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

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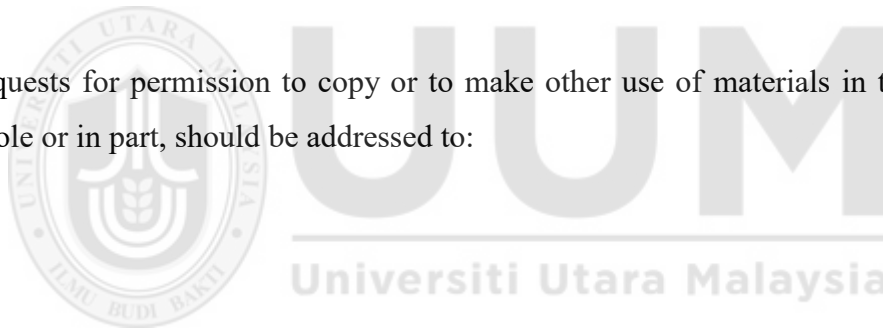
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ABSTRAK

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

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

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APPENDICES

Appendix A

UNIVERSITI UTARA MALAYSIA

MALAYSIA

DOCTORAL STUDY

Universiti Utara Malaysia

SURVEY INSTRUMENTS

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

	Male		Female

2. Age

21-30	
31-40	
41-50	
51 and above	

3. Marital status

	Single		Married		Divorced		widow or widower

4. Academic Qualification

	Master or equivalent		Ms/M.phil		Ph.D or equivalent

5. Designation

	Lecturer		Assistant professor
	Associate professor		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.
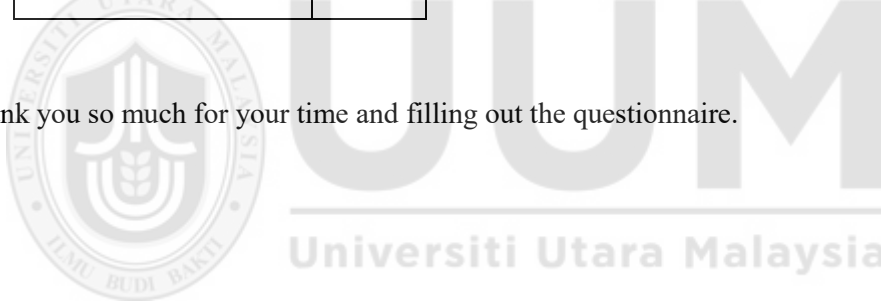
Appendix B

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 %	Total
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.							

Scree Plot
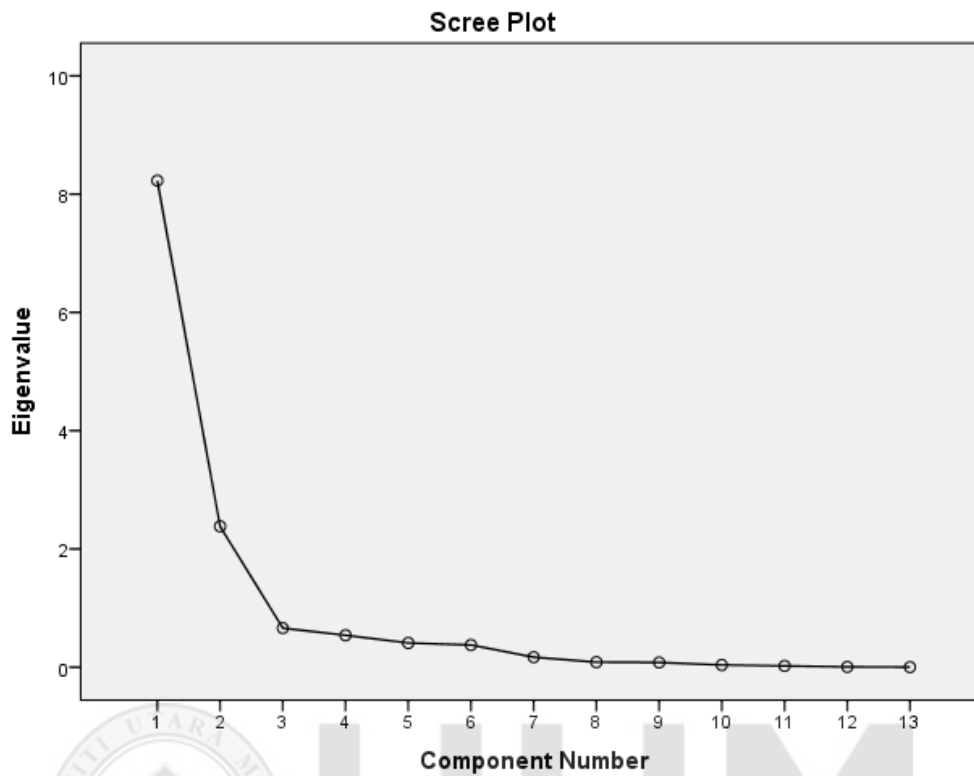
Pattern Matrix[a]

	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.

311

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