

Analysis of Organizational Commitment of TTS and BPS Teachers of Public Sector

Universities in Lahore

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Abstract



Considering the global perspective Higher Education Commission, Pakistan has taken many valuable steps to ensure the quality and level of excellence in public sector universities of Pakistan. The tenure track system (TTS) is one of the initiatives to improve the performance of public sector universities. Research aims to see the organizational commitment between TTS and BPS teachers of public sector universities of Punjab. No study has been done on this subject in Pakistan so far. In order to meet the objectives and answer the research questions, a quantitative study was adopted. Standardized questionnaire was used. Cluster random sampling technique was used to collect the data from BPS and TTS teachers. This study has added to organizational commitment in broader spectrum and has provide useful recommendations for smooth implementation of TTS and BPS system.

Keywords: TTS, BPS. Organizational Commitment, University, Teachers

Introduction

Considering the global perspective Higher Education Commission, Pakistan has taken many valuable steps to ensure the quality and level of excellence in public sector universities of Pakistan. Several initiatives have been taken by the Higher Education Commission Pakistan for improving higher education. The tenure track system (TTS) is one of the initiatives to improve the performance of public sector universities. Before launching this system only one system was working in the country and that was BPS (Basic pay scale system). HEC's main goal was to switch from the old BPS system to new TTS system. Before unfolding the further details of these systems, it is pertinent to mention that Pakistan has adopted TTS system from west but before adopting this system policy makers might have ignored the local needs and scenario of the country. As a result, not only TTS and BPS tussle was seen but teachers of BPS and TTS working on this system had to suffer on many fronts. Therefore, this research will identify main gaps transpired as a result of challenges in these two systems. One of them is organizational commitment of TTS and BPS teachers.

Presently, two pay scales are being offered in Pakistani universities, one is BPS and the other one is TTS. There is huge dichotomy existing in their pay structure and service structure. Before TTS, all teachers were working on BPS system. But this system was not viewed up to the mark to fulfil the criteria of outstanding research and other high-performance goals. Despite being high achievers, excellent research skills, post docs from world's top-class universities, BPS teachers had to wait for long for senior positions and sometimes they had to opt retirement even prior receiving the perk of senior positions. Thus, this state of affairs was quite disparaging for BPS teachers working in the universities of Pakistan.

BPS system was observed inadequate because of low salaries and lack of performance incentives. Promotions were on seniority basis. Research and teaching experiences had no preference. Several had to retire as Assistant Professors since there was no senior positions available (Banuri, 2020).

Consequently, TTS system was introduced by HEC in 2002 as part of administrative reforms. The background of TTS system was World Bank and UNESCO's report "Peril and Promise", wherein they laid stress on higher Education Commission, Pakistan to revise the compensation of university

teachers to enhance their performance. As this report was prepared by the members of Washington, the influence of USA system was quite visible in that report. Nevertheless, Pakistan has implemented this system in Pakistani Universities in following year without aligning it with the needs of local universities. Resultantly, a confrontation was pitched between BPS and TTS teachers of universities and that still goes on. The reforms endorsed in the report confronted much disagreement from many stakeholders' Major opposition came from the university teachers.

As a consequence of tug-of-war of the aforementioned systems, many things got affected. Although it is long debate to argue what is lost and what is found in this whole scenario, how much teething troubles teachers faced after induction of TTS system and how much benefit they got. However, it is a fact that fortune of any nation rotates around their teachers. This infers that teacher are leading source of achievement and restructuring of society. Therefore, it is need of the hour to observe the concerns of teachers working under TTS and BPS. From this standpoint, it is essential to see the organizational commitment of teacher in aforementioned two systems. This research is an effort to compare the gap in organizational commitment of BPS and TTS teachers and may prove helpful to some extent to recognize the BPS and TTS teacher's organizational commitment. It is imperative to explain here what is organizational commitment. Organizational commitment basically deals with the psychological aspect; it deals with employee's attachment with his job and organization. Meyer and Allen (1991) state the organizational commitment deals with employee organization relation. They further explained the three types of organizational commitment, affective commitment, continuance commitment and normative commitment. All these three components deal with needs, positive attachment and sense of obligation in an organization. After detailed reading of this model it is quite clear that organizational commitment itself is based on many other factors and these factors lead an employee towards organizational commitment. Every job description demands different competency and different role. If a person is competent enough in corporate sector and fulfils all its requirements, it does not mean he /she is equally capable for teaching sector.

Statement of the problem

TTS and BPS structure has many components but the most important things which can directly affect the students and organization is their professional competencies and organizational commitment. It directly hits their connectivity with the organization. Since organizational commitment revolves around many factors inside the organization. It is worthwhile to upswing their importance and role in organizational growth. Thus, the present research was conducted to analyze organizational commitment between TTS and BPS Teachers of Public sectors universities in Lahore.

Significance of the Study

Tenure Track system and BPS comparison has not been studied earlier in terms of organizational commitment. Although little work has been done on TTS but idea of this study is new for HEC and public sector universities. Literature ropes the idea that organizational commitment demands many other things except the salaries or incentive packages because financial incentives are not the only motivation for the growth of some organization, same is the case in professional competencies. This study will properly evaluate the two streams and will narrow the gaps. This study has potentials to have implications at three levels. Firstly, being first study in Pakistan about TTS and BPS professional competencies and organizational commitment, this research will add to the existing knowledge and will help to align TTS with local need of the universities. It will also help universities and HEC to re-examine their evaluation tool used for TTS and BPS performance evaluation. Secondly, HEC policy makers can use feedback and findings of the study to develop the TTS system in a better way. Moreover, they will get the perspective of different university teachers to modify their policy.

Objectives

- Analyze the difference regarding level of organizational commitment of TTS and BPS teachers of public sector universities in Punjab.

Research Questions

- What is the difference regarding level of organizational commitment between TTS and BPS teachers of public sector universities of Punjab?
- What is the level of affective commitment between TTS and BPS teachers of public sector universities of Punjab?
- What is the level of continuance commitment between TTS and BPS teachers of public sector universities of Punjab?

- What is the level of normative commitment between TTS and BPS teachers of public sector universities of Punjab?

Review of the Literature

Extensive study of literature provides versatile view on tenure track system in higher education and Basic pay scale system Tenure was first introduced in 1915 to shield teachers from quirky firing and to protect them within that institution (Sheehee, 1994).

Tenure track system was an attempt to improve quality education and to launch quality research system in Pakistan. World Bank and UNESCO have given many suggestions to improve the condition of higher education commission in Pakistan. They were of the view that by revising of compensation packages of teachers and giving those incentives research culture can be promoted and quality caliber people can be attracted. Therefore, HEC launched TTS system without understanding the local needs and problems of the country. (Khan & jabeen, 2011). Presently not much literature is found on tenure track and BPS system. However, limited number of researches has been done on its administrative issues. Pietilä (2019) defined TTS as fixed appointment system. Organizational commitment deals with psychological aspects and trustworthy relationships between the organization and employees. When a person is committed with an organization, it gives them educational freedom and respect (Herbert &

Tienari, 2013). While control system gives sense of discipline and performance measurement (Knights & Clarke, 2014). Another system is a basic Pay scale System. Mainly it deals with job security. Job security is very important component of an employee because organizations sometimes fire the employee or start downsizing without any valid reason. (Mallon, 2001). Keeping in mind this scenario of BPS and TTS structure, it seems imperative here to explain both terms.

Organizational commitment

Organizational commitment deals with the soft aspects. It is a kind of psychological attachment of employees with the organization .A level of attachment that shows how much one is loyal with his organization. It has three aspects.

- **Affective commitment:**
- **Continuance commitment**
- **Normative commitment:** (Mercurio, Zachary,2015)

Level of organizational Commitment

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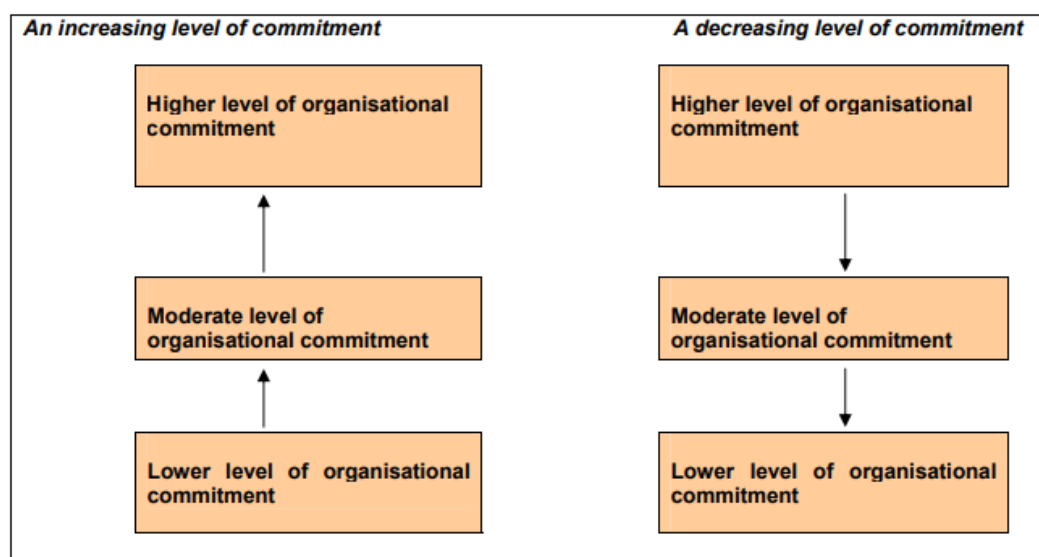


Figure 3.2: Levels of organisational commitment development (Reichers, 1985)

Organizational commitment has been remained the subject of corporate sector or somehow limited study has been done on school sector but this subject is being neglected in universities. TTS system was launched in hurry as a result of the report Peril and promises. That is why still lot of

ambiguity exists in its implementation and evaluation of this system and still no clear direction that what is fate of TTS system. This study first time will highlight the clear direction and level of organizational commitment. It will help to understand complexities of BPS system in terms of their service structure and experience-based promotion although five years back remunerations difference also existed between the salaries of BPS and TTS but now after five years when TTS received no increase in their salaries this difference has been finished. Nonetheless, BPS is still suffering on the issue of promotion. They mostly do not get their due promotion on time. Such annoying factors can directly affect organization commitment and professional competencies. The study will highlight how this discrimination in the system can affect the professional competencies and organizational commitment.

Research Methodology

Objectives

- Analyze the difference regarding level of organizational commitment of TTS and BPS teachers of public sector universities in Punjab.

Population of the Study

TTS and BPS teachers working in public sector HEC recognized universities in Lahore was the population of study.

Sample of the Study

Cluster sampling technique was used to collect the data.

Instrument

The most accepted tool to measure OC is that of Alan and Meyer (1990). This questionnaire is composed, in its full length, of 24 items, eight items in each of the following claimed dimension: affective commitment scale (ACS), continuance commitment scale (CCS) and normative commitment scale (NCS).

Results

Variables	Number of items	Cronbach alpha
Affective Commitment	8	0.943
Continuance Commitment	8	0.903
Normative Commitment	8	0.925

Table 2: Description of the respondents' demographic profiles

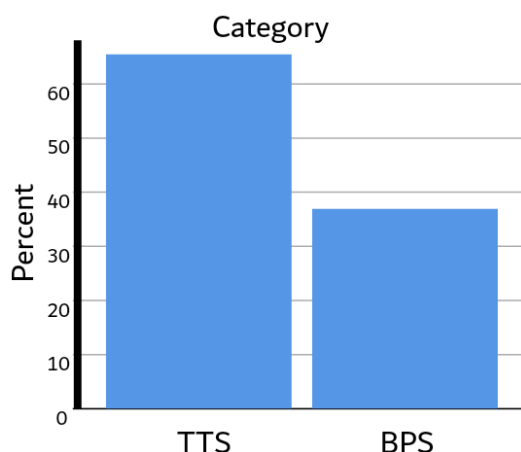
Frequencies

Category

N	Valid	166
	Missing	0

Category

		Frequency	Percent	Valid Percent
Valid	TTS	113	68.1	68.1
	BPS	53	31.9	31.9



Description

This Bar graph illustrates the frequencies rate of respondents of TTS and BPS. The total present ratio of TTS is (68.1) and ratio of BPS is (31.9)

Category	Category	Frequency	Percentage%
Gender	BPS	53	68.1
	TTS	113	31.9
	Total	166	100
Age	24 years - less than 30	13	7.8
	30 years - less than 40	93	56
	40 years - less than 50	23	13.9
	More than 50 years old	37	22.3
	Total	166	100
Academic Rank	Assistant Professor	83	50
	Associate Professor	56	33.8
	Professor	9	5.4
	Total	166	100
Experience	Less than 5 years	30	18.1

Respondents Demographic Profile

As indicated in Table 2, the demographic profile of the respondents for this study showed that they are typically males, most of them 30 years old and more, the majorities are assistant professors and associate professors; and most of the respondents have five years to less than 10 years' experience.

Variables		TTS	BPS	t	df	sig.
Organizational commitment	N	113	53			
	Mean	2.6501	2.3962			
	Std. Dev.	0.98015	0.92706			
			1.582	164		0.115

Description

Table illustrates that there is a significant difference in organizational commitment of TTS & BPS teachers with $p < 0.05$. Moreover, findings depicts that the mean score of TTS teachers' organization commitment ($M=2.65$, $SD=0.98$) is higher as compare to BPS teachers ($M=2.396$, $SD=0.93$).

Discussion and Conclusion

Extensive study of literature provides versatile view on tenure track system in higher education and Basic pay scale system Tenure was first introduced in 1915 to shield teachers from quirky firing and to protect them within that institution (Sheehe, 1994). Tenure track system was an attempt to improve quality education and to launch quality research system in Pakistan. World Bank and UNESCO have given many suggestions to improve the condition of higher education commission in Pakistan. They were of the view that by revising of compensation packages of teachers and giving those incentives research culture can be promoted and quality caliber people can be attracted. Therefore, HEC launched TTS system without understanding the local needs and problems of the country. (Khan& jabeen, 2011). Currently TTS system could not earn much appreciation in the eyes of academia and still majority of people opt BPS if they will have to apply for job as Assistant Professor or Associate Professor. But the reason being observed behind TTS teacher's organizational commitment was that they were more inclined towards research and higher objectives of their career. They are more fervent about their promotion policy because promotion policy of TTS teachers is quite an attractive thing, they get timely promotion. It is urged that HEC should grant policy formation right regarding TTS to the universities to some extent. A peaceful co-existence of BPS and TTS teachers is a need of the hour now and above them all HEC should review its policy regarding TTS system which required some modification keeping in view the current educational sand social system.

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