformational leadership style is more significant as compared to transactional leadership style. The plausible explanation is that transformational

leadership style is one of the main leadership styles which influence academic staff commitment and it has been extensively discussed within leadership literatures. Moreover, transformational leadership focuses on individual consideration, intellectuals, motivation, idealize influences, stimulation motivation. Hence, it can be seen when the academic staff perceived positive about proactive support from the head of the department in the working environment, this made them to engage in commitment with the organization. Another possible reason may be the emotional attachment between academic staff and transformational leaders that brings positive changes in the organization by motivating and convincing their employees. Thus, it means that when the head of department is supportive and shows affection to the academic staff, they will be more devoted and committed with the organization. Additionally, leaders with transformational style have the potential to inspire others which helps them to motivate academic staff and provide them support and guidelines to serve organizational goals beyond their conventional capabilities and in return employees work hard and stay committed with the organization.

5.3.6 The Relationship between Transactional Leadership Style and Organizational Commitment

Hypothesis H6 indicated that there is significant relationship between transactional leadership style and organizational commitment. The PLS path modeling outcomes revealed statistically significant relationship between transactional leadership style and organizational commitment ($\beta=0.15$, $p>0.00$). The outcomes, therefore, had supported hypothesis H6.

This finding is also align with prior studies such as (Cemaloglu, Sezgin, and Kiling 2012; Fasola, Adeyemi, and Olowe 2013; Lo et al., 2009; Madanipour 2013; Shin 2013), which suggested that significant influence of transactional leadership style on organizational commitment indicated that transactional leadership style is appropriate predictor to increase organizational commitment level.

Moreover, this finding is also consistent with previous studies such as Cemaloglu, Sezgin, and Kiling (2012), Khan et al. (2012), Madanipour (2013) and Yavirach (2012) where the researchers found that transactional leadership was significantly related to organizational commitment. The relationship between supervisors and organizational commitment is explained by SET theory (Setton, Bennett & Liden, 1996). According to Blau (1964), SET is based on a quid pro quo, which means when academic staff feels that their supervisor is providing support for them, they would work for the supervisor's benefit, and this way, the supervisor would provide more support to the employees. Therefore, transactional leadership can enhance the organizational commitment among the academic staff public sector universities in Pakistan.

Additionally, transactional leadership style has been found to be one of the main sources that enhance staff commitment. The plausible reason for this might be that transactional leadership can also have higher effect on the follower because they focused on the task and correct the mistakes of the followers. Transactional style helps employees to gain active support, prompt assistance and healthy rewards from the leaders in return of their responsive output. Hence, transactional leaders stimulate devotion, commitment, contribution and performance in their followers by providing

them contingent rewards. The result also found that transformational and transactional leadership styles were significantly related to organizational commitment. Based on the interpretation of the findings related with hypothesis H6 it is suggested that the academic staff in public sector universities required mixed method leadership styles in order to gain high organizational commitment. This leads towards establishing understanding the need and importance of both leadership styles for different employee tasks. Thus, the present study shows that both leadership styles have significant influence on organizational commitment in Pakistan. The findings have outlined that the transactional leadership style is considered important by individuals working in the higher education sector and makes a notable impact on their outputs. This makes academic staff obligated to pay back by achieving the assigned goals and feel committed towards the organization.

5.3.7 The Moderating Effect of Coworker Support

Coworkers support refers to association amongst employees in the organization who operates at same level and have no formal authority one over another. Employees who work together with other workers on daily basis and who may support or antagonize other colleagues (Sias, 2009). This study also proposes coworker support as a moderator on the relationship between HRM practices, organizational climate, leadership styles and organizational commitment. Prior studies Hiroyuki, Kato, and Ohashi (2007) and Karimi, (2007) found that coworker support is the strongest predictor of commitment of academic staff. Furthermore, Chughtai and Zafar (2006) described that good friendly relationship between academic staff of higher education institution in Pakistan can increase higher level job satisfaction. Similarly, Covey

(1991), Leonard and Leonard, (2003) also found that academic staff works better when they work together. As colleagues interact regularly share their knowledge, skill and improve to achieve common organizational goals.

Following these arguments, the research questions (7, 8, 9, 10, 11, and 12) were proposed whether coworker support moderates the relationship between training and development, compensation, performance appraisal, organizational climate, transformational leadership styles, transactional leadership style, and organizational commitment. In line with these research questions, the objectives of this study were to assess the moderating effect of coworker support on the relationship between training and development, compensation, performance appraisal, organizational climate, transformational leadership styles, transactional leadership style, and organizational commitment.

5.3.8 The Moderating Effect of Coworker Support on the Relationship between Training and Development and Organizational Commitment

To answer the seven moderating research question, hypotheses 7 was formulated and tested using the PLS path modelling .The hypothesis H7 stated that coworker support moderates the relationship between training and development and organizational commitment. However, the empirical results did not support this hypothesis ($\beta=.03$, $p>.38$).

However, some prior researchers argued that coworker support play vital role in organizational commitment, sharing their ideas, and providing help and support to coworkers (George & Zhou, 2001). Perceived coworker support for training has been

reported to have a positive impact on organisational commitment (Noe & Wilk, 1993). Similarly, previous studies such as Wainaina, Kipchumba, and Kombo, (2014), Zhao et al. (2002) argued that coworkers support play vital role in educating academic staff and coaching practices and development invention. In spite of these arguments, the present study finding is not consistent with previous studies.

The finding of this study was also consistent with previous researcher Bateman, (2009). The plausible reason for the absence of support for this hypothesized relationship might be the support of coworker in the training section was not supportive in the public sector universities in Pakistan. Mostly employees in Pakistan prefer to have passive role in training programs, which result in minimal participation from them.

In the higher educational institutions, particularly in the training, coworker might not have much contribution to the development of employees' commitment to the organization. Another reason behind no moderation effect on the employee training and organizational commitment relationship could be the nature of the moderating variable (coworker support). Coworker support is generally not much of significance when it comes to training and development programs in higher education. This may also because of the individual based working culture of organizations in Pakistan.

5.3.9 The Moderating Effect of Coworker Support on the Relationship between Compensation and Organizational Commitment

As stated earlier one of the research question of the study was to assess whether coworker support moderates the relationship between compensation and

organizational commitment. The outcome of PLS structural Modeling revealed that coworker support moderates the relationship between the compensation and organizational commitment. The statistical outcome shows that hypothesis H8 was supported ($\beta=.29$, $p>.01$). This finding was in line with prior studies such as Ali, et al. (2014) and Nazir et al. (2014), where researchers assessed direct relationship between compensation and organizational commitment. The present support on the relationship between compensation and organizational commitment and found that coworker support moderates the relationship between compensation and organizational commitment.

The finding of this study is in lined with previous studies such as Leonard and Leonard, (2003) and Senge (1990). Likewise, Wang, Odell, and Schwille (2008) and Numeroff (2005) found positive outcome of academic staff coworker support such as positive attitude toward teaching, improve job efficiency, decline in job stress and increased motivation. The relationships between coworker support and organizational commitment is also explained by SET. As discussed earlier, SET emphasizes on reciprocity (Blau, 1964). Similarly, this notion is also supported by Woo and Chelladurai, (2012) that when employees felt that they were supported by the coworker and organization, they were more committed to the organization.

Thus, the interaction effect of coworker support on the relationship between compensation and organizational commitment indicates a stronger positive relationship between compensation and organizational commitment for public universities with high coworker support than for public universities with low coworker support. It means that academic staff who receive higher salary with high

coworker support have higher organizational commitment than those who have lower salary with lower coworker support in the public sector university in Pakistan. This means that coworker support plays vital role in enhancing the organizational commitment, and indicated that when academic staff receives adequate support from the coworker in the organization, it helps to enhance the commitment level of the academic staff especially in the public sector universities in Pakistan. The present result also shows that when coworkers are supportive and encouraging it affects the organizational commitment. Moreover, the findings have also pointed the idea that fair compensation fosters individual commitment and when the coworkers also facilitate, the employees feel more obliged, honored and thus results in enhancing their commitment levels. This statistical link has outlined critical significance and connection between compensation, coworker support and organizational commitment thereby.

5.3.10 The Moderating Effect of Coworker Support on the Relationship between Performance Appraisal and Organizational Commitment

Hypothesis H9 of the study was to assess whether coworker support moderates the relationship between performance appraisal and organizational commitment. The empirical results did not support this hypothesis ($\beta=.01$, $p>.33$).

In same way, previous researchers such as Rasheed, Aslam and Sarwar (2010) also argued that due to improper performance appraisal practices in higher education in Pakistan, 66% of the academic staff was not satisfied with their performance evaluation. Similarly, this notion was supported by prior study by Rahman (2012)

where researcher found that academic staff in public sector universities was not satisfied. The present study also supports the prior findings. Though, some previous researchers such as Jehad and Farzana (2011) and Long, Kowang, Ismail, and Rasid (2013) indicated that appraisal system has vital role in employees commitment toward organization.

Moreover, some studies such as Scott, Connaughton, Diaz-Saenz, and Maguire (1999) and Sias and Cahill (1998) suggested that good coworker supports are effective in employee commitment. However, the present study assesses the interaction effect of coworker support on the relationship between performance appraisal and organizational commitment. The present study revealed that coworker support did not moderate the relationship between the performance appraisal and organizational commitment. Performance appraisal (3.116) exhibits the lowest average value. The possible reason for the absence of support for this hypothesized relationship might be that the academic staff is not convinced regarding their performance appraisal by the head of the institute based on specific objectives, and their involvement to discuss the appraisal results in public sector universities in Pakistan, especially in KPK is low. It also underlines the potential for further investigation to outline as to what exactly is not being healthy in the appraisals and how it could be addressed. Performance appraisal is an important HR component which requires to be just in order to keep employees committed and motivated.

Therefore, the possible reason might be that when academic staff is not convinced with the performance appraisal, the support from the coworker does not affect their level of commitment. Thus, even though the academic staff receives coworker

support, it does not affect their commitment level, since they are not convinced with their performance appraisals. Accordingly, it can also be understood with the idea that when employees do not perceive core work components positively, this can potentially lessen the impact power of support features like coworker. Additionally, this may also be due to the fact that performance appraisal does not associate with coworker support as their source and nature greatly differs from each other. Hasan (2011) has outlined similar views whereby the author has stated that coworkers can be important in boosting employee positive spirit at work but that does not guarantee necessitates its role in fostering organizational commitment. The insignificant relationship could also be due to the nature and context of the moderating variable (coworker support). Moreover, dissatisfaction with key organizational practices at times affects employee behaviors so badly, that everything else seems of no vitality. Performance appraisals based on the current findings should be taken into serious consideration for organizations to accept and make positive use of other support features at work.

5.3.11 The Moderating Effect of Coworker Support on the Relationship between Organizational Climate and Organizational Commitment

In regards of research question ten whether coworker support moderates the relationship between the organizational climate and organizational commitment. The PLS path modeling outcomes shown that the coworker support moderates the relationship between the organizational climate and organizational commitment as shown in Table 4.13 ($\beta=0.26$, $p>0.00$). The outcome of this study suggests that coworker support moderates the relationship between the independent

(organizational climate) and dependent variables (organizational commitment). Therefore, the hypothesized relationship was supported. Similarly, this finding is also supported by prior finding such as Babin and Boles, (1996) that coworker support plays major role in development of positive atmosphere at workplace. When employees feel that they were supported by the organization and coworker, they were more committed to the organization.

This finding was also seconded by previous researchers (Rehan, 2012; Naval & Srivastava, 2004). Moreover, previous study of Wainaina, Kipchumba, and Kombo (2014) also found that there is significant relationship between coworker and commitment. Furthermore, the working condition in the teaching profession plays important role in academic staff commitment. Thus, the moderating effect of coworker support influences the relationship between the organizational climate and commitment.

The plausible explanation might be that the academic staff in public sector universities in Pakistan, especially in KPK has strong social attachment with each other, which also significantly contributing to positive attitude towards teaching, job satisfaction, reduce conflict, improve team work, decreases job stress, enhance motivation, and academic staff commitment. It may also because of the nature of profession where academic staff interacts with each other frequently, share their knowledge, skill and improve to achieve common organizational goals. The findings indicated that coworker support play vital role in the development of positive atmosphere at workplace. Based on this, it could be seen that employees that view and recognize coworker support as a positive workplace feature, perceive good about

organizational climate and build their commitment levels. Hence, support features could be viewed important for nurturing climate and related factors to sustain better commitment levels. On grounds of this it could also be inferred that support provided by immediate coworkers can potentially increase employees' comfort within the organization by fulfilling needs for esteem, approval, and affiliation.

The credible reason is that coworker support is one of the dominant factors which effect academic staff commitment and it has been comprehensively discussed within the existent literatures. When academic staff received sufficient supports from the coworkers in a conducive working environment, this makes academic staff more committed to the institute. It is also evident that a helpful coworker's interpersonal link makes the work easier and joyful which enhances the academic staff commitment. Thus, coworker support is deemed more valuable to academic staff in the context on public sector universities in Pakistan, especially, in KPK.

5.3.12 The Moderating Effect of Coworker Support on the Relationship between Transformational Leadership Style and Organizational Commitment

This study hypothesized that coworker support moderates the relationship between transformational leadership style and organizational commitment ($\beta =0.35$, $p>0.00$). The PLS modeling interaction showed statistical significant relationship for the proposition. Thus the Hypothesis 11 was supported. The objective of present study was to investigate the moderating effect of coworker support on the transformational

leadership style and organizational commitment relationship. The findings have supported this notion.

As previous researchers including Emery and Barker (2007) who indicated that transformational leadership plays vital role in increasing employee commitment toward organization. They found significant relationship between transformational leadership style and organizational commitments. Besides, some studies such as Karimi, (2007) suggested that good coworker supports are effective in organizational commitment. However, the present study assesses the interaction effect of coworker support on the relationship between transformational leadership style and organizational commitment and found that coworker support moderates the relationship between the transformational leadership style and organizational commitment. Therefore, organizations should encourage supervisors to engage in transformational leadership behaviors in order to enhance academic staff commitment. In the same way, the outcomes of the present study are also supported by SET. When institutional leaders support the employees and make them feel that the institution cares about them, as well receive support from the colleagues' this way the academic staff become more devoted and committed (Woo & Chelladurai, 2012; Carlson & Perrewe, 1999).

Hence, it means that in the public sector universities in the Pakistan, coworker support plays a significant role in the relationship between transformational leadership style, and organizational commitment. Coworker support stimulates more supportive behaviors among employees. Those employees who receive and perceive coworkers' support might directly repay their coworkers, thus fostering positive

relationship between transformational leadership and organizational commitment. Coworker support should reverberate among coworkers and should strengthen interpersonal bonds between employees and other coworkers; this might, in turn, lead to more coworker support. This further can also enhance academic staff relation with transformational leaders and also influences the academic staff commitment. Therefore, it is important for HEIs' to foster the development of academic staff sense of support for their coworkers in order to develop a healthy working environment. Therefore, it means that when coworkers and transformational leader actively show their support, employees become more satisfied with their jobs, and over time they can develop an emotional attachment to their organizations. Both coworker support and transformational leadership style can result in an increase in employee's level of affective commitment.

5.3.13 The Moderating Effect of Coworker Support on the Relationship between Transactional Leadership Style and Organizational Commitment

One of the objectives of the study was to assess whether coworker support moderates the relationship between transactional leadership style and organizational commitment. The outcome of PLS structural Modeling revealed that coworker support moderates the relationship between the transactional leadership style and organizational commitment ($\beta=0.23$, $p>0.00$). The Hypothesis 12 was supported as shown in Table 4.10.

As previous researcher such as Johns, (2006) argues that coworker support has potential to moderate the relationship between the independent and dependent variable. The present study also supports the prior finding, and found that coworker support moderates the relationship between the transactional leadership style and organizational commitment.

Accordingly, good connection with one's leader influences the extent to which an employee feels like a valued and accepted group member (Scandura, 1999). When there is disparity between one's own relationship with the leader and one's coworkers' relationships with the group leader it has implications for how well an individual is accepted and appreciated in the group. Finally, consistent with Ferrin et al. (2006) the current study also found that coworkers perceive helping behaviors as a basis for trustworthiness assessment. In the same way, the outcomes of the present study are also supported by SET; when transactional styles of leadership support the employees and make them feel that the institution cares about them, as well receive support from the colleagues' this way the academic staff become more devoted and committed (Woo & Chelladurai, 2012; Carlson & Perrewe, 1999). Thus, to facilitate the formation of coworker support, leaders may encourage such behaviors through formal or informal initiatives.

As coworker support moderated the relationship between transactional leadership style and organizational commitment, such that this relationship is found to be stronger for public universities with high coworker support than it is for public universities with lower coworker support. Therefore, it means that in the public sector universities in the Pakistan, especially in KPK, coworker support plays

significant role in the relationship between transactional leadership style and organizational commitment. This also showed that when academic staff receives passable support from transactional leaders and as well support from the coworker in the organization it help to increase the commitment level of the academic staff especially in the public sector universities in Pakistan. This finding is also supported by the prior study such as (Lykken, 1968).

Hence, when coworker support will be sufficiently available, the use and significant relationship between transactional leadership style and organizational commitment would further enhance. Coworker support would help the employee to maximize the impact of transactional leadership style and its benefits towards fostering organizational commitment. Importantly, the coworker support is not just the cognitive construction of a single person but is an observable relationship between coworkers. Since transactional leadership is proven to work phenomenal in pushing people to give best in core job roles, the findings of the study have outlined that coworker support can responsively add value in to this by helping and mentoring. Coworkers supporting and assistance can be meaningful for employees to enhance their commitment through developing understanding about appropriate work practices and work approaches.

5.4 Implication of the Study

The findings of the present study have several important implications to practice and theory. Theoretical and managerial implications are discussed in the following section.

5.4.1 Theoretical Contribution

The current study has contributed towards body of knowledge concerning to organizational commitment. The study has also advanced the conceptualization and measurement of organizational commitment to capture the phenomenon more responsively in the higher education sector. The research framework of this study was based on the previous empirical evidences and theoretical gaps identified in the literature. To the utmost of researcher's knowledge, this effect has not been empirically investigated previously in this manner. Even though there have been studies on the relationship between HRM practices, organizational climate, leadership style, and organizational commitment on separately bases, mostly in western context, the results of those studies may not be generalized in other context developing counties especially in KPK, Pakistan.

The present study empirically investigated the relationship between HRM practices, organizational climate, leadership style, and organizational commitment in the context of Pakistan. The outcomes of the present study have confirmed that employees' perceptions of HRM practices, organizational climate, leadership styles influence their attitudes, and behaviors in the universities of Pakistan. Furthermore, the current study bridged the gap in organizational commitment literatures in the context of Asia specifically in Pakistan. Precisely, the present study enriched our understanding that how HRM practices, organizational climate, leadership styles influence employee attitudes and behaviors.

The present study was likely to understand the combined role of HRM practices, organizational climate, and leadership styles on the organizational commitment in the context of Asia, particular in Pakistan. Therefore, the present study found significance for the organizations using various HRM practices, organizational climate, and leadership styles. This study results provides suitable guidelines to HRM managers and HRM department to understand the best HRM practices, organizational climate, and suitable leadership styles. The research was set to find clarity over previous erratic outcome of research and further effort was taken by the current researcher to overcome the limitation highlighted in the previous research (Ahmad & Islam 2011; Bateman, 2009; Imran & Ahmad, 2012; Mangi et al., 2013; Mumtaz, Khan, Aslam, & Ahmad, 2011; Paik et al., 2007; Riaz et al., 2013; Shaheen, Sajid, & Batool 2013; Sial, Jilani, Imran, & Zaheer, 2011; Zahra et al., 2013). Thus, the empirical finding of current study has contributed to body of knowledge on the relationship between HRM practices, organizational climate, leadership styles, and organizational commitment. It has been asserted by the researcher that the area in which the researchers explored is empirically rare, particularly, in the Asian context. The current study has contributed towards the new knowledge with regards to Asian region as to how academic staff or employees' outcomes and behaviors could be enhanced through HRM practices, organizational climate, and leadership styles features.

One of the main theoretical contributions of the study is that both leadership styles such as transformational leadership style and transactional leadership style were found significantly related to organizational commitment. This finding also

concluded that both leadership styles are the sources of high organizational commitment in the context of public sector higher education institute in Pakistan. The results suggest that both the leadership styles are of value and significance for employees in the public sector universities and therefore, leaders in academia should have right skills and competencies to adopt and apply appropriate style as per need. Therefore, it is suggested that the academic staff in public sector universities required mixed method leadership styles in order to gain high organizational commitment. Similarly, when head of department support the academic staff and make them feel that the institution cares about them, as well as receive support from the coworker support this way the academic staff become more devoted and committed. This makes academic staff obligated to pay back the organization by achieving the organizational goals and feel committed to organization. This finding is also supported by SET theory which asserts that when academic staff receives support from head of department, they repay the organization in the form of loyalty and commitment (Ngodo, 2008; Graen & Scandura, 1987). Thus, the empirical findings of current study have contributed to body of knowledge on the relationship between transformational leadership style, transactional leadership style, and organizational commitment in context of public sector universities in Pakistan.

Another theoretical contribution of this study, direct relationship between the training and development, compensation, performance appraisal, organizational climate, transformational leadership style, transactional leadership style, and organizational commitment, where the result of the present study support the notion of prior studies (Ahmad & Bakar, 2003; Ali, et al., 2014; Avolio & Bass, 1988;

Ayodeji, Michael, Tunde, & Mariam, 2011; Chung, 2013; Eliyana, Yusuf, & Prabowo, 2012; Kassim, Vinothan, Singh, Kumar, & Puspanathan, 2010; Madanipour, 2013; Shin, 2013; Sial, Jilani, Imran, & Zaheer, 2011; Wang, Odell & Schwille, 2008). As previous studies forwarded inconsistent findings, hence, the direct relationship and findings of the current study are also a noteworthy theoretical contribution, which is still rather new if the Pakistanis' higher education context is to be concerned.

The outcomes of the present study showed significant support for the notion of the SET. More specifically, those academic staff with high perception of HRM practices, organizational climate and leadership styles were more likely to have high level of organizational commitment. The applicability of SET which was previously applied across a variety of situations in the western context is now extended to the training and development, compensation, organizational climate, transformational leadership style, transactional leadership style, coworker support, and organizational commitment linkages in the Asian context in general, and Pakistani context in particular.

One of the main theoretical contributions of the present study is in the introduction of coworker support as a moderating variable to better explain and understand the relationship between the training and development, compensation, performance appraisal, organizational climate, transformational leadership style, transformational leadership style, and organizational commitment. Moderating perspective contended that the effect that a predictor variable possesses on criterion variable is contingent on the level of a third variable known as moderator, fit between predictor and

moderator is the most important determinant of the criterion variable (Venkatraman, 1989a). In addition, no previous studies have empirically tested the moderating effect of coworker support on the relationship between training and development, compensation, performance appraisal, organizational climate, transformational leadership style, transformational leadership style, and organizational commitment. The previous studies test direct relationship between coworker support and organizational commitment and found that coworker relationship asserts significant positive influence on organizational commitment (Chiaburu & Harrison, (2008). Thus, present study tested coworker support as moderator and revealed that coworker support moderates the relationship between the compensation, organizational climate, transformational leadership style, transactional leadership style, and organizational commitment amongst the academic staff in the public HEIs' in KPK, Pakistan. Thus, it is evident and asserted by researcher that the area in which the researchers explored is empirically rare and contributed to the body of knowledge by using moderating effect of coworker support on the relationship between compensation, organizational climate, transformational leadership style, transactional leadership style, and organizational commitment amongst the academic staff in the context of Asia, particularly in public HEIs' in Pakistan.

The results suggested that through fostering these components, employees' organizational commitment can be optimized. This in turn will not only help universities to address their performance issues but will also help them to potentially enhance their end results.

5.4.2 Managerial Implications

The findings of the current study have several policy and practical implications for the public sector HEIs, in the context of Pakistan. This study may contribute to a better understanding of academic staff commitment toward the organization with practical aspect. Highly committed academic staff continues longer, perform better, work more, and get engaged in organizational goals. The previous studies indicated that if the organization has not acted positively towards an employee, there is more chances that employee may leave the organization and will be no more committed with the organization (Khan et al., 2013; Maertz et al., 2007; Sohail & Delin, 2013).

In the current study researcher aims to highlighted the importance of organizational commitment in the context of public sector HEIs' in Pakistan. Thus, current study is not only contribute to theoretical prospective but are also of considerable practical value for HR managers and HR department, who are then able to address these factors in a preventative manner and avoid problems associated with organizational commitment (Perryer et al., 2010).

The findings of the study are expected to enhance HR manager's understanding about which HRM practices, organizational climate, and leadership styles are important for the organizations and which are not. The research framework provides guidelines to managers about what is needed to enhance the academic staff commitment level. Based on the SET theory, when organizations offer positive HRM practices, conducive work environment, and supportive leadership, employees perceive those practices as the recognition of employees' efforts, and thus employee will be less willing to leave the organization.

The outcomes of the present study showed that not all the constructs in the research framework are significantly predict the academic staff commitment in the context of public sector HEIs' in Pakistan. Therefore, by employing the current study outcomes HR managers particularly of the universities will be able to pay their attention to some specific factor such as training and development, compensation, organizational climate, transformational leadership style, transactional leadership style, and coworker support to enhance academic staff commitment.

Management can apply the findings of this study in several areas such as training and development, compensation, organizational climate, transformational leadership style, and transactional leadership style to enhance academic staff commitment. First, based on the current finding of the study, it could be suggested that HR manager and HR department in public sector universities should provide adequate training and development programs for the academic staff. Well-designed training policies will improve the job performance and fill the gap for the required job of an employee. It is also suggested that university management should arrange and develop such training and development programs to ensure that their academic staff attain and maintain appropriate level of skills related to the basics of teaching, research, and service (Brown & Sargeant, 2007). By ensuring that academic staff has the necessary communication skills and knowledge required for their basic tasks of teaching, research, and service, the universities can ensure that their programs are well-planned and implemented.

Second, compensation is another policy area that HEIs' should consider. Compensation play vital role to attract, motivate and retain employee, when

organization provides adequate compensation to academic staff, it may bring satisfaction among academic staff and it help to enhance the commitment level of the academic staff (Nazir, Shah, & Zaman, 2012). Private sector universities and degree awarding institutions in Pakistan are offering handsome compensation and good career path, to compete public sector universities in Pakistan, it is therefore suggested that public sector universities management should offer competitive salaries, set a benchmark and define the minimum salary for starters to recruit them and restricting internal transfers in order to retain high skill competent academic staff.

Third, based on the current finding of the study, it could be suggested that HR manager and HR department in public HEIs' should provide good and safe working climate to the academic staff. When organization provides conducive organizational climate to academic staff, it may enhance the commitment level of the academic staff (Noordin et al., 2010; Maqsood, 2011). It is therefore suggested that public HEIs' should provide such positive atmosphere where employees feel safe, share their ideas, knowledge and support each other to achieve the university's common goals.

Fourth, based on the present study outcomes transformational leadership style is another important area for policy makers. Transformational leadership encourage, motivated, guide, monitored employees and positive attitude for subordinates (Bass, Bernard, Jung, Bruce, Avolio, & Berson 2003; Watson, 2009). Therefore, this research can help the policy maker to instill such policies which enhance academic staff commitment level in public sector HEIs' in Pakistan, the managers and leaders

should pay adequate attention to the academic staff to motivate and encourage by providing such programs which help the academic staff about the general background about the value, mission, goals and policies. Transformational leadership styles believed in charisma and self-sacrifice, and are sources of high organizational commitment. Therefore, the policy maker should consider this style of leadership because it influencing major changes in the attitudes and assumptions of organizational members and building commitment. Moreover, such types of leaderships have potential of convincing and motivating their followers, aware of employees' strengths and weakness, and provide them support and guidelines, in return employees work hard and stay committed with the organization.

Fifth, the findings of the present study also suggest that transactional leadership style is good predictor enhancing academic staff commitment in public sector HEIs' in Pakistan. In addition, such type of leadership style also known as managerial leadership focused on the leader to encourage followers through rewards. When employees are rewarded according to their desire then they show more enthusiasm and commitment toward organization. Thus, HEC, HR managers and HR department in public HEIs' in Pakistan need to take this outcome of the present study in consideration in order to perform better and work smoothly and to ensure that there is operational leadership system among academic staff in public universities in Pakistan. Bass (1985) stressed that contingent reward and punishment have an influence on the followers' performance. Therefore, this approach is relevant to the exchange process, such as honesty, fairness, responsibility, and reciprocity (Yukl, 1998). The present study also suggests that public HEIs' have to give serious

consideration and encourage such kind of approach to enhance the academic staff commitment level.

Sixth, managers should also understand the moderating effect of coworker support on the relationship of compensation, organizational climate, transformational leadership style, and transactional leadership style; coworkers play vital role in the development of positive atmosphere at workplace especially in public sector HEIs' in Pakistan. Coworker support has the aptitude to create pleasurable or annoying surroundings. Coworker is one who supports and encourages other workers and makes the work easier and joy able which enhance the organizational commitment (Ellickson & Logsdon, 2001). The outcomes of the present study shows that moderating effect of coworker support has significant positive effect on organizational commitment, when employee receives proper compensation, conducive work environment, and supportive leadership they are committed to the organization. Thus, it may contribute to managerial decisions process in relation to academic staff commitment strategy. Furthermore, the outcomes of the present study highlighted main points to raise organizational commitment level. The findings can also be useful for policy makers and will provide guide line to the management of public sector HEIs' in Pakistan.

5.5 Limitations and Suggestions for Future Studies

The present study has number of limitations which worth to be mentioned. The future recommendations are based on the limitations of the present study. Firstly, cross-sectional method was employed in the present study, which does not allow

causal inferences to be made from the population. Thus, future researchers need to consider longitudinal method in order to confirm the present study findings.

Secondly, this study investigated the impact of HRM practices, organizational climate and leadership styles on commitment of academic staff. However, it should be noted that human resource management practices, organizational climate, and leadership styles play a partial role in organizational commitment research. However, the research model explained 31% of the total variance in organizational commitment. This implies that all exogenous latent variables collectively explained 33% of variance in endogenous variable. This means that there could be other exogenous latent variables that could significantly explain the variance in organizational commitment. Thus, the remaining 67% of the variance explained for organizational commitment could be explained by other factors. Therefore, on the grounds of the empirical findings of the present study and popular literature on organizational commitment it is suggested that the future researchers may consider other factors for further assessment.

Thirdly, this study considered the impact of HRM practices particularly (training and development, compensation and performance appraisal) on organizational commitment in public sector universities in Pakistan. Result shows that training and development and compensation have significant influence on organizational commitment. Although the result also found that there is insignificant relationship between performance appraisal and organizational commitment. Therefore, further studies on this relationship will help to forward better understanding and results pertaining to whether or not, appraisals could be of value in congruence with

organizational commitment. Accordingly, further study is recommended to shed light in future on other HRM practices which may also effect organizational commitment, especially in the public sector higher education institute in Pakistan.

Furthermore, no significant moderating effect of coworker support on the relationship between performance appraisal, training and development, and organizational commitment was found. However, some mediating effects could also occur (Sharma, Durand, & Gur-anie, 1981). Therefore, future studies may consider investigating the mediation effect of the coworker support between performance appraisal and training and development, and organizational commitment, which will also underline the strength of other intervening relationship.

This study dependent on self-reported questionnaires data, hence the probability of common method variance may have prevailed because of the variable were measured employing a single survey instrument. According to Avolio et al. (1991), common method variance is more bothersome in analyzing the relationship between the attitudinal or psychological data obtained from a single respondent at one point in time. With respect to this study, both independent and dependent variables are based on perceptions data. Due to that reason, future research should include a method that could reduce common method variance, for instance of using perceptions data, the objective measures could be employed.

Fourly, the present study examined the commitment of academic staff working in public universities. The exclusion of private universities from the study was a drawback of the present study. Therefore, future research should include private

universities in the organizational commitment research as may support researchers in future to compare and contrast findings for better statistical understanding.

Finally, the current study offers quite limited generalizability as it focused only on academic staff from public sector universities in KP, Pakistan. Thus, future research is needed to embrace non-academic staff from innumerable institution of higher education in order to generalize the outcomes. Universities should be studied and compared with other institutes of higher education such as colleges, monotechnics and polytechnics.

5.6 Conclusion

Taken together, the present study has provided additional evidence to the growing body of knowledge concerning the moderating role of coworker support on the relationship between HRM practices, organizational climate, leadership styles, and organizational commitment. Results from this study lend support to the key theoretical propositions. In particular, the current study has successfully answered all of the research questions and objectives despite some of its limitations. While there have been many studies examining the underlying causes of lower commitment however, the present study addressed the theoretical gap by incorporating coworker support as a significant moderating variable.

The theoretical framework of this study has also added to the domain of SET by examining the moderating effect of coworker support on the relationship between HRM practices, organizational climate, leadership styles, and organizational commitment. The results of this study suggest that two out of three HRM practices

such as training and development and compensation are positively related to organizational commitment, while no support was found for the direct relationship between performance appraisal and organizational commitment. However, the finding of this study revealed statistically significant relationship between organizational climate and organizational commitment. Similary, both leadership styles such as transformational leadership style and transactional leadership style were found significant related to organizational commitment.

Furthermore, coworker support moderated the relationship between compensation, organizational climate, transformational, and transactional leadership styles. While the relationship between training and development, performance appraisal and organizational commitment was not moderated by coworker support. As result, this study has contributed to literature on organizational commitment of HEIs'. In addition to the theoretical contributions, the findings of this study provide some important practical implication to HEIs', managers and policy makers.

However, by demonstrating the existence of significant influences of HRM practices organizational climate and leadership styles on organizational commitment, this study provided clear evidence that these factors are important in fostering the employees' positive attitudes which in turn enhance organizational commitment. In conclusion, it can be argued that the public universities management should pay more attention to proper compensation, sufficient opportunities for training and development, conducive climate and supportive leadership styles to increase the academic staff commitment level and retain the potential academic staff. Thus, by doing so the institutions should implement effective strategies to ensure the

organizational commitment in order to get competitive advantages in the future. In summary, the present study has added valuable theoretical and practical understandings to the growing body of knowledge in the field of industrial and organizational psychology, particularly human resource management.



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APPENDICES



Appendix A



**UNIVERSITI UTARA MALAYSIA
MALAYSIA**



SURVEY INSTRUMENTS



UUM College of Business
Universiti Utara Malaysia, Kedah Darul Aman, Malaysia.
Tel: 604-9285045. Fax: 604-9285761. www.cob.uum.edu.my

Dear Respondent,

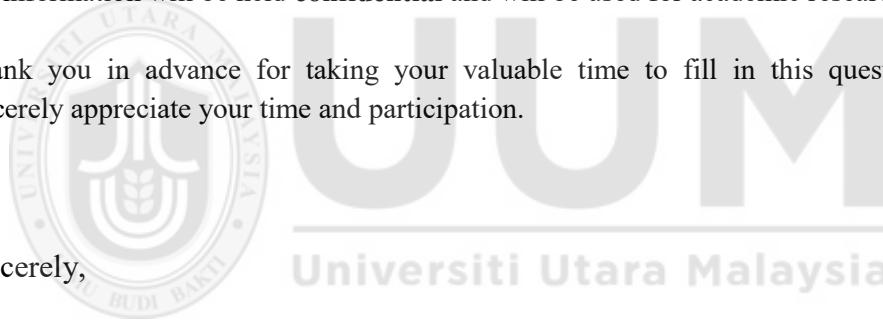
This research is designed to collect information about the HRM practice, organizational climate, leadership styles and co-worker support influencing organizational commitment of Public Sector University in KPK, Pakistan.

It will take approximately 15 minutes to fill this questionnaire.

All information will be held **confidential** and will be used for academic research purpose.

Thank you in advance for taking your valuable time to fill in this questionnaire. We sincerely appreciate your time and participation.

Sincerely,



Ashfaq Ahmad
PhD Student,
College of business
Universiti Utara Malaysia
06010 UUM Sintok, Kedah, Darul Aman, Malaysia.
Phone: +60194296288
e-mail: a_blue83@hotmail.com

Survey Questionnaires

INSTRUCTIONS: Please read the following statements and indicate the extent of your agreement with the statements on a 7-point scale. **Please mark your answer.**

1 = Strongly Disagree (SD) | 2 = Disagree (D) | 3 = Moderately Disagree (MD) | 4 = Neutral (N) | 5 = Moderately Agree (MA) | 6 = Agree (A) | 7 = Strongly Agree (SA).

No	Items	SD	D	MD	N	MA	A	SA
1	I would be very happy to spend the rest of my career with this institution.	1	2	3	4	5	6	7
2	I really feel as if this institution's problems are my own.	1	2	3	4	5	6	7
3	I feel a strong sense of "belonging" to my institution.	1	2	3	4	5	6	7
4	I feel "emotionally attached" to this institution.	1	2	3	4	5	6	7
5	I feel like "part of the family" at this institution.	1	2	3	4	5	6	7
6	This institution has a great deal of personal meaning for me.	1	2	3	4	5	6	7
7	I feel that I have limited options to consider leaving this institution.	1	2	3	4	5	6	7
8	If I had not already put so much of myself into this institution, I might consider working elsewhere.	1	2	3	4	5	6	7
9	Too much of my life would be disrupted if I decided to leave this institution now.	1	2	3	4	5	6	7
10	I feel obligated to remain with my current institution.	1	2	3	4	5	6	7
11	I would feel guilty if I left this institution now.	1	2	3	4	5	6	7
12	This institution deserves my loyalty.	1	2	3	4	5	6	7
13	I would not leave this institution right now because I have a sense of obligation to the people in it.	1	2	3	4	5	6	7
14	My institution provides extensive training for faculty development.	1	2	3	4	5	6	7
15	My institution provides training programs for faculty every few years.	1	2	3	4	5	6	7
16	In my institution, there are formal training programs to teach new academic staff the skills they need to perform their jobs.	1	2	3	4	5	6	7

No	Items	SD	D	MD	N	MA	A	SA
17	My institution provides formal training to academic staff in order to increase their promotability in the institution.	1	2	3	4	5	6	7
18	There is attractive compensation at my institution.	1	2	3	4	5	6	7
19	There is equitable internal salary system at my institution.	1	2	3	4	5	6	7
20	The salary at my institution reflects individual faculty performance.	1	2	3	4	5	6	7
21	The salary at my institution encourages better performance.	1	2	3	4	5	6	7
22	The salary at my institution reflects the standard of living.	1	2	3	4	5	6	7
23	My institution's performance appraisals are based on specific objectives.	1	2	3	4	5	6	7
24	My institution has provided enough information regarding specific methods of performance evaluation systems.	1	2	3	4	5	6	7
25	I am allowed to formally communicate with head of department regarding the appraisal results.	1	2	3	4	5	6	7
26	Organizational climate at my institution is good.	1	2	3	4	5	6	7
27	My health has not suffered because of working for this institution.	1	2	3	4	5	6	7
28	I always feel safe working at this institution.	1	2	3	4	5	6	7
29	This institution does everything to ensure the well-being of its academic staff.	1	2	3	4	5	6	7
30	My head of department re-examines critical assumptions to question whether they are appropriate.	1	2	3	4	5	6	7
31	My head of department seeks different perspectives when solving problems.	1	2	3	4	5	6	7
32	My head of department gets me to look at problems from many different angles.	1	2	3	4	5	6	7
33	My head of department suggests new ways of looking at how to complete assignments.	1	2	3	4	5	6	7
34	My head of department talks optimistically about the future.	1	2	3	4	5	6	7
35	My head of department talks enthusiastically about what needs to be accomplished.	1	2	3	4	5	6	7
36	My head of department articulates a compelling vision of the future.	1	2	3	4	5	6	7

No	Items	SD	D	MD	N	MA	A	SA
37	My head of department expresses confidence that goals will be achieved.	1	2	3	4	5	6	7
38	My head of department spends time teaching and coaching me.	1	2	3	4	5	6	7
39	My head of department treats me as an individual rather than just as a member of a group.	1	2	3	4	5	6	7
40	My head of department considers me as having different needs, abilities, and aspirations from others.	1	2	3	4	5	6	7
41	My head of department helps me to develop my strengths.	1	2	3	4	5	6	7
42	My head of department talks about his/her most important values and beliefs.	1	2	3	4	5	6	7
43	My head of department instills pride in me for being associated with him/her.	1	2	3	4	5	6	7
44	My head of department specifies the importance of having a strong sense of purpose.	1	2	3	4	5	6	7
45	My head of department goes beyond self-interest for the good of the group.	1	2	3	4	5	6	7
46	My head of department acts in ways that build my respect.	1	2	3	4	5	6	7
47	My head of department considers the moral and ethical consequences of decisions.	1	2	3	4	5	6	7
48	My head of department displays a sense of power and confidence.	1	2	3	4	5	6	7
49	My head of department emphasizes the importance of having a collective sense of mission.	1	2	3	4	5	6	7
50	My head of department provides me with assistance in exchange of my efforts.	1	2	3	4	5	6	7
51	My head of department discusses in specific terms who is responsible for achieving performance targets.	1	2	3	4	5	6	7
52	My head of department keeps transparent reward system for performance.	1	2	3	4	5	6	7
53	My head of department expresses satisfaction when I meet expectations.	1	2	3	4	5	6	7
54	My head of department pays attention on irregularities, mistake, exceptions and deviations from standards.	1	2	3	4	5	6	7
55	My head of department pay his/her full attention on dealing with mistakes, complaints and failures.	1	2	3	4	5	6	7

No	Items	SD	D	MD	N	MA	A	SA
56	My head of department keeps track of all mistakes.	1	2	3	4	5	6	7
57	My head of department directs my attention toward failures to meet standards.	1	2	3	4	5	6	7
58	My head of department fails to interfere until problem become serious.	1	2	3	4	5	6	7
59	My head of department waits for things go wrong before taking action.	1	2	3	4	5	6	7
60	My head of department shows that he/she is a firm believer in “if it ain’t broke, don’t fix it”.	1	2	3	4	5	6	7
61	My head of department demonstrates that problem must become chronic before taking action.	1	2	3	4	5	6	7
62	My coworkers really care about me.	1	2	3	4	5	6	7
63	I feel close to my coworkers.	1	2	3	4	5	6	7
64	My coworkers take a personal interest in me.	1	2	3	4	5	6	7
65	My coworkers are helpful in getting job done.	1	2	3	4	5	6	7

Demographic Information

Please tick (✓) the most suitable box below.

1. Sex

<input type="checkbox"/>	Male	<input type="checkbox"/>	Female
--------------------------	------	--------------------------	--------

2. Age

21-30	<input type="checkbox"/>
31-40	<input type="checkbox"/>
41-50	<input type="checkbox"/>
51 and above	<input type="checkbox"/>

3. Marital status

<input type="checkbox"/>	Single	<input type="checkbox"/>	Married	<input type="checkbox"/>	Divorced	<input type="checkbox"/>	widow or widower
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4. Academic Qualification

<input type="checkbox"/>	Master or equivalent	<input type="checkbox"/>	Ms/M.phil	<input type="checkbox"/>	Ph.D or equivalent
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5. Designation

<input type="checkbox"/>	Lecturer	<input type="checkbox"/>	Assistant professor
<input type="checkbox"/>	Associate professor	<input type="checkbox"/>	Professor

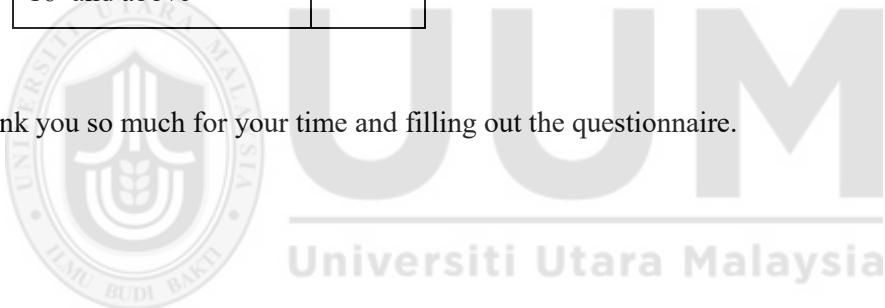
6. Monthly income

	30,000 to 40,000 RS		41,000 to 60,000 RS		61,000 to 80,000 RS		81,000 to 100,000 RS		More than 100,000 RS
--	------------------------------	--	------------------------------	--	------------------------------	--	-------------------------------	--	-------------------------

7. How long have you been working for this institution

Less than one year	
1-5	
6-10	
11-15	
16 and above	

Thank you so much for your time and filling out the questionnaire.



Appendix B

Missing Values Output

Result Variables

	Result Variable	N of Replaced Missing Values	Case Number of Non-Missing Values		N of Valid Cases	Creating Function
			First	Last		
1	AC2_1	1	1	354	354	SMEAN(AC2)
2	AC3_1	1	1	354	354	SMEAN(AC3)
3	AC5_1	1	1	354	354	SMEAN(AC5)
4	NC1_1	1	1	354	354	SMEAN(NC1)
5	NC2_1	2	1	354	354	SMEAN(NC2)
6	NC3_1	1	1	354	354	SMEAN(NC3)
7	NC5_1	1	1	354	354	SMEAN(NC5)
8	TD1_1	1	1	354	354	SMEAN(TD1)
9	COMP1_1	1	1	354	354	SMEAN(COMP1)
10	PA1_1	1	1	354	354	SMEAN(PA1)
11	OCL4_1	1	1	354	354	SMEAN(OCL4)
12	TF11_1	1	1	354	354	SMEAN(TF11)
13	TF13_1	1	1	354	354	SMEAN(TF13)
14	TS7_1	1	1	354	354	SMEAN(TS7)
15	TS9_1	1	1	354	354	SMEAN(TS9)
16	TS11_1	1	1	354	354	SMEAN(TS11)

Appendix C

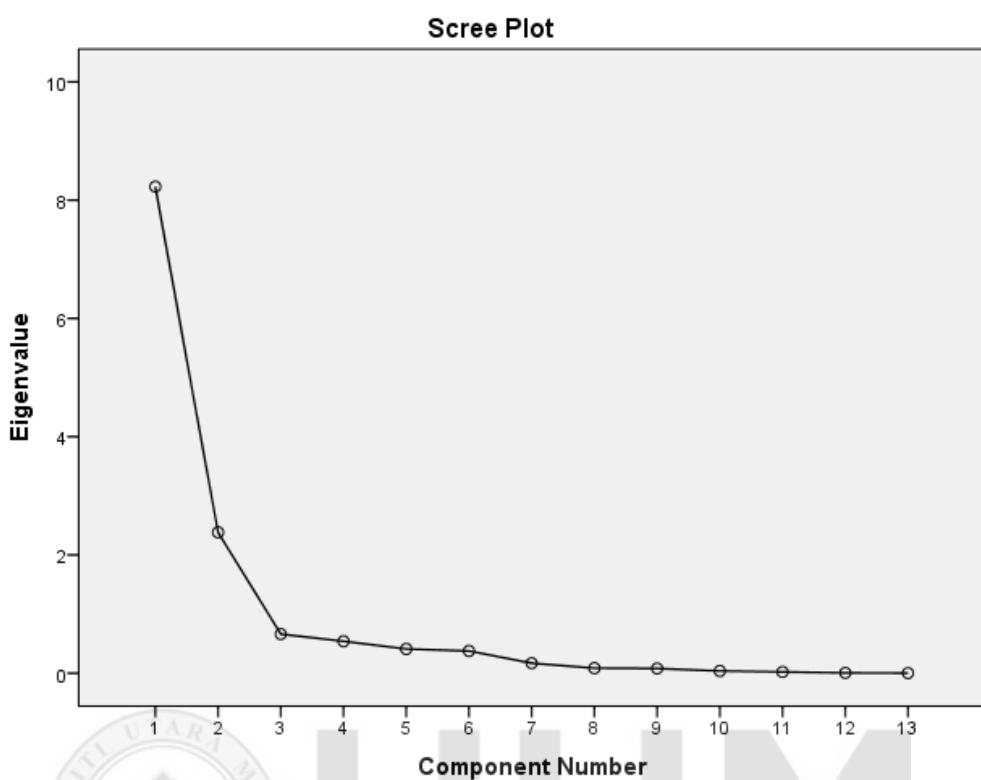
EFA Outputs

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.708
Bartlett's Test of Sphericity	Approx. Chi-Square	8798.249
	Df	78
	Sig.	0.000

Communalities		
	Initial	Extraction
OC1	1.000	.820
OC2	1.000	.902
OC3	1.000	.886
OC4	1.000	.801
OC5	1.000	.846
OC6	1.000	.825
OC10	1.000	.594
OC11	1.000	.802
OC12	1.000	.700
OC13	1.000	.663
OC15	1.000	.938
OC16	1.000	.921
OC17	1.000	.913
Extraction Method: Principal Component Analysis.		

Total Variance Explained							
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	
1	8.229	63.297	63.297	8.229	63.297	63.297	7.097
2	2.382	18.326	81.622	2.382	18.326	81.622	6.625
3	.661	5.086	86.709				
4	.540	4.152	90.860				
5	.411	3.158	94.019				
6	.376	2.890	96.909				
7	.170	1.306	98.215				
8	.085	.654	98.869				
9	.079	.610	99.479				
10	.038	.293	99.772				
11	.022	.170	99.943				
12	.006	.044	99.987				
13	.002	.013	100.000				
Extraction Method: Principal Component Analysis.							
a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.							

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Pattern Matrixa

	Component	
	1	2
OC16	.917	
OC17	.988	
OC15	.969	
OC11	.927	
OC13	.821	
OC12	.743	
OC10	.686	
OC3		.989
OC2		.961
OC4		.939
OC1		.932
OC5		.791
OC6		.764

Extraction Method: Principal Component Analysis.

Rotation Method: Promax

with Kaiser Normalization.

a. Rotation converged in 3 iterations.

Component Matrix^a

	Component	
	1	2
OC15	.870	-.426
OC5	.861	
OC6	.858	
OC16	.833	-.477
OC17	.833	-.468
OC12	.800	
OC2	.800	.513
OC11	.780	-.440
OC3	.756	.560
OC1	.747	.511
OC10	.736	
OC13	.726	-.368
OC4	.720	.531

Extraction Method: Principal

Component Analysis.

a. 2 components extracted.

Structure Matrix

	Component	
	1	2
OC15	.969	.518
OC16	.958	.460
OC17	.954	.464
OC11	.894	.435
OC12	.826	.553
OC13	.814	.426
OC10	.762	.508
OC2	.492	.950
OC3	.433	.938
OC1	.446	.905
OC5	.632	.903
OC4	.413	.892
OC6	.639	.887

Extraction Method: Principal

Component Analysis.

Rotation Method: Promax with

Kaiser Normalization.

Component Correlation Matrix

Component	1	2
1	1.000	.535
2	.535	1.000

Extraction Method: Principal
Component Analysis.
Rotation Method: Promax with
Kaiser Normalization.



Appendix D

SmartPLS Output-Measurment Model

	AVE	Composite Reliability	R Square	Cronbachs Alpha	Communality	Redundancy
COMP	0.728604	0.913280		0.881163	0.728603	
CS	0.786508	0.936265		0.912673	0.786508	
OC	0.593839	0.950951	0.631193	0.936370	0.593839	-0.001667
OCL	0.772321	0.909929		0.896002	0.772319	
PA	0.745620	0.892440		0.856690	0.745621	
TD	0.859792	0.950821		0.949131	0.859792	
TF	0.548290	0.947585		0.935186	0.548289	
TS	0.706151	0.950553		0.941355	0.706151	



Appendix E

Blindfolding Procedure Output

CV Red

	1-SSE/SSO
COMP	0.728337
CS	0.786346
OC	0.368251
OCL	0.769524
PA	0.745182
TD	0.859602
TF	0.548462
TS	0.705717

CV Com

	1-SSE/SSO
COMP	0.728337
CS	0.786346
OC	0.597141
OCL	0.769524
PA	0.745182
TD	0.859602
TF	0.548462
TS	0.705717

Construct Cross validated Communality

Total	SSO	SSE	1-SSE/SSO
COMP	1416.000000	384.675150	0.728337
CS	1416.000000	302.534704	0.786346
OC	6018.000000	2424.403230	0.597141
OCL	1062.000000	244.765427	0.769524
PA	1062.000000	270.616695	0.745182
TD	1416.000000	198.803105	0.859602
TF	4602.000000	2077.979102	0.548462
TS	2832.000000	833.408217	0.705717

