

# THE INFLUENCE OF OCCUPATIONAL RANK ON ORGANIZATIONAL COMMITMENT OF FACULTY MEMBERS

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*This study investigates the impact of rank on organizational commitment and explores the individual relationships between affective, normative and continuance commitment. The study comprised a sample of 505 academic staff from 28 privately-owned technical institutes in Haryana state, India. Three way ANOVA results reveal that overall organizational commitment increases progressively with rank. Results further show that rank does not have a positive influence on affective, continuance and normative commitment. Female faculty found more committed than their male counterparts. The findings have been thoroughly discussed in terms of the influential role of rank on organizational commitments for faculty members.*

**Keywords:** organizational commitment; occupational rank; faculty members, influence; India.

## 1. INTRODUCTION

The impact of organizational commitment on individual's attitudes, behaviour and outcomes has long been a concern for behavioural scientists. Much of the research has investigated the relationship between job satisfaction, turnover intentions, organizational culture, leadership styles (Gunlu et al., 2010; Lam and Zhang, 2003; Yousef, 2000; Lee et al., 2008; Stallworth, 2003; Calisir et al., 2011; Awan and Mahmood, 2011); Lok and Crawford, 2004). The research is motivated primarily by finding effect of organizational commitment on

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organizational variables and outcomes. The work environment dimension related specifically to workers attachment with his/ her organization has received significant research attention. However, less has been said about the effect of organizational demography on organizational commitment. This study examines the impact of one of the organizational demography variable, i.e., rank, on organizational commitment. A study of assistant professors, associate professors, readers and professors in 28 privately-owned technical institutes in Haryana, revealed the extent of the influence of rank on organizational commitment level of faculty members. Findings elucidate on the effect of rank on overall organizational commitment and on three forms of commitment i.e., affective, continuance and normative commitment.

### **1.1. Defining organizational commitment**

Organizational commitment, of interest to behavioural researchers for over a quarter of the century, has evolved from a single to a multidimensional construct. Despite its conceptual and methodological uncertainties the topic has gained wide interest among researchers and practitioners in both public and private sector. The concept of commitment is often associated with both attitudes and emotions. There are various definitions of commitment in the related literature stemming from various approaches to this concept. According to Mowday et al., (1979) organizational commitment is the relative strength of a person's identification with and involvement in an organization. Buchanan (1974) defined commitment as "*a partisan or affective attachment to the aims and values of an organization for its own sake*". Lee and Mitchell (1991) characterised commitment as a shared belief and acceptance of the values and goals of the commitment and the eagerness to go above and beyond the call of duty to enhance the organization's goals, values as well as the desire to maintain membership with the organization. O'Reilly and Chatman (1986) defined organizational commitment as a psychological attachment to the organization predicted by three independent constructs, those of compliance, identification and internalization.

Compliance is defined as involvement for extrinsic awards. Identification is the involvement with the organization because of the desire for affiliation and is an important mechanism for developing the process of psychological attachment (Bowlby, 1982). Internalization is the involvement based on individual's acceptance of the organization's values. Alternatively, Hunt and Morgan (1994) advocated the multiple commitment view of organizational commitment. They reported commitment to be defined as multiple commitments to various groups comprising the organization such as

commitment to work group, to one's superior and to the top management. Researchers studying organizational commitment have also revealed it to be a multifaceted concept; there are various dimensions to an individual's commitment. Commitment to managers, owners, and customers (Reichers, 1985); commitment to top management and supervisors (Gregersen, 1993; Erickson and Roloff, 2007); commitment to careers (Chang, 1999; Joo and Park, 2010; Bambaca, 2010); commitment to a profession (Wallace, 1993; Vandenberg and Scapello, 1994; Rowlinson, 2001); commitment to a job (Aremu and Adeyoju, 2003; Simola, 2010) and commitment to colleagues (Yoon et al., 1994; Paille et al., 2011).

Organizational commitment involves a wide range of feelings, attitudes, values and practices. Organizational commitment is also reflected in the degree of attachment and dedication of an employee to his or her organization. Measuring organizational commitment is an assessment of the congruence between an individual's own values and beliefs and those of the organisation (Swales, 2002). Ismail (2012) characterized organizational commitment as employee's willingness to contribute to organizational goals. Allen and Meyer (1993) distinguished three elements of organizational commitment:

1. psychological attachment between the employees (affective commitment),
2. perceived cost associated with leaving the organization (continuance commitment),
3. obligation to stay with the organization (normative commitment).

According to Opkara (2004) when employees are sure that they will grow and learn with their current organization, their commitment level for the organization raises. Organizational commitment has gained prominence in management discourse since it plays a vital role in the goal achievement, innovation and stability of the organization. Organizational commitment has been linked to workforce stability (Steers, 1977), decreased turnover (Mowday et al., 1979), decreased intention to leave (Tett and Meyer, 1993), low absenteeism (Cohen, 1993; Zahra, 1984), increased citizenship behaviour such as suggesting improvements, assisting colleagues and putting forth extra efforts (Brief et al., 1986). Researchers have found organizational commitment to be a stable indicator of an employee's intention to stay in the organization (Meyer and Allen, 1997; Mowday et al., 1979 and Steers 1977).

#### *1.1.1. Affective commitment*

Affective commitment refers to an employee's emotional attachment to, identification with and involvement in an organization. Such employees

continue employment with an organization because they want to do so. There are several mental processes that give rise to the development of affective commitment, such as: retrospective, rationality, classical conditional, casual attribution and personnel fulfilment (Meyer and Allen, 1997).

Researchers studying affective commitment have identified various circumstances that help or develop affective commitment among employees. Robbins (1997) found decentralized organization structure, Zangaro (2001) found open and honest communication network, Parnell and Crandall (2003) found participating organization culture, Somech and Bogler (2002) found participative decision making, especially strategically important decisions (Lines 2004; Celep 2000) especially when employees are affected by the outcomes of these decision (Torka, 2004) to influence affective commitment of the employees. In studies conducted by Firestone and Pennell (1993), Enriquez et al., (2001); O’Creevy et al., (1997) and Oswald et al., (1994) the authors found autonomy, strategic objectives, expectations and vision of the organization, respectively, to have direct effect on the affective commitment of the employees. Martin and Bennett (1996), Naumann et al., (1998) found fair and just treatment to have influence on affective commitment, while Abdulla and Shaw (1999), Schwepker, (1999), Peterson, (2003) and Janseen (2004) found that conflict with management, adequate payment and congruence of ethical values between employees and an organization to be relevant for the development of affective commitment. Kidd and Smewing (2001), Hui et al., (2004) and Perry (2004) found supportive, facilitative and healthy and relationship with supervisors to influence affective commitment among employees working for an organization.

### *1.1.2. Continuance commitment*

Continuance commitment refers to an awareness of the costs associated with leaving from and the benefits associated with staying in an organization. Such employees link to and remain in an organization because they need to do so (Meyer and Allen, 1997). According to Becker (1960) employees attach themselves to an organization through valuable investment (e.g., time, effort, money). These investments have costs which reduce some degree of an employee’s freedom in his/her future activity. Through investments, an employee gets locked into an organization because of the costs associated with him/her leaving the organization (e.g., pension plan security, firm specific knowledge). Another precursor of continuance commitment is the perception of employment alternatives. Employee’s perceptions about the viability and availability of employment opportunities are negatively correlated with continuance commitment. In the words of Meyer and Allen (1997) employees

who think their alternatives are few develop stronger continuance commitment. For most employees, with increase in their age and organizational tenure, their perceived costs associated with leaving organization also increases because of the accumulation of their investment (retirement money, job security, status, unused vacations etc.) (Allen and Meyer, 1993; Abdulla and Shaw, 1999). Thus, various studies conducted by researchers like Labatmediene et al., (2007); Allen and Meyer (1990); Savery and Syme (1996); Rhodes (1983); Smith and Hoy (1992); Luthans et al., (1987) and Popoola (2009) found age and job tenure to have a positive correlation with organizational commitment

### *1.1.3. Normative commitment*

Normative commitment reflects a feeling of obligation to continue employment. Employees feel that they are in debt and ought to remain with the organization. Individual family system, culture and organizational socialization process play a vital role in developing an employee's normative commitment. Through conditioning (rewards and punishments) and modelling (observation and limitations of others) people learn these values (Meyer and Allen, 1997). Researchers like Fuller et al., (2003); Shore and Wayne, (1993); Haar and Spell, (2004); Wheaton, (1999) found organization's supportive practices and their perceived importance for the employees to have a great influence on normative commitment of the employees.

## **1.2. Literature review**

While reviewing available literature on organizational commitment, it was realized that the domain of organizational commitment and organizational demography is still under-explored. Small amount of literature is available on this area of research indicating a great scope for future scientific research which would add to the existing body of knowledge. Some of the current contributions to the topic are discussed below.

Ojha & Pradeep (1999) found a positive correlation with organizational commitment; i.e., employees at higher ranks were found more committed towards their organization; also they found women to be more committed than their male counterparts. Singh and Vinnicombe (2000) suggested that, in the workplace, women are perceived as having lower levels of organizational commitment than men. Their study showed that women's commitment involves different emotional considerations to those of men. Their approach draws on the shared and different meanings of commitment between male and female engineers, utilizing a qualitative case-study approach. Elizur and Koslowsky

(2001) studied 204 students to examine the relationship between work values, gender and organizational commitment. A moderated regression analysis showed that work values especially cognitive ones, are positively related with commitment and interaction of values with gender was also found to be a significant predictor of commitment.

Labatmediet et al., (2007), in a study of 105 employees, from various Lithuanian organizations, found age and level of education to be significantly correlated to organizational commitment; illustrating that organizational commitment of individuals increases with age and that individuals with higher academic qualifications have higher organizational commitment. Joolideh and Yeshodhara (2009), in a study of 721 Indian and Iranian teachers, using Meyer and Allen instrument of organizational commitment, found Indian teachers to have higher affective and normative commitment; whereas Iranian teachers had higher continuance commitment. Interestingly, they found age to have no influence on organizational commitment among teachers from both the countries.

Popoola (2009) investigated the effect of socio - demographic variables such as gender, age, marital status, education level and job tenure on organizational commitment of 220 management personnel in Nigerian Universities. Results of the study revealed a significant relationship between gender, marital status and organizational commitment. Age and job tenure were found to be positively correlated with organizational commitment. Therefore, older employees and employees with long job tenure were more committed towards their organization. Level of education was found to have a negative influence on organizational commitment.

## **2. METHODOLOGY**

Rank, as used in this article, refers to the individual's job status in an organization. It indicates an employee's job level in a particular occupational classification. Within the context of technical education in Haryana, it indicates whether an academic worker is assistant professor, associate professor, reader or a professor. The objectives of this study are as follows:

1. The primary objective of the present study is to investigate whether rank affects an individual's organizational commitment and if so, how?
2. Another objective is to explore the individual relationships that exist between affective, continuance and normative commitment and overall

organizational commitment among teachers in privately-governed technical institutes in Haryana.

3. To investigate the effect of organizational commitment on the faculty members of technical education the following research methodology was employed in the study.

A survey was conducted in 2012-13. The population for this study was comprised of faculty members from all the private technical institutes in Haryana. A total of 650 questionnaires were administered to potential respondents randomly chosen from 28 institutes. The institutes were selected to include sample institutes from all the districts of Haryana. A total of 505 usable questionnaires were returned giving a response rate of 77.69%. Of these 505 respondents, 292 (57.82%) were assistant professors, 101 (20%) were associate professors, 60 (11.88%) were readers and 52 (9.90%) were professors.

To measure Organizational Commitment, a questionnaire comprising a slightly modified form of the Organizational Commitment Questionnaire (Allen and Meyer, 1990), with additional demographic items. The Organizational Commitment Questionnaire (OCQ) is one of the popular measures of organizational commitment and has been found to produce highly reliable results. For the present study reliability of the measurements was assessed by calculating Cronbach's alpha coefficient for each of the eight-item scales measuring affective commitment, continuance commitment and normative commitment and for organizational commitment scale as a whole. In the current study the reliability of affective commitment scale was alpha coefficient 0.82. The reliability of continuance commitment scale was 0.77. Normative commitment scale alpha coefficient was 0.65. The Cronbach alpha for the whole organizational commitment scale was 0.80.

Each item in the scale was measured from a range of (1) representing extremely dissatisfied to (7) representing extremely satisfied. Thus, (4) on the measuring scale represented indifference, i.e., neither satisfaction nor dissatisfaction. The total of the three scale, therefore, gives a summary measure of total organizational commitment. The demographic questions in the questionnaire included rank and commitment, with respect to affective, continuance and normative commitment. The questions on age and gender were asked to see if relationship between rank and organizational commitment is moderated by age and gender.

Table 1 shows the distribution of respondents by rank, age and gender.

Table 1. Respondents by rank, gender and age

	N	Percentage	Overall organizational commitment
<b>Rank</b>			
Assistant professor	292	57.82	4.118
Associate professor	101	20	4.238
Reader	60	11.88	4.327
Professor	52	9.90	4.484
<b>Gender</b>			
Male	310	61.38	4.206
Female	195	38.61	4.220
<b>Age</b>			
20-30	195	38.61	4.173
30-40	110	21.78	4.196
40-50	120	23.76	4.208
50 and above	80	15.84	4.290

Note: Overall Organizational Commitment Score for all respondents= 4.212  
Standard deviation= 0.798

To study the effect of rank on organizational commitment of teachers, allowing for age and gender effects, a three way analysis of variance, i.e. a three way ANOVA, was performed. A direct effect of rank, age and gender and all the interactive effects between rank, age and gender, were investigated. Investigations were made, not only on overall organizational commitment in relation to rank, but also on affective, continuance and normative commitment in relation to rank. Descriptive statistics were also calculated to examine the overall organizational commitment levels among different classification of faculty in private technical institutions. In addition, histogram showing the nature of relationship between rank and overall organizational commitment and between rank and affective, continuance and normative commitment were presented to depict the nature of these relationships graphically.

### 3. RESULTS AND DISCUSSION

As demonstrated by Table 1, when rank is considered in isolation, the overall organizational commitment score is lowest for assistant professors (4.118) and it increases progressively for each higher rank and final organizational commitment score of 4.484 for professors. This indicates that the faculty in higher positions are generally more committed to their organization than their lower-ranking colleagues and this result is consistent with the



findings of Ojha and Pradeep (1999) who reported that organizational commitment increases with occupational rank. Table 1 shows that female faculty are generally more committed to their organization, with overall organizational commitment score of 4.220 than their male counterparts whose overall organizational score is only 4.206. This finding is in consistency with those of Cohen and Lowenberg (1990); Mathieu and Zajac (1990); Ahmad and Abubakar (2003) of Singh et al., (2004); Marchiori and Henkin (2004); Dixon et al., (2005); Angle and Perry (1981); Opayemi (2004) and Smith and Hoy (1992) who also found females to be more committed than their male counterparts.

Furthermore, by classifying faculty members by age, Table 1 shows that faculty members, who are between 20-30 years of age are least committed, with overall organizational commitment score of 4.173 followed by faculty aged between 30-40 (4.196) than by those aged between 40-50 (4.208) with faculty above the age of 50 being the most committed category of staff, with overall organizational commitment score of 4.290. This result comes as no surprise and it is in line with the earlier findings of Smith and Hoy (1992); Steers (1977); Hrebiniak and Alutto (1972); Angle and Perry (1981); Morris and Sherman (1981); Morris and Steers (1980) and Sheldon (1971). A further breakdown of the overall organizational commitment score by categories is provided by Table 2. Unfortunately, the three way cross-tabulation makes it difficult to extract findings from visual inspection. Hence, statistical analyses were especially helpful at this point. It was obvious from the data in Table 2 that female professors recorded very high organizational commitment.

Table 2. Overall organizational commitment score by categories

Age	Assistant professors	Associate professors	Reader	Professors	All types
<b>Male faculty</b>					
20-30	4.169	4.031	-	-	4.155
30-40	4.108	4.168	3.938	4.458	4.138
40-50	4.215	4.228	4.250	4.357	4.249
50& above	3.941	4.429	4.563	4.513	4.285
All age groups	4.133	4.245	4.213	4.416	4.206
<b>Female faculty</b>					
20-30	4.188	4.188	-	-	4.193
30-40	4.253	4.212	-	5.750*	4.275
40-50	3.781	4.425	-	5.125*	4.129
50& above	4.016	4.422	-	5.125*	4.272
All age groups	4.091	4.338	-	5.333	4.220

Note: \*Only one valid case - no response in the category

Table 3 represents the ANOVA results, which show that, for the direct effects and the 0.05 significant level, gender and age are not statistically significant, but rank is, with the p-value of 0.021. This implies that organizational commitment of faculty in privately-owned technical institutions is significantly dependent on rank but not on age and gender. It should be noted that although gender by itself is not statistically significant, the interaction effect of rank and gender is significant ( $p < 0.012$ ). This means that although gender by itself is not significantly related with organizational commitment, it is significant when compared together with rank of the teachers in private technical institutions. All other interactions effects are not significantly significant with respect to overall organizational commitment (see Table 3).

ANOVA results of the interactive effects of rank and gender are presented graphically in Figure 1. It is evident that both male and female Assistant professors are about equally committed to their organizations, while female faculty experience higher organizational commitment than their male counterparts for the ranks of associate professors, readers and professors. In essence, the findings show that female faculty of senior ranks are more committed than their male counterparts of the comparable rank. For the rank of Professors, in particular, the difference between the organizational commitment levels of male and female faculty is considerable (overall organizational commitment scores of 5 versus 3.946).

Table 3. ANOVA results - overall organizational, affective continuance and normative commitment

Aspect of organizational commitment	Source	df	Overall organizational commitment		Affective commitment		Continuance commitment		Normative commitment	
			F-value	Pr>F	F-value	Pr>F	F-value	Pr>F	F-value	Pr>F
	Age	4	0.228	0.923	1.095	0.358	0.437	0.782	1.577	0.179
	Gender	1	0.37	0.848	7.634	0.006	0.091	0.763	4.634	0.032
	Rank	4	2.925	0.021**	6.378	0.000***	23.699	0.000***	2.198	0.068*
	Gender * age	6	0.453	0.843	2.927	0.008	0.868	0.518	1.443	0.196
	Rank * gender	6	2.976	0.012**	3.938	0.001***	12.697	0.000***	2.077	0.054*
	Rank * age	7	0.791	0.595	2.920	0.005***	6.622	0.000***	1.570	0.142
	Rank*gender*age	7	0.575	0.776	1.668	0.115	1.442	0.187	1.935	0.063*

\* $p < 0.10$ ; \*\* $p < 0.05$ ; \*\*\* $p < 0.01$

Table 3 also shows ANOVA results for affective commitment, continuance commitment and normative commitment of the faculty members. Two results stand out clearly from the tables. Organizational commitment levels with respect to rank and interactive effect of rank and gender are significant not only

for the overall organizational commitment, but also for affective commitment, continuance commitment and normative commitment. It is of interest to observe that continuance commitment, in particular, the variables, i.e., rank and interactive effect of rank and gender, are each significant at 99% confidence level. The F-values are as high as 12.697 for rank and gender and 23.699 with respect to commitment level on rank alone. Compared to variables such as age and gender, therefore, rank appears to be significant predictor of organizational commitment in academic staff.

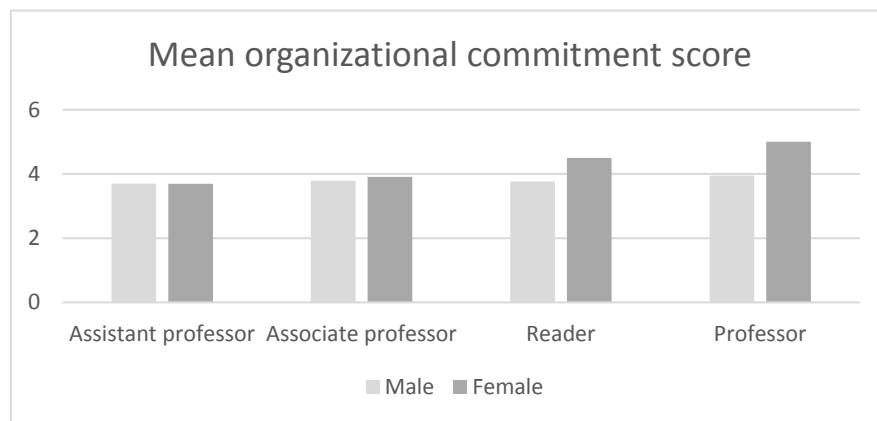


Figure 1. Histogram of ANOVA results (rank vs. gender)

For affective commitment and continuance commitment, the interactive effect of rank and age are also statistically significant while the combined effect of rank, age and gender is significant with continuance commitment. This means that rank and age together explain affective and normative commitment while normative commitment is explained by the interactive effects of rank, age and gender.

Normative commitment is statistically significant with respect to rank, the interactive effect of rank and gender and combined effect of rank, age and gender (Table 3). The results are hardly surprising as employees at higher ranks have spent many years with the organization, which has developed in them a sense of obligation to remain with the organization. Moreover, older employees face very limited employment opportunities which forces them to stay with the organization which, in turn, affects their commitment level.

Figure 2 depicts the nature of the relationship between rank and overall organizational commitment and between rank and affective, continuance and

normative commitment which exists in privately governed technical institutions in Haryana. As shown below, organizational commitment level rises proportionally with rank, Assistant professors being the least committed and Professors being the most committed category of staff. The results of the test of difference of overall organizational commitment levels between ranks are statistically significant (Table 3). Tests on differences for affective, continuance and normative commitment are also statistically significant but the nature of the relationships is unique for every consideration (see Figure 2).

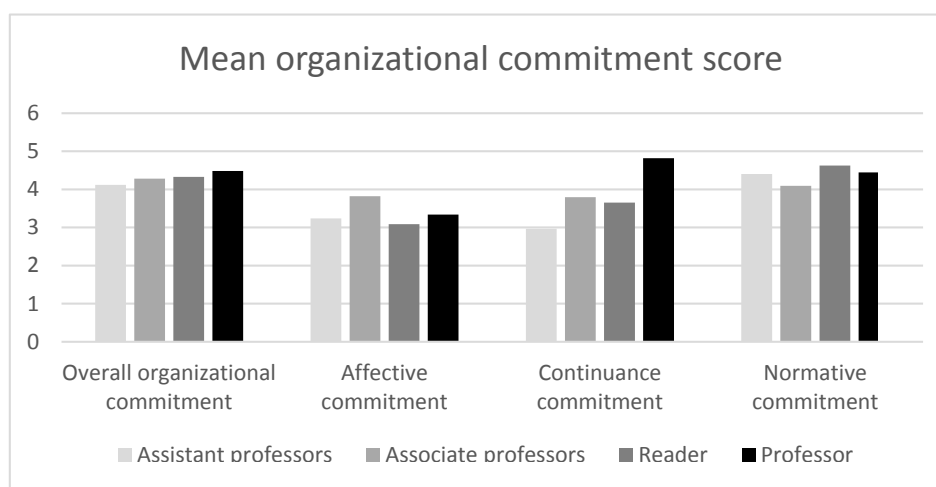


Figure 2. Relationships between rank and overall organizational commitment and between rank and affective, continuance and normative commitment

Regarding the affective commitment, the information in Figure 2 shows that organizational commitment levels of academic faculty follows this pattern: Associate professors, Professors, Assistant professors and Readers in that order i.e., Associate professors are most committed while Readers are the least committed category. The results with affective commitment are therefore not dependent on rank. One explanation for this possibility is that Associate professors after having spent few years in the institution and worked for it develop an emotional bond with it and they see their future growth attached to that of the institution. Affective commitment in privately-owned technical institutes would, therefore, not appear to be a function of one's rank.

Professors were found to have the highest continuance commitment after having attained pinnacle of their academic ladder. With all the material and non-material benefits they find it hard to leave the organization. Associate professors are next to professors, whereas assistant professors were found to

have the lowest continuance commitment. Assistant professors being lowest in the academic rank and new to the institute have no sense of loss as they have more opportunities of employment than their senior counterparts. Researchers studying continuance commitment have found continuance commitment to be a function of two sub sections: high (personnel) sacrifice commitment and low (perceived) alternatives commitment (Culpepper et al., 2004; Jaros 1997; McGree and Ford 1987; Meyer et al., 1990; Powell and Meyer 2004 and Somers 1993). Thus, Professors perceive a high sacrifice, in terms of factors that would be given up or disputed by leaving the organization whereas they consider perceived opportunities outside the institute to be very weak which directs their continuance commitment levels and make them more committed towards the organization.

The figures for normative commitment show higher commitment levels among readers, professors, assistant professors and associate professors, respectively (Figure 2). Rank, therefore, does not seem to offer a consistent indication of commitment level for this aspect of commitment. As readers are on threshold of their academic career ladder, they feel more obligated to stay with the institution. As our results show, normative commitment of teachers at privately-governed technical institutes is not consistently related with rank.

#### 4. CONCLUSION

The present study examines the effect of rank on organizational commitment of teachers in privately-owned technical institutes in Haryana. By analysing frequency distribution of responses, we found that overall organizational commitment increases progressively with rank. This finding was supported by three way analysis of variance which is significant at 95 percent confidence level. ANOVA results also reveal that the interaction effect of rank and gender does affect teachers' organizational commitment level significantly ( $p < 0.012$ ). This means that within certain ranks, gender does affect the organizational commitment level of teachers working in privately-owned technical institutes. Specifically, within the ranks of Associate professor and Professors female faculty are more committed than their male counterparts of the comparable ranks. In conclusion, the results of our study show that there is a positive correlation between rank and organization commitment as found in earlier literature Nancy (20001), Hossaini et al (2005); Ojha and Pradeep (1999); Luthans et al., (1987) and Smith and Hoy (1992).

Furthermore, for the current study of teachers in privately-owned technical institutes, an inaction effect between age and gender also exists. In other words,

the effect of gender on organizational commitment depends on rank. This finding supports earlier ones which state that there is a positive correlation between rank and organizational commitment. In addition, the analysis also confirms that gender, by itself, does not affect organizational commitment of teachers in private technical institutes.

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

In conclusion, we can state that the results of the study show the associative relationship between ranks (as well as the interaction between rank and gender) and organizational commitment but they do not suggest causal relationship. By concluding that the lower rank teachers are less committed to their organizations we do not imply that rank is the cause of organizational commitment. This limitation suggests possible directions for further research. It will be interesting to investigate how and why rank, among other factors, affects organizational commitment. It will be helpful if rank and other factors can be quantified as this would contribute significantly to the current literature on organizational commitment.

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## **UTJECAJ HIJERARHIJSKOG POLOŽAJA NA ORGANIZACIJSKU PRIVRŽENOST SVEUČILIŠNIH NASTAVNIKA**

### **Sažetak**

U ovom se radu analizira utjecaj hijerarhijskog položaja na organizacijsku privrženost te istražuju pojedinačni odnosi između afektivne, normativne i instrumentalne. Rad se

temelji na uzorku 505 sveučilišnih nastavnika, zaposlenih na 28 privatnih visokih učilišta tehničke struke u državi Haryana, u Indiji. Rezultati analize varijance pokazuju da se ukupna organizacijska privrženost progresivno povećava s povećanjem hijerarhijskog položaja. Nadalje se pokazuje da hijerarhijski položaj nema pozitivnog učinka na afektivnu, instrumentalnu i normativnu privrženost. Žene su, nadalje, privrženije organizaciji od muškaraca. O dobivenim se rezultatima opširno raspravlja u kontekstu značajnosti utjecaja hijerarhijskog položaja na organizacijsku privrženost sveučilišnih nastavnika.

