

ABSTRACT

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Title of Dissertation : Organizational Commitment of Thai University
Instructors: A Study of Public and Private
Universities in Bangkok Metropolis

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This research focuses on organizational commitment of Thai university instructors. The objectives are to study instructors' attitude for their level of commitment, investigate factors that affect their level of commitment and prioritize the factors that have effect on their commitment.

This study originally sat out as a replicate study to that of Tarter (1993) who investigated organizational commitment and job satisfaction across six public higher educational institutions in New Jersey. She applied Glisson and Durick (1988) with worker characteristics, job characteristics and organizational characteristics as predictors of organizational commitment and satisfaction. Since the three predictors in Tarter's study only explained twenty nine percent of variance in commitment, satisfaction was added as the forth variable at the suggestion of Mathieu (1991), Backer(1992), Bishop and Scott (2000), who claimed that satisfaction and commitment are reciprocally related. In addition, Reilly and Chatman (1986) measure of commitment was added to reinforce Porter et al.'s (1974) measure at Glisson's suggestion that commitment is a multidimensional term including internalization, identification and compliance with the organizational goals and norm.

Nine hundreds and sixty sets of questionnaires were distributed to instructors from three public and three private universities randomly chosen within

Bangkok Metropolis. A total of five hundred and three usable questionnaires were returned; two hundred and forty from public and two hundred and sixty three from private universities. Data were coded and analyzed using Statistical Package for Social Science (SPSS) program. Beside a full display of frequency percentages of all the variables, cross-tabulation was primarily used for hypothesis testing. Other statistical techniques applied were correlations and multiple regressions.

The study found a number of instructors' characteristics that are distinctly different across public and private universities. Instructors at public universities tend to be older with longer years employed, longer professional years and higher academic rank compared to private university instructors. Nonetheless, the trend is in the process of shifting as more private university instructors are pursuing higher academic degrees. Most other variables show little differences between public and private universities. In particular, the amount of commitment is only slightly higher in public compared to private. The strongest predictor for organizational commitment is job characteristics followed by satisfaction factors. Job characteristics, organizational characteristics, satisfaction factors, and eight personal characteristics explain 45% of variance in organizational commitment. Among the sub variables with high significant correlations to organizational commitment were role ambiguity, growth satisfaction, security satisfaction, and additional satisfaction questions.

Organizational characteristics were not a significant indicator of organizational commitment. Among the variables in personal characteristics, only academic rank seemed to be of negative significance to commitment indicating that lower academic rank are more committed than those with higher rank. Since job characteristics directly affect the individual's commitment, policy to enhance commitment requires a clear and precise definition of job characteristics.