

Impact of Organizational Commitment on Readiness for Change: A Case of Higher Learning Institutions of Karachi

Muhammad Asif Qureshi¹

Nazneen Waseem²

Jawaid Ahmed Qureshi³

Sahar Afshan⁴

ABSTRACT

The objective of this study was to find out the impact of employees organizational commitment on readiness for change during the change process. The study was carried out among the teaching and non-teaching staff of Higher Education Institutions, (HEIs) of Karachi. The sample comprised of 168 respondents from various HEIs of Karachi including Private and public sector organizations. To assess the employees readiness for change the scale of (Kwark and Lee, 2008) and for organizational commitment "Three component model" of Meyer and Allen (1997) and scales of (Hersovitch and Meyer, 2002) were used. Structural Equation Modeling (SEM) technique was used to find out the results of the analysis which suggested Affective (AC) and Continuance commitment (CC) have a significant influence on the readiness for change whereas, normative commitment (NC) do not significantly influence the employees readiness for change in institutions of higher education. This study is one of the first to empirically establish a relationship between change readiness behaviors among the employees of the HEIs of Karachi, Pakistan. One of the important theoretical contributions of the study is that the three-component model which has been empirically tested in various socio-economic settings in the Western context and in a Pakistani public sector organization may also be employed in the Higher education sector of Pakistan, which helps in understanding the change related behavior of the employees with respect to policy making and adaptability to the new and updated requirements of the academia including curriculum, assessment methodology and others.

Keywords: Higher Learning Institutions (HEIs), Organizational Commitment, Readiness for Change

INTRODUCTION

Private sector plays an important role in the development of an economy by carrying out private sector services in the society. The economic growth in 2012-13 witnessed 3.13 percentage point (Pakistan Economic Survey; 2012-2013) contribution of Private consumption, hence the improvement is because of dominant play from private consumption. Among many other sectors in the society, undoubtedly education plays a vital role in the human resource development of a nation. Universities are institutes responsible for shaping the future strengths of any country, objectives of universities are to build and accommodate literate economy (Parakhina, Godina, Boris & Ushvitsky, 2017). There are many public and private sector universities in Pakistan. Some of them are owned by Government of Pakistan, other are private universities. According to the report of 2014-15 by HEC, it was recorded that

1- School of Business Management, College of Business, Universiti Utara Malaysia,
E-mail: qureshimuhammadasif@gmail.com.

2- Karachi University School of Business (KUBS), University of Karachi.

3- Shaheed Zulfiqar Ali Bhutto Institute of Science & Technology Karachi, Pakistan.

4- School of Economics, Finance and Banking, College of Business, Universiti Utara Malaysia.

there were 163 universities present including both public and private. Out of which 91 i.e. 56% of total universities were public institutes in contrast 72 i.e. 44% of total were of private sector. The total enrolment of post graduate is 1.299M out of which 1.12M (86 percent) were the students which were enrolled in public universities whereas only 0.18M (14 percent) students are those who enrolled in private universities (HEC Pakistan 2014-15). In Karachi HEC recognize 42 institutions of which 12 are public universities and 30 are private universities. In 2017 public spending on education was recorded at 2.6607 % in total GDP. Understanding the importance of education for the building of society the government plans for allocation of 2.5 percent of GDP in the budget compared to 2.3 per cent in the budget 2016-17 (Economic survey, 2017-18).

Organizational change is considered as organizational learning and Gill (2002) clearly understood the problem of change, by identifying the difficulty, risk and resistance to implementing change, in particular, lack of commitment to it, thus argued change must be well managed. Today's environment, organizational change process is dependent on employees' ability to support change programs (Armenakis & Bedeian 1999). Findings of Battistelli, Montani, Odoardi, Vandenberghe, and Picci (2014) suggested change process are highly conducive to affective, normative and continuance commitment to change. Understanding the importance of above scenario this study has included the Higher education institutions as their target population in order to study their employees' commitment levels and level of their readiness for change to take part in any changes in organizational structure, procedures, technological, policies or system.

The construct commitment is very essential to understand human behavior (Klein, Molloy & Cooper, 2009) mostly studied in organizational behavior. The concern for change in HEIs is imperative because the Higher education transforms the students to empower in life (Harvey & Burrows, 1992). This study is based on Herscovitch (2002) commitment to organizational change model, in order to validate the three components model within the context of higher education institutions of Karachi, Pakistan.

Although, there is a spawned interest in the field of workplace commitment by various researchers (Fornes, Rocco, & Wollard, 2008; Abreu, Cunha, & Reboucas, 2013), while in Pakistan Khan, Awang, and Ghouri (2014) had validated the three commitment model (TCM), Baraldi, Kalyal, Berntson, Näswall and Sverke, (2010) emphasize the importance of mobilizing C2C behavior during the restructuring phase and Tufail, Zia, Khan and Irfan (2005) has made addition to the existing literature on organizational commitment by reviewing the related literature from the period of 1960 to 2005 but a little have been studied to find its impact on readiness for change (Kwahk & Lee, 2008) leading to ultimate employees commitment level at workplace. Bok (1986) criticizes those universities which devote very less time for towards the cautious efforts aimed at improving student learning. As in order to gain competitive advantage an organization should be able to cope with change, as living continuously in dynamic environment (Thang & Quang, 2005). In today's global and dynamic environment only those organizations will sustain and achieve competitive advantage who are considered as learning organizations.

However, to date, no observed effort has been made to test and validate organizational commitment to change construct within context of Karachi, Pakistan with special focus to

employees of Higher education sector. Hence there is a high need to conduct an empirical study to validate the OC construct and test its impact on change construct, in the context of HEIs. Diverse concepts of OC have been worked previously (Khan, 2014; Mowday, Steers & Porter, 2013). Most important concept with regard to HRM practices is affective organizational commitment, which is referred as positive affection for the organization (Khan, 2014).

In the past, many organizations and sectors have been studied and analyzed by various researchers regarding organizational commitment and change process. Due to globalization universities now consider as business driven in nature, further; due to rapid macro environmental changes especially with respect to changing Higher Education Commission needs, e.g. updating curriculum to modern needs, assessment methodologies, technological changes like adopting to latest techniques or soft wares, most of the organizations are engaged in the change processes with regard to the structures, procedures or operations of the institutions. In this respect only the human resources can play a vital role in implementing and executing these changes within organizations for which employees' commitment is very important. However, the contemporary management model of most Pakistani universities demonstrates a low efficiency level. The purpose of this paper is to identify the problems of change acceptance related behaviors among the employees and to seek the opportunities to achieve strategic competitiveness of Pakistani universities. Managing change is tough, but part of the problem is that there is little agreement on what factors most influence transformation initiatives (Sirkin, Keenan, & Jackson, 2005). This study will aim at exploring how well the HEIs employees' readiness for organizational change can be predicted by using a combination of affective, normative and continuance commitment (TCM, 1991) for change. The contribution of this study is the construction of Structural measurement model (SEM) of Commitment to change that could facilitate future researches on Organizational Commitment and the research conducted will be helpful for conceptual understanding and theory development; within the environment of Pakistan.

Literature Review

There are various authors who have extensively worked on organizational change model and one such study has been asserted by (Herscovitch and Meyer, 2002). Meyer and his colleagues' (Meyer, Allen, & Smith, 1993; Meyer & Herscovitch, 2002) have designed three-component model (TCM) to assess three dimensions, of commitment to change. The organization studies have also found that the normative and affective mindsets overlap substantially (Bergman, 2006). Soheby (2012) identified that employee's workplace satisfaction is widely based on organizational commitment. Meyer and Allen (1997) had defined organizational commitment as the desire of employees to remain employed with their organization. As per Breaux (2004) employee commitment is most important for better performance at job place.

Impact of commitment on readiness for change has been discussed by Conner (1992) as the link that glues between people and the change targets, this bond has served as a base for the development of change models theoretically (Herscovitch & Meyer, 2002). Madsen, Miller and John (2005) in their study postulated that for a change process an individual is ready when they believe in the required change because of a perceived need only. While studying change, the study focuses on Conservation of Resources (COR) theory within the context of saving resources as a basic motivational theory necessary for understanding the stress processes. (Hobfoll, 2001).

Researchers have found a significant connection of organizational commitment with the employees' behavior and their performance (Battistelli, 2014) which is measured through the employees' attachment towards their employing organization. The inclinations towards a change paradigm has played pivotal role in achieving performance organizational outcomes in a comprehensive manner (Choi, 2011; Klein, Becker & Meyer, 2012; Somers, 2009). The researches by Meyers (2002), Cunningham (2006) and Battistelli (2014) all focused on a people-oriented approach for the study of organizational change, where the prime focus is to study the employees attitude and behavior in terms of finding the impact of commitment towards the change process. Owing to the cultural and industry context differences, the validity of the previously established models need to be empirically tested in the context of Pakistan, Asia.

People view organizational change processes as are social constructs, in a manner that perceptions about work place relationships by employees influence the work related attitudes and display commitment for change (Bouckennooghe, 2010; Ford and D'Amelio, 2008). In this regard, the author has based the research work on Conservation of Resources (COR) theory, which suggest the influence of employees' possessions and work related stress on their behaviors and attitudes (Hobfoll, 2001). This theory also help explains attitudes of employees' during uncertainty in organizational environment (Ng & Feldman, 2012). While, it was criticized by Bok (1986) that universities are not spending sufficient time with respect to efforts aimed at improving student learning. This study focuses with respect to the employees' commitment for the change mechanism to be initiated or implemented for the improvement of learning processes at universities of Karachi. Education plays a key role towards the national development and high literacy rate can lead to sustainable economic development, productivity and economic prosperity of a country (Akram, Afzal & Ramay, 2017).

Readiness for change has been discussed as a holistic framework by Eby, Adams, Russell, and Gaby (2000). The term "readiness" refers to employees' feelings, beliefs, and intentions about the change as well as the organizational capability and capacity of its successful implementation. Therefore, based on this premise, employees develop a rational precursor whether to either support or resist change (Bouckennooghe, 2010). Today, organizations face the phenomenon of change on frequent basis while responding to the rapidly changing global factors (Lo, Ramayah, Run & Voon, 2009) in order to strive in global and local markets. In another study, Gelaidan and Ahmad (2013) find organization culture as moderator between leadership style and employees normative commitment, the study results were based on three seventy-one employees of public sector in Yemen. In a correlational study by Madsen, Miller and John (2005) it was found organizational commitment was significantly linked to readiness for change. Therefore, the role of commitment is pivotal for ensuring the success of change measures i.e.C2C (Choi 2011). The importance of this specific topic cannot be ignored and need to be investigated further in different scenarios. The commitment level classified as continuous, normative and affective are treated together but are distinguishable (Meyer, 2002), while normative and affective commitment were highly supportive during the change process as compared to continuance commitment, whereas continuance commitment was found negatively correlated with change compliance behavior (Herscovitch & Meyer; 2002).

Based on the above literature review following hypothesis were formulated and to be investigated:

Hypothesis 1a: There is significant impact of Affective commitment on employees' readiness for organizational change.

Hypothesis 2a: There is significant impact of normative commitment on employees' readiness for organizational change.

Hypothesis 3a: There is significant impact of Continuance commitment on employees' readiness for organizational change.

Theoretical Framework

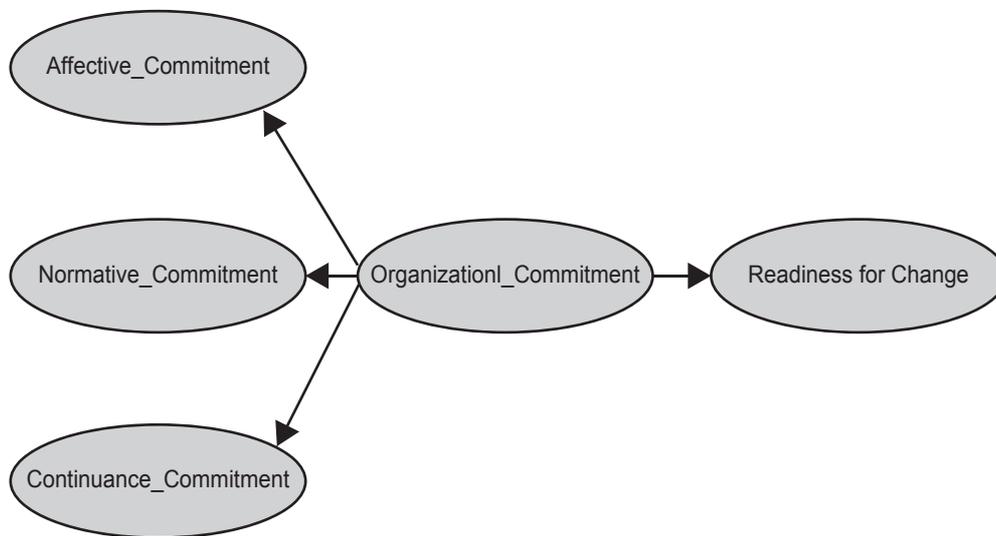


Figure 1: Proposed Theoretical Framework

The author has proposed the impact of three dimensions of commitment (Meyer & Allen, 1997; Meyer, Allen, & Smith, 1993; Meyer & Herscovitch, 2002) on employees' behavior which leads to level of readiness of change during the transformation phase in an organization. As in previous study Baraldi (2010) also highlighted the importance of commitment on level of employees' behavioral support for change during the restructuring phase and Kwahk and Lee (2008) also studied commitment impact on readiness for change. The employees' commitment towards change has been described as a vital concept serving as a bridge between people and their any change related goal (Conner, 1992). Similarly, Gill (2002) postulated that compelling evidence exist for lack of commitment due to less awareness for benefits for change. Thus the concept of C2C has led to the main component in the construction of proposed theoretical model 'Impact of Commitment to level of readiness for change' (Figure 1).

Research Methodology

To explore impact of three dimensions of commitment to change on the employees' readiness for change within HEI context, field research was conducted; the research design was causal and quantitative. The data collected was n=188, collected through convenience sampling. Only one hundred sixty-eight (168) responses were usable after removing multivariate outliers. For the detection of multivariate outliers, mahalanobis distance method is used with a threshold value of $p < 0.001$ for designation (Tabachnick & Fidell 2007, pg.74). Data was analyzed through the 22nd version of SPSS and 21st version of Analysis of Moment Structure (AMOS). This Study is based on Primary Data and the data was analyzed using descriptive and structural regression analysis (SEM).

The employees of all private and public sector higher education institutions in Karachi constitute the population of the study.

Table 2: Variables and Items

S.No	Variable	No of Items	Adapted from
1	<i>Affective Commitment to Organizational Change</i>	6	Herscovitch & Meyer, 2002
2	<i>Continuance Commitment to Organizational Change</i>	6	Herscovitch & Meyer, 2002
3	<i>Normative Commitment to Organizational Chang</i>	6	Herscovitch & Meyer, 2002
4	Readiness for Change	7	Kwahk & Lee, 2008

Instrument

The proposed instrument is divided into two parts. First part consists of questions of three independent variables i.e. Affective, Normative and Continuance commitment to change and of one dependent variable i.e. Readiness for change. While, last section consists of demographics profile of the respondents.

Data Analysis and Findings

Table 3 shows the Mean standard deviation and correlations values among the variables. The mean of all variables is above three showing above average values for all variables lying on the greater side. The greatest variance was found with the continuance commitment factor with the value 0.729. The data was checked for the assumptions of multivariate analysis and no severe deviation was found.

Table 3: Mean, Standard Deviation and correlations of the Variables

		Statistics			
		AvgCH	AvgAC	AvgNC	AvgCC
N	Valid	168	168	168	168
	Missing	0	0	0	0
Mean		3.8521	3.7108	3.3354	3.1339
Std. Deviation		.51364	.54945	.65260	.72923
		Correlations			
		AvgCH	AvgAC	AvgNC	AvgCC
AvgCH	Pearson Correlation	(0.722)**			
AvgAC	Pearson Correlation	.549*	(0.731)**		
AvgNC	Pearson Correlation	.178*	.259*	(0.772)**	
AvgCC	Pearson Correlation	-.080	.130*	.427*	(0.802)**

*Correlation is significant at the 0.05 level (2-tailed)

**Values in parenthesis shows the reliability of respective factors

***Overall reliability of 25 items loaded were 0.832

The correlations value among the variables are less than 0.90, in fact the highest correlation value between Change and affective commitment is 0.544 which confirms that no serious issue of multi-collinearity problem exists (Hair, 2010; Lin & Lee, 2005; Sharif & Bukhair, 2014; Qureshi, 2015; Nadeem et al. 2016; Ahmed et al. 2017) between the variables. While the over reliability of the twenty-five items loaded was found greater than 0.8 i.e. 0.832. Table 3 also shows the respective each factors reliability shown in parenthesis in diagonal form.

Common Method Biasness

The analysis of common method biasness is performed through Harman's one factor model Podsakoff, MacKenzie, Lee and Podsakoff (2003). Applying principal axis factoring framework, Promax rotation and fixing the number of factors to 1, the results indicated that total number of variance explained is 15.7%. Since the value is less than threshold of 50%, it is concluded that the present study has no issue of common method biasness.

Testing of Hypothesis

Hypothesis testing is used to check whether the sample data supports our proposed statements or not. In social sciences there are various ways of testing the hypothesis, the author has used Structural model analysis to check and test individual hypothesis.

Structural Regression Modelling (SEM)

Structural equation modeling is an extensive technique with which the researcher can test a number of regression equations at a time. SEM will predict the linkage between variables.

Table 4 displayed below shows the results of our structural model.

The structural model also holds a good fit assessed by CMIN/DF = 1.6<2 (Tabachnik & Fidell, 2007); CFI = 0.915; > 0.90 (Hu & Bentler 1992); RMSEA (PCLOSE) = 0.060(0.147); < 0.07 in-sig (Steiger, 2007) and SRMR = .0736; <0.08 (Hu & Bentler 1992). The reported fit indices equaled or exceeded their recommended threshold and exhibited good model fitness (Hu & Bentler 1999; Steiger 2007). SEM model can be seen in appendices as Figure 2.

Table 4: SEM Model Fit Indices

Indices	Recommended Level	Final SEM Model
CMIN/df	<2 (Tabachnik and Fidell, 2007)	1.6
CFI	<0.90(Hu and Bentler 1999)	0.915
RMSEA (PCLOSE)	>0.07 in-sig (Steiger 2007)	0.060 (0.147)
SRMR	>0.08 Hu and Bentler 1999)	0.0736

Structural regression analysis (SEM) was run to check the following Hypothesis paths; Table no.5 shows the results of Hypothesis testing.

Table 5: SEM Hypothesis Testing

Hypothesis	Hypothesized Path	Path	S.E	C.R Coefficient	P- Value	Remarks
H1	CH <--- AC	1.344	0.291	4.611	***	Supported
H2	CH <--- NC	0.145	0.142	1.022	0.307	Not Supported
H3	CH <--- CC	-0.335	0.152	-2.201	0.028	Supported

The statistical significance of all determinants was projected to establish the validity of the hypothesized regression paths. Table 5 displayed the results of SEM regression paths, critical ratios, standard errors, probability values and remarks of the hypothesis. Normative commitment (NC) however has failed to found any impact on change readiness (CH). Concluding the facts of these outcomes, it is established that hypotheses testing suggested influence of Affective and Continuance commitment on employees' intention to follow change are supported in this present study. The above analysis shows that level of employees' readiness for change (CH) was significantly predicted by the two dimensions of commitment i.e. affective (AC) and continuance commitment (CC). Whereas; there was no significant impact of normative commitment (NC) on level of employees' readiness for change (CH).

Conclusion

The goal of this study is to discover the association between three dimensions of Commitment i.e. normative. Affective and continuance commitment and readiness for change among the teaching and non-teaching staff of both private and public sector universities of Karachi. The study attempted to find the impact of three dimensions of commitment, i.e. affective, normative and continuance commitment suggested by Herscovitch and Meyer, 2002; on the employee's level of readiness or willingness for change in organization with respect to any change in organizational structure, processes, procedures, objectives and technological changes at work. It is essential to lead future researchers and academicians with inside and out knowledge on this point because that employee's commitment and readiness for change has a vital focus in the continuously upgrading education industry.

The results of the measurement and structural models demonstrate a very good model fit in relation with the sample drawn. It is important to note that testing the statistical significance of individual hypothesis in structural equation modeling is less important than testing the overall model fit (Byrne, 2013). The findings also show there is significant impact of Affective and continuance commitment on employees' readiness for organizational change with p value 0.000 and 0.028 respectively. Herscovitch, 2002; McGee and Ford, 1987; in their researches highlighted the significance of affective commitment and continuance commitment for employees, also McGee & Ford identified further two distinct dimensions for CC in their findings. Shum, Bove and Auh (2008) carried out their study in a service related sector and highlighted the importance of securing employees' affective commitment towards successful implementation of proposed change in the organization.

Discussion and Recommendations

The findings of the study statistically examined using Structural regression analysis (SEM) and conclude that there is a positive significant effect of all affective commitment towards change but negative significant effect of continuance commitment towards readiness for change. While normative commitment was found insignificant towards employee's level of readiness for change.

Hence H2a and H2c receives strong support and consistent with previous studies (McGee & Ford, 1987; Herscovitch, 2002; Mowday, Porter & Steers', 2013). Our findings were in contrast with findings of Herscovitch and Meyer, (2002) who found AC and NC were more linked to higher levels of support than the CC, whereas in our study continuance commitment was found having significant role towards the readiness for change. Bergman (2006) suggested to expand research on AC-NC relationships, as the author tested the three dimensions of organizational commitment and failed to differentiate between AC and NC construct, and proposed for further research in order to get greater construct clarity.

This results leads to convey a message that in order to develop a healthy environment which is conducive to implement the proposed changes in institutions of Higher education sector, of Karachi; it is required that the staff of HEIs shall be elaborated and discussed in before regarding the system, processes of change. They should be explained about the importance of imposing any particular change and shall not be imposed, as normative commitment towards change was found insignificant in our study. This implication suggests employees resist to work towards required change when there is an obligation felt towards working for the required change.

Current employees must be appreciated and made aware about the benefits of the required change among individuals. This leads towards important implications for higher management of HEIs before starting a new program, curriculum, implementing new policies, new eligibility requirements or implementing any other new change. The findings indicate that management need to take change recipients into confidence regarding the appropriateness of the desired change well before the implementation of the change program. Moreover, the results also reveal that those employees who are committed to the organization at their will (affective C2C) show a greater propensity to comply with the change. So strategizing how to effectively communicate the message that the desired change is appropriate for the long-term benefits of the organization, the change recipients would accept the change. In the end,

findings also reveal that continuance commitment has significant positive impact on cooperation. It means that if change recipients believe that they ought to remain committed because of not so beneficial if leave the organization, they would inherently motivate themselves to cooperative with the change process. This underlies their discretionary behavior which is largely influenced by their subordinates, peers behavior and organizational facilities. In our study it was concluded that there exists a desire (affective) and need (continuance) towards the implementation of proposed change, among the targeted respondents of our sample but the employees included in our sample failed to feel an obligations towards change (Normative), as normative commitment was found insignificant towards change process

REFERENCES

- Akram, M., Afzal, U., & Ramay, M. I. (2017). Mediating Role of Organizational Commitment in Relationship between Emotional Intelligence and Job Performance: Evidence from Higher Education Sector of Pakistan. *Global Management Journal for Academic & Corporate Studies*, 7(1), 110.
- Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology*, 63, 1–18. DOI:10.1111/j.2044-8325.1990.tb00506.
- Ahmed, U., Shah, M. H., Siddiqui, B. A., Shah, S. A., Dahri, A. B. & Qureshi, M. A. (2017). Troubling job Demands at Work: Examining the Deleterious impact of Workload and Emotional Demands on Work Engagement. *International Journal of Academic Research in Business and Social Sciences*, 7(6), 96-106.
- Armenakis, A. A., & Bedeian, A. G. (1999). Organizational change: A review of theory and research in the 1990s. *Journal of management*, 25(3), 293-315. DOI: 10.1016/S0149-2063(99)00004-5
- Baraldi, S., Kalyal, H. J., Berntson, E., Näswall, K., & Sverke, M. (2010). The importance of commitment to change in public reform: An example from Pakistan. *Journal of Change Management*, 10(4), 347-368. DOI: 10.1080/14697017.2010.516482
- Battistelli, A., Montani, F., Odoardi, C., Vandenberghe, C., & Picci, P. (2014). Employees' concerns about change and commitment to change among Italian organizations: he moderating role of innovative work behavior. *The International Journal of Human Resource Management*, 25(7), 951-978. DOI: 10.1080/09585192.2013.809012
- Bergman, M. E. (2006). The relationship between affective and normative commitment: review and research agenda. *Journal of Organizational Behavior*, 27(5), 645-663. DOI: 10.1002/job.372
- BOK, D., 1986, Higher Learning (Cambridge, MA, Harvard University Press).
- Bouckennooghe, D. (2010). Positioning change recipients' attitudes toward change in organizational change literature. *Journal of Applied Behavioral Science*, 46, 500–531. DOI: 10.1177/0021886310367944
- Breaux, K. T (2004). The Effect of Program Commitment on the Degree of Participative Congruence and Managerial Performance in a Budgeting Setting. Dissertation Doctor of Philosophy, Louisiana State University.
- Byrne, B. M. (2013). Structural equation modeling with AMOS: Basic concepts, applications, and programming. Routledge.
- Choi, M. (2011). Employees' attitudes toward organizational change: A literature review. *Human Resource Management*, 50, 479–500. DOI:10.1002/hrm.20434

- Conner, D.R. (ed.) (1992) *Managing at the Speed of Change: How Resilient Managers Succeed and Prosper Where Others Fail* (New York: Villard Books).
- Cunningham, G. B. (2006). The relationships among commitment to change, coping with change, and turnover intentions. *European Journal of Work and Organizational Psychology*, 15(1), 29-45. DOI: 10.1080/13594320500418766
- Eby, L. T., Adams, D. M., Russell, J. E., & Gaby, S. H. (2000). Perceptions of organizational readiness for change: Factors related to employees' reactions to the implementation of team based selling. *Human Relations*, 53 (3), 419-442. DOI: 10.1177/0018726700533006
- Ford, J.D., Ford, L.W., & D'Amelio, A. (2008). Resistance to change: The rest of the story. *Academy of Management Review*, 33, 326–377. DOI: 10.5465/amr.2008.31193235
- Fornes, S. L., Rocco, T. S., & Wollard, K. K. (2008). Workplace commitment: A conceptual model developed from integrative review of the research. *Human Resource Development Review*, 7(3), 339-357. DOI: 10.1177/1534484308318760
- Gelaidan, H. M., & Ahmad, H. (2013). The factors effecting employee commitment to change in public sector: Evidence from Yemen. *International Business Research*, 6(3), 75-89. DOI: 10.5539/ibr.v6n3p75
- Gill, R. (2002). Change management--or change leadership?. *Journal of change management*, 3(4), 307-318. DOI: 10.1080/714023845
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate Data Analysis*. Prentice Hall.
- Harvey, L., & Burrows, A. (1992). Empowering students. *New Academic*, 1(3), 2-3.
- Herscovitch, L., & Meyer, J. P. (2002). Commitment to organizational change: extension of a three-component model. *Journal of applied psychology*, 87(3), 474. DOI: 10.1037/0021-9010.87.3.474
- Hobfoll, S.E. (2001). Conservation of resources: A rejoinder to the commentaries. *Applied Psychology: An International Review*, 50, 419–421. DOI: 10.1111/1464-0597.00064
- Hu, L.T., Bentler, P.M., & Kano, Y. (1992). Can test statistics in covariance structure analysis be trusted? *Psychological Bulletin*, 112(6), 351–362.
- Khan, N. R., Awang, M., & Ghouri, A. M. (2014). Organizational Commitment Construct: Validity Measure Using SEM. *Science International*, 26(2), 897-902.
- Klein, H. J., Becker, T. E., & Meyer, J. P. (Eds.). (2012). *Commitment in organizations: Accumulated wisdom and new directions*. Routledge.
- Klein, H. J., Molloy, J. C., & Cooper, J. T. (2009). Conceptual foundations: Construct definitions and theoretical representations of workplace commitments.
- Kwahk, K. Y., & Lee, J. N. (2008). The role of readiness for change in ERP implementation: Theoretical bases and empirical validation. *Information & Management*, 45(7), 474-481. DOI: 10.1016/j.im.2008.07.002
- Lin, H.-F., & Lee, G.-G. (2005). Impact of organizational learning and knowledge management factors on e-business adoption. *Management Decision*, 43 (2), 171-188. DOI: 10.1108/00251740510581902.
- Lo, M. C., Ramayah, T., De Run, E. C., & Ling, V. M. (2009). New leadership, leader-member exchange and commitment to change: The case of higher education in Malaysia. *World Academy of Science, Engineering and Technology*, 41, 574-580. DOI: 10.1.1.193.2601

- Madsen, S. R., Miller, D., & John, C. R. (2005). Readiness for organizational change: Do organizational commitment and social relationships in the workplace make a difference? *Human Resource Development Quarterly*, 16(2), 213-234. DOI: 10.1002/hrdq.1134
- McGee, G. W., & Ford, R. C. (1987). Two (or more?) dimensions of organizational commitment: Reexamination of the affective and continuance commitment scales. *Journal of applied Psychology*, 72(4), 638. DOI: 10.1037/0021-9010.72.4.638
- Meyer, J. P., & Allen, J. J. *Commitment in the workplace: Theory, research and application*. Thousand Oaks, CA: Sage Publications (1997).
- Meyer, J. P., & Herscovitch, L. (2001). Commitment in the workplace: Toward a general model. *Human Resource Management Review*, 11,299–326. DOI: 10.1016/S1053-4822(00)00053-X
- Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to organizations and occupations: Extensions and test of a three-component conceptualization. *Journal of Applied Psychology*, 78, 538–551. DOI: 10.1037/0021-9010.78.4.538
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of vocational behavior*, 61(1), 20-52. DOI: 10.1006/jvbe.2001.1842
- Mowday, R. T., Porter, L. W., & Steers, R. M. (2013). *Employee—organization linkages: The psychology of commitment, absenteeism, and turnover*. Academic Press.
- Nadeem, S., Abdullah, N. A. H. B. N., Azeem, M., Qureshi, M. A., & Saqib, M. (2016). The impact of Manager's personal values and awareness on the sustainable behaviour. *International Journal of Economic Perspectives*, 10(4), 710-725.
- Ng, T.W., & Feldman, D.C. (2012). Employee voice behavior: A meta-analytic test of the conservation of resources framework. *Journal of Organizational Behavior*, 33, 216–234. DOI: 10.1002/job.754
- Parakhina, V., Godina, O., Boris, O., & Ushvitsky, L. (2017). Strategic management in universities as a factor of their global competitiveness. *International Journal of Educational Management*, 31(1), 62-75. DOI: 10.1108/IJEM-03-2016-0053
- Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879–903. DOI: 10.1037/0021-9010.88.5.879
- Qureshi, M. A. (2015). Human Resource Practices in Pakistan Banking Sector: A conceptual Framework including Personality Traits, Emotional Intelligence and Employee performance. *International Journal of Scientific and Research Publication*, 5(1), 1-4.
- Qureshi, M. A., & bin Ab Hamid, K. (2017). Impact of supervisor support on job satisfaction: A moderating role of fairness perception. *International Journal of Academic Research in Business and Social Sciences*, 7(3), 235-242. DOI: 10.6007/IJARBS/v7-i3/2729
- Sharif, A. A., & Bukhari, S. W. (2014). Determinants of brand equity of QMobile: A case study of Pakistan. *Journal of Management Sciences*, 1(1), 49-60.
- Shoeb, S. M., Saleem, F., Razzaq, A., & Khan, N. R. (2012). Link of satisfaction commitment and performance on faculty members' performance at higher education institutions in Pakistan. *Management & Marketing*, 10(2), 223-232.

- Shore, L. M., & Wayne, S. J. (1993). Commitment and employee behavior: comparison of affective commitment and continuance commitment with perceived organizational support. *Journal of applied psychology*, 78(5), 774. DOI: 10.1037/0021-9010.78.5.774
- Sirkin, H. L., Keenan, P., & Jackson, A. (2005). The hard side of change management. *Harvard business review*, 83(10), 108-116.
- Shum, P., Bove, L., & Auh, S. (2008). Employees' affective commitment to change: The key to successful CRM implementation. *European journal of marketing*, 42(11/12), 1346-1371. DOI: 10.1108/03090560810903709
- Somers, M. J. (2009). The combined influence of affective, continuance and normative commitment on employee withdrawal. *Journal of Vocational Behavior*, 74(1), 75-81. DOI: 10.1016/j.jvb.2008.10.006
- Steiger, J. H. (2007). Understanding the limitations of global fit assessment in structural equation modeling. *Personality and Individual Differences*, 42(5), 893-898. DOI: 10.1016/j.paid.2006.09.017
- Tabachnick, B. G., & Fidell, L. S. (2007). Multivariate analysis of variance and covariance. *Using multivariate statistics*, 3, 402- 407. DOI: 10.1002/9780470316641.ch9
- Thang, L. C., & Quang, T. (2005). Antecedents and consequences of dimensions of human resource management practices in Vietnam. *The International Journal of Human Resource Management*, 16, 1830–1846. DOI: 10.1080/09585190500298420
- Tharenou, P., Donohue, R., & Cooper, B. (2007). *Management research methods*. Cambridge, MA: Cambridge University Press.
- Tufail, M., Zia, M., Khan, S., & Irfan, M. (2005). A glance at organizational commitment, antecedents and consequences (1960-2005). *Journal of Managerial Sciences*, 6(1), 74-91.

APPENDICES

Table 1

Full Time Faculty in Sindh Region (2012-13), (Provisional)

Province	Total	% of PhD
Sindh	7924	19.79%
Total	34444	26.86%

Source: HEC website(2013)

Figure 2

Structural Relationship Model with standardized loadings

