



## Organizational Commitment of University Staff and Lecturers:

### A Case Study of Mahamakut Buddhist University

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#### Abstract

Organizational commitment is a positive feeling of employees towards their organization. Employees with high organizational commitment will contribute their effort and work to achieve the goals and objectives of organization; they are the most important part to the success of an organization. The purposes of this research were: (1) to study an organizational commitment of university staff and lecturers; (2) to find a difference in organizational commitment of university staff and lecturers classified by demographic profile; (3) to find a relationship between factors influencing organizational commitment and organizational commitment of university staff and lecturers; and (4) to find the most important factors influencing organizational commitment of university staff and lecturers. The population and samples in this study were 212 participants who were staff and lecturers of Mahamakut Buddhist University. The results of the study showed that, in total, an organizational commitment of university staff and lecturers can be interpreted as highly committed. In particular, university staff and lecturers are highly committed to maintaining organizational reputation, followed by job satisfaction, maintaining organizational citizenship, and accepting and following the rules and regulations of organization respectively. The results of hypothesis testing showed that university staff and lecturers differing in gender and educational level had no different organizational commitment. University staff and lecturers differing in age group, marital status, monthly income, and work experience had different organizational commitment. There was a positive relationship between factors influencing organizational commitment and organizational commitment of university staff and lecturers. Job security was the most important factor influencing organizational commitment, followed by happiness at workplace, co-worker relationship, and benefits and compensation respectively. Recommendations for this research are as follows: The university should encourage staff and lecturers to fully express their knowledge and potential beneficial to improve their work performance. The university should explain the reasons to staff and lecturers if rules and regulations have to be changed appropriately for the growth and development of the university; by this way, staff and lecturers will be satisfied with changes in rules and regulations of the university respectively. In addition, the university should consider benefits and compensations as the main factors for staff and lecturers to work in the university over the long run.

**Keywords:** Education, Organizational Commitment, University Staff and Lecturers

#### Introduction

Education is the most important factor in human life. Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research (Wikipedia, 2015). Thailand is now facing the rapid changes in the world of advanced technologies,

especially information technology; its educational institutions are required by the government to play a more proactive and developmental role in preparing the Thai people to cope with the globalization movements today and in the next decade. Because higher education is compulsory for human beings, a number of universities in Thailand have increased tremendously in the past few years. Due to the increasing number of universities, university staff and lecturers may face

more problems in their jobs as the managements are facing competitive pressure from other universities. Most of universities are now setting new goals to compete with each other in terms of academic reputation, student satisfaction, a number of students, and their academic quality. As such, university staff and lecturers are forced to be involved with these ultimate goals. Thus, organizational commitment plays a key role for university staff and lecturers in performing academic duties and responsibilities to reach favorable goals and objectives.

Thailand has undergone rapid changes during the last two decades. All organizations have used many strategies to cope with those changes. In addition, Thailand is being transformed from an agricultural country to an agro-industrial country, causing Thai society to change from a traditionally rural to an urban society. In the face of these changes, the Thai people must adapt themselves. According to Channuwong (2014, pp. 1-17), Thailand is preparing itself to enter ASEAN Economic Community (AEC), and wants its people to sharpen their skills and improve their knowledge in order to gain a competitive advantage in the international markets. In addition, Thailand provides a cost-effective regional manufacturing and distribution hub for the Mekong River region (Thailand, Laos, Cambodia, & Burma) and is the center of ASEAN Economic Community according to its geography, which is home to a combined population of over 600 million people. As a result, they need education and training to be adequately prepared for new demands and new lifestyles.

The university is an organization, which its business depends on its strategies to offer useful knowledge and better services to the students in order to increase student satisfaction. In addition to offering knowledge and services to students, Thai universities have other missions and commitments to maintain their research

quality standard, teaching quality standard, and curriculum development in accordance with the regulations of Commission on Higher Education of Thailand (CHE), and Ministry of Education of Thailand.

Mahamakut Buddhist University (MBU) was founded on 1 October 1893 by King Rama V or King Chulalongkorn as in remembrance of his father King Rama IV or King Mongkut. The university aims to become the educational institution for studying the Buddha's teachings and the Pali language for Buddhist monks and novices. Later on, in December 30, 1945, this education institution is known in the name of the education council of Mahamakut Buddhist University, which is well known as the first Buddhist University in Thailand. In October 1, 1997, Thai government has established Mahamakut Buddhist University to be state university. This means that the university's various degrees-Bachelor of Arts (B.A.), Master of Arts (M.A.), and doctoral degree (Ph.D.), are equivalent to state universities' degrees. The university aims at producing and developing capable graduates with good knowledge and ethics to serve the society. All students have to contain perfect Buddhist knowledge and become scholars capable of leading the Thai society and solving various problems between Buddhism and other religions. All graduates also have to continue their living-conditions in the way of abiding Buddhism holy doctrines. The university's important objectives are (a) to produce all graduates with both various knowledge and good conducts, and (b) to provide the Thai society to be a well-protected and knowledge-based society, including united and compassionate society.

The objectives of the university can be achieved only if its staff and lecturers are strongly committed to the organization by having job satisfaction, accepting and practicing in the rules and regulations of the



university, behaving in the ways that maintain good reputation of the university, and maintaining organizational citizenship of the university. Employees with high organizational commitment will have a strong belief in an organization's values and goals; they desire to be a part of organization and are willing to expend considerable effort for the organization. This is relevant to the study of Wongpraisit (2015, pp. 16-31) which stated that employees' organizational commitment is demonstrated by his or her willingness to be an effective organization representative. These employees usually have a positive emotional commitment to the organization and remain working in the organization for the long time. Employees' organizational commitment can be used to predict the employees' willingness to do their work and their intention to work hard. It is also relevant to the study of Mowday, Porter, & Steers (1982, pp. 23-25) which described that organizational commitment refers to a belief in and acceptance of the goals and values of the employing organization, and a willingness to exert effort on behalf of the organization and maintaining organizational citizenship. This approach distinguishes between commitment as a behavior and commitment as an attitude. Organizational commitment does not stabilize until sometime after organizational entry, and after completion of several stages in the organizational socialization process.

With the aforementioned organizational commitment, the university staff and lecturers will devote all their physical and mental efforts to work for achieving the organizational goals. Thus, the researcher considers organizational commitment as the main reasons for university staff and lecturers to increase their work performance for the growth and success of the university.

## Review of Literature

Organizational commitment is one concept that has been shown to be related to job satisfaction and loyalty (Decotis, & Summers, 1987, pp. 464-465). Sheldon (1991, pp. 143-146) defined organizational commitment as the attitude of workers related to their characteristics towards the department or division that they are working for in which workers are committed to work for reaching the goals and purposes of organizations. Salansick (1993, pp. 13-15) found that organizational commitment is an individual behavior presented in the way that is relevant and responsive to the need of organization. Employees with higher organizational commitment will respond to the organizational need and work for the success of organization more than those with lower organizational commitment.

Porter, & Smith (as cited in Wongkamnaen, 2000, pp. 35-42) pointed out that organizational commitment covers the following three aspects: (a) The confidence, belief and recognition of the goals and values of the organization; (b) The satisfaction to spend all endeavors, time and efforts to work for organization; and (c) The strong willingness to maintain a citizenship of the organization.

Buchanan (1994, pp. 352-358) defined an organizational commitment as a close relationship and commitment that managers have with organization. Organizational commitment is a complicated attitude related to psychologies: (a) The personal feeling related to being a part of organization, and (b) The feeling of having participation in activities of organization or psychological commitment.

The organizational commitment is very important factor for all members in organizations. Employees with high organizational commitment will work effectively and efficiently for the success, prosperity,



and growth of organization. In addition, organizations must be able to select and recruit qualified employees to work in their organizations, and they should respond to the needs of those persons by offering appropriate remuneration in order to maintain qualified and skillful employees to work for organization in the long run (Mathis, & Jackson, 2000, pp. 15-16). It can be predicted that employees with highly organizational commitment are very much satisfied to devote their time and effort, and contribute great potential for the success of an organization. In many cases, they can be proved to have more work performance than the others (Milkovich, 2002, pp. 45-46).

Meyer, & Allen (2007, pp. 61-89) proposed the three-component models of commitment, which can characterize an employees' commitment to the organization: (a) Affective commitment. This commitment is defined as the employees' positive emotional attachment to the organization. An employee who is affectively committed strongly identifies with the goals of the organization and desires to remain a part of the organization. An employee will analyze structure, value, attitude, and agree with the policies of the organization. Therefore, such employee will have the opportunities to grow up in the organization more than the others. This employee commits to the organization because he/she "wants to"; (b) Continuance commitment. The individual commits to the organization because he/she perceives high costs of losing organizational citizenship, including economic cost such as pension accruals, and social cost (friendship ties with co-workers) that would be incurred. Employee with this commitment continues to work in the organization for the purpose of receiving some benefits such as retirement pension and other welfares. They realize that if they retire early they cannot receive any welfare. The employee remains a

member of organization because he/she "has to"; and (c) Normative commitment. The individual commits to and remains with an organization because of feelings of obligation. These feelings may derive from many sources. For example, the organization may have invested resources in training an employee who then feels a "moral" obligation to put forth effort on the job and stay with the organization to "repay the debt." It may also reflect an internalized norm, developed before the person joins the organization through family or other socialization process, that one should be loyal to one's organization. The employee stays with the organization because he/she "ought to."

Kanter (1998, pp. 490-499) described that organizational commitment is important to the business operation in the following aspects: (a) Organizational commitment is an indicator that can be used to predict the working duration and resignation from job of employees better than satisfaction; this is because organizational commitment is more stable and more meaningful to employees than job satisfaction; (b) Organizational commitment is an energy forcing employees to work for the company because they feel that they are participated in ownership of the company; (c) Organizational commitment is a connection between personal needs and objectives of the organization; (d) Organizational commitment helps employees work effectively and efficiently; and (e) Organizational commitment helps increase employees' loyalty to the organization; employees who are strongly committed to the organization will perform in the way that can keep their organization in good reputation. Puewbuakam (2003, pp. 34-35) found that success and failure of organization mainly depend on the most important factor that is organizational commitment of employees. The company needs to provide opportunities for employees to have career advancement and ability to use their



skill, knowledge and potential to achieve both personal and organizational goal. If employees perform their work as targeted, the company should offer appropriate remuneration in order to retain qualified employees in the company.

### Objectives of the study

1. To study the organizational commitment of university staff and lecturers;
2. To find a difference in organizational commitment of university staff and lecturers classified by demographic profile;
3. To find a relationship between factors influencing organizational commitment and organizational commitment of university staff and lecturers;
4. To find the most important factors influencing organizational commitment of university staff and lecturers

### Research Methodology and Materials

The study focused on organizational commitment of Mahamakut Buddhist University staff and lecturers in Salaya Campus, Nakhon Pathom Province. In order to collect the data, the researcher has developed a set of questionnaire based on the literature survey and previous researches, which consisted of 6 questions regarding participants' demographic profiles, 21 questions regarding organizational commitment, and 5 questions regarding factors influencing organizational commitment. The survey was anonymous, using the five-point Likert Scales as responses to items regarding organizational commitment, and factors influencing organizational commitment. The population and samples in this study consisted of 215 participants who are staff and lecturers of Mahamakut Buddhist University.

The researcher has distributed 215 questionnaires to the target samples, and 212 were completed and

returned, yielding 98.60% of responsive rates. Data were collected during January to March, 2015.

Variables used in this study are as follows: Dependent variables consisted of organizational commitment in terms of job satisfaction, accepting and following the rules and regulations of the organization, maintaining organizational reputation, and maintaining organizational citizenship. Independent variables consisted of demographic profiles of participants, and factors influencing organizational commitment in terms of benefits and compensation, job security, co-worker relationship, and happiness at workplace.

Descriptive statistics consisting of percentage, mean, and standard deviation, and inferential statistics consisting of T-test, Analysis of Variance (ANOVA), Simple Correlation Coefficient, and Multiple Regression Analysis, were used to analyze data and test the research hypotheses respectively.

### Results of the Study

This section presents the details of organizational commitment of university staff and lecturers based on the respondents' perceptions.

#### Mean and Standard Deviation of Organizational Commitment of University Staff and Lecturers

The overall mean of an organizational commitment of university staff and lecturers was 3.73 (S.D. = 1.00), which can be interpreted as highly committed. In particular, each aspect of organizational commitment can also be interpreted as highly committed, which can be ranked in order from higher to lower as follows: Maintaining organizational reputation had the highest mean of 3.95 (S.D. = 0.78). This indicates that university staff and lecturers place greater importance on maintaining a good reputation of the organization. Job satisfaction had the mean of 3.88 (S.D. = 1.36); maintaining

organizational citizenship had the mean of 3.61 (S.D. = 0.90); and accepting and following the rules and regulations of organization had the mean of 3.49 (S.D. = 0.96) (see table 1).

**Table 1** The Overall Mean and Standard Deviation of Organizational Commitment of University Staff and Lecturers

Organizational Commitment	Mean	S.D.	Interpretation	Ranking
1. Job satisfaction	3.88	1.36	Highly committed	2
2. Accepting and following the rules and regulations of the organization	3.49	0.96	Highly committed	4
3. Maintaining organizational reputation	3.95	0.78	Highly committed	1
4. Maintaining organizational citizenship	3.61	0.90	Highly committed	3
<b>Total</b>	<b>3.73</b>	<b>1.00</b>	<b>Highly committed</b>	

### Hypotheses Testing

This section presents the results of hypothesis testing on organizational commitment of university staff and lecturers classified by gender, age, marital status, educational level, monthly income, and work experience.

#### The Organizational Commitment of University Staff and Lecturers Classified by Demographic Profile

H<sub>01</sub>: There is no statistically significant difference in organizational commitment of university staff and lecturers classified by gender, age, marital status, educational level, monthly income, and work experience.

H<sub>a1</sub>: There is a statistically significant difference in organizational commitment of university staff and lecturers classified by gender, age, marital status, educational level, monthly income, and work experience.

With regard to gender, the null hypothesis was accepted with sig. 2 tailed level of 0.413, which is more than the 0.05 level of significance ( $T = 0.820$ ,  $P > .05$ ). It can be interpreted that university staff and lecturers differing in gender had no different organizational commitment.

With regard to organizational commitment of university staff and lecturers classified by age, the null

hypothesis was rejected with sig. 2 tailed level of 0.000, which is less than the 0.05 level of significance ( $F = 6.528$ ,  $P < .05$ ). It can be interpreted that university staff and lecturers differing in age had different organizational commitment in terms of job satisfaction, maintaining organizational reputation, and maintaining organizational citizenship. However, there is no statistically significant difference in organizational commitment of university staff and lecturers in accepting and following the rules and regulations of organization when classified by age ( $F = 1.292 > .05$ ).

With regard to organizational commitment of university staff and lecturers classified by marital status, the null hypothesis was rejected with sig. 2 tailed level of 0.000, which is less than the 0.05 level of significance ( $F = 5.418$ ,  $P < .05$ ). It can be interpreted that university staff and lecturers differing in marital status had different organizational commitment. In particular, there is no statistically significant difference in organizational commitment of university staff and lecturers in terms of accepting and following the rule and regulation of organization when classified by marital status ( $F = 0.793$ ,  $P > .05$ ).

With regard to organizational commitment of university staff and lecturers classified by educational



level, the null hypothesis was accepted with sig. 2 tailed level of 0.375, which is more than the 0.05 level of significance ( $F = 1.066$ ,  $P > .05$ ). It can be interpreted that university staff and lecturers differing in educational level had no different organizational commitment.

With regard to organizational commitment of university staff and lecturers classified by monthly income, the null hypothesis was rejected with sig. 2 tailed level of 0.000, which is less than the 0.05 level of significance ( $F = 6.519$ ,  $P < .05$ ). It can be interpreted that university staff and lecturers differing in monthly income had different organizational commitment. In particular, there is no statistically significant difference in organizational commitment of employees in terms of job satisfaction when classified by monthly income ( $F = 1.311 > .05$ ). This can be interpreted that university staff and lecturers have the same level of organizational commitment in terms of job satisfaction even though they receive different monthly income.

With regard to organizational commitment of university staff and lecturers classified by work experience, the null hypothesis was rejected with sig. 2 tailed level of 0.000, which is less than the 0.05 level of significance ( $F = 7.200$ ,  $P < .05$ ). It can be interpreted that university staff and lecturers differing

in work experience had different organizational commitment.

### **The Relationship between Factors Influencing Organizational Commitment and Organizational Commitment of University Staff and Lecturers**

$H_0$ : There is no statistically significant relationship between factors influencing organizational commitment and organizational commitment of university staff and lecturers.

$H_a$ : There is a statistically significant relationship between factors influencing organizational commitment and organizational commitment of university staff and lecturers.

The results of hypothesis testing showed that, in total, there was a positive relationship between factors influencing organizational commitment and organizational commitment of university staff and lecturers. The relationship of these two variables was at almost high level with Pearson Correlation of 0.754, and sig. (2-tailed) = 0.000, which is less than the critical value of 0.05 level of significance. Thus, it can be interpreted that organizational commitment of university staff and lecturers is increased based on factors influencing organizational commitment, the higher factors influencing organizational commitment, the higher organizational commitment (see table 2).

**Table 2** The Relationship between Factors Influencing Organizational Commitment (x) and Organizational Commitment (y)

Variables	Factors (x)	Organizational Commitment (y)
Factors (x)	Pearson Correlation	.754
		(**)
	Sig. (2-tailed)	.000
	N	212
Organizational Commitment (y)	Pearson Correlation	.754
		(**)
	Sig. (2-tailed)	.000
	N	212

\*\* Significant at 0.01

### The Results of Multiple Regression Analysis on Factors Influencing Organizational Commitment and Organizational Commitment of University Staff and Lecturers

H<sub>0</sub>3: Benefits and compensation, job security, co-worker relationship, and happiness at workplace are not the important factors influencing organizational commitment of university staff and lecturers.

H<sub>a</sub>3: Benefits and compensation, job security, co-worker relationship, and happiness at workplace are the important factors influencing organizational commitment of university staff and lecturers.

The results of Multiple Regression Analysis showed that 56.9% of the variance in organizational

commitment can be explained by four factors. The null hypothesis was rejected. The results of multiple regression analysis from coefficient table showed that the four factors had significant influence on organizational commitment. These include job security ( $b = 0.597$ ,  $p < 0.01$ ), happiness at workplace ( $b = 0.477$ ,  $p < 0.01$ ), co-worker relationship ( $b = 0.451$ ,  $p < 0.01$ ), and benefits and compensation ( $b = 0.383$ ,  $p < 0.05$ ). The standardized beta value also confirms that job security is the most important factor which had the greatest influence on organizational commitment of university staff and lecturers, followed by happiness at workplace, co-worker relationship, and benefits and compensation respectively (see table 3).

**Table 3** The Results of Multiple Regression Analysis on Factors Influencing Organizational Commitment and Organizational Commitment of University Staff and Lecturers

Multiple Regression Analysis					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	2.411	0.382		2.927*
	Benefits and compensation	0.242	0.195	0.383	0.488*
	Job security	0.431	0.093	0.597	1.670**
	Co-worker relationship	0.357	0.022	0.451	4.193**
	Happiness at work place	0.398	0.201	0.477	6.372*
a. Dependent Variable: Organizational commitment					
R Square		0.554	Adjusted R Square	0.569	F Value 9.462**

\*Significant at 0.05

\*\*Significant at 0.01

### Discussion

The results of the study showed that the majority of respondents are males with ages between 25–35 years old. They are single, holding bachelor's degree with monthly income between 15,000–30,000 Baht. It can be interpreted that there is a high trend for employees to be single due to the economic limitations and high cost of living; the level of education is very important in getting a job in any educational

organizations. Bachelor's degree becomes a basic requirement for selecting and recruiting employees to work in the organizations. People with educational level lower than bachelor's degree tend to have difficulties in getting a job in the future.

The overall mean of organizational commitment of university staff and lecturers can be interpreted as highly committed. In particular, each aspect can also be interpreted as highly committed. Maintaining organizational reputation had the highest mean,





followed by job satisfaction, maintaining organizational citizenship, and accepting and following the rules and regulations of organization respectively. It can be interpreted that university staff and lecturers give priority on maintaining organizational reputation. They behave and act appropriately in accordance with Buddhist teachings in order to maintain good reputation of the organization. University staff and lecturers also work appropriately for the purpose of maintaining a good reputation of organization even though some may not be satisfied with the rules and regulations of organization; this is because good reputation can create credibility and trust in the public eyes. This finding is relevant to the study of Channuwong (2010, pp. 88–89) which found that good reputation is a symbol of credibility and trust, which each organization must create and maintain in order to increase sustainable development and profit of an organization. Business partners are satisfied to do business with organizations that maintain good reputation. The loyal employees present themselves to the public as good organization representatives. This is also relevant to the study of Wongpraisit (2015, pp. 16–31) which found that employees' organizational commitment is demonstrated by his or her willingness to be an effective organization representative.

With regard to hypotheses testing, the results of statistical analysis showed that there is no statistically significant difference in organizational commitment of university staff and lecturers when classified by gender, and educational level. This means that university staff and lecturers differing in gender and educational level have the same level of organizational commitment. However, there is a statistically significant difference in organizational commitment of university staff and lecturers when classified by age group, marital status, monthly income, and work experience. It can be interpreted that university staff

and lecturers differing in age group, marital status, monthly, and work experience have different level of organizational commitment.

The results of multiple regression analysis showed that the four factors had significant impact on organizational commitment at 56.9%. The standardized beta value presented that job security is the most important indicator which had the greatest influence on organizational commitment, followed by happiness at workplace, co-worker relationship, and benefits and compensation respectively. As the Buddhist university now has become a public university, which its budget for employees' salary is supported by the government, employees may feel that they have stable job and permanent income. Even though their compensations may be less than some private universities, but they have more security in job than those private universities. Thus, job security has become their most important factor influencing organizational commitment.

Most employees are fully satisfied to perform the routine jobs and newly assigned jobs, but they do not have the ideas to create new strategies and manners to improve the working effectiveness of the organization. It may be possible that university staff and lecturers are accustomed to perform the routine jobs and follow the policy and planning set forth by the administrators; they are not encouraged to do something outside the policy of the university. Some may be afraid of mistakes in proposing new ideas to improve their routine jobs and lead the university for more advancement. This mindset may become the corporate culture of many organizations, which leaders should understand and change it appropriately to increase effectiveness and efficiency of work performance in the organization. This finding is relevant to the study of Burke (2001, pp. 23–30) which found that leaders should understand the work culture of followers



and be able to change it to increase more effectiveness in terms of product quality and service quality. Culture is the way we do things around here; it is the collection of overt and covert rules, values, and principles that guide organizational behavior and that have been strongly influenced by history, custom, and practice. William, James, & Keith (1994, pp. 75–76) described that the corporate culture needs to be changed to cope with the current movement of the world. Corporate culture is a blend of ideas, customs, traditional practices, a company's values, and shared meanings that help define normal behavior for everyone who works in the company. There are five types of corporate culture which can be presented as follows: a caring climate, a law-and-code climate, a rule climate, and instrumental climate, and an independence climate. A caring climate concerns the good of all the people in the company as a whole. A law-and-code-climate expects people to comply with the law and professional standards over other considerations. A rule climate emphasizes on the rules and regulations of the company. An instrumental climate expects people to do anything to further the company's interests, regardless of the consequences. An independence climate gives people freedom to be guided by their own personal ethics.

With regard to accepting and following the rules and regulations of organization, participants are moderately committed to accepting the changes in rules and regulations of organization. The university should inform the necessary reasons on changes of rules and regulations so that employees will feel satisfied with new changes in rules and regulations. This is because without change an organization cannot survive and prosper in this high competitive age. This finding is relevant to the ideas of Michael, Courtland, & John (1999, pp. 76–78) which explained that the paradox

of change is that it is inevitable and constant. It seems to have only two choices in the matter of change. We can direct the change or we can let change direct us. When change directs us, we are resistant, mad, not open to new ideas; we block our own growth, but probably out of innocence. We honestly don't know how to use change effectively. But, when we direct change, we will be able to be well prepared, and make a good plan to make change gradually. So, let change yourself at your discretion for your own prosperity and growth before the unavoidable situation forces you to change.

With regard to maintaining organizational citizenship, some participants may not intend to work in the university until their retirement. The university should consider benefits and compensation as important factors for employees to work in organization over the long run. Due to current high cost of living, an income of some employees may not cover their expenses, thus, they may look for other jobs which can offer them more income. When time permits, such employees will be more satisfied to retire from the university and get a new job. This finding is relevant to the study of Schuler (1999, pp. 45–48), which found that many organizations use compensation as a yardstick for measuring their work success in the organization. The purpose of having an effective reward system is to attract and retain competent and talented individuals who can help the organization accomplish its mission and goals. When employees are satisfied with their benefits and compensation, they will work in the company until their retirement.



## Conclusion and Recommendations

### Conclusion

With regard to demographic profile, 61.84% of respondents were male; and 38.15% were female. As for age, 64.24% of respondents were aged between 25 to 35 years old; 26.68% were aged between 36 to 45 years old; and 9.08% were aged between 24 years old and lower. As for marital status, 72.25% of respondents were single; 23.12% were married; and only 4.62% were divorced. As for educational level, 43.35% of respondents received bachelor's degree; 28.32% received master's degree; 19.65% received doctorate; and only 8.67% received certificate lower than bachelor's degree. As for monthly income, 54.33% of respondents received monthly income between 15,000 to 30,000 Baht; 36.43% received monthly income less than 15,000 Baht; 5.78% received monthly income between 30,001 to 45,000 Baht; and only 3.46% received monthly income more than 45,000 Baht. As for work experience, 49.13% of respondents have been working between 1 to 5 years; 21.96% have been working more than 10 years; 17.34% have been working less than 1 year; and 11.56% have been working between 6 to 10 years.

With regard to organizational commitment, the overall mean of organizational commitment of university staff and lecturers can be interpreted as highly committed. In particular, it was also found that each aspect can also be interpreted as highly committed. Maintaining organizational reputation had the highest mean, followed by job satisfaction, maintaining organizational citizenship, and accepting and following the rules and regulations of organization respectively.

With regard to hypotheses testing, the results of statistical analysis showed that there is no statistically

significant difference in organizational commitment of university staff and lecturers when classified by gender, and educational level. However, there is a statistically significant difference in organizational commitment of university staff and lecturers when classified by age group, marital status, monthly income, and work experience. With regard to accepting and following the rules and regulations of organization, participants are moderately committed to accepting the changes in rules and regulations of organization.

With regard to maintaining organizational citizenship, some participants may not intend to work in the university until their retirement. Benefits and compensation should be considered as important factors to attract employees to remain working in the organization. Job security is the most important indicator which had the greatest influence on organizational commitment, followed by happiness at workplace, co-worker relationship, and benefits and compensation respectively.

### Recommendations

Based on analysis from participants' perceptions, the researcher would like to give recommendations as follows:

1. The university should set up acceptable rules and regulations for employees to follow and practice so that they may not view practicing in the rules and regulations as double standard. By this way, it will help generate unity and harmony among each employee.
2. Since the corporate culture of the university is seen as conservative; university staff and lecturers are accustomed to working with the routine jobs assigned by top level managers. The university should encourage employees to express their potential and creative ideas beneficial to increasing their work performance. Their idea suggestions should be



considered as important factor which leads to the development and advancement of the university.

3. The university should inform the indispensable reasons if rules and regulations of the university have to be changed appropriately for the growth and development of organization so that employees will be satisfied with new changes in rules and regulations.

4. Based on the research findings, university staff and lecturers are moderately satisfied with benefits and compensation, and some may not intend to work until their retirement; the university should consider benefits and compensations as the main factors for staff and lecturers to work in the university over the long run.

5. The present study investigates the organizational commitment of the selected university staff and lecturers without a comparative study with other universities. The researcher would like to suggest that it would be useful to compare the organizational commitment of the selected university staff and lecturers with other universities in order to find the weakness and strength in organizational commitment of staff and lecturers in each university.

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