

# AN EMPIRICAL INVESTIGATION OF LECTURERS' ORGANIZATIONAL COMMITMENT IN TECHNICAL AND VOCATIONAL COLLEGES IN IRAN

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## ABSTRACT

With the purpose of determining the levels of lecturers' organizational commitment (affective, normative and continuance) based on gender, employment type, marital status, and academic rank, the current research has been performed in Technical and Vocational Colleges in four provinces of Fars, Khuzestan, Boushehr, and Kohgilouyeh and Boyerahmad in Iran. A survey-based descriptive research with the analysis of mean, standard deviation, frequency and percent and four t-tests were utilized to measure organizational commitment of 295 lecturers. The relevant literature shows little studies pertaining lecturers' commitment of higher learning institutions in Iran. Considering the importance of lecturers' organizational commitment; educational leaders, policy makers and academic administrators should take necessary measures to make their core workforce highly committed. This study has contributions to fill the gap of theoretical and empirical knowledge and improve understanding of organizational commitment issue.

**Keywords:** Affective, Continuance, Normative, Overall Organizational Commitment, Technical and Vocational Colleges, Iran

## **INTRODUCTION:**

Organizational commitment has been the focus of attention both in management literature and research for the past four decades. According to Allen and Meyer (1996, 1997), Armstrong (2001), Cohen (2007), employee commitment is not limited to national boundaries or particular organizations, but is a universal issue and needs further research. It plays a key role in attaching the employees to the organization in such a way that the more organizational commitment is deeper, the longer employees continue to stay with the organization (Allen & Meyer, 1996; Cohen, 2007; Martin, 2007; Meyer, Becker, & Vandenberghe, 2004). Knowing that management strategies dependent on control are not suitable to manage educational institutions; administrators try to perform strategies based on commitment to manage such organizations (Martin, 2007; Winter & Jackson, 2006).

In addition, one of the most important factors of success in higher education institutions is lecturers' commitment (Aminbidokhti & Salehpour, 2007; Bhatnagar, 2007; Davoodipour, Ahancheyan, & Rezvani, 2008; Hossaini, Amirtash, & Mozafari, 2005). Lecturing is one of the professions that need high commitment; the workload is heavy, the role is broad and the lecturers are committed and responsible in educating the students. Teachers strong in organizational commitment find it easy to be interested in whatever they are doing and can involve themselves unconditionally. Without commitment, some may even leave the profession and in a case of no longer feel committed to their job, they would probably shirk in their daily duties which absolutely cause other horrible effects, especially to the students (Hossaini, et al., 2005; Khatibi, Asadi, & Hamidi, 2009; Yaghobi, Yarmohammadyan, & Javadi, 2007). However, the literature shows little research on organizational commitment in higher education institutions (Chughtai & Zafar, 2006; Hamidi & Keshtidar, 2004; Hossaini, et al., 2005).

## **TECHNICAL AND VOCATIONAL COLLEGES:**

Technical and Vocational Colleges (TVCs) as the context of this study have experienced remarkable changes over the past ten years in Iran. The key role of TVCs in training and providing technicians has made their position to be upgraded. Based on the last decision in relation to these colleges, they were transformed to be supervised by the Ministry of Higher education. These organizational changes have had positive effects on lecturers who teach, research and guide students in these colleges (Sadri & Zahedi, 2009; Zainabadi, Salehi, & Parand, 2007). To be successful in managing educational institutions, administrators need to become aware of lecturers' needs and commitment and strengthen their relationship with lecturers toward the direction of goal achievement. Thus, satisfying these duties needs lecturers who are committed to institutions for which they work. Highly committed lecturers are expected to obtain expertise in new subjects that contribute to their work, enhance their ability to deal with students' special needs, and to improve their classroom performance (Dixon, 1994; Park, 2005; Thomas, 2008).

Consequently, lecturers as the pivot role of educational systems, have critical and significant roles in building the future of students. Pertaining this, educational leaders as well as administrators should be aware of the factors that have contributions in making lecturers committed to the educational institutions. To achieve this purpose, the current study intends to fill the gap of scarcity of theoretical and empirical knowledge on the perceptions of lecturers relevant to the organizational commitment in TVCs in Iran.

## **ORGANIZATIONAL COMMITMENT:**

Various definitions of organizational commitment can be found in the management of literature. According to Mowday, Porter & Steers (1992), "commitment is the relative strength of a individual's identification with involvement in a particular organization". They state three characteristics of commitment:

- Employee' belief in and acceptance of the organization goals and values;
- Willingness to exert dedicated efforts on behalf of organization;
- Strong desire to maintain organization membership.

Introducing a three component model to show different employee linkages to the organization; Allen and Meyer (1990, 1996) defined organizational commitment as psychological relationship between employees and organization. Each component has different behavioral outcomes. Affective commitment refers to an employee's psychological attachment to, identification with, and involvement in an organization by acceptance of organization goals and values in order to remain with the organization. Employees who have a strong affective commitment stay in the institution because they "want to" (Mosadeghrad, Ferlie, & Rosenberg, 2008). Continuance commitment shows the tendency to continue working for the organization. The ones who have a strong continuance commitment stay because they "need to" (Shaikh, et al., 2005; Shirbagi, 2007). Normative commitment refers to the employees' obligation feeling to stay in the organization. Employees think that organization has supported them in needy times, thus they are obliged to stay with the organization by virtue of

their belief that it is morally not right to leave the organization. The ones who have a strong normative commitment stay because they feel they “ought to” (Salami, 2008; Talebpour & Emami, 2006). Thus, organizational commitment is an inner psychological feeling and force which obliged employees to continue in an organization.

Researchers have studied organizational commitment as a dependent variable for antecedents such as age, tenure, education, and as a predictive indicator in organizational behavior and organizational outcome such as job satisfaction, work motivation, turnover, intention to leave, absenteeism, and performance (Allen & Meyer, 1996; Meyer, Allen, & Smith, 1993). Mowday et al., (1992) stated four categories of factors affecting organizational commitment:

- Personal Characteristics,
- Work experience,
- Job characteristics and
- Structural characteristics.

Giffords (2009) stated that to promote, systematize, and facilitate organizations’ functioning in achieving their goals, mission, and objectives, factors such as demographics should be noticed by the managers of the organizations. Tseng (2010) also stated that demographic characteristics could affect organizational commitment. The demographic variables may have effects on organizational commitment and therefore should be controlled for (Chughtai & Zafar, 2006; Ng, Butts, Vandenberg, DeJoy, & Wilson, 2006). Dennis and Alan (2004) reported that gender in educational settings was the most important predictor of organizational commitment. Lim (2003) reported significant differences on affective and continuance variables between men and women. Males showed a higher score on the affective and continuance variables than women. Khatibi et al., (2009) reported that there was no significant difference between male and female employees in organizational commitment. They also found that there was no significant difference between single and married employees based on organizational commitment. Conversely, Salami, (2008) asserted that there were significant differences between male and female employees by organizational commitment. Sabagheyani, Tondnevis, Mozafari, and Zareei, (2006) reported that there were significant differences between affective, continuance, normative and organizational commitment of full and part time lecturers in Iran.

Therefore, the theoretical and empirical inconsistent results pertaining to organizational commitment reveals that personal variables such as age, gender, marital status, education level, employment type and academic rank are among frequently variables investigated to show their association with organizational commitment. In this study, the differences in affective, continuance, normative and overall organizational commitment based on gender, marital status, employment type and academic rank were explored using t-test.

## **RESEARCH QUESTIONS:**

This study was designed to address the following research questions.

**RQ1:** What is the perception level of lecturers’ affective, continuance, normative and overall organizational commitment?

**RQ2:** Are there differences in lecturers’ perception towards affective, continuance, normative and overall organizational commitment based on gender?

**RQ3:** Are there differences in lecturers’ perception towards affective, continuance, normative and overall organizational commitment based on type of employment?

**RQ4:** Are there differences in lecturers’ perception towards affective, continuance, normative and overall organizational commitment based on marital status?

**RQ5:** Are there differences in lecturers’ perception towards affective, continuance, normative and overall organizational commitment based on academic ranks?

## **METHODOLOGY:**

This is a quantitative survey method and the data were collected using questionnaire. The research design consisted of a self-report questionnaire to evaluate lecturers’ affective, continuance, normative and overall organizational commitment in TVCs in Iran. The unit of analysis is the lecturers who responded to the questionnaire.

## **SAMPLE:**

The population for the study consisted of faculty lecturers of TVCs in four provinces including: Fars, Khuzestan, Boushehr, and Kohgiluyeh and Boyerahmad in Iran. 310 questionnaires were distributed and a total of 295 were completed and returned, yielding a response rate of 95.16%. Data were collected using proportional

stratified sampling method and simple random sampling method. G-power statistical method was used to determine the sample size.

#### **INSTRUMENT:**

“Organizational Commitment Questionnaire” (OCQ) developed by (Meyer and Allen, 1997) with 18 measurement items was employed. The OCQ is composed of three sections corresponding to different types of organizational commitment: affective, continuance and normative. The three components were measured by using 5-point Likert scale ranging from 1 (“Strongly disagree”) to 5 (“Strongly Agree”). The original questionnaire in English was translated into Persian using the forward- then-back translation approach (Chen, Holton, & Bates, 2005). Validity of OCQ was approved by five experienced and knowledgeable lecturers in Iran. They judged face, content and construct of OCQ appropriate for performing in TVCs. The reliability analysis was measured before doing analysis. The results of coefficient were more than .80 in three components, showing appropriateness of OCQ. Table 1 shows the results in details. Demographic items including gender, marital status, type of employment, and academic rank were added to measure basic demographics.

**TABLE 1: CRONBACH'S ALPHA OF THE STUDY VARIABLES**

Variables	Number of Items	Sample Alpha
Affective Commitment	6	.82
Continuance Commitment	6	.83
Normative Commitment	6	.80
Overall Organizational Commitment	18	.82

#### **PROFILE OF RESPONDENTS:**

Demographic characteristics of respondents comprised data on gender, marital status, academic rank and type of employment. Table 2 indicates frequency distribution and percentage of respondents participated in the study.

**TABLE 2: DEMOGRAPHIC CHARACTERISTICS OF PARTICIPANTS**

Demographic	Category	Frequency (n=295)	Percent
Gender	Male	208	70.5
	Female	87	29.5
Marital Status	Single	61	20.7
	Married	234	79.3
Academic rank	Lecturer	155	52.5
	Teacher	140	47.5
Employment Type	Full time	123	41.7
	Part time	172	58.3

From two hundred ninety five lecturers in TVCs in Iran participated in this study, 208 (70.5 %) were male and 87 (29.5%) were female, showing that TVCs were male oriented. 234 (79.3%) of the lecturers were married and 61 (20.7%) were single, suggesting that the overwhelming majority of lecturers in TVCs were married. Regarding teaching staff in TVCs, there were two types of teaching staff: lecturers and non-lecturers (teacher). Lecturers were full time staff, whereas teachers were mostly part time. Out of 295 respondents, 155 (52.5%) were lecturers and 140 (47.5%) were teachers. In this study both of these two teaching staff is called lecturers. Data collected showed almost equal distribution for academic rank. Data indicated some 172(58.3%) were full time and 123 (41, 7%) were part time.

#### **RESULTS:**

Descriptive analysis using mean, standard deviation, frequency and levels were employed to measure perception level of respondents regarding variable under study. To show differences in affective, continuance, normative and overall organizational commitment by gender, employment type, marital status and academic rank, t-tests were employed pertaining research questions two to five.

**TABLE 3: DESCRIPTIVE STATISTICS AND ORGANIZATIONAL COMMITMENT**

Descriptive Statistics	Mean	Std. Deviation	Levels	Frequency (%)		
				High	Moderate	Low
Affective Commitment	3.86	.29	High	168 (56.9%)	127 (43.1%)	--
Continuance Commitment	3.48	.45	Moderate	95 (32.2%)	194 (65.8%)	6 (2%)
Normative Commitment	3.49	.56	Moderate	79 (26.8%)	216 (73.2%)	--
Overall Organizational Commitment	3.61	.46	Moderate	123 (43.75%)	172 (58.3%)	--

Note: Low (1-2.33), Moderate (2.34- 3.66), High (3.67-5)

**Research question 1: level of affective, continuance, normative and overall organizational commitment?**

Findings presented in Table 3 illustrate that affective commitment was higher than continuance, normative and overall organizational commitment with a mean rating of  $M=3.86$  and standard deviation of .29. More than half (56.9%) of lecturers rated they possess a high level of affective commitment, 43.1% rated moderate and none rated low. The moderate level of commitment was reported for continuance and normative commitment with ( $M = 3.48$ ,  $SD = .45$ ) and ( $M = 3.49$ ,  $SD = .56$ ) respectively. About two thirds (65.8%) of lecturers rated they possess moderate level of commitment, 32.2% rated high and 2% reported low level of commitment in continuance commitment. Some 79 (26.8%), and 216 (73.2%) reported high and moderate in normative commitment, whereas none rated low. For overall organizational commitment, data indicated mean rating of  $M=3.61$  with a standard deviation of .46. More than half (58.3%) of lecturers reported they possess moderate level of commitment in overall organizational commitment, 43.75% rated high level and none rated low in overall organizational commitment.

**Research question 2: Are there differences in lecturers' perception towards affective, continuance, normative and overall organizational commitment based on gender?**

To determine whether there were differences in affective, continuance, normative and overall organizational commitment of lecturers based on gender, t-test was utilized in TVCs in Iran.

**TABLE 4: T-TEST FOR LEVELS OF AFFECTIVE, CONTINUANCE, NORMATIVE AND OVERALL ORGANIZATIONAL COMMITMENT BASED ON GENDER**

Variables	Gender	N	Mean	SD	t-value	P
Affective Commitment	Male	208	3.87	0.45	-.074	0.941
	Female	87	3.86	0.45		
Continuance Commitment	Male	208	3.48	0.55	-.383	0.699
	Female	87	3.50	0.56		
Normative Commitment	Male	208	3.53	0.49	2.975	0.003*
	Female	87	3.37	0.38		
Overall Organizational Commitment	Male	208	3.62	0.30	1.107	0.269
	Female	87	3.58	0.28		

$P < .05$        $df=293$        $SD = \text{Standard Deviation}$

The results of t-test showed that there were not significant differences between male and female lecturers in affective commitment,  $t = -.074$ ,  $p > 0.05$ . Likewise, the analysis of t-test showed that there were not significant differences between male and female respondents in continuance commitment,  $t = -.383$ ,  $P > 0.05$ , whereas the results showed significant differences between male and female lecturers in normative commitment,  $t = 2.975$ ,  $P < 0.05$ . For overall organizational commitment, t-test indicated no significant differences between male and female respondents,  $t = 1.107$ ,  $P > 0.05$ . Thus, it can be concluded that normative commitment among male lecturers is higher than female lecturers in TVCs in Iran.

**Research question 3: Are there differences in lecturers' perception towards affective, continuance, normative and overall organizational commitment based on type of employment?**

The results of t-test in Table 5 showed that there were significant differences between full time and part time lecturers in affective commitment,  $t = 5.212$ ,  $P < 0.05$ . Likewise, the t-test showed that there was significant

difference between full time and part time lecturers in continuance commitment,  $t = 2.678$ ,  $P < 0.05$ . Regarding the normative commitment, the t-test also showed significant differences between two groups of full and part time lecturers in TVCs in Iran,  $t = 4.735$ ,  $P < 0.05$ . For the overall organizational commitment, the t-test indicated that full time and part time lecturers were significantly different,  $t = 7.102$ ,  $P < 0.05$ .

**TABLE 5: T-TEST FOR LEVEL OF AFFECTIVE, CONTINUANCE, NORMATIVE AND OVERALL ORGANIZATIONAL COMMITMENT BASED ON EMPLOYMENT TYPE**

Variables	Employment Type	N	Mean	SD	t- value	P
Affective Commitment	Full Time	123	4.02	0.45	5.212	0.000*
	Part Time	172	3.57	0.42		
Continuance Commitment	Full Time	123	3.59	0.58	2.678	0.008*
	Part Time	172	3.41	0.52		
Normative Commitment	Full Time	123	3.64	0.51	4.735	0.000*
	Part Time	172	3.38	0.39		
Overall Organizational Commitment	Full Time	123	3.75	0.30	7.102	0.000*
	Part Time	172	3.51	0.24		

$P < 0.05$        $df = 293$        $SD = \text{Standard Deviation}$

Data indicated that full time lecturers had higher mean scores in affective, continuance, normative and overall organizational commitment in TVCs in Iran. Full time lecturers showed higher mean scores in TVCs in Iran. It can be concluded that full time lecturers were more committed than part time lecturers in TVCs in Iran.

**Research question 4: Are there differences in lecturers' perception towards affective, continuance, normative and overall organizational commitment based on marital status?**

**TABLE 6: T-TEST FOR AFFECTIVE, CONTINUANCE, NORMATIVE AND ORGANIZATIONAL COMMITMENT BY MARITAL STATUS (N=295)**

Variables	Marital Status	N	Mean	SD	t-value	P
Affective Commitment	Single	61	3.82	.46	-.846	.398
	Married	234	3.87	.45		
Continuance Commitment	Single	61	3.46	.60	-.284	.776
	Married	234	3.49	.55		
Normative Commitment	Single	61	3.52	.45	.580	.562
	Married	234	3.48	.47		
Overall Organizational Commitment	Single	61	3.60	.26	-.309	.757
	Married	234	3.61	.30		

$P < .05$        $df = 293$        $SD = \text{Standard Deviation}$

The results of t-tests indicated that there were no significant differences between married and single respondents in affective, continuance, normative and overall organizational commitment,  $t = -.846$ ,  $-.284$ ,  $.580$ , and  $-.309$ ,  $P > 0.05$  respectively. Therefore, marital status was not a significant variable that might make lecturers committed in any components of the organizational commitment.

**Research question 5: Are there differences in lecturers' perception towards affective, continuance, normative and overall organizational commitment based on academic ranks?**

**TABLE 7: T-TEST FOR AFFECTIVE, CONTINUANCE, NORMATIVE AND OVERALL ORGANIZATIONAL COMMITMENT BY ACADEMIC RANK (N=295)**

Variables	Academic Rank	N	Mean	SD	t-value	P
Affective Commitment	Lecturer	155	4.04	.42	7.753	.000*
	Teacher	140	3.66	.41		
Continuance Commitment	Lecturer	155	3.63	.57	5.094	.000*
	Teacher	140	3.32	.49		

Normative Commitment	Lecturer	155	3.62	.49	3.334	.000*
	Teacher	140	3.34	.37		
Overall Organizational Commitment	Lecturer	155	3.76	.27	11.245	.000*
	Teacher	140	3.44	.21		

P<.05                      df=293                      SD = Standard Deviation

The results of t-test analysis showed that there were significant differences between lecturers and teachers (non-lecturers) in affective commitment,  $t = 7.753$ ,  $P < 0.05$ . Similarly, the t-test analysis showed that there was significant difference between lecturers and teachers (non-lecturers) in continuance commitment,  $t = 5.094$ ,  $P < 0.05$ . Regarding the normative commitment, the t-test also showed significant difference between lecturers and teachers in TVCs in Iran,  $t = 5.334$ ,  $P < 0.05$ . For the overall organizational commitment, the t-test indicated that lecturers and teachers were significantly different,  $t = 11.245$ ,  $P < 0.05$ .

Data indicated that in affective, continuance, normative and overall organizational commitment, respondents in the lecturer position showed higher mean scores in TVCs in Iran. Data analysis indicates lecturers and teachers were significantly different in affective, continuance, normative and overall organizational commitment. Lecturers were more committed than teachers in TVCs in Iran.

## DISCUSSION:

The study of academic staff commitment is becoming more and more popular because of its link to attitudes and behaviors that contribute to organizational outcomes and as a result may play a key role in how academic staffs work to achieve their organizational or program mission, goals and objectives. While research exists that explores the theoretical and empirical inter relationships among different features of commitment (Fink, 1995; Mathieu & Zajac, 1990) it has not focused on lecturers and the relationship between their work environment, and personal demographics (Cristina, Salome, & Cristina, 2009).

After evaluating the findings of the Organizational Commitment Questionnaire (OCQ) for the study of organizational commitment among lecturers in TVCs in Iran, the results have arisen as follows. Organizational commitment in this study was obtained from self rating and as findings indicated lecturers rated moderate in explaining their perception on overall organizational commitment ( $M=3.61$   $SD=.29$ ). The results showed that the mean rating in descending order of high to low for affective commitment was ( $M=3.86$   $SD=.45$ ), normative commitment ( $M=3.49$   $SD=.46$ ) and continuous commitment was ( $M=3.48$   $SD=.56$ ). The results regarding lecturers' perception with the statements related to affective, continuance, normative and overall organizational commitment for their level of perception in relation to their colleges were analyzed. It has been revealed that lecturers mostly agree with the statements about affective commitment and this is followed by statements about normative and continuance commitment, respectively.

In the pertinent literature the mostly desired situation about organizational commitment subscales is that the members of an organization should have high affective commitment first and then normative commitment and lastly continuance commitment (Demiray & Curabay, 2008). In the present study, affective (desired oriented) commitment comes first, normative (obligation oriented) commitment comes second and continuance (necessity oriented) commitment comes last. This result also is in line with the literature. These results are in line with Hossaini, Amirtash, and Mozafari's (2005) study in physical education colleges in Iran. They reported that the mean rating of affective, continuance and normative organizational commitment were 3.67, 3.07 and 3.51 among board of lecturers respectively. They also reported that the level of overall organizational commitment was 3.42 which falls into moderate level and is consistent with the result of the current study.

The moderate mean average of lecturers on overall organizational commitment is due to the fact that lecturing is one of the professions that require high commitment (Awang, Ahmad, & Zin, 2010), and lecturers are committed to transform a person from someone who knows nothing to someone educated. Among affective, continuance, and normative commitment, affective commitment had the highest mean score (3.86). This indicates that lecturers in TVCs are happy to continue with colleges, consider institutions' problems as their own, have a strong sense of belonging to these institutions, emotionally attached to colleges, and the institutions have a great deal of personal meaning for them. In addition, the high mean score of lecturers' organizational commitment can be related to new reforms which have taken place in TVCs due to their significant role in providing human resources for different parts of the country. Based on a new decision all TVCs in Iran which already were supervised, managed and supported by Ministry of Education, have been transferred to be supervised under the Ministry of Higher Education. This decision has probably encouraged and motivated lecturers to continue their work in TVCs because of official, economical, societal and money benefits.

Supported by the studies of Hammidi and Keshtidar (2004), Hezouri (2002), in Iran, and Karrasch (2003), Salami (2008), and according to the t-test mode relating to organizational commitment and gender factors; there

were no significant differences in affective, continuance and overall organizational commitment between male and female lecturers. However, the findings of this study were inconsistent with the findings of Therrese and Bakalis (2006) and Mathieu and Zajac (1990) who found significant differences between male and female in affective, continuance and overall organizational commitment.

In terms of the outcomes of t-test in regard to employees' marital status, the findings indicated that differences between single and married lecturers were not significant in affective, continuance, normative and overall organizational commitment. This result is consistent with Salami's study (2008) who found that differences between single and married lecturers were not significant in organizational commitment in Nigeria among public and private respondents, however, the findings of the current study was in line with Khatibi, Asadi and Hamidi's study (2009) and Mosadeghrad (2008) who found that marital status was related to commitment in Iran.

For academic rank, the outcomes of t-test revealed that there were significant differences between lecturers and non-lecturers (teachers) in affective, continuance, normative and overall organizational commitment in TVCs. This is maybe because of this reason that teachers (non-lecturers) are not permanent employees of TVCs, thus they feel less committed to these institutions. The high mean scores in affective, continuance, normative and overall organizational commitment of lecturers may be related to the fact that they have to show high commitment to the colleges to be able to continue and be accepted as board of lecturers in these institutions. Based on a new decision all TVCs have been transferred to continue under the supervision of Ministry of Higher Education. Because of this, all lecturers have motivated and tended to continue their work in these institutions, though they already were not interested to continue in these institutions. These results are consistent with the work of Nancy (2001) and Hossaini, et al., (2005) in Iran.

For employment type, data indicated that full time lecturers were more committed in affective, continuance, normative, and overall organizational commitment than part time lecturers. This is perhaps because part time lecturers are not stable employees, thus they are less committed to the TVCs in comparison with full time lecturers. This finding is consistent with the work of Hossaini, et al (2005) who found that there was significant relationship between type of employment and normative commitment, but not affective and continuance, and overall organizational commitment among board of lecturers. In addition, Sabagheyan, Tondnevis, Mozafari, and Zareei, (2006) reported that there was significant relationship between full time and part time lecturers in continuance and normative commitment, but not affective commitment among lecturers in physical education colleges.

In conclusion, the attachment level of the employee towards their institution is an important indicator regarding organizational development and their willingness to do their job. In this regard, research studies focusing on this topic should scrutinize on the current situation, and implications of these studies should be used to improve the attachment level of employee in organizations. Such implementations are good opportunities to expand optimistic attitudes of the employee towards their organization. In addition, organization managers should value their employees, develop working conditions, value employee opinions, consider employee complaints and reward their successes to increase the employee attachment level. When the employee members see that they are considered, their emotional, normative and stability attachment will increase consecutively. Employees with higher level of organizational attachment will be more willing to work for the organization and to stay as a member of the organization, which brings about higher levels of output in the organization (Gurses & Demiray, 2009).

## **IMPLICATIONS FOR PRACTICE AND FUTURE RESEARCH:**

Results from the present study should be interpreted with recognition of the following limitation. Choosing the sample of the present study from one geographical region is the main limitation of the study which limits the variety of the sample and generalizability of the findings. Therefore, more studies with geographically diverse samples are needed to support the findings of the present study and more develop an understanding of organizational commitment. Regardless of this limitation, findings from the present study should be viewed as an early effort to determine factors related with lecturers' organizational commitment in TVCs in Iran.

Educational leaders should consider lecturers' commitment as an essential part of the decision-making process. Administrators should stay aware of the level of their employees' commitment and alter their management practices whenever applicable in an attempt to increase lecturers' commitment. The body of literature examining the relationships between lecturers' organizational commitment and personal demographics has yet to be conclusively determined. Thus, this gap in the literature cause to be doubts about the effects that demographics may have on employee commitment. For this reason, there is a strong need for reproduction studies that scrutinize the demographic variables associated with lecturers' organizational commitment.

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