

**CHANGE IN HIGHER LEARNING INSTITUTIONS:  
Lecturers' Commitment to Organizational Change (C2C)**

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**Abstract**

Organizational commitment has been identified as one of the factors determining the success or failure of any organization. However, empirical research has been lacking in scope when looking at the commitment to organizational change parameters and variables. This study specifically focuses on the world of academia in Malaysian context in order to contemplate the relationship between strategy importance (S.I), Fit of the change with strategic vision (F.V) and Job motivation (J.M) as independent variables, and commitment to change (C2C) as dependent variable. Survey was employed. The number of respondent who participated was 175. Multiple regression was conducted to examine the relationships between the variables. The results of the study showed that strategy importance (S.I), Fit of the change with strategy vision (F.V), and job motivation (J.M) were important in obtaining lecturers commitment to change with a difference of importance for each of C2C's dimensions from one to another. The results offer insights for managers and identify opportunities for future empirical research on change initiatives in organizations, especially in academic context.

**Keywords:** organizational commitment, change, academia.

**1. INTRODUCTION**

Change is an integral part of any organisation and management of change is an essential tool in maintaining the organisational integrity and promoting development and growth. In order for change to work, both the management and the employees have to understand, accept, embrace and commit to the proposed change. Change management is thus one of the more important issues which today's workplace needs to focus its attention on in order to be successful. The management teams in various companies have the task of introducing, implementing and managing change within their organisations. The managers' task is to carefully consider what direct impact the intended change might have on the company's performance and how this will affect the employees. The managers must have an increased awareness of how the change will affect the employees because it is the employees' reaction to change and its acceptance or rejection that will shape the company's future success or failure. The constant technological and sociological development of the workplace mechanics combined with the ever increasing expansion of the processes of globalization contribute to growing frequency and complexity of workplace change; such rapid transformation process requires company employees to adapt to change without disruption, as such disruption would be costly and dangerous to the company's survival on the market.

However, due to the fact that any initiated change introduces the element of the unknown to the working lives of employees, and the element of the unknown is always perceived as uncomfortable, unnecessary and unwanted, resistance to change is one of the most common types of reaction amongst the modern workforce (Caldwell et al., 2004). When the employees understand change and are not afraid of it, they embrace it and become committed to it – this is the ideal situation for a company and its management, as the managers' task is to achieve and maintain an acceptable level of the employees' commitment to change.

This commitment to change must be achieved by careful strategic planning and implementation of the adopted strategies. There has been scientific interest in the change management as such; however research pertaining to the change management in the world of academia is still negligible. Whilst the institutions of higher learning are not profit-driven and possibly do not present a financially exciting research opportunity, they are still organisations, and as such undergo all the processes that any other organisation or company undergoes. Universities are an interesting research ground due to the fact that their employees are all professional educators of high calibre, who are knowledgeable and experienced and need to be given the chance to not only perform their job to the best of their ability, but also to interact with others and develop professionally, as well as on the personal level. If the employees of the university are given a chance to fulfil all the above mentioned needs, they become more committed to the organization which has provided opportunities for such multi-faceted development. Having decided that human capital is a key resource of a firm (May-Chiun et al., 2009) and confirming that a university is a special example of such situation, we must consider the implications of commitment to organizational change on the employee development, and through employee development, on the development of the whole institution.

Due to the fact that universities and their employees constantly and continuously develop and expand their knowledge and abilities, as well as the fact that the world of education is steadily but significantly evolving as well, change is unavoidable in these environments. Change is not always welcome everywhere, however, the processes of progress cannot be stopped, and so change management strategies apply at universities as well, if their management thinks seriously about the quality of teaching and the ensuing esteem their institution can possibly attain. Organizational commitment can be predicted and developed by working on specific variables. Having mentioned the fact that university is an organization and thus goes through all the organizational processes, it must be accepted that universities are also perfect grounds for research into employee commitment to organizational change.

Bearing this in mind, and also having noted that the issue of employees' commitment to change amongst university lecturers in Malaysia is an issue which has still not been extensively studied, the researcher has decided to look in depth at the issues of employees' commitment to organizational change among the lecturers at a Malaysian university.

## **2. LITERATURE REVIEW**

The recent years have seen a dramatic increase in the organisational change appearing at the various universities in Malaysia. May-Chiun et al (2009) claim that it is clear and obvious that the reform initiatives adopted by most universities assume development of both individuals and whole organizations as their key aim; and throughout the process of implementing these development initiatives they need to make sure that they are capable of solving the problems associated with putting the reforms into practice, such as increasing the levels of motivation and commitment amongst their staff. Thus, it is important for the university management teams to ensure that they are capable of providing appropriate leadership which can affect the lecturers' commitment to change in times of transformation. Relating to the higher education institutions Nijhof, de Jong and Beukhof (1998) claim that the expectations in modern-day learning institutions are increasingly focused on the employees' effort, motivation and initiative. The researchers also state that the success of a higher learning organization is not only dependent on how it uses the capabilities and skills of its employees, but also on how it is able to stimulate its employees to be committed to its aims and goals. They also say that employee commitment, together with a competent workforce, seems to be of decisive importance for an organization to be able to compete in quality and to go along with changes.

Nonaka and Takeuchi (1991) and Senge, (1990) also state that there are constantly newer concepts of organizations based on creativity and new learning ideas, and that these new emerging technologies and concepts will require the employees of the educational institutions to take on many more responsibilities. We understand that this fact, in turn, leads to a certain degree of change-related discomfort amongst the university employees and that the behaviours displayed in reaction to the proposed or on-going change will be of interest to the university government if they are aiming to manage change appropriately and in a fashion beneficial to all its stakeholders. The university this study pertains to is located in Malaysia, and it has been reorganized on numerous occasions over its lifetime. In the recent years, the university management teams have decided to transform its faculty system into college system. The introduction of such a radical change into the University structure had very far going consequences for the employees of the institution.

Introducing such novelty means creating the initial feeling of unease and discomfort manifested through anxiety associated with introduction of the unknown to the working lives of the employees. Due to the fact that the new and unknown usually leads to the feelings of discontent among the employees who treat the changes as unwanted, unnecessary and uncomfortable, resistance to such change is one of the most common reactions amongst the modern workforce (Caldwell et al., 2004). Taking the above fact into consideration, the researcher in the present study is expecting to find at least minor signs of resistance to the change being introduced at the university under consideration, as the lecturers are bound to disapprove of some aspects of the transformation and find them uncomfortable or even not beneficial or worth their while. Such feelings could cause lack of, or diminished amount of, support for the new incentive and change being introduced among the staff at the university; this - in turn - could affect the job performance of the lecturers and automatically, in the chain of events, the performance of the university as a whole.

As it has been mentioned above, there exists a strong correlation between the university lecturers and their employer institution. In such a mutually affective correlation, any kind of change applied to one of the component parts of the system will, and does, have an effect on the other parts of the whole; in this situation, the change at the level of university structure and setting is bound to have a huge impact on the employees of this university, which will also affect the way that the university functions and develops. Thus, it is clear why the introduction of change into the structure of a tertiary education institution would present a significant practical challenge for the management team of such an institution and also motivate the management to try and make sure that they do all they can to maintain the staff loyalty and commitment to the organization at the time of such a significant transformation.

The present study uses the research model presented and modified by Herscovitch and Meyer (2002) and supplements it with elements introduced by Noble and Mokwa (1999), Daft (2002), and Ganesan & Weitz (1996). Herscovitch and Meyer (2002) defined commitment to a change as a force (mind-set) that binds an individual to a course of action deemed necessary for the successful implementation of a change initiative. In the context of this study, the organizational commitment will be related to the lecturers identifying with their mother institution and working to implement the organizational goals and live by its values, which will be measured by instruments proposed by Herscovitch and Meyer (2002). In other words, when committed to the organizational change at the mother institution, the lecturers of the university will specifically follow all the rules and regulations and implement all the decisions of the university board because that is necessary for the successful functioning of the organization which they are a part of. Therefore, and according to Herscovitch and Meyer (2002):

1. **Affective commitment to change (AC2C)** refers to a desire to support a specific change being introduced in the workplace. (Based on positive feelings, towards the change being implemented in the organization). In the present study, this variable can be explained by stating that lecturers will stay with the university because they are emotionally attached to it – they feel it is the best option for them to continue employment with the particular organization and this feeling is based on emotional choice. Lecturers stay with the organization because they want to.
2. **Continuance commitment to change (CC2C)** refers to the employees understanding that resistance to change is associated with specific costs to the company and to themselves; they remain committed due to the high cost of leaving. In the present study, this variable can be explained by stating that the lecturers will stay with the university because they need to, because it would have too many consequences for them if they decided to break their commitment to the organization and leave. In other words, the lecturers stay with the university because they need to and because it would be too costly (financially or otherwise) to leave.
3. **Normative commitment to change (NC2C)** reflects a sense of obligation to be supportive (Herscovitch & Meyer, 2002). (The employees have internalized the values and goals of the organization). In the present study, this variable can be explained by stating that the lecturers will stay with the university because they feel they must do so, this is the feeling of external obligation – in other words, the lecturers stay with the university because they believe they have to.

**Strategy importance** is defined as the extent to which a strategy is perceived as having potentially significant organizational consequences (Noble & Mokwa, 1999). In the present study, the lecturers have already made their decision about whether or not they see the new strategy adopted by their place of work – the university – as important. The question, then, is: how is the strategy of change being perceived?

Is it viewed as important or insignificant? In this study the researcher looks at how the lecturers of the university see the new strategic changes and assesses how important this strategy is for them personally, as well as how they perceive its strategic importance for their workplace.

Noble and Mokwa (1999) defined **fit with vision** as the degree to which a strategy being implemented is seen as congruent with the overall direction of the organization. In other words how the modernization/change fits with the vision adapted by the organization. People commit to an organization because they want to maintain organizational membership to facilitate its goals (Blau & Boal, 1987), thus – the university lecturers will commit to the university much more strongly if they agree with the university’s vision for the future. So, building a structure of events, we see that the lecturers make their decision about the university’s vision and their own commitment to this vision; this decision – in turn – informs their perception of the organizational change being implemented and how this change fits with the vision adopted. In this study, the researcher looks at how the fit with vision variable can make the lecturers more or less likely to commit to the change being implemented to the university structures.

Daft (2002) defines **motivation** as the forces either internal or external to a person that arouse enthusiasm and persistence to pursue a certain course of action. In case of the current study, the researcher looks at how job motivation variable can make the lecturers more or less likely to commit to the organizational change implemented to the university structures.

The present study has examined the relationship between strategy importance (S.I), Fit of the change with strategic vision (F.V) and Job motivation (J.M) as predictors and lecturers’ commitment to change (C2C); Affective, normative, and continuance commitment to change. To that end, the researcher reviewed literature from a variety of disciplines and proposed a model of antecedents of the three components of employee C2C; AC2C, NC2C, and CC2C.

### **3. METHODS**

The research was conducted at one of the colleges contained within the university. The university was founded as a public governmental institution and it offers both undergraduate and graduate degree programs, to provide academic excellence in the areas of business management education, Information Technology IT and quality management.

According to the university’s statistics office, The Green College employs about four hundred fifty one (451) lecturers (July, 2010), which makes it the largest college of the university in terms of the number of lecturers it employs. For the purposes of the present study, the other colleges within the institution will be called The Yellow College and The Blue College. The participants of this study are lecturers who have been working for the university before the change took place and are still working there after the change was implemented; to ensure that respondents will give their perception regarding the issue (C2C) according to their personal experience, considering that change took place at the very beginning of the year 2008.

The study involved the lecturers (senior and lecture grade) who have been working for the university before the change took place and after the change was implemented (before January 2008 and after that date, until the data collection was in progress).

**Stratified sampling** was employed. This kind of sampling is used in order to ensure that the researched sample of population is guaranteed to be truly representative of the general population under research (Key, 1997; Krejcie and Morgan (1970)

According to Krejcie and Morgan (1971), the sample would be 175 out of the whole population of 320 lecturer and senior lecturer (University Statistics Unit, 2010).

The study used a questionnaire (See appendix 1) consisting of 3 sections.

#### **INSTRUMENT DESCRIPTION**

##### **Section 1** (Personal Information)

This section contains some questions to gather general information about the participants of the study (The Green College) in order to describe them; age, gender, marital status, working experience with the university (the main point), and the department/ program.

##### **Section 2** (Dependent Variables)

- **Affective Commitment To Organizational Change (AC2C)**

Four items were adapted and developed for the purpose of the current study from Herscovitch and Meyer's (2002) three-component model of commitment to organizational change, to measure this dimension. Each item is rated on a 5-point scale which is perhaps the most commonly used. The use of the 5-point scale is an interesting choice when considering different patterns of probabilities across a population of potential respondents (Sclove, 2001). The respondents rate the degree to which they agree with each statement ranging between 1 (strongly disagree) and 5 (strongly agree).

- **Normative Commitment To Organizational Change (NC2C)**

This dimension was measured by four items adapted from Herscovitch and Meyer's (2002) three-component model of commitment to organizational change, specifically for the purpose of measuring this dimension. Again, each item is rated on a 5-point scale. The respondents (college lecturers) indicate how much they agree with each statement by choosing a number between 1 (strongly disagree) and 5 (strongly agree).

- **Continuance Commitment To Organizational Change (CC2C)**

Four items were adapted and developed for the purpose of the current study from Herscovitch and Meyer's (2002) model; the three-component model of commitment to organizational change (TCM) - was used in a 5-point scale format. The respondents rated the degree to which they agree with each statement by choosing a number between 1 (strongly disagree) and 5 (strongly agree).

### **Section 3 (Independent Variables)**

- **Strategy Importance**

Four items adapted from Noble and Mokwa's (1999) were used to measure this variable in a 5-point scale format. The respondents rated the degree to which they agree with each statement ranging between 1(SD) and 5 (SA).

- **Fit With Vision**

Three items were derived and developed for the purpose of the current study from Noble and Mokwa's (1999) model, and were used to measure this variable (fit with vision) in the 5-point scale format. The respondents (college lecturers) rated the degree to which they agree with each statement ranging between 1(SD) and 5 (SA).

- **Job Motivation**

Three items were derived and developed for the purpose of the current study from Ganesan and Weitz's (1996) study, and were used to measure this variable (Job Motivation) in the 5-point scale format. The participants for this study rated the degree to which they agree with each statement ranging between 1(SD) and 5 (SA).

The analysis of the data was conducted using SPSS (version 16). It is the most widely used instrument in analysing quantitative data. Descriptive statistics were run for the personal information of the participants. Multiple regression method was used to examine the relationships amongst the variables.

## **4. RESULTS**

The present study has been conducted to investigate the relationship between lecturers' commitment to change; AC2C, NC2C, and CC2C as dependent variables and Strategy importance (S.I), Fit with vision (F.V), and Job motivation as independent variables. A hundred and seventy five complete responses were received and they were subjected to a rigorous reliability checks before commencing the analysis. The tests and analysis carried out were the Cronbach's alpha test, descriptive statistics, correlations and regression test.

The frequency results show that most of the respondents seems to have moderate level of each of the three dimensions of commitment to change; AC2C, NC2C, and CC2C. Also, the analysis revealed that all the measures were internally consistent, reliable and valid. The correlation tests have also shown that the independent variables: strategy importance (S.I), Fit with Vision (F.V), and Job Motivation (J.M) are positively related to the dependent variables: Affective Commitment to Change (AC2C) and Normative Commitment to Change (NC2C), but negatively related to Continuance Commitment to Change (CC2C). The regression analysis showed that the variables Fit with vision (F.V) and Job motivation (J.M) have an effect on lecturers' Affective commitment to change (AC2C), but Strategy importance (S.I) – first model- does not have the same effect on these variables; and that only Strategy importance (S.I) affects the college lecturers' Normative commitment to change (NC2C)-second model. Where, the participants' Continuance commitment to change (CC2C) was found to be affected only by Strategy importance (S.I) and Fit with vision (F.V) variables with no effect from Job motivation variable - third model-.

**- Affective Commitment To Change**

Table 1 presents the frequency of participants’ answers for each item of AC2C variable. The results revealed that; 61 (34.85%) participants have low level of affective commitment to change, 105 (60%) lecturers have moderate level of affective commitment to change, where the results show that only 9 (5.14%) of the respondents show high level of affective commitment to change, where 1 represents the range of ‘low level’, 2 represents the range of ‘moderate level’, and 3 represents the range of ‘high level’

**TABLE 1: AC2C**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	61	34.85	34.85	34.85
	2	105	60	60.0	94.85
	3	9	5.14	5.14	100.0
	Total	175	100.0	100.0	

1: Low level, 2: Moderate level, 3: High level

**- Normative Commitment To Change**

Table 2 presents the frequency of participants’ answers for each item of the AC2C variable. The results reveal that; 17 (9.71%) participant have low level of normative commitment to change, 147 (84.0%) lecturers have moderate level of affective commitment to the change, where the results show that only 11 (6.28%) of the respondents show high level of affective commitment to change. Where, 1 represents the range of ‘low level’, 2 represents the range of ‘moderate level’, and 3 represents the range of ‘high level’

**TABLE 2: NC2C**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	17	9.71	9.71	9.71
	2	147	84.0	84.0	93.71
	3	11	6.28	6.28	100.0
	Total	175	100.0	100.0	

1: Low level, 2: Moderate level, 3: High level

**- Continuance Commitment To Change**

Table 3 presents the frequency of participants’ answers for each item of AC2C variable. The results reveal that; 70 (40.0%) participant have low level of continuance commitment to change, 105 (60.0%) lecturers have moderate level of continuance commitment to the change, where the results show that none of the participants has high level of continuance commitment to change (CC2C).

**TABLE 3: CC2C**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	105	60.0	60.0	60.0
	3	70	40.0	40.0	100.0
	Total	175	100.0	100.0	

1: High level, 2: Moderate level, 3: Low level

**DEPENDENT AND INDEPENDENT VARIABLES CORRELATION ANALYSIS**

Table 4 presents the results of the correlation analysis carried out to determine the relationship between the dependent variables ‘AC2C’, ‘NC2C’ and ‘CC2C’, and the independent variables ‘strategy importance’, ‘fit with vision’ and ‘job motivation’. From the results shown in Table 4; strategy importance is positively related to affective commitment to organizational change (AC2C) 0.541 which is significant (strong relationship) at 0.01significance (99% confidence) level, and also positively related to normative commitment to organizational change (NC2C) 0.491 which is considered moderate (moderate relationship) at 0.01 significance level; yet, at the same time, this parameter is negatively related to continuance commitment to organizational change (CC2C) - 0.505 which is significant (strong relationship) at 0.01significance level; Fit with vision is positively related to affective commitment to organizational change (AC2C) 0.549 which is significant (strong relationship) at 0.01 significance level, and also positively related to normative commitment to organizational change (NC2C) 0.363 which is considered moderate (moderate relationship) at 0.01significance level.

But, the same independent variable is negatively related to continuance commitment to organizational change (CC2C) -0.563 which is significant (strong relationship) at 0.01 significance level; and Job motivation is positively related to affective commitment to organizational change (AC2C) with correlation coefficient of 0.438 which is moderate (moderate relationship) at 0.01 significance (99% confidence) level, and also positively related to normative commitment to organizational change (NC2C) with correlation coefficient of 0.306 which is considered moderate (moderate relationship) at 0.01 significance (99% confidence) level, But negatively related to continuance commitment to organizational change (CC2C) with correlation coefficient of -0.204 which is weak (weak relationship) at 0.01 significance (99% confidence) level.

As it can be seen, all the independent variables: strategy importance (S.I), fit with Vision (F.V), and job motivation (J.M) are positively related to the dependent variables: affective commitment to change (AC2C) and normative commitment to change (NC2C), but negatively related to continuance commitment to change (CC2C).

**TABLE 4: Correlations**

		AC2C	NC2C	CC2C	S.I	F.V	J.M
AC2C	Pearson Correlation		.484**	-.600**	.541**	.594**	.438**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N		175	175	175	175	175
NC2C	Pearson Correlation			-.508**	.491**	.363**	.306**
	Sig. (2-tailed)			.000	.000	.000	.000
	N			175	175	175	175
CC2C	Pearson Correlation				-.505**	-.563**	-.204**
	Sig. (2-tailed)				.000	.000	.007
	N				175	175	175
S.I	Pearson Correlation					.680**	.431**
	Sig. (2-tailed)					.000	.000
	N					175	175
F.V	Pearson Correlation						.384**
	Sig. (2-tailed)						.000

\*\* . Correlation is significant at the 0.01 level (2-tailed).

#### REGRESSION ANALYSIS

The relationship between the dependent variables AC2C, NC2C, and CC2C and the independent variables is presented in this section. The relationships between the variables were analyzed using multiple regressions. Multiple regressions are the most common and widely used method to analyze the relationships between dependent and independent variables.

##### 1- Regression Between S.I, F.V, J.M and AC2C

Linear analysis was carried out to investigate the relationship between 'AC2C' and 'strategy importance', 'fit with vision', 'job motivation'.

The adjusted R2 value was found to be 0.422 (see table 5) indicating that 42.2% of the variance in 'Affective Commitment to Change (AC2C)' is explained by the selected independent variables.

**TABLE 5: Model Summary (1<sup>st</sup> Model)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.650 <sup>a</sup>	.422	.412	.81883

a. Predictors: (Constant), J.M, FV, S.I

**TABLE 6: Coefficients<sup>a</sup> (1<sup>st</sup> Model)**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.332	.507		-2.626	.009
	S.I	.259	.112	.189	2.314	.022
	F.V	.534	.111	.385	4.809	.000
	J.M	.414	.129	.209	3.212	.002

a. Dependent Variable: AC2C

**2- Regression Between S.I, F.V, J.M and NC2C**

Linear analysis was carried out to investigate the relationship between ‘Normative Commitment to Change (NC2C)’ and ‘strategy importance’, ‘fit with vision’, and ‘job motivation’. The adjusted R2 value was found to be 0.252 (see table 7) indicating that 25.2% of the variance in ‘Normative Commitment to Change (NC2C)’ is explained by the selected independent variables.

**TABLE 7: Model Summary (2<sup>nd</sup> Model)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.502 <sup>a</sup>	.252	.239	.64102

a. Predictors: (Constant), J.M, FV, S.I

**TABLE 8: Coefficients<sup>a</sup> (2<sup>nd</sup> Model)**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.440	.397		3.625	.000
	SI	.392	.088	.418	4.483	.000
	FV	.035	.087	.037	.402	.688
	J.M	.152	.101	.111	1.507	.134

a. Dependent Variable: NC2C

**3- Regression Between S.I, F.V, J.M and CC2C**

Linear analysis was carried out to investigate the relationship between ‘Continuance Commitment to Change (CC2C)’ and ‘strategy importance’, ‘fit with vision’, and ‘job motivation’. The adjusted R2 value was found to be 0.348 (9) indicating that 34.8% of the variance in ‘Continuance Commitment to Change (CC2C)’ is explained by the selected independent variables.

**TABLE 9: Model Summary (3<sup>rd</sup> Model)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.590 <sup>a</sup>	.348	.337	.57938

a. Predictors: (Constant), J.M, FV, S.I



**TABLE 10: Coefficients<sup>a</sup> (3<sup>rd</sup> Model)**

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	T	
1	(Constant)	4.651	.359		12.955	.000
	SI	-.224	.079	-.246	-2.828	.005
	FV	-.389	.079	-.420	-4.944	.000
	J.M	.083	.091	.063	.912	.363

a. Dependent Variable: CC2C

## 5. DISCUSSION

The present study stresses the importance of commitment to change at a higher learning institution. The influence of the various dependent and independent variables on the commitment to change amongst the university lecturers is highly significant for the appropriate and successful functioning on the whole institution and thus should be carefully considered by the management structures of any institution of higher learning. To rectify the paucity of research into this area of management, the researchers have decided to conduct an in-depth study into the phenomenon and examined the relationship between strategy importance (S.I), fit with vision (F.V), and job motivation (J.M) as independent variables, and the three dimensions of lecturers' commitment to change (C2C): AC2C, NC2C, and CC2C, as dependent variables. The conducted study involved a hundred and seventy five participants from amongst the college lecturers. The content validity and reliability of the instrument were both tested during a pilot study involving thirty respondents; the pilot study proved reliable and the test instrument was used in the main study, which included senior lecturers (67.4%) and lecturers from the college representing all the departments of the college for the purposes of the research.

The statistical measurement of the mean and standard deviations of the constructs of the independent variables and the dependent variables evaluated all the variables under the 5-point scale. The inferential statistical measurement (the correlations) shows all the independent variables; strategy importance (S.I), fit with vision (F.V) and job motivation (J.M) are positively correlated to lecturers' affective (AC2C) and normative commitment to change (NC2C), but negatively correlated to their continuance commitment to change (CC2C); this supports the findings of Noble and Mokwa (1999), Wilson and Wong (2003) and Parish et al. (2008). As such, it has been observed that college lecturers (senior lecturers and lecturers) have a moderate level of affective commitment to change, which applies both to faculties and colleges. Looking at the results for the Normative Commitment to the Change Level, it has been observed that both the senior lecturers and lecturers seem to have a moderate level of normative commitment to the change implemented at the university. The research pertinent to the Continuance Commitment to the Change Level has shown that the college lecturers that participated in this study have shown a moderate level of continuance commitment to the change that took place at the university.

The research on the variables of Relationship Between Strategy Importance (S.I) and AC2C, NC2C, and CC2C points to the fact that strategy importance (S.I) is positively related to Affective Commitment to organizational Change (AC2C) to a significant level demonstrated by the 0.541 result which points to a strong relationship at 0.01 significance level. The S.I. is also positively related to Normative Commitment to Organizational Change (NC2C) with the result of 0.491 which is considered moderate and points to a moderate relationship at 0.01significance level; yet, at the same time, the S.I. is negatively related to Continuance Commitment to organizational Change (CC2C) with the result of -0.505, which is significant and points to a strong relationship at 0.01significance level. All the above points to the fact that the college lecturers consider the change (faculties into colleges system) important as a strategy for the university, in as much as it affects their commitment to this change. When testing the relationship Between Fit with Vision (F.V) and; AC2C, NC2C and CC2C, the study has shown that fit with vision (F.V) is positively related to Affective Commitment to organizational Change (AC2C) with the result of 0.549 which is significant and points to a strong relationship at 0.01significance, with 99% confidence level. The study also proved that F.V. is positively related to Normative Commitment to organizational Change (NC2C) with the result of 0.363 which is considered moderate and points to the moderate relationship at 0.01significance with 99% confidence level.

But, the same independent variable is negatively related to Continuance Commitment to organizational Change (CC2C) with the result of -0.563, which is significant and points to a strong relationship at 0.01 significance with 99% confidence level. In other words, the participants of the study see the fit of the change with the strategic vision (F.V) within their departments, the college and the university in general, as important in as much as it affects their commitment to the change. Tests on the Relationship Between Job Motivation (J.M) and; AC2C, NC2C and CC2C have shown that job motivation (J.M) is positively related to Affective Commitment to organizational Change (AC2C) with correlation coefficient of 0.438 which is considered as moderate and points to moderate relationship at 0.01 significance with 99% confidence level, and also positively related to Normative Commitment to organizational Change (NC2C) with correlation coefficient of 0.306 which is considered moderate and points to moderate relationship at 0.01 significance with 99% confidence level. But the same variant of J.M. is negatively correlated to Continuance Commitment to organizational Change (CC2C) with correlation coefficient of -0.204 which is weak and points to weak relationship at 0.01 significance with 99% confidence level. Here, it is visible that the lecturers who participated in the study consider the motivation of their job as lecturers (academicians) an important element that affects their commitment to the change implemented at their mother institution. As the study has suggested, and proved in the results of the tests carried out, strategy importance (S.I), fit of the change with strategy vision (F.V), and job motivation (J.M) are all important factors in attaining and strengthening lecturers commitment to change, however there is a difference of importance for each of C2C's dimensions from one individual to another.

## **6. LIMITATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH**

The results of the present study offer insights for managers of all higher learning institutions and identify opportunities for practical application whilst conducting the so necessary processes of organizational change and maintaining the essential levels of staff commitment. However, it has to be noted that future empirical research on change initiatives in organizations of higher institutions such as universities is highly recommended as the sample used in the present study is relatively small and localised and thus might be considered as not representative of the worldwide trends in the organizational commitment to change at various institutions worldwide.

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## **APPENDIX**

### **1- Research questionnaire:**

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#### **Research Questionnaire About:**

#### **CHANGE IN HIGHER LEARNING INSTITUTIONS: Lecturers' Commitment to Organizational Change (C2C)**

#### **NOTE**

This study employs lecturers and senior lecturers as respondents. The focus of the study only involves around commitment to Organizational Change (AC2C, NC2C, and CC2C) and strategy factors (strategy importance & Fit of the organizational change with strategic vision) and Job motivation.

Dear participant,

Before you start, kindly note that your participation is entirely voluntary, and it would be highly confidential. Your participation is highly appreciated.

**SECTION 01: (Personal Information)**

Please tick/shade the appropriate answer for you.

**1- Age:**

- Less than 25
- 25 - 30
- 31 - 35
- 36 - 40
- 41 - 45
- 46 an above

**2- Gender:**

- Female
- Male

**3- Marital Status:**

- Married
- Single

**4- Position:**

- Senior Lecturer
- Lecturer

**5- How long have you being working for the university?**

- Less than 3 years
- 3 – 5 year
- 5 – 8 years
- More than 8 years

**6- Department/Program?**

**SECTION 02:**

In this section, the word ‘change’ refers to changing from faculties into colleges.

Please indicate to which extent you agree or disagree with the following statements:

<b>1-Affective Commitment to Organizational Change (AC2C)</b>					
	Strongly Disagree <b>1</b>	Disagree <b>2</b>	Neutral <b>3</b>	Agree <b>4</b>	Strongly Agree <b>5</b>
1. I believe in the value of this change.					
2. This change is a good strategy for this college.					
3. This change serves an important purpose.					
4. Things will be better because of this change.					

<b>2-Normative Commitment to Organizational Change (NC2C)</b>					
	Strongly Disagree <b>1</b>	Disagree <b>2</b>	Neutral <b>3</b>	Agree <b>4</b>	Strongly Agree <b>5</b>
1. I feel a sense of duty to work toward this change.					
2. I do not think it would be right of me to oppose this change.					
3. I would feel guilty about opposing this change.					
4. I feel obligated to support this change.					

<b>3-Continuance Commitment to Organizational Change (CC2C)</b>					
1. I feel pressure to go along with this change.	Strongly Disagree <b>1</b>	Disagree <b>2</b>	Neutral <b>3</b>	Agree <b>4</b>	Strongly Agree <b>5</b>
2. I have too much at stake to resist this change.	Strongly Disagree <b>1</b>	Disagree <b>2</b>	Neutral <b>3</b>	Agree <b>4</b>	Strongly Agree <b>5</b>
3. It would be too costly for me to resist this change.	Strongly Disagree <b>1</b>	Disagree <b>2</b>	Neutral <b>3</b>	Agree <b>4</b>	Strongly Agree <b>5</b>

**SECTION 03:**

In this section, the word ‘strategy’ refers to the step of changing from faculties into colleges as a strategy. Please indicate to which extent you agree or disagree with the following statements:

<b>1-Strategy Importance</b>					
1. This strategy will influence this College for years to come	Strongly Disagree <b>1</b>	Disagree <b>2</b>	Neutral <b>3</b>	Agree <b>4</b>	Strongly Agree <b>5</b>
2. The strategy was extremely important	Strongly Disagree <b>1</b>	Disagree <b>2</b>	Neutral <b>3</b>	Agree <b>4</b>	Strongly Agree <b>5</b>
3. This strategy was pretty minor in the overall mission of the college	Strongly Disagree <b>1</b>	Disagree <b>2</b>	Neutral <b>3</b>	Agree <b>4</b>	Strongly Agree <b>5</b>
4. The success of the strategy was expected to significantly affect the future of the college	Strongly Disagree <b>1</b>	Disagree <b>2</b>	Neutral <b>3</b>	Agree <b>4</b>	Strongly Agree <b>5</b>

<b>2-Fit of the organizational change with strategic vision</b>					
1. The change is part of an overall strategic plan within my department	Strongly Disagree <b>1</b>	Disagree <b>2</b>	Neutral <b>3</b>	Agree <b>4</b>	Strongly Agree <b>5</b>
2. The change is consistent with other things going on in my department	Strongly Disagree <b>1</b>	Disagree <b>2</b>	Neutral <b>3</b>	Agree <b>4</b>	Strongly Agree <b>5</b>
3. I understand how the change fits within the strategic vision of my department	Strongly Disagree <b>1</b>	Disagree <b>2</b>	Neutral <b>3</b>	Agree <b>4</b>	Strongly Agree <b>5</b>

<b>3- Job motivation</b>					
1. My job is exciting and challenging	Strongly Disagree <b>1</b>	Disagree <b>2</b>	Neutral <b>3</b>	Agree <b>4</b>	Strongly Agree <b>5</b>
2. My job gives me an opportunity to learn something new and different	Strongly Disagree <b>1</b>	Disagree <b>2</b>	Neutral <b>3</b>	Agree <b>4</b>	Strongly Agree <b>5</b>
3. My job is really interesting to me	Strongly Disagree <b>1</b>	Disagree <b>2</b>	Neutral <b>3</b>	Agree <b>4</b>	Strongly Agree <b>5</b>