CHAPTER FOUR

SUMMARY

&

CONCLUSIONS
This chapter summarizes and reviews the finding of the present investigation. Overall conclusion based on the interpretation of the data generated by the research, educational implication and suggestions for further study are also incorporated in this study.

**Introduction**

The topic of organizational commitment has received a great deal of interest in the past decade and numerous studies have been directed at determining its causal antecedents. The issue of commitment is particularly important for managers in organizations. With the increasing speed and scale of change in organizations, managers are constantly seeking ways to generate greater employees’ commitment and competitive advantage.

This study investigated the organizational commitment of faculty members in relation to organizational culture and leadership frames of chairpersons in Tabriz University and Panjab University.

Organizational commitment, which is the dependent variable in this study, has been the focus of extensive discussion and empirical investigation by many authors. A well-known model proposed by Meyer and Allen (1990) proposes that there are three components of organizational commitment, namely, affective, continuance and normative. As defined by these authors, the *affective* component of organizational commitment refers to the employee’s emotional attachment to, identification with, and involvement in, the organization. The *continuance* component refers to commitment based on the costs that the employee associates with leaving the organization. The *normative* component refers to employee’s feeling of obligation to remain with the organization. Evidence supporting the distinct nature of these three components has been presented by a number of authors (e.g. see Dunham *et al*, 1994). Although organizational commitment has been conceptualized as a multidimensional construct, it is the measures based on the attitudinal approach that have most frequently been validated and used in previous studies (O’Reilly and Chatman, 1986).

Meyer and Allen’s (1990) *The Three Components Model of Commitment* was employed for the present study.
One possible antecedent of commitment that has remained relatively free of empirical investigation is organizational culture. For example, organizational culture was not included in a major review and meta-analysis by Mathieu and Zajac (1990) of empirical research on the antecedents and correlates of commitment. Such an omission is surprising in view of the large importance given to culture in recent organizational writings.

Although various writers have given differing precise definitions of organizational culture, often influenced by their particular disciplinary origins, a widely accepted definition was given by Schein (1985). Culture was defined as: “The pattern of basic assumptions that a given group has invented, discovered or developed in learning to cope with its problems of external adaptation and internal integration, and have worked well enough to be considered valid, and therefore, to be taught to new members as the correct way to perceive, think and feel in relation to these problems” (Schein, 1985, p. 9). Prominent organizational culture writers such as Deal and Kennedy (1982) and Peters and Waterman (1982) have suggested that organizational culture could exert considerable influence on the functioning of organizations, particularly in areas such as performance and commitment. The lack of attention given to the possible influence of organizational culture on commitment in previous studies has highlighted a significant issue that requires further investigation. The measurement of organizational culture based on Cameron and Quinn (1999) four types of culture (clan, adhocracy, hierarchy and market) were used in this study.

Another variable that has been linked to organizational commitment in previous writings was also included in this study. This includes measures of leadership style. As defined by Stogdill (1974, p. 4): “Leadership style refers to the behavior which leaders use to influence a group towards the achievement of goals”. Leadership can be seen as: “The process of influencing the activities of an organized group in its efforts toward goal setting and goal achievement”. In the long history of leadership research and writings on the topic, a very large number of ways of describing leadership styles have been proposed. One of the most common and influential approaches was the use of the “initiating structure” and “consideration” leadership dimensions, evolving from the Ohio State studies (Stogdill 1963). Similar leadership style dimensions have been proposed by other writers, such as the “task orientation” and “relationship orientation”
behaviors in the Fiedler’s (1967) contingency model; the “concern for people” and “concern for task” behavior in the Hersey and Blanchard model (1977). Although there have been other more recent and well-known approaches to the measurement of leadership style (most notably that of transformational/transactional leadership; (e.g. see Bass, 1985), the measurement of leadership based on Bolman and Deal’s (1990) four frames (structural, political, human recourse and symbolic) was employed in this study. Moreover, the four frames of leadership have been found to produce highly reliable measures, they have not been widely used; hence administration of these new measures seems to be useful for researchers in organizational studies.

A number of demographic variables such as gender, age and position frequently included in previous organizational commitment studies. In the present study also included some new antecedents such as teaching experience, faculty and designation of faculty members. Mathieu and Zajac (1990) found that the number of years in a position is significantly positively related to attitudinal commitment and length of service is significantly positively related to behavioral commitment. Similar results were reported by Gregersen and Black (1992).

In summary, there has been little attention given to the effects of both organizational culture and leadership frames on organizational commitment exceptionally in the higher education setting in the past. Hence, it was the intention of this study to address this issue. The relationship between these variables and several other antecedents of commitment such as faculty members’ certain demographic variables was also investigated in this empirical study.

**Significance Of The Study**

Today, higher education leaders find themselves leading groups, schools and organizations across a rapidly changing environment and society toward a new destination in the twenty-first century. Teachers constitute the core of the faculty in any university. The development of teaching faculty requires an academic environment that is conducive and congenial to research, training and development of teachers, which ensures commitment towards institution. However, due to a number of limitations in the organizational change literature, information regarding the specific managerial behaviors that elicit faculty members’ commitment is limited.
Faculty member's commitment may be directed toward a number of entities; for example, to the occupation of teaching, to student success, to specific programs, or the departments as an organization. Given that commitment incorporates an attitudinal dimension, certain conditions have been found necessary for its development. A major factor assumed to significantly influence teacher commitment level is the organizational culture (Peters and Waterman, 1977). The leadership frames of Chairpersons can be a second significant influence on the level of teacher commitment to a department. Both these constructs are being explored in this study.

While researches have shown that leadership style and organizational culture affect employees and teachers’ commitment to the organization and school (Jones, 1998; Skeese, 2003), literature does not offer guidance on how different types of organizational commitment are affected by Chairperson’s leadership frames and organizational culture in case of higher education.

Unfortunately, both in Tabriz University and Panjab University limited studies have been conducted on the organizational commitment and factors associated with it in higher education, despite similarities between Indian and Iranian educational systems with regard to higher education. Additionally, no research has been done using Bolman and Deals’ (1990), leadership theory of frame analysis; Cameron and Quinn’s (1999), four types of organizational culture and Meyer et al.’s (1993), organizational commitment theory. Hence, this study, contributes to the research literature by throwing more light on the relationship between leadership frames, types of organizational culture and different types of organizational commitment. Also, it was assumed that this study would be of interest to Chairpersons, Superintendents, Human resource administrators, Faculty members and persons who work directly with departments in universities or colleges.

**Statement Of The Problem**

The present study thus is an endeavor to find the aforementioned relationships. The title of this study entitled as under:

*A Study of Organizational Commitment of Faculty Members in Relation to Organizational Culture and Leadership Frames of Chairpersons in Tabriz University and Panjab University*
Objectives Of The Study

The main objectives of this investigation were:

1. To study and compare the different types of organizational commitment of faculty members of Tabriz University and Panjab University with regard to demographic variables of nationality, gender, teaching experience designation and faculty.
2. To study and compare the different types of organizational culture of Tabriz University and Panjab University.
3. To find out the relationship between types of organizational commitment of faculty members and types of organizational culture in Tabriz University and Panjab University.
4. To study and compare the leadership frames of Chairpersons of Tabriz University and Panjab University.
5. To find out the relationship between different types of organizational commitment of faculty members and leadership frames of Chairpersons in Tabriz University and Panjab University.
6. To find out predictors of organizational commitment of faculty member from among the independent variables of organizational culture, leadership frames and demographic characteristics.

Hypotheses of the Study

On the basis of above mentioned objectives, following null hypotheses were proposed to be tested:

\( H_0 \) 1 There exists no significant difference in faculty members' overall organizational commitment in Tabriz University and Panjab University with regard to demographic variables.

This overall hypothesis covers the following domains:

Organizational Commitment and Nationality

\( H_0 \) 1-1. There exists no significant difference in faculty members’ organizational commitment in Tabriz University and Panjab University based on nationality.

\( H_0 \) 1-2. There exists no significant difference in faculty members’ affective commitment in Tabriz University and PU based on nationality.

\( H_0 \) 1-3. There exists no significant difference in faculty members’ continuance commitment in Tabriz University and Panjab University based on nationality.

236
$H_{0 \cdot 1-4}$. There exists no significant difference in faculty members' normative commitment in Tabriz University and Panjab University based on nationality.

**Organizational Commitment and Teaching Experience**

$H_{0 \cdot 1-5}$. There exists no significant difference in faculty members' organizational commitment (Affective, Continuance and Normative), in Tabriz University with regard to their teaching experience.

$H_{0 \cdot 1-6}$. There exists no significant difference in faculty members' organizational commitment (Affective, Continuance and Normative), in Panjab University with regard to their teaching experience.

**Organizational Commitment and Designation**

$H_{0 \cdot 1-7}$. There exists no significant difference in faculty members' organizational commitment (Affective, Continuance and Normative), in Tabriz University with regard to their designation.

$H_{0 \cdot 1-8}$. There exists no significant differences in faculty members' organizational commitment (Affective, Continuance and Normative), in Panjab University with regard to their designation.

**Organizational Commitment and Gender**

$H_{0 \cdot 1-9}$. There exists no significant difference in faculty members' organizational commitment (Affective, Continuance and Normative), in Tabriz University with regard to their gender.

$H_{0 \cdot 1-10}$. There exists no significant difference in faculty members' organizational commitment (Affective, Continuance and Normative), in Panjab University with regard to their gender.

**Organizational Commitment and Faculty**

$H_{0 \cdot 1-11}$. There exists no significant difference in faculty members' organizational commitment (Affective, Continuance and Normative), in Tabriz University with regard to their faculties.

$H_{0 \cdot 1-12}$. There exists no significant difference in faculty members' organizational commitment (Affective, Continuance and Normative), in Panjab University with regard to their faculties.
Organizational Culture and Nationality

$H_o.2$. There exists no significant difference in organizational culture types in Tabriz University and Panjab University.

$H_o.2-1$. There exists no significant difference in organizational culture with regard to university faculties in Tabriz University.

$H_o.2-2$. There exists no significant difference in organizational culture with regard to university faculties in Panjab University.

Organizational Commitment and Organizational Culture

$H_o.3$. No relationship exists between faculty members’ organizational commitment and types of organizational culture in Tabriz University and Panjab University.

$H_o.3-1$. No relationship exists between faculty members’ affective commitment and types of organizational culture in Tabriz University and Panjab University.

$H_o.3-2$. No relationship exists between faculty members’ continuance commitment and types of organizational culture in Tabriz University and Panjab University.

$H_o.3-3$. No relationship exists between faculty members’ normative commitment and types of organizational culture in Tabriz University and Panjab University.

Leadership frames and nationality

$H_o.4$. There exists no significant difference in leadership frames of Chairpersons with regard to university faculties in Tabriz University and Panjab University.

$H_o.4-1$. There exists no significant differences in leadership frames of Chairpersons with regard to university faculties in Tabriz University.

$H_o.4-2$. There exists no significant differences in leadership frames of Chairpersons with regard to university faculties in Panjab University.

Organizational Commitment and Leadership frames

$H_o.5$. No relationship exists between faculty members’ organizational commitment and leadership frames of Chairpersons in Tabriz University and Panjab University.

$H_o.5-1$. No relationship exists between faculty members’ affective commitment and leadership frames of Chairpersons in Tabriz University and Panjab University.
\( H_{5-2} \) No relationship exists between faculty members’ continuance commitment of faculty members and leadership frames of Chairpersons in Tabriz University and Panjab University.

\( H_{5-3} \) No relationship exists between faculty members’ normative commitment of faculty members and leadership frames of Chairpersons in Tabriz University and Panjab University.

**Predicting organizational commitment among from the independent variables of organizational culture, leadership frames and demographic characteristics:**

\( H_{6} \) None of the independent variables of organizational culture, leadership frame and demographic variables will significantly contribute toward the prediction of organizational commitment independently or conjointly.

\( H_{6-1} \) None of the independent variables of organizational culture, leadership frame and demographic variable will significantly contribute toward the prediction of affective commitment independently or conjointly.

\( H_{6-2} \) None of the independent variables of organizational culture, leadership frame and demographic variable will significantly contribute toward the prediction of continuance commitment independently or conjointly.

\( H_{6-3} \) None of the independent variables of organizational culture, leadership frame and demographic variable will significantly contribute toward the prediction of normative commitment independently or conjointly.

**Delimitations Of The Study**

In the field of the research, scope and delimitation occupy a prominent position. It gives a clear direction to the researcher and helps in dividing objective of the study. Delimitations of the current study are as follows:

- Survey was restricted to Tabriz University and Panjab University in Iran and India, respectively.
- The study has been limited to faculty members who were teaching in Tabriz University and Panjab University.
A random sample of faculty members was chosen from Tabriz University (Iran) and Panjab University (India).

Eight faculties, which were there in both Tabriz University and Panjab University were selected for the current study.

Both male and female faculty members were included in the study.

Approximately, one Professor, one Reader and two Lecturers were selected from all concerned departments in the Tabriz and Panjab Universities.

The present study has been delimited with respect to Faculty members’ organizational commitment, organizational culture and leadership frames of chairpersons as perceived by the faculty members.

**Design Of The Study**

For the current study, the descriptive method of research was used to study and compare different types of organizational commitment of university faculty members in relation to types of organizational culture and leadership frames of Chairpersons in Tabriz University and Panjab University. This quantitative investigation employed the survey method as its research design. Also, the current study is a correlational research. In correlational research the investigator observes natural events or takes a snapshot of many variables after administering several questionnaires.

The survey was cross-sectional because the data was collected at one point in time.

In the present investigation, dependent measure (criterion) was organizational commitment that includes three subscales i.e. affective, continuous and normative commitment. Independent measures (predictors), include four organizational culture variables four types of organizational cultures (clan, hierarchy, adhocracy and market) four leadership frame variables (structural, human resource, political, and symbolic frame), and five demographic variables.

**POPULATION**

In the current study, at first a preliminary consideration was done on the structures of both universities regarding to number of faculties and related departments. Then, the researcher decided to categorize all the available faculties in eight groups for ease of comparison of results between both universities. The population of the present research
was all full time faculty members who were working in the eight common faculties in Tabriz University (N=431) and Panjab University (N=445) in session (2004-2005) viz. faculty of Arts; Sciences; Education; Languages; Business, Management & Commerce; Engineering and Technology; Laws and Other department.

SAMPLE

For the current study, the sample comprised faculty members who were working at Tabriz University and Panjab University in Iran and India respectively. A total of 400 questionnaires were distributed to all concerned faculties for collecting the data that is, 200 for each university. As already said, for ease of the comparison university departments were categorized in eight different faculties in both universities. Hence, similar faculties from Tabriz University and Panjab University were included in the study. Approximately, one Professor, one Reader and two Lecturers were selected from all concerned departments in the Tabriz and Panjab Universities. Three hundred and forty were returned, of which seven were discarded because of missing data. Therefore, the number of usable questionnaires was 333 and the response rate was 83.25% that is, 91.5% for Tabriz University and 75% for Panjab University. List of the faculties, related departments and size of sample in each faculty are shown for Tabriz University (N=183) and Panjab University (N=150) in Tables 2-3 and 2-4, respectively.

Sampling

Stratified Random Sampling technique was used for the selection of the sample. This is a special kind of sampling where the target population is divided into non-overlapping strata or layers e.g. geographical areas, age-groups, genders. A sample is taken from each stratum, and when this sample is a simple random sample it is referred to as stratified random sampling. This ensures that all important groups are represented independently. This can increase precision and reduce time, effort and cost by allowing smaller sample size.

In order to applying aforementioned technique for current study, the researcher has made an effort to choose one professor, one reader, and two lecturers. This process was continued to obtain 200 appropriate subjects in each university, moreover, sampling was done by simple random without replacement.
In some department the investigator had to choose other designations where there was a shortage of specific designation. Since, the research samples were carried out by quota sampling the sample size is not normally equal among the departments and faculties. It should be noted that the departments which were not similar have been omitted in the sampling process.

**Instruments Used**

This research was conducted using four separate instruments. Following is an overview of the instrumentation selection process and a discussion of the instruments that were used as a part of this research. This overview also provides reasons why certain instruments were rejected for use in this study.

Theoretically based, reliable and validated instruments were used to measure respondents’ perceptions of the three major constructs in this study:

- The *Organizational Commitment Questionnaire* is a copyrighted scale and was developed by Meyer and Allen in 1997. The instrument was utilized to obtain levels of faculty members’ commitment to their organizations. The responses for 18 items were based on a seven-point Likert scale.

- The second questionnaire, the *Organizational Culture Assessment Instrument* is also a copyrighted scale and was developed by Cameron and Quinn (1999) to measure organizational culture through the four types of culture: clan, hierarchy, adhocracy and market. The five items, which is based on a 100-points *ipsative* scale, consist of five statements four each of the four culture types.

- The third questionnaire, the *Leadership Orientation Instrument* is a copyrighted scale and was developed by Bolman and Deal (1990) to measure leadership behaviors through four different frames: structural, human resource, political and symbolic. The 32 items questionnaire, which is based on the five-point Likert scale consist of eight statements for each of the four frame of leadership.

All of the three above questionnaires were translated to Persian language. Also, reliability of both English and Persian versions was obtained through Cronbach’s alphas. In all cases the reliability was exceed to satisfactory level.

- Demographic Data Form including (gender, designation, teaching experience, faculty and nationality), was developed by the investigator.
**Statistical Techniques Employed**

SPSS® version 13.0 for Windows was the statistical software program used to perform all procedures. For the data analyses, the researcher employed statistical techniques in several ways as follows:

- **Exploratory Data Analysis**: It is particularly useful because it can show whether the results of the research are in line with the research hypotheses.

- The differences of the demographic data were analyzed.

- Testing for normality of distribution was examined to ascertain whether the data have been drawn from a normal population by using the Kolmogorov-Smirnov and Shapiro-Wilk tests that are appropriate for this purpose.

- **Descriptive statistics** were used to get the means, standard deviations, and other information about the organizational commitment and its three subscales, the organizational culture and leadership frame scales.

  - To determine if there were any statistically significant differences in the mean scores for affective, continuance and normative commitment based on demographics data, **Independent Sample t-test and Mann–Whitney U-test** for nationality, gender, and ANOVA and **Kruskal-Wallis Test** for designation, teaching experience and faculty were employed.

  - The relationship between organizational culture and different types of organizational commitment was examined using **Pearson’s Product Moment Coefficients of Correlation**. Also, the relationship between faculty members’ perceptions of their immediate heads’ leadership frames and different types of organizational commitments were examined.

  - **Hierarchical (Sequential) Regression Analysis** was used to investigate the prediction of organizational commitment and its three dimensions on the basis of the organizational culture and leadership frame variables and also to examine whether the sample origin (India or Iran) moderated the relationship between these variables. Furthermore, in this analysis the respondent variables (gender, teaching experience, designation and faculty) were entered into the equation as control variables.
Results of The Study
The result of the study, hypotheses-wise are being presented herewith:

a. Organizational Commitment and Demographic Variables

$H_1$: There exists no significant difference in faculty members' overall organizational commitment in Tabriz University and Panjab University with regard to demographic variables.

This overall hypothesis covers the following domains:

This overall hypothesis covers the following domains: i.e. Organizational Commitment and Nationality, Organizational Commitment and Teaching Experience, Organizational Commitment and Designation, Organizational Commitment and Gender, and Organizational Commitment and Faculty.

Comparing Organizational Commitment of Tabriz and Panjab University

In order to compare the difference of Iranian (Tabriz University) and Indian (Panjab University) faculty members on the variable of organizational commitment and its three components, the following hypotheses were formulated.

$H_{0-1}$. There exists no significant differences in faculty members' organizational commitment in Tabriz University and Panjab University based on nationality.

Results obtained from Independent Samples $t$-test and Mann-Whitney $U$-test reveal that Indian sample (Panjab University) scored higher in organizational commitment than Iranian (Tabriz University) one. Mann-Whitney $U$-test confirmed this result, thus, the above null hypothesis was rejected.

In cross-cultural research evidence, it is acknowledged that there are significant differences in national culture characteristics between different countries as observed by Kapur (1995), Chen (2001), Elkahal (2001) and Lok and Crawford (2004).

$H_{0-2}$. There exists no significant differences in faculty members' affective commitment in Tabriz University and Panjab University based on nationality.

Indian samples have shown higher affective commitment than Iranian counterpart. The difference was significant beyond the 0.01 level, with an effect size $r=38$ representing average effect. This result was similar to those that extracted from Mann Whitney $U$-test.
H°1-3. There exists no significant differences in faculty members’ continuance commitment in Tabriz University and Panjab University based on nationality.

Both independent samples t-test and Mann-Whitney U-test failed to show any significant differences between faculty members’ continuance commitment in Tabriz University and Panjab University. Because of this, null hypothesis stands accepted.

H°1-4. There exists no significant differences in faculty members’ normative commitment in Tabriz University and Panjab University based on nationality.

Mann Whitney U-test The differences between levels of faculty members’ normative commitment in Panjab University and Tabriz University were statistically significant, i.e., Indian sample had higher normative commitment than Iranian sample. This result was not similar to those that extracted from Independent sample t-test.

Comparing Organizational Commitment of Tabriz University and Panjab University Faculty Members’ based on their Teaching Experience

In order to compare the difference of Iranian (Tabriz University) and Indian (Panjab University) faculty members’ organizational commitment and its three components based on their teaching experience following hypotheses were formulated.

H°1-5. There exists no significant differences in faculty members’ organizational commitment (affective, continuance and normative) in Tabriz University/Panjab University with regard to their teaching experience.

H°1-6 There exists no significant differences in faculty members’ organizational commitment (affective, continuance and normative) in Tabriz University/Panjab University with regard to their teaching experience.

These hypotheses were examined through two different tests. First, ANOVA test showed statistically significant differences at 0.05 level for the overall organizational commitment in Tabriz University. Post hoc procedure shows there where significant differences between 1-5 years of teaching experiences group and 6-10 and 11-15 years group. It can be conclude that faculty members with higher teaching experience had stronger organizational commitment and affective commitment than others.

Regarding Panjab University results of ANOVA show statistically significant differences between 11-15 years of teaching experience group with 26 year and above groups regarding overall organizational commitment. i.e., faculty members with 26
years and above teaching experience had stronger organizational and affective commitment than others.

The Kruskal-Wallis test not only confirmed the aforementioned results about Tabriz University and Panjab University but also, reveal that there were no significant differences in the mean ranks given to the normative and continuance commitments amongst faculty members and Panjab University at 0.05 level. Therefore the null hypotheses 1-5 and 1-6 about Tabriz University and Panjab University were not accepted.

In short, the result give the picture that teaching experience is one of the factors that can have an influence on organizational commitment. Mathieu and Zajac (1990) supported this finding. They found that the number of years in a position is significantly positively related to attitudinal commitment and length of service is significantly positively related to behavioral commitment. Similar results were reported by Gregersen and Black (1992).

However, contradictory findings were reported by Lok and Crowford (1999) who found that participants’ years of experiences fail to show any influence on organizational commitment.

Comparing Organizational Commitment of Tabriz University and Panjab University’s Faculty Member based on their Designation

In order to compare the difference of Iranian (Tabriz University) and Indian (Panjab University) faculty members’ organizational commitment and its three components, based on their designation following hypotheses were formulated.

\[ H_{1-7\&1-8}. \text{ There exists no significant differences in faculty members’ organizational commitment (affective, continuance and normative) in Tabriz University/Panjab University with regard to their designation.} \]

The ANOVA and Kruskal-Wallis tests were employed to look into this hypothesis. Kruskal-Wallis showed no statistically significant differences amongst organizational commitment and its three dimensions of faculty members based on their designation (lecturer, reader and professor) in Tabriz University and Panjab University. Besides, ANOVA test confirmed this result. Thus, both tests provided no evidence against the null hypothesis.
Similar findings were reported by Lok and Crowford (1999) and Metscher (2005). However, Mathieu and Zajac (1990) in their research reported contradictory findings.

**Gender Differences In Faculty Members' Organizational Commitment**

In order to compare the difference of male and female faculty members in Tabriz University and Panjab University in respect of the organizational commitment and its three components, following hypotheses were formulated:

\[ H_{1-9&1-10} \text{ There exists no significant differences in faculty members' organizational commitment (affective, continuance and normative) in Tabriz University/Panjab University with regard to gender. } \]

Independent Sample t-test and Mann-Whitney U-test were employed to examine this null hypothesis. Results derived from both tests showed that there were no statistically significant differences in organizational commitment and its three components amongst faculty members with regard to gender In Tabriz University and Panjab University.

Dubin *et al.*, (1975); Kidron, (1978), Abrego’s (2004) and Chen L. (2005) also reported that gender is one of the personal factors that has an influence on organizational commitment.

**Faculty-wise Comparison of Organizational Commitment**

In order to compare the difference of Iranian (Tabriz University) and Indian (Panjab University) faculty members based on their faculty with respect to the organizational commitment and its three components, following hypotheses were formulated:

\[ H_{1-11&1-12} \text{ There exists no significant differences in faculty members' organizational commitment (affective, continuance and normative) in Tabriz University/Panjab University with regard to their faculties. } \]

ANOVA test provided no evidence against the null hypotheses, that is; result obtained from ANOVA test showed that \( F \) ratios were not significant for faculty members’ overall organizational commitment with regard to faculty factor, beyond 0.05 level in both Tabriz University and Panjab University. Also the Kruskal-Wallis test failed to show significant differences in overall organization commitment among faculty members based on their faculty in Tabriz University and Panjab University. But, level of normative commitment was different between members based on faculty
factor in Tabriz University. Post hoc tests reveal that, members of Arts, Sciences, Languages, Business, Management and Commerce as well as faculty labeled “Other” have different levels of normative commitment.

b. Organizational Commitment with Organizational Culture

**Nationality-wise Comparison of Organizational Culture**

In order to compare Tabriz University and Panjab University with respect to their organizational culture, following hypotheses were formulated.

\[ H_{1} \text{ There exists no significant differences in organizational culture types in Tabriz University and Panjab University based on nationality.} \]

Independent Sample t-test showed significant differences for all four types of culture between Tabriz University and Panjab University including clan, adhocracy, hierarchy and market. Thus, the null hypothesis was rejected. In other words, on clan and market cultures Indian sample had significantly higher means than Iranian sample while Iranian sample scored significantly higher on adhocracy and hierarchy cultures.

This means that faculties from Tabriz University focused on internal maintenance in their organization with a need for stability and control. They concentrated on positioning with a high degree of flexibility and individuality.

On the other hand the Indian Panjab University sample was significantly different than Tabriz University on clan and market culture types. The Indian sample on one hand concentrated on internal maintenance with flexibility, concern for people and sensitivity and on the other hand focused on external maintenance with a need for stability and control.

**Faculty-wise Comparison of Organizational Culture**

In order to compare the difference of faculties in (Tabriz University) and (Panjab University) in respect of the organizational culture, following hypotheses were formulated:

\[ H_{2} \text{ There exists no significant differences in organizational culture with regard to university faculties in Tabriz University/Panjab University.} \]

These results reveal that, means of adhocracy subculture are different among faculties of Tabriz University also; means of clan subculture are different among
faculties of Tabriz University. The post hoc test using Gabriel’s procedure showed that there are significant differences between means value of adhocracy sub-culture among faculties of Sciences, Languages and Business, Management and Commerce. Also, there were significant differences between means value of clan sub-culture of faculties of Science, Languages, Arts, Business, Management and Commerce and Laws.

Moreover, regarding Panjab University, the result of ANOVA test and post hoc procedure accordingly, showed that adhocracy sub-culture in Panjab University was significantly different among facilities, i.e., faculties of Sciences and Arts have different means of hierarchy culture. These results confirmed by Kruskal-Wallis test. Thus the null hypotheses were rejected. Similar mixed findings were reported by Yeung et al., (1991).

**Relationship between Organizational Commitment and Organizational Culture**

In order to examine relationship between organizational commitment and organizational culture, following hypothesis was formulated:

\[ H^* \equiv \text{No relationship exists between faculty members’ organizational commitment and types of organizational culture in Tabriz University and Panjab University.} \]

Pearson’s correlation coefficients were employed for testing these hypotheses. Results showed small but statistically significant correlation between clan culture and overall organizational commitment for combined samples (Tabriz University and Panjab University). Also, there are near zero correlations of adhocracy, hierarchy and market culture and organizational commitment. This result demonstrates that these departments are governed by clan culture (departments were like an extended family. The organization was held together by loyalty and tradition. They emphasized the long-term benefit of individual development with high cohesion and morale) had more committed members.

Regarding Tabriz University sample, no significant correlation was seen among organizational commitment and its three component and four sub-cultures of organizational culture.

About Panjab University sample however, positive and significant correlation for clan sub-culture and overall organizational commitment. Similar finding was reported by Kinnoin (2005) in his study, who found a relationship between organizational
commitment and family-friendly policies, (Clan culture) but it was not statistically significant.

Negative, but significant correlation among market sub-culture and overall organizational commitment was found in present study.


All findings and result of the present study indicate that organizational culture plays an important role in the level of commitment in an organization.

\( H^*_{3.1} \) No relationship exists between faculty members’ affective commitment and types of organizational culture in Tabriz University and Panjab University.

Also, there was negative and small but statistically significant correlation between hierarchy culture and affective commitment for combined samples. This result reveals that faculties that possess hierarchy culture may have less normative committed teachers.

Regarding Tabriz University sample, no significant correlation was seen among affective commitment and four sub-cultures of organizational culture. But, about Panjab University sample, a relationship was found between clan sub-cultures with affective commitment. Valentino (2004) also reported relationship between organizational culture and affective commitment in his study.

\( H^*_{3.2} \) No relationship exists between faculty members’ continuance commitment and types of organizational culture in Tabriz University and Panjab University.

In order to examine relationship between this two groups variables the following hypothesis were formulated.

It is interesting that there were no significant correlations between continuance commitment and sub-culture in Tabriz University and Panjab University. Thus, this null hypothesis stands accepted.

Regarding Tabriz University sample, no significant correlation was seen among continuance commitment and four sub-cultures of organizational culture.

Hierarchical regression shows that nationality has moderating significant effects on the influence of adhocracy, hierarchy and market culture on continuance commitment in

250
Indian (Panjab University) sample. These effects were not seen for other commitment components.

\[ H_0 \]. No relationship exists between faculty members’ normative commitment and types of organizational culture in Tabriz University and Panjab University.

For combined samples (Tabriz University and Panjab University), normative commitment had correlation with clan culture; and negative and small but statistically significant with market culture.

These results reveal that faculties that possess clan culture may have more normative by committed teachers. In other words, faculties which were like an extended family and emphasized the long-term benefit of individual development with high cohesion; their members reflected a feeling of obligation to continue membership with organizations.

Regarding sample from Tabriz University, separately, no significant correlation was seen among affective commitment and four sub-cultures of organizational culture. But, in Panjab University significant correlation was found between clan sub-culture and normative commitment. Lim (2002) found same result as organizational commitment (except for continuance) was moderately and positively related to learning organization culture.

In Panjab University, also negative but significant correlation among market culture and normative commitment was observed. No significant correlation existed regarding other two types of culture.

C. Organizational Commitment and Leadership Frames

Comparing leadership Frames of Tabriz University and Panjab University Faculties

In order to compare the difference of Iranian and Indian faculties in respect of the leadership frames, following hypothesis was formulated.

\[ H_0.4 \]. There exists no significant differences in leadership frames of Chairpersons in Tabriz University and Panjab University based on nationality.

Independent Samples \( t \)-test showed that the value of \( t \)-ratio for difference between the means of the two sample under study, namely Iranian (Tabriz University) and Indian
Faculty-wise Comparison of Leadership Frames

In order to compare the difference of faculties in Tabriz University and Panjab University with respect to the leadership frames, following hypotheses were formulated.

1. There exists no significant differences in leadership frames of Chairpersons with regard to University faculties in Tabriz University.
2. There exists no significant differences in leadership frames of Chairpersons with regard to University faculties in Panjab University.

No statistically significant differences existed amongst leadership frames of chairpersons in eight different faculties in Tabriz University (Iran). Result of ANOVA was non-significant at .05 level. The Kruskal-Wallis test confirmed this conclusion too.

In sample from Panjab University, ANOVA and Kruskal-Wallis tests rejected the abovementioned null hypothesis. Three out of four frames of leadership were significantly different from among eight different faculties. Post hoc test showed that the means of structural leadership frames among faculties of Education and Laws in Panjab University were significantly different. Faculty of Laws has the highest mean in case of structural frame. Also, concerning political, symbolic and human recourse frame, the highest mean belongs to the faculty of Languages, Education and Arts, respectively.

Research results by Bolman and Deal (1991) revealed that, the symbolic frame was used in fewer than 20 percent of the cases while the structural frame was used in about 60 percent of the samples in educational setting.

Mosser and Walls (2002) in their research about Chairpersons’ leadership frames in nursing programs, found that faculty members perceived their Chairpersons’ to use the human resource the most.

Relationship between Organizational Commitment and Leadership Frames

In order to examine relationship between organizational commitment and leadership frames, following hypotheses were formulated.
Ho5. No relationship exists between faculty members’ organizational commitment and leadership frames of Chairpersons in Tabriz University and Panjab University.

Statistically significant correlation existed between overall organizational commitment and structural frame, political frame, symbolic frame and human resource frame all at 0.01 levels for combined samples (Tabriz University and Panjab University). Thus, the null hypothesis was rejected.

Regarding Tabriz University sample, there were significant correlations among four frames of leadership and organizational commitment. The highest coefficient can be seen between symbolic frame and organizational commitment.

Also in Panjab University sample, significant correlations were found among all frames (except for political frame) and organizational commitment variable. The highest correlation was found between organizational commitment and structural frame. Villanueva (2003) also reported similar findings.


Ho5-1. No relationship exists between faculty members’ affective commitment and leadership frames of Chairpersons in Tabriz University and Panjab University.

For the combined samples there is a small but statistically significant correlation between affective commitment and structural frame political frame both at 0.05 level. Also, there is near zero correlation of symbolic and human resource frames and affective commitment.

About Iranian sample (Tabriz University) significant correlations were found between affective commitment with symbolic frame structural frame; political, however, no any significant relationship with and human resource was found.

Regarding Panjab University sample, affective commitment has low relationship but significant at .05 level only with structural frame.

Ho5-2. No relationship exists between faculty members’ continuance commitment of faculty members and leadership frames of Chairpersons in Tabriz University and Panjab University.

For combined samples (Tabriz University and Panjab University) there was a small but statistically significant correlation in continuance commitment of faculty members
and leadership frame of Chairpersons including: structural, political, symbolic and human recourse.

In Tabriz University sample, about continuance commitment, statistically correlations were found for all four frames of leadership including: structural frame; political, symbolic frame and human resource. The highest coefficient was between structural and political with continuance commitment. Because all four coefficients extracted from matrix were relatively equal thus, it can conclude that continuance commitment has correlation with all frames of leadership. But in Panjab University sample, continuance commitment has no any significant correlation with all frames of leadership.

Normative commitment was significantly correlated with all four frames; the highest one has been seen for structural frame the second high correlation was with symbolic frame.

\[ H_{5.3} \text{ No relationship exists between faculty members' normative commitment of faculty members and leadership frames of Chairpersons in Tabriz University and Panjab University.} \]

For the combined samples there was statistically significant correlation between normative commitment and four frames of leadership, i.e., structural frame, political, symbolic, human resource all at 0.01. Thus, the null hypothesis was rejected.

In Iranian Sample (Tabriz University), regarding normative commitment, statistically correlations were found for all four frames of leadership including: structural frame; political, symbolic frame and human resource. The highest coefficient was between symbolic and political with normative commitment. Because all four coefficients extracted from matrix were relatively equal therefore, it can concluded that normative commitment have correlation with all frames of leadership.

In Indian sample (Panjab University), normative commitment has significant correlation with all four frames; the highest one has been seen for structural frame the second high correlation was with symbolic frame.

Unfortunately there was not been more research conducted in universities with antecedents of organizational commitment such as teaching experience, designations, four types of leadership frames and four types of organizational culture, therefore more comparative analysis cannot be conducted to confirm the results obtained.
d. Prediction of Organizational Commitment from among Organizational Culture, Leadership Frames And Demographic Variables

In order to investigate the objective of finding the predictors of the criterion variable of organizational commitment from among the predictor variables of organizational culture and leadership frames in Tabriz University and Panjab University, following null hypotheses was formulated:

$H_{6}$. There exist no predictors from among the organizational culture, the leadership frames and demographic variables for faculty members’ Organizational Commitment in Tabriz University and Panjab University.

Hierarchical regression showed that there are four predictor of overall organizational commitment including: teaching experience and structural leadership frame and nationality. However, these predictors account only for 4.1% to 6.4% total variance in organizational commitment. In other words, the coefficient of determination indicating that, the change in organizational commitment is explained by only 4.1 to 6.4% resulting from variables. Also it shows that nationality has moderating significant effects on the influence of structural frame on organizational commitment in Indian (Panjab University) sample.

Lemaster (2004) also reported that organizational culture was not a useful predictor of organizational commitment in his research.

$H_{6-1}$. There exists no predictors from among the organizational culture, the leadership frames and demographic variables for faculty members’ Affective Commitment in Tabriz University and Panjab University.

Hierarchical regression showed that there are two significant preceptors for affective commitment. First, teaching experience, it explained 6.1% total variance of affective commitment. Second, symbolic frame in interaction with nationality variable explained 4.6% of total variance.

$H_{6-2}$. There exists no predictor from among the organizational culture, the leadership frames and demographic variables for faculty members’ Continuance Commitment in Tabriz University and Panjab University.

Hierarchical regression indicating that, the change in continuance commitment is explained by 8.5% resulting from interaction of nationality with organizational subcultures (except for Clan). That is, result shows that nationality has moderating
significant effects on the influence of adhocracy, hierarchy and market culture on
continuance commitment in Indian (Panjab University) sample.

\( H_{6-3} \) There exists no predictor from among the organizational culture, the
leadership frames and demographic variables for faculty members’ Normative
Commitment in Tabriz University and Panjab University.

The best predictor for normative commitment was structural frame that explained
6.4% total.

In order to summarize the above-stated hypotheses-wise results of the study,
presented below is a summary table 4.1

Table 4.1: Summary Table showing Hypotheses-wise Results of the Study

<table>
<thead>
<tr>
<th>Number</th>
<th>Hypothesis</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>( H_{o-1} )</td>
<td>There exists no significant difference in faculty members’ organizational commitment in Tabriz University and Panjab University based on nationality.</td>
<td>Rejected</td>
</tr>
<tr>
<td>( H_{o-2} )</td>
<td>There exists no significant difference in faculty members’ affective commitment in Tabriz University and Panjab University based on nationality.</td>
<td>Rejected</td>
</tr>
<tr>
<td>( H_{o-3} )</td>
<td>There exists no significant difference in faculty members’ continuance commitment in Tabriz University and Panjab University based on nationality.</td>
<td>Retained</td>
</tr>
<tr>
<td>( H_{o-4} )</td>
<td>There exists no significant difference in faculty members’ normative commitment in Tabriz University and Panjab University based on nationality.</td>
<td>Partially Accepted</td>
</tr>
<tr>
<td>( H_{o-5} )</td>
<td>There exists no significant difference in faculty members’ organizational commitment (Affective, Continuance and Normative), in Tabriz University with regard to their teaching experience</td>
<td>Rejected</td>
</tr>
<tr>
<td>( H_{o-6} )</td>
<td>There exists no significant difference in faculty members’ organizational commitment (Affective, Continuance and Normative), in Panjab University with regard to their teaching experience</td>
<td>Rejected</td>
</tr>
<tr>
<td>( H_{o-7} )</td>
<td>There exists no significant difference in faculty members’ organizational commitment (Affective, Continuance and Normative), in Tabriz University with regard to their designation.</td>
<td>Retained</td>
</tr>
<tr>
<td>( H_{o-8} )</td>
<td>There exists no significant difference in faculty members’ organizational commitment (Affective, Continuance and Normative), in Panjab University with regard to their designation.</td>
<td>Retained</td>
</tr>
<tr>
<td>( H_{o-9} )</td>
<td>There exists no significant difference in faculty members’ organizational commitment (Affective, Continuance and Normative), in Tabriz University with regard to their gender.</td>
<td>Retained</td>
</tr>
<tr>
<td>( H_{o-10} )</td>
<td>There exists no significant difference in faculty members’ organizational commitment (Affective, Continuance and Normative), in Panjab University with regard to their gender.</td>
<td>Retained</td>
</tr>
</tbody>
</table>
commitment (Affective, Continuance and Normative), in Panjab University with regard to their gender.

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Description</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>$H_{o1-1}$</td>
<td>There exists no significant difference in faculty members' organizational commitment (Affective, Continuance and Normative), in Tabriz University with regard to their faculties.</td>
<td>Retained</td>
</tr>
<tr>
<td>$H_{o1-2}$</td>
<td>There exists no significant difference in faculty members' organizational commitment (Affective, Continuance and Normative), in Panjab University with regard to their faculties.</td>
<td>Partially Accepted</td>
</tr>
<tr>
<td>$H_{o2}$</td>
<td>There exists no significant difference in organizational culture types in Tabriz University and Panjab University.</td>
<td>Rejected</td>
</tr>
<tr>
<td>$H_{o2-1}$</td>
<td>There exists no significant difference in organizational culture with regard to university faculties in Tabriz University.</td>
<td>Rejected</td>
</tr>
<tr>
<td>$H_{o2-2}$</td>
<td>There exists no significant difference in organizational culture with regard to university faculties in Panjab University.</td>
<td>Rejected</td>
</tr>
<tr>
<td>$H_{o3}$</td>
<td>No relationship exists between faculty members' organizational commitment and types of organizational culture in Tabriz University and Panjab University.</td>
<td>Rejected</td>
</tr>
<tr>
<td>$H_{o3-1}$</td>
<td>No relationship exists between faculty members' affective commitment and types of organizational culture in Tabriz University and Panjab University.</td>
<td>Partially Accepted</td>
</tr>
<tr>
<td>$H_{o3-2}$</td>
<td>No relationship exists between faculty members' continuance commitment and types of organizational culture in Tabriz University and Panjab University.</td>
<td>Retained</td>
</tr>
<tr>
<td>$H_{o3-3}$</td>
<td>No relationship exists between faculty members' normative commitment and types of organizational culture in Tabriz University and Panjab University.</td>
<td>Rejected</td>
</tr>
<tr>
<td>$H_{o4}$</td>
<td>There exists no significant difference in leadership frames of Chairpersons with regard to university faculties in Tabriz University and Panjab University.</td>
<td>Partially Accepted</td>
</tr>
<tr>
<td>$H_{o4-1}$</td>
<td>There exists no significant differences in leadership frames of Chairpersons with regard to university faculties in Tabriz University.</td>
<td>Retained</td>
</tr>
<tr>
<td>$H_{o4-2}$</td>
<td>There exists no significant differences in leadership frames of Chairpersons with regard to university faculties in Panjab University.</td>
<td>Rejected</td>
</tr>
<tr>
<td>$H_{o5}$</td>
<td>No relationship exists between faculty members' organizational commitment and leadership frames of Chairpersons in Tabriz University and Panjab University.</td>
<td>Rejected</td>
</tr>
<tr>
<td>$H_{o5-1}$</td>
<td>No relationship exists between faculty members' affective commitment and leadership frames of Chairpersons in Tabriz University and Panjab University.</td>
<td>Rejected</td>
</tr>
<tr>
<td>$H_{o5-2}$</td>
<td>No relationship exists between faculty members' continuance commitment of faculty members and leadership frames of Chairpersons in Tabriz University and Panjab University.</td>
<td>Rejected</td>
</tr>
<tr>
<td>$H_{o5-3}$</td>
<td>No relationship exists between faculty members' normative commitment of faculty members and leadership frames of Chairpersons in Tabriz University and Panjab University.</td>
<td>Rejected</td>
</tr>
</tbody>
</table>
Overall Conclusions of the Study

Presented below are the overall conclusions of the study:

Conclusions Based on Demographic Data of Samples

- The percentage of female faculty members is comparatively less than male counterparts in Tabriz University, whereas, in Panjab University the strength of male and female teachers is relatively equal.
- In Panjab University, Professors and Readers in respective departments are comparatively more in number than Tabriz University.
- Percentage of faculty members in Panjab University who have more than 20 years of teaching experience is more than Tabriz University. Regarding other teaching experience groups, i.e. 1-5, 6-10, 11-15, and 16-20 the number was approximately equal.
- Percentage of faculty members in each faculty in both Universities is relatively equal.
- The demographic data of Panjab University was normally distributed as compared to Tabriz University.
Conclusions Based on Preliminary Analyses

- The distribution of faculty members’ organizational commitment data was normal in both Tabriz University and Panjab University.
- The data obtained from Tabriz University and Panjab University in case of organizational culture was not found to be normally distributed. It was only in case of hierarchy sub-culture, that Panjab University data was normally distributed.
- For leadership frames of Chairpersons, the data did not exhibit normality of distribution in both Tabriz University and Panjab University.

Conclusions Based on Descriptive Analysis

- The distribution of faculty members’ organizational commitment data in Tabriz University was platykurtic; but leptokurtic in case of Panjab University.
- The distributions of organizational culture data were leptokurtic in both Tabriz and Panjab Universities.
- The distribution of leadership frames of Chairpersons data in Tabriz University was leptokurtic, but in Panjab University it was platykurtic.

Conclusions from analysis about level of faculty members’ organizational commitment

- 68% of faculty member had high level of organizational commitment in Tabriz University and in Panjab University it was 80%.
- 70% of faculty member had high level of affective commitment in Tabriz University and in case of Panjab University was 88%.
- 68% of faculty member had high level of continuance Commitment in Tabriz University where as in case of Panjab University it was 57.5%.
- 76.5% of faculty member had high level of normative commitment in Tabriz University whereas; in case of Panjab University it was 76.7%.

Conclusions Based on Comparison of Tabriz University and Panjab University Sample on the Variable of Organizational Commitment and Its Three Components

The Independent Samples $t$-test for overall organizational commitment and its three components shows that in the present study as compared to Iranian sample from Tabriz University, faculty member from Panjab University, were more emotionally
attached to, identified and involved themselves with their institution. On the basis of means, continuance commitment was higher in case of faculty member of Tabriz University though non-significant, which implies that Tabriz University faculty members were more committed on the basis of costs that employee associates with leaving the organization. The Panjab University Indian faculty members were also found to be high on normative commitment i.e. they have a feeling of obligation to remain with the organization.

**Conclusions based on T-Test**

Main conclusions from t-test are presented here with:

*Overall organizational commitment and nationality*
- Panjab University faculty members were more committed to their organizations than Tabriz University counterparts.
- Significant differences between Panjab University and Tabriz University in case of affective were found in Tabriz University and Panjab University in the present sample.

*Organizational Commitment and Gender*

No statistically significant difference was found between organizational commitment of male and female faculty members in Tabriz University and Panjab University.

*Organizational culture*

Means of the adhocracy and hierarchy sub-culture in Tabriz University were significantly higher than Panjab University. In contrast, means of clan and Market sub-culture in Panjab University were significantly higher than Tabriz University.

*Leadership frames*

Mean of the symbolic frame of leadership was significantly higher in Tabriz University than Panjab University. However, the differences between structural, human resource and political frames of leadership were not statistically significant between Tabriz University and Panjab University.
Conclusions Based on ANOVA

- Tabriz University faculty members were different in organizational commitment based on their teaching experiences, that is, faculty members with more teaching experiences were more committed to the organizations.

- Also, Panjab University faculty members were different in organizational commitment based on their teaching experiences, that is, faculty members with more teaching experiences were more committed to the organizations.

- A similar result was obtained regarding normative commitment in Panjab University.

- In Tabriz University as well as Panjab University there was no significant difference among faculty members based on organizational commitment with regards to their designation.

- In Tabriz University there were significant differences among faculty members based on organizational commitment with regards to their faculties. The highest and lowest means of organizational commitment belong to Faculty of Business, Management and Commerce and faculty labeled Other, that include Correspondence, Evening studies, Fine Arts, Pharmaceutical Departments. However, in Panjab University no significant difference was seen with regard to faculty members’ organizational commitment and Faculty factor.

- University faculties in Tabriz University had statistically different means of clan and adhocracy sub-culture. Regarding clan sub-culture the highest and lowest means belong to Faculty of Science and Laws, respectively. About Adhocracy the highest and lowest means belong to Faculty of Business, Management, and Commerce and Science, respectively. However, in Panjab University no significant differences among university faculties with regard to organizational culture were observed.
Conclusions Based on Faculty-Wise Comparison between Tabriz University and Panjab University on the Variable of Organizational Culture

Here, conclusions based on graphical presentation regarding organizational culture in eight different faculties in Tabriz University and Panjab University are presented vide Table 4.2:

Table 4.2 Conclusions Based on of Faculty-Wise Comparison between Tabriz University and Panjab University on the Variable of Organizational Culture

<table>
<thead>
<tr>
<th>Faculties</th>
<th>Tabriz University</th>
<th>Panjab University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>Clan</td>
<td>Clan and Market</td>
</tr>
<tr>
<td>Sciences</td>
<td>Clan</td>
<td>Clan and Market</td>
</tr>
<tr>
<td>Education</td>
<td>Market, Hierarchy</td>
<td>Clan and Market</td>
</tr>
<tr>
<td>Languages</td>
<td>Adhocracy</td>
<td>Clan and Market</td>
</tr>
<tr>
<td>Busi. Mgt. &amp;Comm.</td>
<td>Clan and Adhocracy</td>
<td>Clan and Market</td>
</tr>
<tr>
<td>Engineering</td>
<td>Market</td>
<td>Market</td>
</tr>
<tr>
<td>Laws</td>
<td>Hierarchy</td>
<td>Clan and Market</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>Clan and Market</td>
</tr>
</tbody>
</table>

Regarding Tabriz University as well as and Panjab University as a whole, graphical presentation showed that, in Tabriz University, no dominant culture among faculties was observed in the present sample while, the dominant organizational culture in Panjab University was the market and clan sub-cultures.

Conclusions Based on ANOVA for Leadership Frames of Chairpersons

- Tabriz University faculties did not have different means of leadership frames.
- In Panjab University there was a significant difference among faculties in regarding means of structural, human recourse and symbolic frames. Regarding these frames the highest and lowest means belong to Faculties of Laws and Education respectively, however, in case of political frame the difference was not significant.
Graphical presentation shows no major difference between Tabriz University and Panjab University as a whole in leadership frames, although, in all types of leadership frames, Tabriz University had higher means.

**Conclusion Based on Kruskal-Wallis**

- The Kruskal-wallis test confirmed all results obtained from ANOVA regarding organizational culture and leadership frames variables.

**Conclusion Based on Bivariate Coefficients of Correlation for Tabriz University and Panjab University**

**For Combined Sample (Tabriz University and Panjab University)**

*Organizational commitment and culture*

- Significant but negative correlation was observed between affective commitment and clan sub-culture
- Normative commitment was significantly and positively related to clan sub-culture but negative relationship existed with market sub-culture.
- No significant relationship was found between overall organizational commitment and sub-cultures.

*Leadership frames and commitment*

Affective commitment was significantly and positively relate to structural and political frames.

Both continuance and normative commitment was positively and significantly related to all the frame of leadership viz. structural, political, symbolic and human resource.

**For Sample From Tabriz University**

*Organizational commitment and organizational culture*

- No significant relationship was observed between the three components of organizational commitment (affective, normative and continuance) and the four sub-cultures (clan, Hierarchy, adhocracy and market).

*Organizational commitment and leadership frames of Chairperson*

- Significant and positive relationships was observed between all the three component organizational commitment (affective, normative and continuance) and three out of four frames of leadership (structural, political and symbolic).
No relationship was found between human resource frames and affective commitment.

For Sample From Panjab University

Organizational commitment and organizational culture
- There were significant correlations between organizational commitment and its three components with organizational culture.

Organizational commitment and organizational culture
- Organizational commitment had positive correlation with leadership frames (except for political frame) that the strongest was between organizational commitment and structural frame.

Organizational commitment and leadership frames of Chairperson
- There exists significant correlation between organizational commitment and symbolic frame.
- There exists significant correlation between affective commitment with symbolic frame; continuance commitment with structural frame, as well as normative commitment with symbolic frame.

Conclusions Based on Hierarchical Regression

Predictors of Overall Organizational Commitment
In the combined samples (Tabriz University and Panjab University) the predictors of organizational commitment were:
- Teaching experiences, explained 4.3% of total variances of organizational commitment after controlling other variables
- Nationality it accounts for 4.1% total variance.
- Structure frame, explained 6.4% of total variances of organizational commitment after controlling other variables
- Interaction of nationality with all other variables explained 7.3% variance of organizational commitment.

Predictors of Affective Commitment
In the combined samples (Tabriz University and Panjab University) the predictors of Affective commitment were:
- Teaching experiences, explained 6.3% of total variances of organizational commitment after controlling other variables
- Organizational culture and leadership frames explained only 1.3% and 1.7% of total variances of affective commitment after controlling other variables.
- Interaction of nationality with teaching experience 4.6% of variance of affective commitment.

Predictors of Continuance Commitment

In the combined samples (Tabriz University and Panjab University) the predictors of continuance commitment were:
- Leadership frames explained only 4.4 of total variances of continuance commitment after controlling other variables.
- Interaction of nationality with other variables explained 8.5% of variance of affective commitment.

Predictors of Normative Commitment

In the combined samples (Tabriz University and Panjab University) the predictors of normative commitment were:
- Teaching experiences, it explained 3.4% of total variances of normative commitment after controlling other variables
- Organizational culture accounts for 5.4% of total variance after controlling other variables
- Leadership frames explained 6.4% of total variances of normative commitment after controlling other variables
- Nationality it accounts for 2.1% total variance.
- Interaction of nationality with sub-cultures and structural frame explained .6.5% of variance of normative commitment.

As the prediction value of the independent variables of organizational culture and leadership frame and demographic variables towards the dependent variables of organizational commitment and its three components is less, maybe there are other variables which contribute toward the prediction of organizational commitment.
Educational Implications

The conclusions of the present study have some important implications for the Educational Administrators, Chairpersons, Supervisors, Faculty Members and Authorities in the higher education systems of Iran and India. The present study has investigated the role of organizational culture and leadership frames of the Chairpersons in improving faculty member’s organizational commitment.

The main findings of this comparative study indicated that Panjab University faculty members were more committed to their organization than counterparts in Tabriz University. Moreover, in both universities, experienced faculty members were found to be more committed to their respective organizations as compared to less experienced faculty members. In both Tabriz University and Panjab University, different types of organizational culture were observed. However, almost similar types of leadership frame of Chairpersons were found among the two universities.

The study has implication for university authorities. Universities should more often engage Chairpersons in related research projects to enhance their professional development skills and strengthen their skills in effectively serving as department leaders.

Stakeholders should consider the result of this study and conduct similar research on organizational commitment to engage chairperson in effective organizational functioning to enhance their leadership abilities.

The result of this investigation exhibit, that Indian faculty members tend to be more committed to their organization as compared to their Indian counterpart. Thus, Iranian authorities should examine the Indian leadership and administration policy with regards to faculty members’ welfare.

Suggestions for Further Study

There are number of areas where it is felt future research is likely to be of value. The areas that may prove interesting are described below:

1. More research is needed on commitment in higher education because it is a critical component to successfully managing change.

2. The study can be modified to allow for a combination of both quantitative and qualitative approaches. The data could be collected through surveys; interviews, and
observations, and the results obtained could help the researcher to answer several research.

3. A similar study could be done by determining the relationships among the organizational commitment and its three dimensions, leadership frames, organizational culture and individual demographics of faculty members in colleges and other higher education institutions.

4. This study should be replicated to include more antecedents of organizational commitment such as age.

5. There is need to examine differences between the organizational commitment of faculty members in public universities or colleges in comparison to private sectors.

6. An issue that needs to be addressed is whether organizational commitment inhabits or encourages role innovation. This seems to suggest that employees who are highly committed tend to tow the organization line, which may have a negative effect on innovation. Innovators have a tendency to take risks and deviate from normal organization policy to establish new processes. Research in this area should establish ways of ensuring that role innovation and creativity within the organization are complimentary to increasing the level of organizational commitment.

7. The present study was carried out in university environments, where faculty members tend to spend relatively long periods in the one department. In organizations where employees are more mobile within the organization, or working as a part-time faculty, there may not be time to form a well-defined organizational cultures that have significant impact on commitment. These issues would require further investigation.

8. Finally, in view of the small body of literature available on the organizational culture and leadership frames in educational institutions, more research studies should also be done using a similar approach to assess the generalizability of this finding on the importance of organizational culture and leadership frames in other educational settings.