DISSERTATION

EMPLOYEE COMMITMENT TO THE ORGANIZATION: A COMPARATIVE

QUANTITATIVE EXPLORATION OF EMPLOYEES BASED ON ROLE AND PRIMARY

WORK LOCATION AT MULTI-CAMPUS COMMUNITY COLLEGES

Submitted by

Matthew Timothy McKeever

School of Education

In partial fulfillment of the requirements

For the Degree of Doctor of Philosophy

Colorado State University

Fort Collins, Colorado

Fall 2018

Doctoral Committee:

    Advisor: Gene W. Gloeckner

    Sharon K. Anderson
    David Greene
    Susan A. Lynham

ABSTRACT

EMPLOYEE COMMITMENT TO THE ORGANIZATION: A COMPARATIVE

QUANTITATIVE EXPLORATION OF EMPLOYEES BASED ON ROLE AND PRIMARY

WORK LOCATION AT MULTI-CAMPUS COMMUNITY COLLEGES

This comparative quantitative study explored differences in and predictors of adjunct instructors, administrators, and faculty's affective, continuance, and normative commitment to multi-campus community colleges. Extraneous independent factors included time worked at the college, highest level of education, and age. Attribute independent factors included employee type, and primary work location. Two main constructs that acted as the dependent factors in the research questions were Meyer and Allen's (1991) Three Component Model of Employees Commitment to the Organization and the employees' perception of college leaders' practices of collaboration, communication and empowerment.

Research question one explored the relationship between college employment factors (employee type and primary work location) and the employees' commitment to the organization. Factorial ANOVA findings determined there were no significant interaction between the effects of employees' primary work location and employee type on the employees' affective, continuance or normative commitment to the organization. Main effects were found to be significant across adjunct instructors and administrator employee types with administrators' affective commitment to the organization being higher.

Research question two explored the relationship between college employment factors (employee type and primary work location) and the employees' perception of college leader's practices of collaboration, communication, and empowerment. Factorial ANOVA findings

determined there were no significant interactions or main effects between primary work location and employee type on the employees' perception of college leaders' collaboration, communication or empowerment.

Research question three attempted to understand if college employment factors (employee type and primary work location) and employees' perception of college leaders' practices (collaboration, communication and empowerment) were predictors additive to demographic factors (age, time worked at the college, and highest level of education) of employees' commitment to the organization. Multiple linear regression was computed for each of the three components of commitment considering college employment factors and perception of college leaders' practices.

(A) Employees' perception of college leaders' practices ($\beta = .69$), adjunct instructor employee type ($\beta = -.19$), and age ($\beta = .13$) contributed significantly to the employees' affective commitment to the organization;

(B) The group of factors did not significantly contribute to the employees' continuance commitment to the organization

(C) Employees' perception of college leaders' practices ($\beta = .49$), and time worked at college ($\beta = .16$) contributed significantly to the employees' normative commitment to the organization.

Significant findings included differences in the employees' affective commitment to the organization between adjunct instructors and administrator employee types; and the employees' perception of leaders' practices of collaboration, communication, and empowerment were the strongest predictors of employees' affective and normative commitment to the organization.

ACKNOWLEDGEMENTS

Completing this dissertation was a duality. Sometimes it was the loneliest. Inevitably, the people in my life would offer exactly the support that I needed at exactly the time I needed it. That support made it a collaboration.

My gratitude to Dr. Gene Gloeckner. Dr. Gloeckner's patience and support is a testament to his commitment to student success. I am sincerely grateful to Dr. Sharon Anderson, Dr. David Greene, and Dr. Susan Lynham for agreeing to serve on the committee and offer their services and knowledge at a time when I needed it the most. Thank you, Ms. Kelli Clark, for your ability to serve students always with professionalism and kindness. My Friday morning peers, you helped keep me on track and kept me honest.

Thank you, Oscar and Mary, for the belief that this could be done and the empathy you provided as I was writing. Thank you, Jeromy, for the inspiration that if you could write a book, I could write a dissertation. Thank you, Tanya and Matt, for listening and providing feedback; now I can wear the hoody with pride. Thank you, Dr. Gilley, for convincing me a PhD was more up my alley than a J.D. Thank you, Dr. Hegeman, who told me to get it done and supported all my decisions with grace of character that is reserved for only the best mentors and leaders. Thank you, Dr. DeVies, for the ridiculous amount of faith you had in me and the kind words of encouragement. Thank you, Dr. Gianneschi and Ms. Linda Comeaux, without your support this would not have happened.

There are so many more family, friends, and colleagues who have provided support when needed and are deserving of thanks. If you are not listed above, know that it is only because I did not want to write another hundred pages and I hope to thank you in person

DEDICATION

To Mette, you are my queen MAB and have given life to my dreams. Without your

encouragement, inspiration, support and understating, I would never have started this journey of

learning. I hope that I can return the favor and bring life to the pursuit of your own dreams.

To Penny and Willow, you pups always knew when I needed a break. Dropping the ball

in my lap or whining for a walk at exactly the right time was genius.

To my Mom and Dad and Sister who have always instilled the importance of education

and lifelong learning. Thank you, for the unconditional support, confidence, and love. Mom, you

will finally get to see me wear that funny hat.

LIST OF TABLES

TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION

The purpose of this study was to contribute to the existing theory and literature concerning employees' commitment to the organization through a quantitative exploration of potential predictors in a multi-campus community college environment. This chapter contains an overview of the study, including statement of the problem, purpose of the study, research questions, delimitations, limitations and assumptions, and researcher's perspective.

Statement of the Problem

The theoretical underpinnings of this study resided in the construct of employees' commitment to the organization. The context and setting of this study were two community colleges that operated multiple campuses. Colleges traditionally define employee types, each of which may result in different relationship with the college and the college leaders. The employees' primary work location - main campus or other location - also may contribute to a different relationship with the college and the college leaders. Employees' type and employees' primary work location were proposed predictors of employees' commitment to the organization. These predictors may provide additive effects to established predictors of employees' commitment to the organization from prior studies. Understanding predictors of the employees' commitment to the organization at multi-campus colleges could assist college leaders with operational strategies to be used to meet college goals.

Employees' Commitment to the Organization

Employees have a complex relationship with the organization in which they work. Many constructs contribute to this relationship, including the employees' commitment to the organization. Employees' commitment to the organization impacts business outcomes, efficient

1

operations, turnover rates, and productivity (Arnolds & Boshoff, 2004; Park & Rainey, 2007). Employees' commitment to the organization has been found to be related to their intent to leave, turnover, on-the-job behavior, employee health, and wellbeing (Meyer, Stanley, Herscovitch, & Topolnysky, 2001). Employees' commitment to the organization has also been linked to the employee's willingness to contribute to the goals of the organization (Park & Rainey, 2007).

There exists several competing and complementary theories about employees' commitment to the organization that have been researched. This study used Meyer and Allen's (1991) theoretical framework of employees' commitment to the organization. The theory proposed a three component framework. The three components – affective commitment, continuance commitment, and normative commitment - are defined as:

> Employees with a strong affective commitment continue employment with the organization because they want to do so. Continuance commitment refers to an awareness of the costs associated with leaving the organization. Employees whose primary link to the organization is based on continuance commitment remain because they need to do so. Finally, normative commitment reflects a feeling of obligation to continue employment. Employees with a high level of normative commitment feel that they ought to remain with the organization. (p. 67)

Meyer and Allen (2004) devised and tested an instrument consisting of three scales to measure each component of employees' commitment to the organization. The wide use of this instrument has led to demonstrated validity and reliability in measuring the theoretical construct named the Three Component Model of Employees Commitment to the Organization (TCM).

Established Predictors

Affective, continuance, and normative components of employees' commitment to the organization have been measured in hundreds of studies across a wide variety of organizations and cultures. There have been many correlations established between

proposed predictors and the three components as measured by the instrument. Several

demographic factors (age, time worked at the organization, and highest level of

education) are established predictors of the employees' commitment to the organization

(Engle, 2010; Messer, 2006; Dunham, Grube, & Castaneda, 1994). Studies also have

established that perception of leadership and managerial actions impact employees'

commitment to the organization (Arnolds & Boshoff, 2004; Dunham et al. 1994;

Giffords, 2009).

Proposed Predictors of Employees' Commitment to a College

The role of employee and employee interaction with management in the organization

have been proposed as a predictor to employees' commitment to the organization (Dunham et al.

1994). Community colleges generally contain an organizational hierarchy that differentiates roles

of employees in a defined manner. Contracts and job rights are considerably different between

the three types of community college employees. Faculty have the primary responsibility of

teaching and are permanent employees of the college. Adjunct instructors have the primary role

to teach on a term-to-term non-permanent basis. Administrators have the primary role to operate

various departments and business units. The different roles can create a divide between faculty

and administration which may result in operational conflicts (Morrison, 2008).

Reduced funding for colleges increased the focus of policy makers and higher education

administrators on efficiencies in higher education (Boulard, 2009). One such strategy for

colleges is to operate additional locations beyond the main campus. Statutory and regulatory

policies may have dictated the service area of the college, and there may have been natural

geographic or cultural boundaries that made additional locations a viable operational strategy.

Additional locations are used to develop new programs, develop partnerships with a town or

business, and serve a student demographic that the main campus cannot or is not able to serve (Hanna, 1998).

Additional locations are considered part of the college, share governance structure, and college leaders expect employees to commit to the same overall mission of the college. Employees whose primary work occurs at additional locations away from the main campus may feel isolated and removed from the centralized college operations. The success of additional locations can depend on the employees' desire to continue working for the college. Employees' perception of college leaders' managerial actions and practices could benefit or hamper any successful implementation of strategic initiatives. College leadership should have a desire to establish operational practices that lead to successful outcomes regardless of the location of the campus. Employees who work at additional locations and in different roles at the college may have different relationships with the college, a part of which could manifest in different levels of the employees' commitment to the organization. Successful integration of employees who work primarily at other locations into the culture of the college can lead to desired strategic results and outcomes (Hornsby, 2009).

Purpose of Study

A considerable amount of research exists about employees' commitment to the organization. However, the majority of these studies focused on private sector organizations. Public sector organizations differ from their private sector counterparts in workforce recruitment, retention, and other human resource development concerns (Collins, 2008). Understanding employees' commitment to the organization in the public sector, specifically public higher education, contributed to the types of organizations in which predictors of employees' commitment to the organization have been studied.

4

Employees' commitment to the organization was measured using the Three Component Model Employee Commitment Survey developed and revised by Meyer and Allen (2004). The current study added value to the fields of employees' commitment to the organization and multi-campus community college operations by exploring the relationship between known predictors of employees' commitment to the organization and two proposed predictors of employees' commitment to the organization. Known predictors included demographic factors of employees' age, time worked at the college, and highest level of education. College leaders' practices included several known predictors of the employees' commitment to the organization and were part of the study. Potential predictors of employees' commitment to the organization include the employees' type and employees' primary workplace at a multi-campus community college.

The current study had the purpose of expanding the knowledge and literature of employees' commitment to the organization and multi-campus community colleges in three specific ways. First, the study explored the relationships among college employment factors (employee type, and primary work location) and the TCM. Second, the study explored the relationship between college employment factors (employee type, and primary work location) and employees' perception of college leaders' practices of collaboration, communication and empowerment. Third, this study attempted to understand whether college employment factors (employee type, and primary work location) and employee perception of college leaders' practices were additive predictors of employees' commitment to the organization for each of the three components (affective, continuance, and normative).

Research Questions

Answering the following research questions contributed to the understanding of employees' commitment to the organization in the context of two multi-campus community

5

colleges. Figure one provides a visual display of the factors used to answer the research

questions. Data were collected through the administration of a 23 item instrument to employees

who worked at two multi-campus community colleges. The data were analyzed to answer the

following research questions.

Figure 1.1

Factors Used to Answer Research Questions

Employees' Commitment to the Organization and College Employment Factors: Research Question One

Research question one explored the relationship between college employment factors

(employee type and primary work location) and the employees' commitment to the organization.

A. Was there a difference between the employees' primary work location (main campus or other location) in regard to the mean scores in each scale used to measure the three components of employees' commitment to the organization?

B. Was there a difference between employee type (adjunct instructors, administrators, and faculty) in regard to the mean score in each scale used to measure the three components of employees' commitment to the organization?

C. Was there an interaction of employees' primary work location (main campus or other location) and employee type (adjunct instructors, administrators, and faculty) in regard to the mean score in each scale used to measure the three components of employees' commitment to the organization?

Employees' Perception of College Leaders' Practices and College Employment Factors: Research Question Two

Research question two explored the relationship between college employment factors (employee type and primary work location) and the employees' perception of college leaders' practices of collaboration, communication, and empowerment.

A. Was there a difference between the employees' primary work location (main campus or other location) in regard to the scores of the employees' perception of college leaders' practices questions (collaboration, communication and empowerment)?

B. Was there a difference between employee type (adjunct instructors, administrators, and faculty) in regard to the scores of the employees' perception of college leaders' practices questions (collaboration, communication and empowerment)?

C. Was there an interaction of employees' primary work location (main campus or other location) and employee type (adjunct instructors, administrators, and faculty) in

regard to the scores of the employees' perception of college leaders' practices questions (collaboration, communication and empowerment)?

Prediction of Employees' Commitment to the Organization: Research Question Three

This question attempted to understand if college employment factors (employee type and primary work location) and employees' perception of college leaders' practices (collaboration, communication and empowerment) were predictors additive to demographic factors of employees' commitment to the organization.

A. To what extent did college employment factors (employee type and primary work location), employees' perception of college leaders' practices (collaboration, communication and empowerment), and other extraneous independent factors (age, time worked at the college, and highest level of education) predict the employees' affective commitment to the organizational?

B. To what extent did college employment factors (employee type and primary work location), employees' perception of college leaders' practices (collaboration, communication and empowerment), and other extraneous independent factors (age, time worked at the college, and highest level of education) predict the employees' continuance commitment to the organization?

C. To what extent did employment factors (employee type and primary work location), employees' perception of college leaders' practices (collaboration, communication and empowerment), and other extraneous independent factors (age, time worked at the college, and highest level of education) predict the employees' normative commitment to the organization?

Delimitations

This study investigated employees' commitment to the organization, college employment factors, and employees' perception of college leaders' practices (collaboration, communication and empowerment) in the context of two multi-campus community colleges. There are several valid theories that explore and explain the employees' commitment to the organization. This study relied on Meyer and Allen's (1991) Three Component Model of Employee Commitment to the Organization and the subsequently developed Three Component Model Employee Commitment Survey. The TCM has been found to apply to multiple foci including occupation (Meyer, Allen, & Smith, 1993), and leader (Arnolds & Boshoff, 2004). The foci of the employees' commitment in this study was limited to the current organization of the employee. The instrument used was specific to that focus as well.

The use of the TCM is justified as each component of employees' commitment to the organization can have multiple predictors and outcomes. The employees' relationship to the organization is complicated. The use of multiple components of employees' commitment to the origination established a more complex study and provided more nuanced information about the employees' relationship to their college.

This study focused on two community colleges, each of which had multiple campuses throughout their geographic service areas in a single state. College A's service area is considered rural but has several population centers. Travel time between campuses at College A range from 30 minutes to several hours. College B's service area is located in a suburban region of a major metropolitan area. Travel time between College B's main campus and additional location is less than 30 minutes.

Limitations and Assumptions

This study measured employees' commitment to the organization using one theory with three components. This theory was derived by Meyer and Allen (1991) from previous theory and empirical research. Each of the three components TCM are based on previous single constructs of employees' commitment to the organization. The TCM may not measure all aspects of the employees' commitment to the organization and there are likely other constructs that contribute to the employees' overall commitment to the organization. The researcher assumed Meyer and Allen's (1991) TCM and the resulting instrument's trustworthiness, validity, and reliability translated to the environment of this study. This was a reasonable assumption since the instrument had been used in multiple studies across diverse environments, including the private sector (Beckman, 2003; Ozag, 2001), public sector (Addae, Parboteeah, & Velinor, 2008), and higher education environment (Engle, 2010).

Previous studies of employees' commitment to the organization demonstrated demographic variables were predictors of employees' affective, continuance, and normative commitment to the organization. There are many demographic variables that could contribute to the employees' commitment to the organization. This study only focused on the three demographic variables of employees' age, time worked at the college, and highest level of education. Similarly, the study only explored two proposed predictive factors of employee type and primary work location. The focus on these three demographic factors and the two college employment factors were chosen based on literature and are not all-inclusive or comprehensive.

This study measures employees' perception of college leaders' practices of collaboration, communication, and empowerment. The role of a college leader includes many other practices and skills. The selection of the three practices of collaboration, communication and

empowerment was not a comprehensive list of practices, but three that were identified as important in the literature. In addition, the measurement of college leaders' practices was from the employees' perspective and did not measure any actual leadership activity.

As this study is limited to a single snapshot in time at two multi-campus community colleges each of which have their own geographic and cultural characteristics, and a unique leadership structure, it was not possible to generalize the results across all multi-campus colleges nor determine causation.

Researchers Perspective

The researcher brought a post positivist perspective to this study. Past measurement of data through objective empirical observation provided essential information about the construct of employees' commitment to the organization. However, the researcher also brought strong beliefs that there may not be one truth that exists and that contextual exploration of theories and factors was warranted. The researcher worked in the field of higher education administration in three environments including a large four-year research university, a statewide coordinating and policy board, and a comprehensive community college with multiple locations. In each position, the researcher's focus of work has been with non-traditional sectors of the organization, as a continuing education program administrator, extended studies and concurrent enrollment policy officer, and dean of additional locations (non-main campus), workforce training, and instructional support services. Each experience allowed the researcher to work closely with employees at locations other than the main campus at several colleges.

The researcher believed college leadership is one key to the success of multi-campus colleges and that leaders need to demonstrate managerial practices that positively influence or mitigate depression of employees' commitment to the organization. Additionally, the researcher

11

believed that a definition of a good or great leader was impossible to attain and existed only in an individual's perception of a leader during specific circumstances and interactions in the workplace. Therefore, the perceptions of the employees were of paramount importance to a leader trying to manage employees to achieve organizational goals and desired outcomes. These perspectives and beliefs shaped the approach, strategy, methods and design of the study.

Approach and Strategy

Research in higher education has been historically conducted across a broad range of both quantitative and qualitative approaches (Hutchinson & Lovell, 2004). The combination of both approaches have resulted in contributions to better understanding in the fields of employees' commitment to the organization (Engle, 2010; Flores, 2009; Ozag, 2001). Both qualitative and quantitative approaches have merit. The selection of the appropriate approach should be based on the desired outcomes of the study. For the purpose of this study, the researcher had the goals of understanding interactions between work environment factors, the construct of employees' commitment to the organization, and employees' perception of college leaders' practices. A quantitative exploration of the factors seemed most appropriate since statistical tools existed to analyze and make sense of the factors.

This study used non-experimental comparative strategy. It was non- experimental as there was no manipulation of a variable and it was comparative due to explaining relationships between factors (Franceschetti, 2017) and differences between groups. There was not an active independent variable; therefore, there was no way, nor was there a desire, to determine causation. The complexity of the relationship between factors and the availability of a proven instrument validated the choice of quantitative approach. The use of non-experimental and explanatory strategy was justified as there was not an opportunity to have a control group for this study and

12

the sample was one within the bounds of two multi-campus community colleges. The findings of this study provided additional questions suggesting a deeper, mixed methods or qualitative approach could be a valuable contributor to the understanding of college employees' commitment to the organization in subsequent studies.

Methods and Design

Employees at two multi-campus community colleges were asked to complete an online survey for the purpose of collecting data. The instrument contained items designed to measure demographic factors and work environment factors. Data which described the employees' perception of college leaders' practices and the employee's commitment to the organization were measured with items using Likert scales. Data were analyzed using a series of factorial ANOVAs and multiple regressions. This study's design and data analysis method allowed for describing the groups of employees and making conclusions about differences between groups and associations between factors within those groups.

CHAPTER 2: REVIEW OF LITERATURE

This review of literature provided a rationale and context for the study. To achieve that purpose, the literature was explored in four main topical areas and related subtopics. The main topical areas include employees' commitment to the organization, college employee types, multi-campus colleges and college leaders' roles and practices. Within the topical area of employees' commitment to the organization, subtopics include types, predictors, and outcomes of employees' commitment to the organization. Within the topical area of college employee types, subtopics include the responsibilities of adjunct instructors, administrators, and faculty; and tension and divided perspectives of those employee types. Within the topical area of multi-campus college, subtopics include purpose and desired outcomes and tensions between campuses. The topical area of college leaders' roles and practices include the subtopics of collaboration, communication, and empowerment.

Employees' commitment to the organization is an important construct that contributes to performance of employees and therefore the success of organizations. College employee types and responsibilities include a division of labor that can result in tensions being present in colleges. Multi-campus colleges have operational options and college leaders should foster coordination between campuses to meet college goals. College leaders have a variety of skills and practices at their disposal, the use of which will contribute to the success of the employees and college. The intersection of employees' commitment to the college, college employee types and responsibilities, multi-campus colleges and the college leaders' practices were the core subject areas for this study.

Method Used to Review Literature

Searching for relevant literature was a process that occurred in two phases. The first phase had the goal to hone in on the theories and constructs that would become the core aspects of the study. The first phase included searches for several employee centric constructs including job satisfaction, motivation, employee self-esteem, and finally employee commitment. A second goal of the first phase was to find research concerning the relationship of adjunct instructors, administrators, and faculty employee types within institutions of higher education.

The second phase of searching for relevant literature had two goals. The first goal was to refine research concerning the employees' commitment to the organization, specifically research that had used Meyer and Allen's (1991) Three Component Model of Employees Commitment to the Organization (TCM), Affective Commitment Scale (ACS), Continuance Commitment Scale (CCS), and Normative Commitment Scale (NCS). Second was to find research that concerned the operation of multi- campus colleges. This goal specifically focused on studies conducted to understand employees who worked at locations other than the main campus.

Academic journals and dissertations were the main targets of both phases of the literature search. Although the focus of the search was on peer reviewed scholarly journals and dissertations, some textbooks were found and used in the review of literature. The list of keywords and databases used to perform the searches is provided in Table 2.1. References in the most relevant articles and dissertations were then mined for related topics and additional findings. Lastly, six months prior to data collection, a reverse citation lookup was completed with the most relevant articles and dissertations to update this review of literature.

Table 2.1

Databases and Keywords for Study's Core Constructs

Topic/Construct	Databases	Keywords
Employees' Commitment to the Organization	Academic Search Premiere Business Source Complete EBESCO Business Source Premiere ProQuest Dissertations and Thesis Global	Employee Motivation Job Satisfaction Job Self Esteem Measure Employee Commitment Predictors of Organizational Commitment Three Component Model of Organizational Commitment Meyer and Allen (Authors) Affective/Continuance/Normative Commitment Assessment of TCM Critique of TCM
Multi-Campus College	Academic Search Premiere ProQuest Dissertations and Thesis Global Web of Science	Geographic Organizational Structure Employee Work Location Geography of College Multi Campus College Extension/Satellite/Branch Campus
College Leaders' Practices	Academic Search Premiere ProQuest Dissertations and Thesis Global	Perceived Leader Involvement College/Higher Education/Community College Leader Role Model of Followership Measuring Leadership Impact
College Employee Type	Academic Search Premiere ProQuest Dissertations and Thesis Global	College Employee Type College/Higher Education/Community College Adjunct Instructor Role College/Higher Education/Community College Administrator Role College/Higher Education/Community College Faculty Role Faculty Relations Faculty Attitude Adjunct Instructor Relations

In addition to the listed databases, publications from trade associations were reviewed. Using trade publications in the review of literature was particularly important for the subjects of multi-campus colleges and college leaders' practices. Associations that were considered relevant to the study were the American Association of Community Colleges and the National Association of Branch Campus Administrators. Publications that were posted on the associations websites were reviewed and included in the review of literature if there was a compelling theoretical aspect to the article or a particular applied business practice that directly related to the factors of the study.

Synthesis of Literature

Initial scanning of the articles and dissertations titles and abstracts was conducted to determine which could have been applicable to the study and/or could have provided foundational information about the core constructs. Articles and dissertations were downloaded and a more detailed reading was conducted to determine if inclusion in the review of literature was warranted. Literature was selected for inclusion in the review using three main criteria. The first criterion was if the resource was foundational to the theory and/or construct being explored. The second criterion was if the resource had contradictory or confirmatory findings related directly to the foundational construct and/or theory. The third criterion was if the resource provided information about predictors, outcomes, application, or best practices for the construct and/or theory.

Core theories and key findings about each construct were pulled from the selected articles and dissertations. A sorting of these theories and findings was completed in order to build the outline for the review of literature. Once sorted the core constructs and theories were used to conceptualize the study parameters. Then resources with relevant findings, suggestions for

17

application, and suggestion for future research were synthesized and added to the outline. As the literature review was written, the scope, problem statement, research questions, and justification for the proposed study was established.

Employees' Commitment to the Organization

Allen and Meyer (1996) define employees' commitment to the organization as "…a psychological link between the employee and his or her organization that makes it less likely that the employee will voluntarily leave the organization" (p. 252). Meyer and Allen (1991) developed the Three Component Model of Employees Commitment to the Organization (TCM). The TCM proposes three distinguishable components of employees' commitment to the organization. These components are affective commitment, continuance commitment, and normative commitment. Each component contributes to employees' overall commitment to the organization and no single component can fully predict or describe an employee's behavior.

TCM is derived from foundational work on commitment theory and combines behavioral and attitudinal constructs of employees' commitment to the organization. Kanter (1968) conceptualized commitment as the willingness of individuals to give energy and loyalty to a social group. That theory provides three aspects of commitment similar to TCM. Meyer and Allen (1991) refined the construct to apply the components to employees in an organization as opposed to a general context and developed a single instrument with three scales to measure the construct (Meyer & Allen, 2004).

Affective Commitment Component

The affective component in TCM is derived, in part, from the work of Mowday, Steers, and Porter (1979). The authors define commitment as "...the relative strength of an individual's identification with and involvement in a particular organization" (p. 226) as demonstrated by the

employees' "…belief in and acceptance of the organization's goals and values" their "…willingness to exert considerable effort…" and "…desire to maintain membership…" (p. 226). The authors go on to propose employees' commitment to the organization develops over time and is not directly impacted by transactional or day to day activities.

Using that foundational construct of employees' commitment to the organization, the affective component of TCM refers to the employees' desire to stay at the organization. This is essentially "…emotional attachment, identification with, and involvement in the organization" (p. 67). At the time TCM was proposed, the affective component of employees' commitment to the organization was linked to turnover and on the job behavior. Succinctly, an employee with strong affective commitment to organization stays at the organization because they want to (Meyer & Allen, 1991).

Continuance Commitment Component

The continuance component of TCM is based on Becker's (1960) side bet concept and refers to the employees' "…awareness of the costs associated with leaving the organization." (p. 67). The author posited that the employee will continue on a path if gains for veering from the current state will not exceed losses of side bets made by and for the individual. Kanter (1968) identified continuance commitment as conceptualized by Becker (1960) and expands the theory to include cohesive and control commitment. The cohesive aspect is social and binds members to a social group. Control aspect is authoritative and proposes the employees will uphold norms and obey the group.

Meyer and Allen (1991) used empirical research to conceptualize this component of employees' commitment to the organization. The continuance component is essentially Becker's (1960) and Kanter's (1968) conceptualization of why an employee may behave consistently.

Succinctly, an employee with strong continuance commitment to the organization stays at the organization because they need to (Meyer & Allen, 1991).

Normative Commitment Component

The normative component is closely aligned with Wiener's (1982) conceptualization of the employees' commitment to the organization. The author identified aspects of employees' motivation and commitment to the organization as leading to outcomes. The commitment portion is defined as "…the totality of internalized normative pressures to act in a way that meets organizational goals and interests" (p. 421). The person will act in such a way because "…they believe it is the 'right' and moral thing to do" (p. 421).

At the time of development, the normative component of TCM was based on the theoretical work of Wiener (1982). This component refers to the employees' feeling obligated to stay at the organization. This obligation can be the result of actions prior to or during the time of employment. Socialization processes and rewards can contribute to the level of the employees' normative commitment to the organization. Succinctly, an employee with strong normative commitment to the organization stays at the organization because they feel they ought to (Meyer & Allen, 1991).

Measuring Employees' Commitment to the Organization

Several instruments have been used to measure employees' commitment to the organization. Mowday et al. (1979) developed the Organization Commitment Questionnaire (OCQ). The OCQ was designed to measure employees' commitment to the organization as a single construct. Lee and McNeely (1992) found the OCQ measured two separate dimensions of employees' commitment to the organization: value commitment and commitment to stay. Meyer and Allen (1991) attempted to clarify and build consensus around the construct of employees'

commitment to the organization through the development of the TCM which included affective, normative, and continuance components.

In conjunction with the clarification of the construct, Allen and Meyer (1990a) developed a reusable, valid instrument called the Three Component Model Employee Commitment Survey (TCM Survey). The TCM Survey measures employees' affective, continuance, and normative components of the overarching construct of employees' commitment to the organization and consists of three scales: Affective Commitment Scale (ACS), Continuance Commitment Scale (CCS), and Normative Commitment Scale (NCS). Extensive use of these scales to study employees' commitment to the organization has yielded several reviews and critiques of the original instrument and has resulted in subsequent revisions.

Three scales, each measuring one component of the employees' commitment to the organization, provided evidence for the independence of the components through exploratory factor analysis (Allen & Meyer, 1990a), confirmatory factor analysis (Allen & Meyer, 1996; Hackett, Bycio, & Hausdorf, 1994), meta analysis of scale reliabilities, and test-retest reliabilities (Allen & Meyer, 1996). Disputations and evolution of the TCM Survey and the component scales are discussed in detail in the methods chapter.

Disputations and Alternatives to the Three Component Model

There exist disputations about the construct of employees' commitment to the organization. These disputations arise across all three components of the TCM. Jaussi (2007) dissects the concept of what Meyers and Allen (1991) call affective commitment into three dimensions. Juassi (2007) posited existing theory does not accurately capture the construct of employees' commitment to the organization. Rather, the author argued the three dimensions within affective commitment to the organization are "…positive affect for the organization,

21

identification with the organization, and willingness to exert effort on behalf of the organization." (p. 55). Confirmatory factor analysis of an instrument developed to test the generalizability of Juassi's (2007) model of employees' affective commitment to the organization yielded results that support the three dimensional within employees' affective commitment to the organization (Comparative Fit Index > 0.95).

Continuance commitment to the organization may be two separate constructs (McGee & Ford, 1987). These two constructs are "…one that develops from the employees' recognition that alternatives are few…" and "…recognition that the employee's investments in the organization would be sacrificed if he or she left…" (Allen & Meyer, 1996, p. 258). Ko, Price, and Mueller (1997) suggest that the concept of lack of alternatives is not part of employees' commitment to the organization and should not be part of TCM. However, employees' sacrificing investment is in line with the original established TCM theory (Meyer, Stanleyet al., 2002) and is related to the foundation side bet theory developed by Becker (1960).

By examining nine previous studies through factor analysis of predictors of employees' commitment to the organization, Dunham et al. (1994) found support for the construct being defined with the three dimensions of the TCM. However, Ko et al. (1997) contend construct validity of the normative commitment to the organization is not supported due to a "lack of discriminate validity" (p. 970) of the NCS due to the high correlation with affective commitment (r = .74).

In a theory building review of previous studies, Solinger, van Olffen, and Roe (2008) are critical of TCM due to the recurrence of (a) negative correlations of continuance component to affective component, and (b) duality of the continuance component. They contend affective commitment differs from normative and continuance components in that it is a target attitude,

with foci toward the organization, and the other two components are behavioral. The authors recommend a return to considering commitment as a one-dimensional affective construct. However, Meyer and Allen (1991) were clear on their original intent to combine both behavioral and attitudinal commitment into a single model.

Meyer, Allen, and Smith (1993) expanded the TCM and demonstrated it can be generalized to not only an organizational focus, but also an occupation focus. This demonstrates the construct was more broad and employees' commitment can have multiple foci. Meyer, et al, (2002) found strong correlations of TCM to the proposed theory of employees' commitment to the occupation, as well as to employees' job satisfaction and job involvement. The authors contend the correlations were not at a sufficient level to identify employees' commitment to the organization, occupation, job satisfaction, and involvement as the same construct thus demonstrating a difference between the constructs.

Outcomes of Employees' Commitment to the Organization

Employees' commitment to the organization has been linked to several outcomes of interest to leaders and managers striving to accomplish strategic goals. The three components of employees' commitment to the organization interact differently with other organizational constructs. The normative and affective components of employees' commitment to the organization seemed to be linked to similar outcomes. The continuance component of employees' commitment to the organization may be linked to different outcomes.

Meyer and Allen (1991) posited each of the three components of employees' commitment to the organization develop independently and the interactions of the components can result in complex effects on the behavior of the employee. Kanter (1968) proposes systems within organizations with a mix of three types of commitment "…should be more successful in their

maintenance than those without" (p. 501). Initial conceptualization of the TCM proposed the outcomes of employee turnover and work performance are impacted by levels of the employees' commitment to the organization (Meyer & Allen, 1991). Arnolds and Boshoff (2004) confirmed the original theoretical concept and found strong employee commitment to an organization is related positively to higher job performance ($\beta = .18$, $p < .001$) and is negatively related to intent to resign ($\beta = -.42$, $p < .001$) thus confirming the original proposed outcomes.

Since acceptance of TCM as a valid model of employees' commitment to the organization, additional outcomes of employees' commitment to the organization have been explored through empirical research. These outcomes occur due to the interaction of employees' experience and expectations (Flores, 2009). Randall and O'Driscoll (1997) demonstrated employees' affective commitment to the organization is more strongly related to perceived organizational support, agreement with organizational policies, and perceived organizational values. Employees' with higher affective commitment to the organization identify with the organization's foci and put in more effort (Fu et al., 2009). Park and Rainey's (2007) study of public sector employees confirmed affective and normative commitment to the organization have a positive influence on perceived performance, job satisfaction, and quality of work. Trzaska (2014) explored how community college faculty's commitment to the organization is related to readiness for change. The affective and normative components of faculty's commitment to the organization show a positive correlation to readiness for change; faculty's continuance commitment to the organization shows a negative correlation to readiness for change.

Studies have provided evidence that employees' continuance component of commitment to the organization may be linked to outcomes different than those of the employees' affective and normative components of commitment to the organization. Higher continuance commitment

to the organization results in employees identifying less with top management (Randall & O'Driscoll, 1997) and a negative relationship to job satisfaction (Park & Rainey, 2007). Kanter (1968) proposes higher continuance commitment to the organization results in groups being able to hold members, but not necessarily for the right reasons (Meyer & Allen, 1997).

Predictors of Employees' Commitment to the Organization

There are many predictors of employees' commitment to the organization identified in the literature. These predictors range from demographic and personal variables to work environment and management variables. Predictors may be specific to a component of the employees' commitment to the organization. Studies researching employees' commitment to the organization not using TCM have explored predictors as well. Those predictors were included in the review of literature so that the concept was explored in an appropriate manner.

Demographic and personal characteristics. Demographic and personal characteristic variables are unique to an employee. The organization will have no direct control over these variables. Table 2.2 displays results from studies which found age as a predictor to employees' affective (Engle, 2010; Meyer & Allen, 1984; Ozig, 2001), continuance (Dunham et al., 1994; Engle, 2010), and normative (Engle, 2010) components of commitment to the organization. Note that Ozig's (2001) quantitative study identified age as a weak influencer to employees' affective commitment to the organization in merger survivors. In an early study of employees' continuance commitment to the organization, Meyer and Allen (1984) posit this component is not correlated with age. Combining the two variables of age and work experience, Messer's (2006) study found employees aged 21-35 had the lowest Affective Commitment Scale score of all age groups and those employed from 16-35 years had the highest Affective Commitment Scale score.

25

Table 2.2

Age as a Predictor to Employees' Commitment to the Organization

Study Citation	ACS	CCS	NCS
Dunham, Grube, & Castaneda (1994)	$r = .17\ (p < .05)$	-	$r = .35\ (p < .05)$
Engle (2010)	$\beta = .13\ (p < .05)$	$\beta = .09\ (p < .05)$	$\beta = .09\ (p < .05)$
Meyer & Allen (1984)	$r = .31\ (p < .001)$	-	-
Ozig (2001)	$\beta = 1.24\ (p < .05)$	$\beta = 1.40\ (p < .05)$	-

ACS = Affective Commitment Scale; CCS = Continuance Commitment Scale; NCS = Normative Commitment Scale

Personal traits, aside from demographic information, also have relationships to the employees' commitment to the organization. Engle (2010) studied intrinsic rewards defined as those that "originate from an internal source and are directly associated with an employee's job" (p. 10). The author finds a positive correlation of intrinsic rewards to all TCM components of employees' commitment to the organization (ACS: $r = .65$, $p < .05$; CCS: $r = .32$, $p < .05$; NCS: $r = .11$, $p < .05$). Among managers, work experience and the number of jobs the employee held in the past have positive correlation ($r = .11$, $p < .05$) to the employees' commitment to the organizational (Agarwala, 2003).

Several components of person - organization fit have been explored in the context of employees' commitment to the organization. The affective and normative components of employees' commitment to the organization are positively correlated to job satisfaction (ACS: $r = .52$, $p < .01$; NCS: $r = .28$, $p < .01$) (Fu, Bolander, & Jones, 2009). McConnell (2006) found person-organization fit predicts the employees' affective ($\beta = .44$, $p < .01$) normative ($\beta = .40$, $p < .01$) but not continuance commitment to the organization. Engle (2010) found the employees' perception of job alternatives positively correlated with normative commitment to the

organization, but negatively with each affective and continuance components of commitment to the organization. Positive peer relationship or collegiality was found to be a positive predictor to employees' commitment to the organization in general (Arnolds & Boshoff, 2004; Flores, 2009; Giffords, 2009).

In their study which included multiple samples, Dunham et al. (1994) found length of time employed at the organization to be correlated to the employees' affective commitment to the organization in one third of the samples ($r = .19 - .26$, $p < .05$), to continuance commitment to the organization in one half of the samples ($r = .23 - .36$, $p < .05$), and to normative commitment in one of seven samples ($r = .16$, $p < .05$). Meyer, Stanley et al. (2001) meta-analysis of predictors and outcomes of TCM components found positive weighted correlations between length of time employed at the organization and employees' affective, continuance, and normative commitment to the organization. It is difficult to determine if long time employed at the organization is a result of the employees' high affective component of commitment to the organization or if a long time employed at the organization results in employees' affective commitment to the organization.

In a study of managers, Agarwala (2003) found a statistically significant negative correlation between qualifications, defined as highest level of education, and all components of employees' commitment to the organization. This negative relationship between highest level of education and all components of the employees' commitment to the organization was confirmed by Engle (2010) in a study of full time and part time faculty at community colleges. Ozag (2001) used education as a factor in multiple regression, but did not find it as a significant predictor of the employees' affective, continuance or normative commitment to the organization. Finally, Meyer, Stanley, et al. (2001) meta-analysis of predictors of the employees' commitment to the

organization found weak weighted correlations with all three components of TCM and highest

level of education. Table 2.3 provides a summary of relationships between the TCM components

and employees' level of education.

Table 2.3

Highest Level of Education as a Predictor to Employees' Commitment to the Organization

Study Citation	ACS	CCS	NCS
Agarwala (2003)	$r = -.16, p < .001$	-	-
Engle (2010)	$\beta = -.08, p < .01$	$\beta = -.14, p < .01$	$\beta = -.11, p < .01$
Meyer, Stanley, Herscovitch, and Topolnytsky (2001)	$\rho = -.02$	$\rho = .01$	$\rho = -.11$
Ozag (2001)	$\beta = -.72$, not sig	$\beta = -.53$, not sig	$\beta = .05$, not sig

ACS = Affective Commitment Scale; CCS = Continuance Commitment Scale; NCS = Normative Commitment Scale

Work environment and management. Work environment and management variables

differ from demographic and personal characteristics. While personal characteristics and

demographics are not controllable by the organization, work environment and management

variables at least have the potential to be controlled by the organization. These variables can be

broken down into employees' perceptions of leadership and management, organizational culture,

and human resource practices. All of which may be directly or indirectly related to employees'

commitment to the organization.

Human resources practices have been found to act as predictors in several studies.

Agarwala (2003) posited high levels of employees' commitment to the organization can be

predicted by the introduction of innovative human resources practices ($\beta = .42, p < .01$).

Traditional human resource responsibilities such as orientation, employee recognition (Flores,

2009), benefits ($\beta = .38, p < .0001$) (Arnolds & Boshoff, 2004), and compensation ($\beta = .24, p <$

.01) (Giffords, 2009) have been found to be positive influences on employees' commitment to the organization in general. Engle (2010) contradicted some of these finding by demonstrating a negative relationship between extrinsic financial rewards and employees' affective ($\beta = -.11$, $p < .01$) commitment to the organization. Allen and Meyer (1990b) found that socialization tactics have a timeline ($\beta = .28$, $p < .05$) and structure to confirm the newcomers' identity ($\beta = .40$, $p < .001$) are predictors of employees' affective commitment at six months into the job.

Human resource practices tend to be behind the scenes and only visible when an employee is beginning or ending their working relationship with the organization. The leaders and managers with whom the employee interacts on a daily basis can influence some predictors of employees' commitment to the organization. Table 2.4 provides a summary of managerial predictors of employees' commitment to the organization. Dunham et al. (1994) found supervisory feedback and participatory management or "…the extent to which employees feel they can influence decisions…" (p. 371) correlated to employees' affective commitment to the organization in five of five samples; employees' normative commitment in one half the samples; and not correlated to employees' continuance commitment to the organization in any of the five samples of their study. Participatory management is likewise a predictor of employees' normative commitment to the organization. Participatory management can manifest as autonomy. Giffords' (2009) study of non-profit and public-sector employees demonstrated autonomy to be a predictor of employees' commitment to the organization. Park and Rainey (2007) used the term empowerment and found it as a predictor to commitment to the organization in public sector employees. Furthermore, an organization that has a high level of attention to detail demonstrated lower affective commitment to the organization levels among their employees (McConnell, 2006).

The employees' perception of organizational support and the dependability of the organization was found as correlated to and a predictor of affective commitment to the organization (Fu et al., 2009). Engle (2010) posited all components of employees' commitment to the organization were predicted by perceived organization support. Fu et al. (2009) demonstrated a negative correlation of perceived support with employees' continuance commitment to the organization. Generally, employees' commitment to the organization will be higher if the employee has a higher commitment to leadership (Arnolds & Boshoff, 2004).

Human resources and managers generally work together to develop job descriptions for employees. Job descriptions that have defined goals and clear expectations (ACS: $\beta = .13$, $p < .05$; CCS: $\beta = .062$, $p < .05$; NCS: $\beta = .119$, $p < .05$) can result in higher levels of employees' commitment to the organization (Park & Rainey, 2007). Higher level tasks and skills usage (Dunham, Grube & Castaneda, 1994) may lead to employees with higher affective levels of commitment to the organization ($r = .19 - .43$). The employees' understanding of the tasks and roles they play in the organization is a predictor to their affective and normative component of commitment to the organization (Dale & Fox, 2008; Dunham et al., 1994; Engle, 2010).

A study comparing the three components of employees' commitment to the organization between traditional employees and independent contractors provided evidence that traditional employees (ACS: $M = 4.61$, CCS: $M = 4.17$, NCS: $M = 4.73$) score higher than independent contractors (ACS: $M = 2.41$, CCS: $M = 3.52$, NCS: $M = 2.30$) across all components of commitment to the organization (Howard, 2016). The between group comparisons yielded significant differences for employees' affective, continuance, and normative commitment to the organization.

Table 2.4

Management as a Predictor to Employees' Commitment to the Organization

Construct	ACS	CCS	NCS
Commitment to Leadership (Arnolds & Boshoff, 2004)	$\beta = .65, p < .001$	-	-
Supervisory Feedback (Dunham, Grube, and Castaneda, 1994)	$r = .17 - .36$	No correlation	$r = .23$
Autonomy (Gifford, 2009)	$\beta = .24, p < .01$	-	-
Attention to detail (McConnell, 2006)	$\beta = -14, p < .05$	Not Sig.	Not sig.
Participatory management (Dunham, Grube, and Castaneda, 1994)	$r = .33 - .56$	$r = .14 - .35$	$r = -.18$
Organizational Support (Engle, 2010)	$\beta = .35, p < .01$	$\beta = .28, p < .01$	$\beta = .31, p < .01$
Organizational Support (Fu, Bolander & Jones, 2009)	$\beta = .52, p < .01$	$\beta = -.32, p < .01$	Not sig.
Empowerment (Park and Rainey, 2007)	$\beta = .16, p < .05$	$\beta = .031, p < .10$	$\beta = .07, p < .05$

ACS = Affective Commitment Scale; CCS = Continuance Commitment Scale; NCS = Normative Commitment Scale

The culture and structure of the organization can have an impact on employees' commitment to the organization. Meyer and Allen (1997) identified structural variables including decentralization, fairness, and communication of organizational policy as strong predictors to the employees' affective commitment to the organization. Similar to fairness, equity is found to be a negative predictive element of employees' continuance commitment to the organization ($\beta = -.039, p < .05$), positive predictive element of the employees' normative commitment to the

organization ($\beta = .03$, $p < .05$), but not predictive of the employees' affective commitment to the organization (Park & Rainey, 2007). Managers and leaders must be ethical in today's world. Ethics of management and leaders is related to employees' affective ($r = .55$, $p < .01$) and normative ($r = .45$, $p < .01$) commitment to the organization, but not to the employees' continuance commitment (Sutherland, 2010). Related is the organizations' respect for people. This variable is found to be a positive predictor of employees' affective ($\beta = .24$, $p < .001$) and normative ($\beta = .21$, $p < .05$) commitment to the organization but not of the employees' continuance commitment to the organization (McConnell, 2006). Ozag (2001) found a positive predictive relationship between employees' affective commitment to the organization and the employees' trust ($\beta = .20$, $p < .001$) and hope ($\beta = .36$, $p < .001$); employees' normative commitment and employees trust ($\beta = .23$, $p < .001$) and hope ($\beta = .381$, $p < .001$).

This section has identified many predictors of employees' commitment to the organization in general and for each of the three components of TCM. There are many overlaps between employees' affective and normative commitment to the organization. Predictors of employees' normative commitment to the organization tend toward personal variables and employees' affective commitment to the organization tend toward organizational variables. Predictors of employees' continuance commitment to the organization tend to be from the demographic and personal characteristics. Overall, a positive work experience is a predictor to employees' affective and normative commitment to the organization; continuance commitment to the organization is associated with personal investments and alternatives (Meyer & Allen, 1997).

Employees' Commitment to the Organization in a Higher Education Setting

Higher education institutions have similarities to other organizations, but there are some key differences. One of the most evident differences between higher education institutions and private sector organizations is the employees' role with three dominant types: adjunct instructors, administrators, and faculty. Several of the studies discussed in the preceding sections were conducted in the context of an institution of higher education. This section provides information about finding specific to the higher education environment.

In a qualitative study of employees' commitment to the organization, Flores (2009) demonstrated outcomes of low faculty commitment to the organization can lead to resignation, termination of contract, or elimination of academic tenure. These results occur due to the interaction and conflict of experiences at the college and expectations of the college. Shared governance is valued had a positive effect on employees' commitment to the organization. However, increased workload has a negative influence. Funding levels, specifically underfunding, leads to increased workload and has a negative effect on the employees' commitment to the organization.

The differences between adjunct instructors' and full time faculty's commitment to the organization have been explored in several studies (Engle, 2010; Messer, 2006; Morrison, 2008; Pettergill, 2015). The exploration of differences is important as there are higher numbers of adjunct instructors being employed at colleges (Morrison, 2008). In a comparison of adjunct instructors and full time faculty, Engle (2010) found full time faculty (ACS: $M = 5.24$; CCS: $M = 4.52$; NCS: $M = 4.00$) have higher scores on all three components of commitment to the organization than part time faculty (ACS: $M = 4.64$; CCS: $M = 4.28$; NCS: $M = 3.07$) with significant differences in the affective and normative components. Morrison (2008) contended

increased participation of non-tenure track faculty, including adjunct instructors, in the organization will lead to their increased commitment to the organization and therefore will decrease the likelihood of departure from the organization. Messer (2006) demonstrates faculty have the highest scores on the ACS ($M = 5.23$) than the staff ($M = 4.95$) and administrators ($M = 5.16$).

As part of a study concerning organizational sense of belonging Pettergill (2015) explored differences in employees' affective commitment to the organization between community college adjunct instructors and faculty. A significant difference between the two groups was found with adjunct instructors ($M = 27.46$) having lower affective commitment to the organization than faculty ($M = 28.75$). Trazska (2014) suggests that academic tenure may contribute to higher continuance commitment to the organization due to the fact that starting over at another institution would require more work to gain academic tenure.

Duhn (2013) conducted a study at a small private university to examine correlations between job characteristics, employees' affective commitment to the organization, and job satisfaction with part-time faculty. Predictors of part time employees' affective commitment to the organization included task identity ($\beta = .155, p < .001$), task significance ($\beta = -.142, p < .001$), and autonomy ($\beta = .235, p < .001$). Interestingly, feedback ($\beta = .123, p = .065$) was not a significant predictor of part time faculty's affective commitment to the organization.

Employees' Commitment to the profession of higher education may be able to sustain job performance (Arnolds & Boshoff, 2004). The authors posited staff in higher education display lower levels of commitment to the organization during the first phases of a merger restructure, but maintain higher levels of occupational commitment to higher education. Finally, Messer (2006) found community college employees' affective commitment to the organization is

significantly correlated to organizational participation ($r = .334$, $p < .01$) and communication ($r = .532$, $p < .01$).

College Employee Types

Higher education institutions contain an organizational hierarchy that differentiates roles of employees in a defined manner. This differentiation manifests itself in the different assemblies, estates, or employee groups that contribute to the governance of the organization (Johnston, 2003). Colleges' traditional division of employee types means that contracts and job rights are considerably different between the three main types of college employees. Faculty role and responsibility is primarily teaching and research on a permanent contract. Adjunct instructors' primary role is to act as classroom or online instructors on a term to term basis with no automatic renewal of contract. Administrators have the role of operation of various departments and business units and are the most similar to traditional employees at non-higher education organizations. Differing roles can lead to a divide between employee types. Dupuis (2009) concluded that faculty have higher expectations about administrators' roles at the college. Each type of employee contributes to the goals of the college in different ways and have different perspectives about their contribution to the college.

Faculty Responsibilities and Perspective

Change in higher education and uncertainty in funding and fiscal conditions have altered the faculty relationship with the college. Faculty are being asked to expand their non-teaching service responsibilities to a wider variety of institutional issues. Shared governance privileges have been reduced and decision influence at the institutions is lessened. They are asked to contribute to and take responsibilities for graduation rates, retention rates, partnership maintenance, and committee participation (Padilla, 2009). Fortunately, faculty are found to have

the most critical impact on retention and success of students which is a traditional core goal of community colleges (Wohlmuther, 2008).

Faculty views the institutional mission of community colleges as undergoing substantial change and are slowly getting used to focusing on economic goals as part of their job (Levin, 2005). This focus has resulted in faculty losing power in some institutions. They are not as free to focus on developing curriculum, and regulatory demands determine workload and protocols that create an organization driven by the free market. Preserving fields of study is not a priority and there exists a focus on revenue generation and building connections to local businesses (Levin, 2006).

Adjunct Instructor Responsibilities and Perspective

Affordability of community colleges is built on a culture of using inexpensive adjunct instructors (Wilson, 2010). According to a study by the American Federation of Teachers (2009), 75% of people employed to teach undergrads in the US are adjunct instructors, part time, or on limited term contracts. Based on fiscal constraints, community colleges hire these types of instructors out of financial necessity. The inability to raise tuition and reduced state support requires cost containment and greater flexibility to deal with enrollment unknowns and fluctuations in demand (Christensen, 2008). Adjunct instructors require less pay, are not eligible for benefits, do not require expensive office space, and provide flexibility for the college since they are under contract semester to semester (Wallin, 2007) and are not academically tenured.

Another outcome of colleges serving more students with fewer resources and increased regulations is a shift in strategy to a more business-like model of operations. The new corporate type model results in revisions of institutional mission, reliance on adjunct instructors, and curriculum derived by corporate needs (Levin, 2006; Wilson, 2010). The combination of more

resources devoted to administrative staff, and the reduced funding results in increased use of adjunct instructors to meet the traditional mission of accessibility and affordability (Wallin, 2007) as well as new goals established by the new funding and regulatory reality.

This increased reliance on adjunct instructors comes with drawbacks and benefits. Adjunct instructors are more likely to teach because they like to, rather than for the money. Fortunately, this leads to similar job satisfaction rates as other college staff. Even so, a majority think they are underpaid, believe there are not enough full time positions, and are not given a fair chance at obtaining a full time position (American Federation of Teachers, 2009). Because of this divide, it may not be surprising that only one third of adjunct instructors are dedicated to the mission of community colleges and fewer than half feel their work is supported or they are perceived as part of campus community (Louis, 2009). Adjunct instructors can feel disconnected with the college and may not have a full understanding of the role they play in achieving college wide goals (Adamowicz, 2007; Dolan, 2011). Adjunct instructors express unhappiness with compensation and therefore are less affiliated with the college. Some did not believe their credentials were valued by the organization, praise was not given, and a disconnection from the institution existed. This marginalization can lead to fear of speaking out, teaching controversial subjects, and developing new curriculum. The fear is based in course loads not being protected, and therefore renewal of contracts may not be certain. (Wilson, 2010).

Adamowicz (2007) wondered why adjunct instructors would have any commitment to the institution. They are paid less than regular faculty, often receive no insurance benefits, and are not ensured future employment. Adjunct instructors are generally satisfied with the institution conditions of academic freedom, class size, communication, and support from administration. However, the lack of benefits, retirement, lower salaries, time spent on administrative activities,

lack of office space on the campus, lack of motivation to meet with students, and treatment of minority faculty are predictors of reduced adjunct satisfaction (American Federation of Teachers, 2009; Christensen, 2008; Landrum, 2009).

Administrator Responsibilities and Perspective

Administrators have the responsibility of operational aspects of the college. Increased demands for administrative staff are manifested through regulatory requirements and additional mandated student services (Cooper, 2009). Administrators range from support personnel to student services administrators, facilities employees, to academic administrators such as deans and program directors. This employee group is the one with the most diverse roles at the college and could be conceptualized as any employees that does not have main responsibilities of teaching.

Academic leaders, such as chief academic officers and deans, have the critical roles and are charged with determining strategic direction, contribution to external partnerships, teaching and learning strategies, community economic and demographic conditions, and the reputation of the college (Bergh, 2009). Trzaska (2014) suggests that one administrator role is to involve faculty in outside the classroom college initiatives. High involvement in the college can increase the faculties capacity for readiness to change. Welsh, Nunez, & Petrosko's (2006) study found academic administrators have higher mean scores than faculty in supporting strategic planning activities, level of involvement in the planning, and the depth of implementation.

Tensions and Divided Perspectives

A divide between adjunct instructors, administrators and faculty can result in operational conflicts. Bridging the divide between adjunct instructors, administrators, and faculty is a challenge even without the additional pressures of changing priorities, mission, and goals. The

work on planning and goals are important contributors to the institutional climate (Deas, 1994). This is especially true since college leaders and academic administrators can legitimately hold faculty responsible for performance based on a strategic plan (Ayers, 2005). College leaders have the ability to use several methods to implement goals and planning at a college. Shared governance is one such strategy that should be used. This strategy has potential drawbacks as administrators can perceive the shared governance structure as getting in the way of fast change and faculty are cautious about non-traditional ventures (Hartley, 2010).

Ayer (2005) found two regimes existed when studying faculty reactions to strategic planning initiatives. The dominant regime perceives the planning as an accountability measure that required inclusion. The subjugated regime perceives planning as an alienating force that exposes the faculty to the administration's power. In order to limit these feelings, democratic leadership and empowerment is a viable option for administration of a community college department (McArthur, 2002).

Although faculty believe they are participating in managerial work, they may not feel as though the power exists to make college changing decisions (Levin, 2005). There also exists a divide between academic tenured and non-academic tenured track faculty (Morrison, 2008). Adjunct instructors and faculty feel they have limited voice in the college operations (Christensen, 2008). This can lead to conflict and tensions with administrators and college leaders. The author recommends administrators provide a plan to support adjunct instructors to increase student learning and job activities that occur out of the classroom. Dupuis (2009) finds that faculty, when asked about college expectations, roles traditionally oriented to administrators are mentioned less frequently than roles traditionally associated with faculty. This suggests administrators are not fully at fault concerning this tension and all employee types must keep in

39

mind the perspective of the others. Faculty believe administrators consider teaching synonymous with training (Levin, 2006). Nickerson, & Schaefer (2001) contend that administrators can overestimate the ability of faculty to be fully informed about systems and alternative models of operation.

Fortunately, strategies exist to overcome any divides. Smith (2007) explains one community college system's approach to involving adjunct instructors. Characteristics included a central faculty management unit, technology help desk, instructional help desk, and integrated library services. Outcomes of this systems approach is a retention rate of adjunct instructors approaching 95%, an 85% agreement that support paid to adjunct instructors is deliberate and ongoing. Implementing strategies to ease divides rest mostly under the domain of administrators and college leaders. Adding complexity to the administrators and colleges leaders' role of easing divides between employee type is that fact that colleges may operate additional locations separate from the main campus. In addition to geographic separation, the additional locations usually have a representation of all employee types.

Multi Campus College

Organizations utilize strategies of constant renewal to (a) avoid the organization's death, (b) contribute to its success and goal achievement, and (c) realign operations to meet the organization's vision (Gilley & Maycunich, 2000). Public higher education funding has been subject to wide fluctuations in state support (Doyle & Delaney, 2009) and has been in relatively steep decline in the recent past (Archibald & Feldman, 2006; Mitchell, Leachman, & Masterton, 2017). Reduced funding has increased the focus of policy makers and higher education administrators towards efficiencies in higher education (Boulard, 2009). Researchers have predicted a change in the mission and goals of community colleges from traditional one of

access, academic development, and adult learning (Bergh, 2009) to a more corporate model with economic and market based priorities (Levin, 2005). This change was attributed to multiple factors including a decrease in state economic support, increased regulatory demands, and surging enrollment (Doyle & Delaney, 2009). One such strategy for colleges in this changing environment is operating additional locations beyond the main campus to expand their student and geographic base.

There is not one term used or a single definition to describe additional locations being operated outside the main campus of colleges. Terminology in naming these additional locations is varied and includes branch, extension, satellite, learning center, campus, etc. Bird (2011) contends "One of the greatest challenges in writing about branch campuses is that there is so much variation in their history, missions, and connections back to their main campuses (p. 65)." Several previous attempts at defining typology lend credence to that contention.

Hanna (1998) proposed an extended traditional university typology. The traditional university acts a parent organization and as the sponsor for the extended campus, or continuing education unit which is generally self-supporting. Nickerson and Schaefer (2001) make an attempt at typology. They identify extension center, regional campus of a university, comprehensive two-year branch of a university, community college branch, upper division branch, graduate center, distributed university. This complex typology is in need of simplification and working definitions. This need for simplicity was demonstrated when 14.9% of the survey respondents were unable to identify their institution type based on the choices of the proposed typology on the survey.

Fonseca and Bird (2007) propose a requirement that a branch campus be defined as one that is a permanent location with resident faculty. Dengerink (2009) attempts to define

universities with multiple locations. A *multisite university* has strong central control that tend to replicate programs at additional locations; *multicampus* university has one large flagship university with several additional campuses that are a subdivision of the larger organization; *university system* has no shared academic leader and autonomy over programs with some variance in mission and values.

The National Association of Branch Campus Administrators (NABCA) asked their members to participate in a survey in which Bebko & Huffman (2011) reported two broad definitions of additional locations.

> Branch campus (branch kam'pas) n. A location that is geographically apart from the main campus, offers a wide range of educational programs leading to academic degrees or certificates, and has its own budget, resident faculty, onsite administration, and a broad range of student support services.

> Off-campus center (Of' kam'pas sent'ar) n. A location that is geographically separate from the home or main campus, has on-site administration, offers a single or limited range of education programs leading toward academic degrees or certificates, houses fewer or no resident faculty, and has less budget autonomy and offers fewer student support services than a branch campus. (p.48)

All of the above attempts at defining a college or university's additional location lends credence to the perspective of Shaw and Bornhoft (2011) that every branch campus is unique. The term additional location was used as an attempt to generically refer to any of the above referenced typologies and other unique locations in the remainder of this section.

Purpose and Desired Outcomes of Additional Locations

Institutional leaders are facing economic realities. Colleges are experiencing reduced state support, a focus on workforce skill development, and increasing enrollments. Reduced funding has required colleges to seek business partnerships and revenues. This is leading to a change from the historic purposes of colleges to a more businesslike operation model.

Institutional planning, by administrators, government leaders, and legislation is redefining the purpose and mission of the college (Levin, 2006; Wilson, 2010).

Increased reliance on tuition revenue has resulted in colleges looking for additional students. One strategy that may increase revenue is the opening of additional locations across the existing service area of the college or to expand the existing geographic reach of the college into other local and national regions. Colleges have long used the strategy of additional locations to expand their reach, provide convenience to students, increase enrollment, and provide the communities with additional academic programs. Other purposes of additional locations could include new program development, partnership development with towns and businesses, and serving non-traditional students.

Alignment to mission and operations of college. Goals and desired outcomes of additional locations may differ for any college that chooses to implement such an initiative. Additional locations at colleges should have broad goals, a culture, and desired outcomes that are similar and aligned to the mission and goals of the parent college. Not unrelated, Shaw & Bornhoft, (2011) contend that a role of additional locations is to carve out niche program that can add to the core mission of the college. Nickerson and Schaefer (2001) suggested several characteristics of additional locations that distinguish them from the main campus. These included being removed by at least one level from the institutions governing board; physically separated from the main campus; dependence on main campus for certification and credentialing, and main aspects of accreditation; main campus governance of operational aspects including, but not limited to budget, values, curriculum, or faculty evaluation.

Not all additional locations can or should serve all elements of the college mission (Dengerink, 2009). Three models of operation are identified by Fonseca and Bird (2007).

Decentralized model provides autonomy to the additional location and allows for operational flexibility except in the areas of academic tenure and curriculum. Centralized model relies on the operational structure of the main campus and requires employees at the main campus to assist with the operational aspects of the additional locations. The leadership model relies on strategic management support and oversight from the main campus that creates standards, policies and procedures for the additional locations.

Communities and constituents. Pressure from various stakeholders contribute to the creation of and role of additional locations. Stakeholders range from legislature to local community lobbyist who are wanting to add higher education locations as a part of economic development and add prestige to their community (De Give, & Olswang, 1999). Additional college locations are viewed as creating value to regional development efforts, can assist the local and regional authorities in attracting businesses, and provide the ability to transfer technology from research to practice (Padilla, 2009). In order to be successful, colleges that are operating or considering starting additional locations must involve all stakeholder groups throughout the life of the additional location. Ponder (2009) identifies four stakeholder groups who need to be involved in developing and defining the mission of the additional location – students, faculty, staff, and friends of the college including community members, alumni, and public.

Tension Between Campuses

There can exist identity confusion and role confusion as to how aligned to the main campus the additional location should be and is (Ponder, 2009). Successful integration of extension campus employees into the culture of the college can lead to positive and desired results and outcomes. Adjunct instructors, administrators, and faculty from additional locations

must have input into decisions made by and for the college. Communication and coordination are essential to make sure there are not operational conflicts between the main campus and additional locations (Dengerink, 2009).

Employees desire to work at additional locations. Adjunct instructors, administrators, and faculty who primarily work at additional locations may have different relationship with the college than those who primarily work at the main campus. In a study of culture at a multi-campus community college, Kuster-Dale (2012) found employees of additional locations had a preference for increasing the clan and adhocracy cultures. The clan culture was defined as "…internally-focused but is adaptable and gives people discretion to do their jobs…(p. 25)" and adhocracy was defined as flexible and "…innovative, often seeking the next product that meets the changing needs of their customers…(p.25)" The preference for flexibility supports the concept that employees whose primary work was not on the main campus prefer some level of independence and autonomy. Administrators and faculty may be attracted to teaching and working at an additional location because of the flexibility and autonomy that is provided, but at the same time employees at additional locations can feel disconnected from the main campus.

The success of additional locations can hinge on the employees' desire to continue working for and towards the goals and mission of the college. Recruiting faculty can be difficult. Ponder (2009) suggests additional location should be able to offer the same benefits, support, and workload as the main campus, however this may not be the case in all instances. Faculty at additional locations may be required to participate in more administrative duties and contribute to the operations of the campus since there may not be as much support staff. Faculty may feel concerned about isolation at an additional location. Selection of courses may also be limited and therefore faculty at additional locations could be perceived as lesser for only teaching

introductory courses. Faculty could also feel they have less access to teaching tools such as libraries, labs, and colleague. College leaders and administrators responsible for additional locations must take the initiative to engage faculty and students. Maintaining a campus environment that is student friendly and open for business results in growth. With engagement, faculty tend to be proud of the campus and can be champions for the success of the additional location (Hornsby, 2009).

Employees' connection to the main campus. Oftentimes, employees at additional locations can be isolated and have no reason to participate in main campus activities and initiatives. Leaders and administrators of additional locations, no matter the title are often times responsible for assisting the region served with economic development activities (Shaw & Bornhoft, 2012). College leaders and administrators need to protect the additional locations from potentially harmful system policies and procedures. Leaders must determine if the policy is a good strategy or if it is overreach (Kalikow, 2009). The author goes on to say as a leader of an additional location, "You can be ornery (as long as you have good reason) but not crazy or uncooperative. Express yourself! That way they will not get you confused with any other campus CEOs (Kalikow, 2009 p. 185)."

This work can take dedication of time and there is a need for balance between these activities and other aspects of operations. The administration of the addition location activities must be attended to by the administrators and college leadership. In a study that explored the impact of multi-campus college organizational structures on leaders and middle managers of additional locations, Gerald (2014) posited that middle managers have limited opportunity to practice strategy and resource management competencies due to limited exposure to the main campus. Gerald (2014) proposes administrators must be elevated in their roles and provided

46

opportunity to engage in the whole college. This need filters to the adjunct instructors, administrators and faculty who primarily work at the additional locations. In fact, faculty are expected to stay in touch with deans and staff of the main campus and the department chairs and peers no matter the location (Barton, Book, & Heaphy, 2009).

Even with communication and coordination, conflicts between the main campus and additional locations can exist. The interest of the main campus and additional locations are not necessarily aligned or congruent. Being aware of this reality and understanding when congruence is important and when non-congruence is as important, and when to care is a good skill for administrators and college leaders. Kalikow (2009) posits that the interest for one campus may not be essential for all locations and campaigning for those interests is often the best strategy for maintaining campus to campus relationships.

Centralization of administration may help to ensure academic programs are identical across sites (Dengerink, 2009). Centralization of operations may also overcome the isolation that additional locations may feel if left to fend for themselves. No matter the organization structure of the multi campus college, there is a requirement to overcome separation of the employees who primarily work at additional locations form the main campus geographically, systemically, or operationally. Often times the main campus is the primary workplace for college leadership and core high level administrators. However, success of additional locations requires the employees to participate in the college as whole to be productive members and achieve goals. College leaders must recognize this and establish strategies to overcome any divide between locations.

College Leaders Roles and Responsibilities

Leaders and leadership teams of organizations have a broad scope of responsibilities ranging from setting vision and strategy to shaping and establishing a culture for the employees

(Shein, 2004). Three of the key responsibilities are (a) creating mission and a strategic plan, (b) communicating that plan to the employees, and (c) empower employees to achieve the goals of the college (American Association of Community Colleges, 2005; Plinske & Packard, 2010). Essential to success as a leader is to be able to adjust strategies and maximize results across competing priorities at the college. College leaders are responsible for many aspects of the college operations and culture and must have a wide variety of competencies at their disposal. How leaders practice these competencies can determine the level of success of the college. Leadership competencies and styles have been research widely. Narrowing the scope of competencies for this section was necessary.

Multi-Campus College Leaders' Competencies

Higher education institutions are being asked to do more with less financial resources (Boulard, 2009). The changing environment requires all employees to understand new missions and goals across all departments, divisions, and locations of the college. College leaders must not forget about additional locations when leading the college. Leaders should give consideration to and have a familiarity of the all communities served by the college (Plinske & Packard, 2010). College leadership should understand and acknowledge the differences in the cultures of employee types and at all college locations. This acknowledgement of the differences should influence the leaders' and lead to the practice of several competencies. In a survey of multi-campus college leaders, communication was rated as the highest competency for leaders of additional locations (Conover, 2009).

Administrators and faculty are critical to achieving college goals and rely on the community college leadership to establish mission, communicate, provide professional development, and empower employees (Cloud, 2010; Deas, 1994; Dupuis, 2009). Adjuncts

instructors play a key role in the operation of additional locations. Tipple (2010) established a framework of leadership skills for the purpose of managing adjunct instructors who teach online courses. The author suggests that skills of communication, integration of employees into the departments, and employee growth are essential for successful leadership.

Employees at additional locations desire a culture which allows discretion to do their jobs (Kuster-Dale, 2012). This discretion needs to be tempered and employees at additional locations must also recognize they are part of the college as a whole and not just the location at which they work. It is therefore important for college leaders to ensure employees at additional locations engage and collaborate with main campus (Gerald, 2014).

Predictors of Employees' Commitment to the Organization

The employees' perception of leaders can contribute positively to the employees' commitment to the organization (Dale & Fox, 2008). Collaboration, communication and empowerment have been found as predictors of the employees' commitment to the organization. In a study of adjunct instructors, Duhn (2013) found that autonomy, a close proxy for empowerment, was a predictor of affective commitment ($\beta = .235, p < .001$). Likewise, Park and Rainey (2007) identified empowerment as a significant predictor of employees affective ($\beta = .121, p < .05$) and normative commitment ($\beta = .053, p < .05$) to the organization. Messer (2006) studied organizational change in the community college. One ancillary finding was the relationship between communication and the employees' commitment to the organization. The author found open communication and affective commitment to be significantly correlated ($r = .532, p < .01$). Community college administrators are encouraged to use strategies to foster affective commitment to the organization amongst employees (Trzaska, 2014).

Collaboration

The American Association of Community Colleges (2017) included collaboration as a competency essential for college leaders. The development of a culture that breaks down silos and encourages collaboration across departments and campuses is beneficial to college operations. Collaboration and team building is a leadership tool that can be used with all employees across departments, divisions, and locations. One way to accomplish cultural and operational integration across departments and campuses at a college may be to launch large strategic projects that require multiple employee groups to collaborate. McPhail, Heacock and Linck's (2001), provide evidence that in some situations such as a merger, immediate engagement of all community college employee groups in multiple long-term projects contribute to creation of a joint identity. However, one important aspect of collaboration is the delegation of tasks to the teams and all individuals on the team. This allows the faculty, adjunct instructors, and administration to connect with other areas of college operations.

College leaders and administrative leaders of additional locations need to make sure all staff are considered across the college. Kalikow (2009) contends that it is the leader's role to ensure staff use their skills to engage in activities at the main campus and contribute to the overall goals of the college. High level administrators, may disagree on whether the participation of faculty is appropriate in setting vision and mission (Deas, 1994). However, leaders should expect additional location faculty to at minimum stay in touch with main campus (Barton, Book, & Heaphy, 2009).

Communication

A required skill and competency common to many leadership studies is communication. Skillful and consistent communication is essential for community college leadership. College

presidents studied by McNair, Duree, and Ebbers (2011), wished they would have spent time learning strategy and communication in preparation for the presidency. Recognizing the vital importance of these skills, grow your own leadership programs at community colleges focus on organizational strategy, communication, and collaboration (Reille & Kezar, 2010). It is not enough to simply communicate, but college leadership must communicate effectively the strategic initiatives, role and mission of the college to all staff (Rogers, McIntyre, & Jazzar, 2010), as well as clearly communicating expectations and educational priorities to faculty (Dolan, 2011). Leaders are providers of vision and shape the direction of the college. They must communicate this vision to the academic and student affairs administrators so that goals can be accomplished (Eddy & VanDerLinden, 2006).

Dolan (2011) found little agreement between the administration and the adjunct instructors on the best manner of communication. This establishes the need for use of multiple methods of communication. Modes should include email, face to face, and using already engaged faculty to send difficult to communicate decisions to adjunct instructors (Levin, 2005). Administrators should be careful about the level of communication, as faculty identify micromanaging and showing favoritism counterproductive traits of administration (Dupuis, 2009). Eddy and VanDerLinden (2006) posit communication to the student services staff and the academic staff is important since those groups are essential to goal achievment. If leadership is not able to communicate or fails to do so, conflict among college employees could result (Hartley, 2010).

Communication skills and competencies of leaders requires political astuteness to ensure effective communication between campuses and to limit exposure of weaknesses to competing campuses. Barton, Book, and Heaply (2009) recognize intercampus communications can be

especially difficult and they provide communication strategies that have worked to keep the main campus and additional location on the same page. Convening administrative groups with members who have similar job duties and responsibilities across all campuses can help to increase communication. The authors recognize that face to face communication can be difficult due to travel times, therefore suggesting the use of technology such as real time video conferencing and electronic communication can keep staff up to date about policies, procedures, and planning initiatives.

Empowerment

The American Association of Community Colleges (2017) included understanding the employees' responsibilities and empowering employees as a competency essential for college leaders. Empowerment allows employees to achieve the goals of the college. Hiring for student success and empowering those hires should be a priority for all leadership in the college. This culture of empowerment will provide meaning to the goals established by leadership (Cloud, 2010; Gnage & Drumm, 2010). Without empowerment to do the job and contribute to the college climate, employees may lose interest in or not care about the college's goals. This is one strategy that allows community college leaders to go beyond transactional acts, and create a culture of empowering administrators and faculty to recommend change rather than simply be dictated change (Cloud, 2010).

Autonomy to do the job in the manner the employee deems most productive is another outcome of empowerment. Kim, Twombly, and Wolf-Wendel (2008) find 95% of faculty are satisfied with the level of autonomy offered them. However, Christensen (2008) finds leaders may not be providing adjunct instructors enough professional development and support, and

reliance on adjunct instructors can result in decreased ability for all faculty to participate in shared governance initiatives (Adamowicz, 2007).

Relationship to the Study

A strategy being utilized and explored in higher education to become more efficient and serve communities more effectively is to operate multiple campuses. Krueger (2009) proposed research in branch campuses has not kept up with the expansion of the campuses themselves. Bebko and Huffman (2011) identified a need to look more closely at best management practices and preparation of leadership in running branch campuses. The intersection of leaders' practices of collaboration, communication, and empowerment with the aspects of community college leadership competencies, competencies specific to multi-campus college leadership, and leader practices that are predictors of employees' commitment to the organization provided support for including the employees' perception of college leaders' practices as a factor in the study. There is a gap in literature concerning employees' commitment to the organization that considers roles across multi-campus colleges. Duhn (2013) suggests broader research into the area of job satisfaction and employees' affective commitment to the organization for part time faculty across a larger or different geographic area could provide more support for the generalization of existing findings.

Employees removed from the main campus who primarily work at additional locations have a different relationship with the college than those employees who primarily work on the main campus. Additional studies about employees at multi-campus colleges will help clarify the relationship between employees' perception of college leaders' practices and the three components of employees' commitment to the origination.

CHAPTER 3: METHODS

This chapter provides details about the study's design and methodology. Research

questions are reviewed, the method of analysis described, and data collection methods are

discussed. This chapter describes the sample to which the survey was administered and

demonstrates the appropriateness of the instrument through a review of its reliability and validity

in past applications. Finally, the process and outcomes of the pilot test and resulting adjustments

adopted to the instrument for the study are justified.

Purpose of the Study

This study had the purpose of adding value to the fields of employees' commitment to the

organization and multi-campus community college operations by exploring the relationship

between known predictors of employees' commitment to the organization and two proposed

predictors in the context of two multi-campus community colleges. Known predictors included

demographic factors of age, time worked at the college, and highest level of education.

Employees' perception of college leaders' practices (collaboration, communication and

empowerment) were part of this study as proposed predictors. Proposed predictors of employees'

commitment to the organization included college employee type and the employees' primary

work location.

This study expanded the knowledge and literature of employees' commitment to the

organization and multi-campus community colleges in three specific ways. First, this study

explored the relationship between college employment factors (employee type and employees'

primary work location) and the TCM. Second, the study explored the relationship between

college employment factors (employee type and employees' primary work location) and

employees' perception of college leaders' practices (collaboration, communication and empowerment). Third, the study helped to understand whether college employment factors (employee type and employees' primary work location) and employees' perception of college leaders' practices (collaboration, communication and empowerment) were additive predictors of employees' commitment to the organization in the context of a multi-campus community college.

Study Design and Analysis

Examining employees' commitment to the organization through the dissemination of a survey and statistical analysis of responses aligned with multiple previous studies of employees' commitment to the organization. The maturity of the TCM Survey, described in detail below, and the limited amount of research in which employees' commitment to the organization was studied with the focus on community college employee comparisons, provided an additional rationale for using the quantitative approach. The non-experimental comparative strategy helped to provide future researchers with a foundation to explore the relationships between factors more completely through other research approaches, strategies and designs.

Operational Definitions

The main theoretical construct that was measured in this study is the employees' commitment to the organization. The study explored employees' commitment to the organization in the context of two multi-campus community colleges. Additional factors introduced into this study were based on previous research about the main theoretical construct of employee commitment to the organization and the contextual environment of community colleges. Operational definitions of the main construct and related factors were used to mitigate any interpretation of meaning that is not within the scope of this study.

The employees' commitment to the organization were defined as the employees' affective, continuance, and normative components of commitment as proposed by Allen and Meyer (1990a). Employees' commitment was directed toward the organization, as opposed to the supervisor, occupation, union, or change strategy. Defining the focus ensured this study had a limited scope and that the employees' commitment to the organization was measured and analyzed appropriately.

Employees' perception of college leaders' practices (collaboration, communication and empowerment) could have referred to several levels of leaders at the college. Depending on how the employee interpreted the question, the term "leader" could have referred to the college president, executive staff, managers, supervisors, or even colleagues. The term "leader" in this study referred to the group of college leaders who were housed at the main campus and charged with executive operational responsibilities.

Employee type was defined by the primary role the employee had at the college during the study. This study distinguished types of employees that were common at colleges and institutions of higher education. Adjunct instructors, administrators, and faculty were the three types of employees. Operational definitions of these employee types varied across institutions of higher education depending on the institution's role and mission. The following operational definitions were consistent with this study's setting. Faculty was defined as employees whose primary role was to teach a full 15-credit-hour per semester workload and who were permanently employed by the college. Adjunct instructor was defined as employees whose primary role was to teach on a term-to-term basis and who were not permanent employees of the college. Administrator was defined as those employees whose primary role was the operation of various college business units and processes outside the classroom. Although there were instances in

which administrators may have also taught and faculty may have also had administrative or operational responsibilities, this study was concerned with the primary role of the employee at the institution as self-identified in the survey responses.

Primary work location was defined by the type of campus at which the employee completed the majority of their work. Main campus referred to the location at which courses were taught and most college-wide leadership, administration and operational functions occurred. Other location was defined as any other location operated by the college.

Analyzing the Data

The factors used in this study were related to the theory of employees' commitment to the organization, college employment, demographics, and employees' perception of college leaders' practices of collaboration, communication, and empowerment. Data to measure all factors were collected using a self-report measure, the majority of items came from Meyer and Allen's (2004) TCM Survey. Table 3.1 lists the factors that were collected with the instrument and some characteristics of those factors as defined by Gliner, Morgan, and Leech (2009). The sections below provide more information about the factors in the context of the research questions and analysis methods.

Employees' commitment to the organization and college employment factors: research question one. The theory of employees' commitment to the organization used in this study was a three component framework (Meyer & Allen, 1991). The components measured were the employees' affective, continuance, and normative commitment to the organization. Colleges have various employee types (adjunct instructors, administrators, faculty) and can operate multiple campuses (main campus or other locations). The purpose of this question was to

57

explore the relationship between college employment factors (employee type and primary work location) and the employees' commitment to the organization.

A. Was there a difference between the employees' primary work location (main campus or other location) in regard to the mean scores in each scale used to measure the three components of the employees' commitment to the organization?

B. Was there a difference between employee type (adjunct instructors, administrators, and faculty) in regard to the mean score in each scale used to measure the three components of employees' commitment to the organization?

C. Was there an interaction of employees' primary work location (main campus or other location) and employee type (adjunct instructors, administrators, and faculty) in regard to the mean score in each scale used to measure the three components of employees' commitment to the organization?

Employees' perception of college leaders' practices and college employment factors: research question two. Previous studies have established that employees' perception of leadership and managers' actions could impact employees' commitment to the organization (Arnolds & Boshoff, 2004; Dunham et al.,1994; Giffords, 2009). The purpose of this question was to explore the relationship between college employment factors (employee type and primary work location) and the employees' perception of college leaders' practices (collaboration, communication and empowerment).

A. Was there a difference between the employees' primary work location (main campus or other location) in regard to the scores of the employees' perception of college leaders' practices questions (collaboration, communication and empowerment)?

B. Was there a difference between employee type (adjunct instructors, administrators, and faculty) in regard to the scores of the employees' perception of college leaders' practices questions (collaboration, communication and empowerment)?

C. Was there an interaction of employees' primary work location (main campus or other location) and employee type (adjunct instructors, administrators, and faculty) in regard to the scores of the employees' perception of college leaders' practices questions (collaboration, communication and empowerment)?

Identical methods of analyses were used for research questions one and two. Since both questions focused on differences, the main method of analysis was through comparisons of mean scores by groups. Both research questions had two attribute independent variables: primary work location and employee type. Primary work location consisted of two levels (main campus or other location). Employee type consists of three levels (adjunct instructors, administrators, and faculty). The dependent variables for research question one consisted of the mean scores by group of the Affective Commitment Scale (ACS), Continuance Commitment Scale (CCS), and Normative Commitment Scale (NCS). The dependent factors for research question two consisted of the mean scores by groups of questions about employees' perception of college leaders' practices of collaboration, communication and empowerment.

Research question one was analyzed using a 3x2 factorial ANOVA for each of the ACS, CCS, and NCS. Research question two was analyzed using a 3x2 factorial ANOVA for each of the questions about collaboration, communication, empowerment and the mean score of all three questions. The use of factorial ANOVA and if needed, follow up Tukey post hoc was justified due to the multiple levels that were present in the factors being explored. The factorial ANOVA design was used to compare outcomes across several independent factors. Factorial ANOVA

allowed the outcome means of all the possible combinations to be compared at once to determine differences without increasing the likelihood of an error that could occur if a series of t-tests were used.

Prediction of employees' commitment to the organization: research question three. Demographic factors (age, time worked at the college, and highest level of education) were found as predictive factors to the employees' commitment to the organization in previous studies (Engle, 2010; Messer, 2006; Dunham et al., 1994). This question attempted to understand if college employment factors (employee type and primary work location) and employees' perception of college leaders' practices (collaboration, communication and empowerment) were additive predictors of employees' commitment to the organization.

D. To what extent did college employment factors (employee type and primary work location), employees' perception of college leaders' practices (collaboration, communication and empowerment), and other extraneous independent factors (age, time worked at the college, and highest level of education) predict the employees' affective commitment to the organizational?

E. To what extent did college employment factors (employee type and primary work location), employees' perception of college leaders' practices (collaboration, communication and empowerment), and other extraneous independent factors (age, time worked at the college, and highest level of education) predict the employees' continuance commitment to the organization?

F. To what extent did college employment factors (employee type and primary work location), employees' perception of college leaders' practices (collaboration, communication and empowerment), and other extraneous independent factors (age,

60

time worked at the college, and highest level of education) predict the employees'

normative commitment to the organization?

A series of multiple linear regression using a two block entry method were used to understand the relationship of the predictor factors on each of the components of the employees' commitment to the organization. Prior research using the TCM has posited that demographic factors are predictors of employees' commitment to the organization. Therefore, age, time worked at the college, and highest level of education were entered into the model as the first block. The proposed predictive factors of employee type, employees' primary workplace, and mean score of employees' perception of college leaders' practices were entered as the second block to determine additive prediction on each of the three components of employees' commitment to the organization.

Instruments and Measures

One instrument of 23 items was administered via online survey to the employees at College A and College B. The instrument items and logic notes can be viewed in *Appendix A*. The instrument contained three sections. The core section with 15 items was used to collect information that measured the employees' commitment to the organization. This section was the TCM Survey that consisted of the adjusted ACS, CCS, and NCS. A section consisting of three items was used to collect information used to measure the employees' perception of college leaders' practices (collaboration, communication and empowerment). A section of five items was used to collect information about college employment factors (employee type and primary work location) and demographic factors (age, time worked at the college, and highest level of education).

A pilot test of the instrument was conducted. The pilot test provided an opportunity to determine if the instrument was constructed appropriately for the study. The purposes of the pilot study were to (a) determine if there are any problems with the internet delivery method, (b) identify any items that may be confusing and result in incomplete survey responses, and (c) test the ACS, CCS, and NCS in the context of a community college through factor analysis so that adjustments could be made.

The pilot test was administered to community college employees who had similar demographics to respondents in this study. Selected adjunct instructors, administrators and faculty at a college that was similar to the colleges used in this study were asked to complete the pilot study. The pilot study instrument was distributed with a similar request of participation, introduction, and format as the distribution for the main study. In addition to the pilot study containing all items in the main study's instrument, comments were solicited as an opportunity for pilot study participants to provide input about confusing items or suggestions on how to improve the instrument from the participants' perspective. The pilot study resulted in alterations and adjustments to the original ACS, CCS, and NCS. The comments provided by the participants in the pilot study guided other minor changes to other sections of the instrument. Results of the pilot study and the subsequent changes to the instrument are detailed below.

Measuring Employees' Commitment to the Organization

Meyer and Allen (1991) attempted to clarify and build consensus around the construct of employees' commitment to the organization through the development of the TCM of affective, continuance, and normative components. The authors also developed a reusable, valid instrument in the TCM Survey with three scales: the ACS, CCS, and the NCS. (Allen & Meyer, 1990a).

Table 3.1

List and Description of Factors

Name	Type	# of Levels	Measure	Value Label
Affective Commitment Scale (ACS)	Dependent	7-point (Strongly Agree=7 to Strongly Disagree=1)	Approximately Normal	Total score of the Affective Commitment Scale portion of the TCM Employee Commitment Survey.
Normative Commitment Scale (NCS)	Dependent	7-point (Strongly Agree=7 to Strongly Disagree=1)	Approximately Normal	Total score of the Normative Commitment Scale portion of the TCM Employee Commitment Survey.
Continuance Commitment Scale (CCS)	Dependent	7-point (Strongly Agree=7 to Strongly Disagree=1)	Approximately Normal	Total score of the Continuance Commitment Scale portion of the TCM Employee Commitment Survey.
Employees' perception of college leaders' practices	Dependent/ Independent	7-point (Strongly Agree=7 to Strongly Disagree=1)	Approximately Normal	Three items to measure the employee's perception of college leaders' communication, empowerment, and collaboration.
Primary work location	Attribute Independent	Two	Nominal	Employee's primary workplace.
Employee Type	Attribute Independent	Three	Nominal	Current classification level of the employee as adjunct instructor, administrator and faculty.
Time worked at college	Extraneous Independent	Five (categorized)	Approximately Normal	Number of years the employee has worked at the college.
Highest Level of Education	Extraneous Independent	Five	Nominal	Highest level of education of the employee.
Age	Extraneous Independent	Six (categorized)	Approximately Normal	Age of the employee.

This section reviews the instrument development, evolution of the instrument into the current version, disputes, validity, and reliability of each of the three scales.

Appropriateness of the Three Component Model to this study. Using scales developed by the same researchers who developed the prevailing theory of employees' commitment to the organization had potential benefits and drawbacks. Face validity was demonstrated by using the scales developed by the originators of the theory. A drawback to using the scales developed by the authors of the theory was that the scales could have been skewed or biased to their theory. However, as the scales were used in many studies and adjusted and refined over several years so that they measured the original theoretical constructs more accurately, this was a minimal concern for this study.

Affective commitment to the organization has been found as a predictor to employee performance, intent to leave, and participation in the organization (Arnolds & Boshoff, 2004; Messer, 2006). Measuring employees' affective commitment to the organization using the ACS component of the TCM Survey contributed to answering research questions one and three in the context of two multi-campus community colleges.

Park and Rainey (2007) confirmed employees' normative commitment had a positive effect on perceived performance, job satisfaction, and quality of work. Measuring employees' normative commitment to the organization using the NCS component of the TCM Survey contributed to answering research questions one and three in the context of two multi-campus community colleges.

Continuance commitment to the organization had different outcomes than affective and normative commitment to the organization. Employees with high continuance commitment to the organization had a negative relationship with job satisfaction (Park & Rainey, 2007) and had a

positive association with the employee identifying less with senior management and leadership (Randall & O'Driscoll, 1997). Measuring employees' continuance commitment to the organization using the CCS component of the TCM Survey contributed to answering research questions one and three in the context of two multi-campus community colleges.

Evolution of the instrument and scales. Allen and Meyer's (1990a) first rendition of the TCM Survey coincided with their conceptualization of a three component framework of employees' commitment to the organization. A two stage instrument development process was used to build the ACS, NCS, and CCS. The first stage study confirmed independent psychological states were being measured by the pool of 51 initial items. All but eight items per scale were eliminated through the application "… of decision rules concerning item endorsement proportions, item—total correlations, direction of keying and content redundancy" (p. 5). In the second stage, the authors explored whether predicted antecedents or predictors correlated with each of the three scales. There existed some overlap of the ACS and NCS during the initial development of the TCM Survey. This initial study demonstrated partial support for construct validity; therefore, justifying continued use and refinement of the TCM Survey.

The TCM Survey was altered because the original NCS measured the basis of the obligation to stay or predictors of normative commitment rather than the construct itself. The shorter, revised version of the NCS attempted to measure the feeling of obligation, not the cause or effects of the obligation. When the NCS was reduced from eight to six items, the ACS and CCS were reduced for the sake of consistency (Meyer & Allen, 2004).

Allen and Meyer (1996) measured construct validity through a meta-analysis of studies that had used ACS, CCS, and/or NCS. The review of over 40 studies that included more than 16,000 employees found that the items of the three scales load on three different factors. By

reviewing the relationship of the three scales with hypothesized predictors and outcomes of employees' commitment to the organization, the meta-analysis concluded that the studies demonstrate evidence of divergent, convergent, and discriminate validity.

      Existing disputations. The purpose of the ACS was contested by Ko et al. (1997), since an existing instrument, the Organizational Commitment Questionnaire, measured the same construct. There was a high correlation between the ACS and NCS in all versions of the scale (Allen & Meyer, 1996; Meyer, Stanley et al., 2002). Ko et al. (1997) questioned if the NCS should continue to be used because of this high correlation, and construct validity of the NCS was not supported due to a "lack of discriminate validity" (p. 970). Meyer, Stanley et al. (2002) contended that "magnitude of the correlations is often quite different" (p. 40) in different studies. Meyer, Allen, and Smith (1993) altered the scales to six items in order to differentiate NCS from the ACS. The meta-analysis found higher correlation between the ACS and NCS for the six item scale (Meyer, Stanley et. al., 2002). Although Lo et al. (1997) questioned the continued use of two of the three scales in the TCM Survey, multiple studies contributing to the theory of employees' commitment to the organization have been published using the TCM Survey since the criticism (Kaneshiro, 2008; McConnell, 2006; Sutherland, 2010).

      The CCS may measure two dimensions of employees' commitment to the organization (McGee & Ford, 1987). These two constructs are "… one that develops from the employee's recognition that alternatives are few (CCS:LoAlt) and the other from a recognition that the employee's investments in the organization would be sacrificed if he or she left (CCS:HiSac)" (Allen & Meyer, 1996, p.258). Ko et al. (1997) found that the six item CCS was unidimensional, but suggest that the concept of lack of alternatives was not part of employees' commitment to the organization and those items should be removed from the CCS. The CC:HiSac subscale was

66

more aligned with the original theory of the construct (Meyer, Stanley et. al., 2002). As there are conflicting findings, this study assumed the unidimensionalty of the CCS as recommended by Meyer and Allen's (2004) users' guide.

Instrument internal consistency reliability. Coefficient alphas provided evidence over time of the reliability of the TCM Survey. A selection of alphas from relevant studies is provided in Table 3.2. In addition to these studies, several meta-analyses were completed. Through a study of 40 previous studies with a combined total of 16,000 employees, Allen and Meyer (1996) found internal consistencies ranged from .74 to .90 with a median of .85 for the ACS; .69 to .85 with a median of .79 for the CCS; and .52 to .79 with a median of .78 for the NCS. Meyer, et al. (2002) conducted a meta-analysis of predictors, correlates, and consequences of employees' commitment to the organization. One result of this meta-analysis was the finding of n-weighted reliabilities of .82 for ACS, .73 for NCS, and .76 for CCS.

Table 3.2

Previous Studies Coefficient Alphas for Scale Internal Consistency Reliability

Study Citation	ACS Coefficient	CCS Coefficient	NCS Coefficient
Allen & Meyer (1990a)	.87	.75	.79
Fu, Bolander, Jones (2009)	.86	.78	.73
Ko, Price, & Mueller (1997)	Sample 1: .86 Sample 2: .87	Sample 1: .58 Sample 2: .64	Sample 1: .78 Sample 2: .76
Meyer, Allen, & Smith (1993)	.82	.74	.83
Sutherland (2010)	.90	.66	.90

Pilot study results. A pilot study was conducted to examine the internal consistency reliability of the ACS, CCS, and NCS. The pilot study used the phasing for the six item ACS,

CCS, and NCS recommended by Meyer and Allen (2004). The pilot was distributed to 58 employees at a community college with similar organizational mission, operations, and demographics to College A and College B of this study.

Principle axis factor analysis was conducted to determine if the existing structure of the TCM Survey loaded on three factors of ACS, CCS, and NCS when administered to a sample that was similar to that of this study. Three factors were requested in the analysis based on the three scales (ACS, CCS, and NCS). The first factor accounted for 21.39% of the variance, the second factor accounted for 20.99% of the variance, and the third factor accounted for 12.21% of the variance. Table 3.3 displays the items and factor loading for the rotated factors.

The first factor had loads from all NCS items as well as three of the six ACS and CCS items. This was not surprising considering the above mentioned disputations. One NCS item (P-N3) had a correlation coefficient at .423 which was lower than the correlation coefficient on one ACS item and one CCS item for that factor. The second factor had loads from all ACS items as well as three of the NCS items. One ACS item (P-A2) had a correlation coefficient at -.429 which was below the correlation coefficient for one NCS item for that factor. The third factor had loads from all but one of the CCS items and no ACS or NCS items. The factor analysis results were used as justification for adjusting the instrument prior to administering the ACS, CCS and NCS to the participants at College A and College B.

Adjustments to the ACS, CCS, and NCS. Based on the factor analysis and comments provided from participants of the pilot study, several adjustments were made to the ACS, CCS, and NCS. Comments from the pilot study participants noted that some of the questions were worded in a way that was confusing. Three items in the ACS scale were negatively worded and require reverse scoring. Participants suggested more clarity would result from positive wording

of those questions. Meyer and Allen (2004) suggested minimal impact to the reliability or validity of the scale if positive wording was used. Table 3.4 provides a list of adjustments that were made to each item in the original ACS, CCS, and NCS for this study.

Based on the factor analysis of pilot study results, items were removed from the TCM Survey. Meyer and Allen (2004) suggested that any items removed are done so based on pilot data and that "… the scales can be reduced in length to as few as three or four items each without a major impact on reliability." (p.6) One item from each of the ACS, CCS, and NCS scales were removed. This resulted in five items rather than the original six items for each scale. Table 3.5 provides internal reliability coefficient alphas from the pilot study for the original six item scales and the resulting five item scales.

Measuring Employees' Perception of College Leaders' Practices

Several managerial practices have been proposed as predictors to the employees' commitment to the organization. Leaders at the participating colleges had the role of defining operational and administration standards to be used across all campuses at the college. The relationship of college leaders' practices to college employment factors and the employees' commitment to the organization was explored in research questions two and three.

The instrument included three items that were used to collect information to measure the employees' perception of college leaders' practices of collaboration, communication and empowerment. The instrument included items that used three simple statements and a seven point Likert scale from "strongly agree" to "strongly disagree". One statement concerned college leaders' communication. The second statement concerned college leaders' empowerment. The third statement concerned college leaders' collaboration. An introductory statement defined college leaders so the participant had clarity about which leaders were being referenced.

69

Table 3.3

Piot Study Factor Loading from Principle Axis Factor Analysis with Varimax Rotation for Three

Factor Solution for TCM Survey

	Factor Loading		
Item	NCS	ACS	CCS
P-N5. I would not leave my current college right now because I have a sense of obligation to the people in it	.782	-.480	
P-N2. Even if it were to my advantage, I do not feel it would be right to leave my current college now	.685		
P-N4. My current college deserves my loyalty	.645		
P-A6. My current college has a great deal of personal meaning for me	.639	-.629	
P-C2. It would be very hard for me to leave my current college right now, even if I wanted to	.639		.448
P-N6. I owe a great deal to my current college	.595	-.418	
P-N1. I do not feel any obligation to remain with my current college	-.557	.339	
P-N3. I would feel guilty if I left my current college now	.423		
P-C5. If I had not already put so much of myself into my current college, I might consider working elsewhere	.367		
P-A4. I do not feel "emotionally attached" to my current college	-.347	.882	
P-A3. I do not feel a strong sense of "belonging" to my current college		.862	
P-A5. I do not feel like "part of the family" at my current college		.839	
P-A1. I would be very happy to spend the rest of my career with my current college	.372	-.491	
P-A2. I really feel as if my current college's problems are my own		-.429	
P-C4. I feel that I have too few options to consider leaving my current college			.765
P-C6. One of the few negative consequences of leaving my current college would be the scarcity of available alternatives			.728
P-C1. Right now, staying with my current college is a matter of necessity as much as desire			.686
P-C3. Too much of my life would be disrupted if I decided I wanted to leave my current college now	.360		.403
% of Variance	21.39	20.99	12.22

Table 3.4

Adjustments to TCM Survey Based on Pilot Study

Scale	Item	Proposed Adjustment
ACS	I would be very happy to spend the rest of my career with my current college	No Adjustment
ACS	I really feel as if my current college's problems are my own	Remove Item
ACS	I do not feel a strong sense of "belonging" to my current college	Positive Wording
ACS	I do not feel "emotionally attached" to my current college	Positive Wording
ACS	I do not feel like "part of the family" at my current college	Positive Wording
ACS	My current college has a great deal of personal meaning for me	No Adjustment
CCS	Right now, staying with my current college is a matter of necessity as much as desire	No Adjustment
CCS	It would be very hard for me to leave my current college right now, even if I wanted to	No Adjustment
CCS	Too much of my life would be disrupted if I decided I wanted to leave my current college now	No Adjustment
CCS	I feel that I have too few options to consider leaving my current college	Reword: "I feel that I have too few **employment** options to consider leaving my current college"
CCS	If I had not already put so much of myself into my current college, I might consider working elsewhere	Remove Item
CCS	One of the few negative consequences of leaving my current college would be the scarcity of available alternatives	No Adjustment
NCS	I do not feel any obligation to remain with my current college	Positive Wording
NCS	Even if it were to my advantage, I do not feel it would be right to leave my current college now	Positive Wording
NCS	I would feel guilty if I left my current college now	Remove
NCS	My current college deserves my loyalty	No Adjustment
NCS	I would not leave my current college right now because I have a sense of obligation to the people in it	No Adjustment
NCS	I owe a great deal to my current college	No Adjustment

Measuring College Employment Factors and Extraneous Independent Factors

One section of the survey collected information about the employee's role at the college and their primary work place. Two items to collect college employment factors were used to answer research questions one, two and three. Participants were asked to identify as either adjunct instructors, full-time administrator, part-time administrator and faculty. Participants were also asked to provide the name of the campus that is their primary workplace.

Table 3.5

Pilot Coefficient Alphas for Scale Internal Consistency Reliability

	ACS Coefficient	CCS Coefficient	NCS Coefficient
Original Six Item Scale	.87	.75	.84
Final Five Item Scale	.90	.76	.83

Studies demonstrated age as a predictor of affective (Engle, 2010; Meyer & Allen, 1984; Ozig, 2001), continuance (Dunham, et al., 1994; Engle, 2010), and normative (Engle, 2010) components of employees' commitment to the organization. Time worked at the organization, education level, and age have been identified as predictors of and correlated to the components of employees' commitment to the organization. The instrument had questions to ascertain how long the employee had worked at the college, the employee's highest level of education, and the employee's age. This demographic information gathered from the participants was used to answer research question three.

Data Collection

Data were collected through the administration of the instrument via the online software Qualtrics. The use of an online-based survey was consistent with standard practices in

educational research at this time. An online survey of 23 items was distributed to employees of two similar community colleges. College A served a large rural area with multiple locations and had over 1600 total employees and served 20,000 students annually. College B served a suburban area with two locations and had over 800 total employees and served over 12,000 students annually.

Description of Sample

The accessible population was all employees at the two multi-campus community colleges. The participating colleges offered technical certificates, associate degrees, and limited bachelor's degrees. The sample was adjunct instructors, administrators and faculty who were working at College A and College B. Both College A and College B had employees whose primary place of work was at a main campus and at other locations. Even though this was a narrow sample from two colleges, the scope is justified. First, college leaders had the responsibility to establish operational and administrative standards that were applied across the participating colleges. Research at two similar colleges with similar role and mission across multiple locations provided a setting that has some consistent operational and administrative standards. Introducing additional institutions with varied roles and missions would have added different operational and administrative standards which would have been difficult to account for in the methodology. Second, the sample and focus on similar colleges established a foundation of knowledge for the construct of employees' commitment to the organization in the context of a multi-campus college. This foundation had the potential to lead future research opportunities across more varied college and university types.

Collection of Data

To maximize the response rate, the survey was administered at a time when all employee types were engaged in their jobs. Since adjunct instructors and faculty were on varying contract periods, the survey was administered to the employees during the traditional academic year. Adjunct instructors were not full-time employees and were engaged in the organization only during the semester in which they were teaching. Faculty can be consumed with course and college committees during the semester. To address these priorities, the survey remained open several weeks with reminders to complete the survey sent over that time. Of the 213 surveys that were started, 201 surveys were fully completed and 12 were partially completed. Missing data were summarized across all factors in Table 3.6. Only complete data were used in the analysis to answer research questions.

Ethical considerations. Prior to data collection at College A and College B, study details were submitted to the Research Integrity & Compliance Review Office at Colorado State University. Determination was made that the study qualified as exempt from requirements of human subject protection regulations (See Appendix B). The researcher worked with the participating colleges' leadership and institutional research departments to gain official approval, determine best method and timing for the distribution of the instrument to the colleges' employees. College A determined the study was exempt from requirements of human subject protection regulations and notified the researcher via email (See Appendix C). College B determined the study to be allowable under their institutional regulation and notified the researcher via email (See Appendix D).

Table 3.6

Completion Rate for Items

Item Number	Item Topic	Completed	Missing	Total
Q3	Current Employment Status	210	3	213
Q4	Time Worked at College	207	6	213
Q5	Primary Work Location	204	9	213
Q6	Level of Education	206	7	213
Q7	Age	206	7	213
Q9-1	ACS Item 1	204	9	213
Q9-2	ACS Item 2	204	9	213
Q11-1	ACS Item 3	203	10	213
Q9-4	ACS Item 4	204	9	213
Q11-3	ACS Item 5	203	10	213
Q9-5	CCS Item 1	204	9	213
Q11-2	CCS Item 2	203	10	213
Q11-5	CCS Item 3	203	10	213
Q11-4	CCS Item 4	203	10	213
Q13-3	CCS Item 5	203	10	213
Q13-2	NCS Item 1	203	10	213
Q9-3	NCS Item 2	204	9	213
Q13-4	NCS Item 3	203	10	213
Q13-5	NCS Item 4	203	10	213
Q13-1	NCS Item 5	203	10	213
Q14-1	Leader Communication Item	201	12	213
Q14-2	Leader Empowerment Item	201	12	213
Q14-3	Leader Collaboration Item	201	12	213

The survey was administered through the online software Qualtrics. Responses to the survey were stored in an online database until the data were downloaded by the researcher for analysis. There were no personally identifying information collected in the survey. Data were collected anonymously and downloaded from the online software for analysis in SPSS. Internet protocol information were collected through the software as an identifier; however, the researcher did not have the technical expertise, access to the IT department at the participating colleges, nor the desire or need to use them as identifiers to achieve research goals.

College A data collection. An email list was generated from the online public directory of the college. This list contained 1641 employee records. The list was filtered to remove records that did not fit the profile of desired participants. Records that were removed included any with no email address listed. Executive college leadership were removed as a main construct of the study was employees' perception of college leaders' practices. Student employees and work-study employees were also removed to ensure that the study included data from only regular college employees and to ensure students were not part of the study. Records with an email address that did not have the ".edu" suffix were removed to ensure the survey was only provided through official college email distribution. A bulk email was sent to the remaining 1358 records. College A's email filters blocked an unknown number of this initial distribution. Only 48 surveys were started, and 33 surveys were finished. Working with College A, it was determined that this method of survey distribution was not in compliance with their information technology policies.

Upon consultation with College A, a link to the online survey was posted on the college portal (intranet) for five weeks. This link was available to all College A employees. The survey link was static and open access to any college employee using the employee portal. Qualtrics

survey protection was used to prevent individuals from completing the survey multiple times and to prevent the survey from being accessed by the general public. In order to increase response rates, an email was sent to145 college employees inviting them to participate by using the link on the college portal. The email was sent to a stratified random selection across employee type (adjunct instructors, administrators and faculty). This email was sent the third week of data collection to increase the response rate. A total of 118 surveys were started by employees of College A. A total of 108 surveys were fully completed, and 10 surveys were partially completed.

College B data collection. To collect data at College B, an invitation to participate email was distributed by college leaders to all eligible employees on behalf of the researcher. The static link was open to participation for four weeks. A reminder email was distributed by college leaders once during that four-week period. Qualtrics survey protection was used to prevent individuals from completing the survey multiple times and to prevent the survey to be accessed by the general public. A total of 95 surveys were started by employees of College A; 93 of which were fully completed. Two surveys were partially completed.

Study Validity

This chapter provided evidence for the overall validity of the study. The purpose of the study, design, and operational definitions created boundaries for the study. An exploration of the development, reliability, and validity of the TCM Survey demonstrated the appropriateness of using this survey as the foundation for the instrument. The pilot study resulted in removal of items from the ACS, CCS, and NCS in order to increase the reliability of the instrument. The pilot study resulted in adjustments to other items on the instrument for the purposes of clarity.

Factors related to the employees' commitment to the organization, college employment, work environment, demographics, and employee perception of college leaders' practices were identified. Methods of collecting data at each college were described. The data analysis techniques involved common quantitative analysis methods and were linked appropriately to the research questions.

CHAPTER 4: RESULTS

This chapter provides results and pertinent information about data collected from College A and College B. Descriptive statistics are provided for the essential factors used in this study. The Affective Commitment Scale (ACS), Continuance Commitment Scale (CCS), and Normative Commitment Scale (NCS) items are explored and adjustments are described. Finally, inferential statistic results used to answer the research questions are provided.

Description of the Sample

Factors used in this study included extraneous independent, attribute independent, and dependent. Extraneous independent factors are referred to as demographic and included time worked at the college, highest level of education, and age. Attribute independent factors are referred to as college employment factors and included employee type, and primary work location. There were two main constructs that acted as the dependent factors in the research questions. The first construct was the employees' commitment to the college and the second was the employees' perception of college leaders' practices. Basic descriptive analysis of the factors and adjustments made to the data prior to inferential analysis are described.

Demographic Factors

The instrument used three items to collect information about participants' demographic factors. Each of these factors have been found related to the employees' commitment to the organization in previous studies. Participants were asked to provide their age, time worked at the college, and highest level of education. The collection of this data assisted in answering research question three.

Age factor descriptive. Participants were asked to select the range in which their age was included. A total of 206 replies were collected of the 213 participants. Table 4.1 provides a summary of responses for the participants age. An additional choice of "under 18 years old" was included in the instrument so that no person under the age of 18 could continue participation. No responses were collected in that category and it was left out of reports and tables.

Table 4.1

Response Frequencies - Age

	Category	Frequency	Percent	Valid Percent
Valid	18-25	6	2.8	2.9
	26-35	28	13.1	13.6
	36-45	57	26.8	27.7
	46-55	59	27.7	28.6
	56-65	46	21.6	22.3
	66 years or older	10	4.7	4.9
	Total	206	96.7	100
Missing		7	3.3	
Total		213	100	

Time worked at college factor descriptive. Participants were asked "How long have you been working at (college name)?" in order to gauge their current length of time at the college. Participants were asked to select the range in which their time worked at the college was included. A total of 207 replies were collected out of 213 participants. Table 4.2 provides a summary of responses for the employees' time worked at the college.

80

Table 4.2

Response Frequencies - Time Worked at College

	Category	Frequency	Percent	Valid Percent
Valid	Less than 1 year	25	11.7	12.1
	Between 1 and up to 5 years	74	34.7	35.7
	Between 5 and up to 10 years	46	21.6	22.2
	Between 10 and up to 15 years	33	15.5	15.9
	15 years or more	29	13.6	14
	Total	207	97.2	100
Missing		6	2.8	
Total		213	100	

Highest level of education factor descriptive. Participants were asked "What is the highest level of education you have achieved?". Participants were asked to select their level of education from 7 categories. A total of 206 replies were collected of 213 participants. Table 4.3 provides a summary of responses for the employees' highest level of education.

Adjustment to demographic factors. All three demographic factors are considered approximately normal and were used as such in order to answer the research questions. The age factor was normally distributed and the minimum response was in the 18-25 years old level. This is appropriate as there should have been no participants under the age of 18 in the study. The mean age was in the range of 36-45 years old.

Table 4.3

Response Frequencies - Highest Level of Education

	Category	Frequency	Percent	Valid Percent
Valid	No high school diploma, GED or equivalent	1	0.5	0.5
	High School diploma, GED or equivalent	5	2.3	2.4
	Certificate or technical degree	2	0.9	1
	Associates degree	9	4.2	4.4
	Bachelors degree	33	15.5	16
	Master's degree	99	46.5	48.1
	Professional or Doctoral Degree	57	26.8	27.7
	Total	206	96.7	100
Missing		7	3.3	
Total		213	100	

The time worked at the college factor was normally distributed and had mean of 2.84 which was near the "Between 5 up to 10 Years". The highest level of education was skewed and required adjustment. A new variable was created by grouping the levels into "No College", "Certificate, Technical, or Associates Degree", "4 Year or Bachelor's Degree", "Master's Degree", and "Professional or Doctoral Degree". The new variable is close to the parameters recommended by Leach, Barret, and Morgan (2015), so no further adjustment was made. Table 4.4 summarizes the demographic factors.

Table 4.4

Demographic Factors Descriptive Statistics

Factor	*n*	Min	Max	*M* (*SD*)	Skewness
Age	206	18-25	66 years or older	4.68 (1.186)	-0.11
Time Worked at College	207	Less than 1 year	15 years or more	2.84 (1.242)	0.368
Raw – Highest Level of Education	206	No high school diploma, GED or equivalent	Professional or Doctoral Degree	5.88 (1.095)	-1.713
Revised – Highest level of education	206	No College	Professional or Doctoral Degree	3.92 (.954)	-1.033

College Employment Factors

The instrument included two items to identify college employment factors. One item asked participants to provide their employee type; specifically, whether they identified as an adjunct instructor, full time administrator, part time administrator or faculty member. One item asked participants about their primary work location. The collection of this data assisted in answering all research questions.

College employee type. A total of 210 replies were collected from the item asking participants their employee type. These responses were used to answer research questions one two and three. Table 4.5 provides a summary of the responses. In order to answer research questions a new variable needed to be created. This new variable grouped the responses into the categories of adjunct instructors, administrators and faculty. Participants who identified as full time administrative or staff and part time administrative staff were combined into the

administrator category. Participants who identified that their employment status was not listed were identified as missing data. Table 4.6 provides a summary of the new variable employee type factor frequencies.

Table 4.5

Response Frequencies – Raw Employee Type

	Category	Frequency	Percent	Valid Percent
Valid	Full Time Administrator of Staff	76	35.7	36.2
	Faculty	61	28.6	29
	Adjunct Instructor or Non-Permanent Faculty	59	27.7	28.1
	Part Time Administrator or Staff	12	5.6	5.7
	My employment status in not listed	2	0.9	1
	Total	210	98.6	
Missing		3	1.4	
Total		213		

Table 4.6

Response Frequencies – Revised Employee Type

	Category	Frequency	Percent	Valid Percent
Valid	Adjunct Instructor	59	27.7	28.4
	Administrator	88	41.3	42.3
	Faculty	61	28.6	29.3
	Total	208	97.7	
Missing		5	2.3	
Total		213		

Primary work location. Participants were asked to identify the campus or location where they primarily worked. Table 4.7 provides the frequencies for the primary work location

and notes type of location (main campus or other location). The actual names of the locations

have been removed so that the identity of the colleges remained anonymous.

Table 4.7

Response Frequencies – Raw Primary Work Location

	Category	Type	Frequency	Percent	Valid Percent
Valid	Location 1	Other	2	0.9	1
	Location 2	Other	6	2.8	2.9
	Location 3	Other	2	0.9	1
	Location 4	Other	2	0.9	1
	Location 5	Main	20	9.4	9.8
	Location 6	Other	4	1.9	2
	Location 7	Main	4	1.9	2
	Location 8	Main	24	11.3	11.8
	Location 9	Other	8	3.8	3.9
	Location 10	Other	6	2.8	2.9
	Location 11	Other	20	9.4	9.8
	Location 12	Other	7	3.3	3.4
	Work Remotely or Other Location Not Listed	Other	9	4.2	4.4
	Location 14	Main	75	35.2	36.8
	Location 15	Other	15	7	7.4
	Total		204	95.8	100
Missing			9	4.2	
Total			213	100	

For the purpose of the study, a new variable was created that condensed responses into the categories of Main Campus or Other Location. This dichotomous factor was used to answer the research questions. Table 4.8 provides the frequencies for this new variable.

Table 4.8

Response Frequencies – Revised Primary Work Location

	Category	Frequency	Percent	Valid Percent
Valid	Main Campus	123	57.7	60.3
	Other Location	81	38	39.7
	Total	204	95.8	100
Missing		9	4.2	
Total		213	100	

College employment factor groupings. To answer the research questions study participant groupings of employee type by primary work location were needed. Table 4.9 provides descriptive information about the number of participants in each group.

Table 4.9

Response Frequencies – Participant Groups by College Factors

Employee Type	Primary Work Location		Total
	Main Campus	Other Location	
Adjunct Instructor	32	26	58
Administrator	57	29	86
Faculty	34	26	60
Total	123	81	204

Cohen (1992) suggests a sample size of at least 35 for each group in order to determine medium effect size using 0.05 alpha with the generally recommend power of 0.80. Because some groups fall below these thresholds the effect size range was assumed to be between medium and large.

Employees' Perception of College Leaders' Practices

The instrument included three items used to explore the employees' perception of college leaders' practices. The participants were asked to answer one item each about their perception of college leaders' collaboration, communication, and empowerment. All items were measured using a Likert scale of 1-7. The total scores represent the three items added together and had a possibility of 21 points. Although both the individual items scores, total scores and mean scores are shown in the table, research questions were answered using only the individual items scores and mean scores. Table 4.10 provides information about the items used to measure this construct.

Table 4.10

Employees' Perception of College Leaders' Practices Descriptive Statistics

	n	Min	Max	M (SD)	Skewness
I am satisfied with the amount of communication I receive from (college) leaders.	201	1	7	4.46 (1.78)	-0.531
(College) leaders give me the authority to make decisions to complete my job duties.	201	1	7	4.87 (1.83)	-0.794
(College) leaders foster college wide collaboration.	201	1	7	4.39 (1.85)	-0.32
Leader Mean Score	201	1	7	4.57 (1.59)	-0.549
Leader Total Score	201	3	21	13.72 (4.76)	-0.549
Valid n (listwise)	201				

Employees' Commitment to the Organization

The construct used for the main dependent factor in this study was Meyer and Allen's

(1991) Three Component Model (TCM) of employees' commitment to the organization. Allen

and Meyer's (1990a) Three Component Model Employee Commitment Survey (TCM Survey)

was used to collect data to answer the research questions. The TCM Survey included three

scales. The ACS, CCS, and NCS were used to measure the employees' commitment to the

college for this study.

TCM Survey scale factor analysis and adjustments. Post data collection principle axis

factor analysis was conducted to determine if the existing structure of the TCM Survey loaded on

three factors of ACS, CCS, and NCS when administered to the sample. Three factors were

requested in the analysis based on the three scales (ACS, CCS, and NCS). The first factor

accounted for 24.77% of the variance, the second factor accounted for 21.92% of the variance,

and the third factor accounted for 13.45% of the variance. Table 4.11 displays the items and

factor loading for the rotated factors.

The first factor had loads from all ACS items as well as all NCS items and two of the five

CCS items. All ACS items loaded higher than the NCS and CCS items. The NCS items loading

with the ACS items was not surprising considering past findings of high correlations between

ACS and NCS as discussed in chapter three. All five ACS items were used in the analysis to

answer the research questions as the ACS items are loading on the first factor higher than the

other factors.

The second factor had loads from all NCS items, four of five ACS items, and three of

five CCS items. The overlap in loading was not surprising considering the existing disputations

discussed in chapter three. Specifically, that the ACS and NCS may measure similar constructs

of employees' commitment to the organization (Ko, Price, and Mueller, 1997). NCS item 2 loaded higher on the ACS factor than the NCS factor. NCS item 3 loaded similarly on the NCS and ACS factors. The third factor had loads from all but one of the CCS items and no ACS or NCS items. The one CCS item that did not load onto the CCS factor did load onto the NCS and ACS factor.

Based on the factor analysis three items were not used to answer the research questions. NCS items two and item three were removed prior to computing the new variable of NCS mean score and NCS total score. NCS items two and three were removed because each item loaded similarly on the ACS as the NCS and therefore was measuring two components of employees' commitment to the organization. CCS item two was removed when computing the new variable of CCS mean score and CCS total score. CCS item two was removed because the item did not load on the CCS at all and loaded on the ACS and NCS therefore was not measuring the employees' continuance commitment to the organization. As a result of the adjustments, three of the five NCS items and four of the five CCS items were used to answer the research questions. According to Meyer and Allen (2004) the reduction in items will not impact the results since scales are reliable with as few as three items.

Table 4.11

Factor Loading from Principle Axis Factor Analysis with Varimax Rotation for Three Factor

Solution for TCM Survey

	Factor Loading		
Item	ACS	NCS	CCS
ACS_1 – I would be very happy to spend the rest of my career with (college).	**.636**	.342	
ACS_2 - I feel a strong sense of "belonging" to (college).	**.903**		
ACS_3 – I feel "emotionally attached" to (college).	**.654**	**.494**	
ACS_4 – I feel like "part of the family" at (college).	**.827**	.311	
ACS_5 – (College) has a great deal of personal meaning for me.	**.601**	**.470**	
NCS_1 – I feel an obligation to remain with (college).		**.734**	
NCS_2 – Even if it were to my advantage, I feel it would not be right to leave (college).	**.538**	**.521**	
NCS_3 – (College) deserves my loyalty.	**.542**	**.593**	
NCS_4 – I would not leave (college) right now because I have a sense of obligation to the people in it.	.359	**.639**	
NCS_5 – I owe a great deal to (college)		**.601**	
CCS_1 – Right now, staying with (college) is a matter of necessity as much as desire			**.473**
CCS_2 – It would be very hard for me to leave (college) right now, even if I wanted to.	.338	**.626**	
CCS_3 – Too much of my life would be disrupted if I decided I wanted to leave (college) now.		**.445**	**.559**
CCS_4 – I feel that I have too few employment options to consider leaving (college).			**.881**
CCS_5 – One of the few negative consequences of leaving (college) would be the scarcity of available employment alternatives			**.777**
% of Variance	24.77	21.92	13.45

Note: Factor loadings > .40 are in boldface. Items removed from inferential analysis are in italics.
ACS = Affective Commitment Scale; NCS = Normative Commitment Scale; CCS = Continuance Commitment Scale.

Internal consistency reliability of three TCM Survey scales. Cronbach's Alpha was computed to assess the study scale reliability for the adjustments made to the ACS, CCS, and NCS. The alphas for all three scales were consistent with the pilot study ACS Alpha of .91, CCS Alpha of .71 and NCS Alpha of .78 indicate good internal consistency. These statistics were comparable to the pilot study as can be seen in Table 4.12

Table 4.12

Study Coefficient Alphas for Scale Internal Consistency Reliability

	ACS Coefficient	CCS Coefficient	NCS Coefficient
Pilot Scale Reliability	.90	.76	.83
Study Scale Reliability	.91	.76*	.78**

*with CCS item 2 removed (4 items in scale)
**with NCS items 2 and 3 removed (3 items in scale)

TCM Survey scale descriptive. Table 4.13 provides information about each scale of the TCM Survey. The study used all five ACS scale items, four of the five CCS scale items, and three of the five NCS scale items. All items were measured using a Likert scale of 1-7 with 1 being strongly disagree and 7 being strongly agree. The total scores have a possibility of 35 points for the ACS and 28 points for the CCS and 21 points for the NCS. Research questions were answered using only the mean scores as suggested by Meyer and Allen (2004).

Inferential Statistics and Analysis

This study had three research questions to explore relationships between factors. Two questions were designed to understand differences among employee groups and the final research question was designed to determine the predictive ability of multiple factors on the employees' affective, continuance, and normative commitment to the organization.

Table 4.13

TCM Survey Scale Descriptive Statistics

	n	Min	Max	M (SD)	Skewness
ACS Mean Score	203	1	7	5.06 (1.44)	-0.775
ACS Total Score	203	5	35	25.31 (7.21)	-0.775
*CCS Mean Score	204	1	7	4.13 (1.40)	.009
*CCS Total Score	203	4	28	16.51 (5.60)	.008
**NCS Mean Score	203	1	7	4.12 (1.41)	0.171
**NCS Total Score	203	3	21	12.37 (4.22)	0.171

CCS item 2 removed from Mean and Total CCS descriptive
**NCS items 2 and 3 removed from Mean and Total NCS descriptive

Employees' Commitment to the Organization and College Employment Factors: Research Question One.

A series of 3x2 factorial ANOVAs were used to address each component of research question one.

A. Was there a difference between the employees' primary work location (main campus or other location) in regard to the mean scores in each scale that measures the three components of employees' commitment to the organization?

B. Was there a difference between employee type (adjunct instructors, administrators, and faculty) in regard to the mean score in each scale that measures the three components of employees' commitment to the organization?

C. Was there an interaction of employees' primary work location (main campus or other location) and employee type (adjunct instructors, administrators, and faculty) in

regard to the mean score in each scale that measures the three components of employees' commitment to the organization?

Employees' affective commitment to the organization. Table 4.14 shows there was no significant interaction between the effects of employees' primary work location and employee type on the ACS, $F(2,195) = 0.80$, $p = 0.45$, partial $\eta^2 = 0.01$. The assumptions of independent observations were met. Assumptions of homogeneity of variances were met. Assumptions of normal distribution of the dependent factor for each group fell just above the recommended general guideline by Leach, Barret, and Morgan (2015) by the faculty x main campus group at 1.02. This was very close to the upper limit of skewness $< +/-1$, and all other groups fell within the acceptable range, therefore no adjustments were made to the statistic for purposes of analysis.

Table 4.14

Two-Way Analysis of Variance for Affective Commitment Scale Scores as a Function of Primary Work Location and Employee Type

Variable and Source	df	Mean Square	F	p	Partial η^2
Primary Work Location	1	5.67	2.83	0.09	0.014
Employee Type	2	10.27	5.12	0.01	0.05
Primary Work Location x Employee Type	2	1.60	0.80	0.45	0.008
Error	195	2.00			

The employee type main effects were found to be significant in the factorial ANOVA. In order to explore ACS scores between employee type a one-way ANOVA was run. A statistically significant difference was found among the employee type $F(2,200) = 3.86$, $p = 0.02$. Posthoc Tukey tests indicate that administrators and adjunct instructors differed significantly in affective

commitment to the organization ($p = 0.016$, $d = .49$) with administrators scores being higher.

Table 4.15 provides descriptive statistics of ACS scores.

Table 4.15

Means, Standard Deviations, and n for Affective Commitment Scale Scores as a Function of Primary Work Location and Employee Type

	Primary Work Location								
Employee Type	Main Campus			Other Location			Total		
	n	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Adjunct Instructor	32	4.67	1.47	25	4.65	1.54	57	4.66	1.49
Administrator	57	5.16	1.36	28	5.75	0.93	85	5.36	1.26
Faculty	33	4.85	1.64	26	5.33	1.47	59	5.06	1.57
Total	122	4.95	1.47	79	5.26	1.39	201	5.07	1.44

Employees' continuance commitment to the organization. Table 4.16 shows there was no significant interaction between the effects of employees' primary work location and employee type on the CCS, $F(2,196) = 0.27$, $p = 0.76$, partial $\eta^2 = 0.00$. No significant main effects were found. The assumptions of independent observations were met. Assumption of homogeneity of variances was met. Assumptions of normal distribution of the dependent factor for each group were met. Therefore, no adjustments were made to the statistic for purposes of analysis. Table 4.17 provides descriptive statistics of CCS scores.

Table 4.16

Two-Way Analysis of Variance for Continuance Commitment Scale Scores as a Function of Primary Work Location and Employee Type

Variable and Source	df	Mean Square	F	p	Partial η^2
Primary Work Location	1	0.09	0.05	0.83	0.00
Employee Type	2	3.99	2.03	0.13	0.02
Primary Work Location x Employee Type	2	0.53	0.27	0.76	0.00
Error	196	1.97			

Table 4.17

Means, Standard Deviations, and n for Continuance Commitment Scale Scores as a Function of Primary Work Location and Employee Type

	Primary Work Location								
	Main Campus			Other Location			Total		
Employee Type	n	M	SD	n	M	SD	n	M	SD
Adjunct Instructor	32	3.72	1.52	25	3.89	1.32	57	3.79	1.43
Administrator	57	4.33	1.48	28	4.22	1.53	85	4.30	1.49
Faculty	34	4.31	1.31	26	4.12	1.07	60	4.23	1.21
Total	123	4.17	1.46	79	4.08	1.32	202	4.13	1.40

Employees' normative commitment to the organization. Table 4.18 shows there was no significant interaction between the effects of employees' primary work location and employee type on the NCS, $F(2,195) = 1.12$, $p = 0.33$, partial $\eta^2 = 0.01$. No significant main effects were found. The assumptions of independent observations were met.

95

Table 4.18

Two-Way Analysis of Variance for Normative Commitment Scale Scores as a Function of Primary Work Location and Employee Type

Variable and Source	df	Mean Square	F	p	Partial η^2
Primary Work Location	1	2.63	1.32	0.25	0.01
Employee Type	2	1.44	0.72	0.49	0.01
Primary Work Location x Employee Type	2	2.22	1.12	0.33	0.01
Error	195	1.99			

Assumptions of homogeneity of variances were met. Assumptions of normal distribution of the dependent factor for each group were met. Therefore, no adjustments were made to the statistic for purposes of analysis. Table 4.19 provides descriptive statistics of NCS scores.

Table 4.19

Means, Standard Deviations, and n for Normative Commitment Scale Scores as a Function of Primary Work Location and Employee Type

	Primary Work Location								
	Main Campus			Other Location			Total		
Employee Type	n	M	SD	n	M	SD	n	M	SD
Adjunct Instructor	32	3.83	1.46	25	4.05	1.38	57	3.93	1.42
Administrator	57	4.20	1.46	28	4.08	1.34	85	4.16	1.41
Faculty	33	3.95	1.37	26	4.56	1.39	59	4.22	1.41
Total	122	4.04	1.43	79	4.23	1.37	201	4.11	1.41

Employees' Perception of College Leaders' Practices and College Employment Factors:

Research Question Two.

A series of 3x2 factorial ANOVAs were used to address each component of research

question two.

A. Was there a difference between the employees' primary work location (main campus

   or other location) in regard to the scores of employees' perception of college leaders'

   practices of communication, empowerment, collaboration, and mean score of the

   three items?

B. Was there a difference between employee type (adjunct instructors, administrators,

   and faculty) in regard to the scores of employees' perception of college leaders'

   practices of communication, empowerment, collaboration, and mean score of the

   three items?

C. Was there an interaction of employees' primary work location (main campus or other

   location) and employee type (adjunct instructors, administrators, and faculty) in

   regard to the scores of employees' perception of college leaders' practices of

   communication, empowerment, collaboration, and mean score of the three items?

Employees' perception of college leaders' collaboration. Table 4.20 shows there was

no significant interaction between the effects of primary work location and employee type on the

employees' perception of college leaders' collaboration item, $F(2,193) = .061$, $p = .152$, partial

$\eta^2 = 0.019$. No significant main effects were found. The assumptions of independent

observations were met. Assumptions of homogeneity of variances were met. Assumptions of

normal distribution of the dependent factor for each group were met. Therefore, no adjustments

were made to the statistic for purposes of analysis.

Table 4.20

Two-Way Analysis of Variance for Employees' Perception of College Leaders' Collaboration Scores as a Function of Primary Work Location and Employee Type

Variable and Source	df	Mean Square	F	p	Partial η^2
Primary Work Location	1	3.69	1.08	0.30	0.01
Employee Type	2	6.53	1.91	0.15	0.02
Primary Work Location x Employee Type	2	0.21	0.06	0.94	0.00
Error	193	3.43			

Table 4.21 provides descriptive statistics of employees' perception of college leaders' collaboration item.

Table 4.21

Means, Standard Deviations, and n for Employees' Perception of College Leaders' Collaboration Scores as a Function of Primary Work Location and Employee Type

	Primary Work Location								
	Main Campus			Other Location			Total		
Employee Type	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Adjunct Instructor	32	4.19	1.75	24	4.33	2.14	56	4.25	1.91
Administrator	56	4.57	1.74	28	4.93	1.70	84	4.69	1.72
Faculty	33	4.00	2.03	26	4.35	1.85	59	4.15	1.95
Total	121	4.31	1.83	78	4.55	1.89	199	4.41	1.85

Employees' perception of college leaders' communication. Table 4.22 shows there was no significant interaction between the effects of employees' primary work location and

employee type on the employees' perception of college leaders' communication item, $F(2,193) = 1.81$, $p = 0.17$, partial $\eta^2 = 0.02$. No significant main effects were found.

Table 4.22

Two-Way Analysis of Variance for Employees' Perception of College Leaders' Communication Scores as a Function of Primary Work Location and Employee Type

Variable and Source	*df*	Mean Square	*F*	*p*	Partial η^2
Primary Work Location	1	3.16	1.01	0.32	0.01
Employee Type	2	4.61	1.48	0.23	0.02
Primary Work Location x Employee Type	2	5.65	1.81	0.17	0.02
Error	193	3.12			

The assumptions of independent observations were met. Assumption of homogeneity of variances were not met. Assumptions of normal distribution of the dependent factor for each group were met for all groups but one. The administrator at other locations means were skewed (-1.282). Since the skewness was only in one group and was close to one, no adjustments were made to the statistic for purposes of analysis. Table 4.23 provides descriptive statistics of employees' perception of college leaders' communication item.

Employees' perception of college leaders' empowerment. Table 4.24 shows there was no significant interaction between the effects of employees' primary work location and employee type on the employees' perception of college leaders' empowerment item, $F(2,193) = 0.12$, $p = 0.89$, partial $\eta^2 = 0.00$. No significant main effects were found.

Table 4.23

Means, Standard Deviations, and n for Employees' Perception of College Leaders' Communication Scores as a Function of Primary Work Location and Employee Type

| | Primary Work Location | | | | | | | | |
| | Main Campus | | | Other Location | | | Total | | |
Employee Type	n	*M*	*SD*	n	*M*	*SD*	n	*M*	*SD*
Adjunct Instructor	32	4.75	1.39	24	4.29	2.05	56	4.55	1.71
Administrator	56	4.45	1.90	28	5.00	1.44	84	4.63	1.77
Faculty	33	3.85	1.97	26	4.54	1.63	59	4.15	1.85
Total	121	4.36	1.82	78	4.63	1.71	199	4.47	1.78

Table 4.24

Two-Way Analysis of Variance for Employees' Perception of College Leaders' Empowerment Scores as a Function of Primary Work Location and Employee Type

Variable and Source	*df*	Mean Square	*F*	*p*	Partial η^2
Primary Work Location	1	4.81	1.44	0.23	0.01
Employee Type	2	5.33	1.59	0.21	0.02
Primary Work Location x Employee Type	2	0.39	0.12	0.89	0.00
Error	193	3.35			

The assumptions of independent observations were met. Assumption of homogeneity of variances were not met. Assumptions of normal distribution of the dependent factor for each group were met for all groups but one. The adjunct instructors at other location means were skewed (skew) = -1.314. Since the skewness was only in one group and below 1.5, no

adjustments were made to the statistic for purposes of analysis. Table 4.25 provides descriptive

statistics of employees' perception of college leaders' empowerment item.

Table 4.25

*Means, Standard Deviations, and n for Employees' Perception of College Leaders'
Empowerment Scores as a Function of Primary Work Location and Employee Type*

| | Primary Work Location | | | | | | | | |
| | Main Campus | | | Other Location | | | Total | | |
Employee Type	n	*M*	*SD*	n	*M*	*SD*	n	*M*	*SD*
Adjunct Instructor	32	4.88	1.91	24	5.13	1.73	56	4.98	1.82
Administrator	56	5.00	1.91	28	5.21	1.23	84	5.07	1.71
Faculty	33	4.30	1.99	26	4.81	1.96	59	4.53	1.98
Total	121	4.78	1.94	78	5.05	1.64	199	4.88	1.83

Employees' perception of college leaders' practices mean score. Table 4.26 shows

there was no significant interaction between the effects of primary work location and employee

type on the mean of the three employees' perception of college leaders' practices items, $F(2,193)$

$= 0.44$, $p = 0.65$, partial $\eta^2 = 0.01$. No significant main effects were found. The assumptions of

independent observations were met. Assumptions of homogeneity of variances were met.

Assumptions of normal distribution of the dependent factor for each group were met. Therefore,

no adjustments were made to the statistic for purposes of analysis. Table 4.27 provides

descriptive statistics of the three employees' perception of college leaders' practices items.

Table 4.26

Two-Way Analysis of Variance for Employees' Perception of College Leaders' Practices as a Function of Primary Work Location and Employee Type

Variable and Source	df	Mean Square	F	p	Partial η^2
Primary Work Location	1	3.86	1.55	0.22	0.01
Employee Type	2	5.01	2.01	0.14	0.02
Primary Work Location x Employee Type	2	1.09	0.44	0.65	0.01
Error	193	2.49			

Table 4.27

Means, Standard Deviations, and n for Employees' Perception of College Leaders' Practices as a Function of Primary Work Location and Employee Type

	Primary Work Location								
	Main Campus			Other Location			Total		
Employee Type	n	M	SD	n	M	SD	n	M	SD
Adjunct Instructor	32	4.60	1.53	24	4.58	1.69	56	4.60	1.58
Administrator	56	4.67	1.67	28	5.05	1.20	84	4.80	1.53
Faculty	33	4.05	1.75	26	4.56	1.44	59	4.28	1.63
Total	121	4.48	1.66	78	4.74	1.44	199	4.59	1.58

Prediction of Employees' Commitment to the Organization: Research Question Three.

The purpose of research question three was to determine if college employment factors (employee type and primary work location) and employees' perception of college leaders' practices of communication, empowerment, and collaboration were predictors of the three

components of employees' commitment to the organization. Other extraneous independent factors were included to determine if college employment factors and employees' perception of college leaders' practices were additive predictors of components of employees' commitment to the organization.

For each part of research question three the same multiple regression techniques were used. Dummy variables were created for the factors of employee type and education level to create dichotomous factors. The mean score of employees' perception of college leaders' practices and the individual components of collaboration, communication, and empowerment were highly correlated. Therefore, the three individual items were not used in the regression, only the employees' perception of college leaders' practices mean score was used.

Extraneous independent factors (age, time worked at the college, and highest level of education) were entered into the regression as a first block. The college employment factors (employee type and primary work location) and mean score of employee perception of college leadership practices were entered as a second block.

Predictors of employees' affective commitment to the organization. A multiple linear regression was computed to explore if college employment factors (employee type and primary work location), and employees' perception of college leaders' practices predicted the employees' affective commitment to the organization after controlling for the extraneous independent factors (age, time worked at the college, and highest level of education). Among the factor highest level of education there was evidence of collinearity. All other correlations between factors met the assumption. The assumption of normally distributed errors, and uncorrelated errors were checked and met. Means and standard deviations are included in Table 4.28.

Entering extraneous independent factors of age, time worked at college, and highest level of education did not significantly predict the employees' affective commitment to the organization, $F(6,192) = 1.22$, $p = .30$, adjusted $R^2 = .007$. Adding college employment factors and employees' perception of college leaders' practices to the model significantly improved the prediction, R^2 change $= .52$, $F(4,188) = 54.02$, $p < .001$.

The entire group of factors significantly predicted the employees' affective commitment to the organization, $F(10,188) = 23.15$, $p < .001$, adjusted $R^2 = .528$. Table 4.29 presents the beta weights and significant values to indicate which factors contributed most to predicting the employees' affective commitment to the organization.

With all the factors were entered employees' perception of college leaders' practices, adjunct instructor employee type, and age contributed significantly. The regression model for predicting ACS scores for employees demonstrates that as the mean score of the three items about employees' perception of college leaders' practices increased by one then the employee's score on the ACS increased by 0.632; if the employee identified as an adjunct instructor their ACS score decreased by -0.612; and if age increased by one step (5 years) then the score on the ACS increases by 0.153.

Affective Commitment Scale Score = 0.632(Employees' Perception of College Leaders' Practices) - 0.612(Adjunct Instructor) + 0.153(age) + .80

Table 4.28

Means, Standard Deviation, and Intercorrelations for Affective Commitment Scale and Predictor Variables (N=199)

	Variable	*M*	*SD*	1	2	3	4	5	6	7	8	9	10
	ACS Mean Score	5.07	1.45	0.05	0.06	0.03	0.08	-0.11	0.08	0.70**	0.11	-0.01	-0.18
	Predictor Variable												
1	Age	4.70	1.18	-	-0.18**	-0.12*	-0.03	0.23	0.45**	-0.06	-0.05	0.03	0.10
2	Certificate or Associate Degree	0.06	0.23		-	-0.11	-0.24**	-0.15	-0.06	-0.01	0.12	-0.11	-0.01
3	4 Year Degree	0.17	0.37			-	-0.44	-0.27**	-0.08	0.03	0.00	-0.17	-0.07
4	Master's Degree	0.49	0.50				-	-0.59	0.08	0.10	-0.17**	0.01	0.08
5	Professional or Doctoral	0.27	0.44					-	-0.01	-0.09	0.15	0.23**	0.00
6	Time worked at College	2.85	1.25						-	-0.05	-0.06	0.22**	-0.07
7	Leader Mean Score	4.59	1.58							-	0.08	-0.13*	0.00
8	Campus Type	1.39	0.49								-	0.07	0.05
9	Faculty Dummy	0.30	0.46									-	-0.41
10	Adjunct Dummy	0.28	0.45										-

*p < .05; **p < .01*

Table 4.29

Summary of Two Block Multiple Regression Analysis for Factors Predicting Employees Affective Commitment to the Organization

Variable	Model 1			Model 2		
	B	*SE B*	*β*	*B*	*SE B*	*β*
Constant	3.54	0.77		0.80	0.59	
Age	0.08	0.10	0.07	0.15	0.07	0.13**
Certificate or Associate Degree	1.44	0.78	0.23	0.83	0.55	0.13
4 Year Degree	1.09	0.69	0.28	0.38	0.49	0.10
Master's Degree	1.08	0.66	0.37	0.38	0.47	0.13
Professional or Doctoral Degree	0.68	0.68	0.21	0.12	0.49	0.04
Time worked at College	0.07	0.09	0.06	0.06	0.07	0.05
Leader Mean Score				0.63	0.05	0.69**
Campus Type				0.23	0.15	0.08
Faculty Dummy				0.02	0.19	0.01
Adjunct Dummy				-0.61	0.18	-0.19**
R^2		0.04			0.55	
F for change in R^2		1.22			54.02*	

*$p < .05$; **$p < .01$

Predictors of employees' continuance commitment to the organization. A multiple linear regression was computed to explore if college employment factors (employee type and primary workplace), and employees' perception of college leaders' practices predicted the employees' continuance commitment to the organization after controlling for the extraneous independent factors (age, time worked at the college, and highest level of education). Among the

factor highest level of education there is evidence of collinearity. All other correlations between factors met the assumption. The assumption of normally distributed errors, and uncorrelated errors were checked and met. Means and standard deviations are included in Table 4.30.

Entering extraneous independent factors of age, time worked at college, and highest level of education into the model did not significantly predict the employees' continuance commitment to the organization, $F(6, 192) = 1.23$, $p = .30$, adjusted $R^2 = .007$. Adding college employment factors and employees' perception of college leaders' practices to the model did not significantly predict employees' continuance commitment to the organization, R^2 change $= 0.03$, $F(4,188) = 1.44$, $p = 0.22$.

The entire group of factors did not significantly predict the employees' continuance commitment to the organization, $F(10, 188) = 1.32$, $p = 0.22$, adjusted $R^2 = 0.16$. Table 4.31 presents the beta weights and significant values to indicate which factors contribute most to predicting the employees' continuance commitment to the organization.

Table 4.30

Means, Standard Deviation, and Intercorrelations for Continuance Commitment Scale and Predictor Variables (N=199)

	Variable	M	SD	1	2	3	4	5	6	7	8	9	10
	ACS Mean Score	4.14	1.41	0.08	-0.09	0.10	-0.02	-0.04	0.12*	-.093	-0.03	0.04	-0.15*
	Predictor Variable												
1	Age	4.70	1.18	-	-0.18**	-0.12*	-0.03	0.23**	0.45**	-0.06	-0.05	0.03	0.10
2	Certificate or Associate Degree	0.06	0.23		-	-0.11	-0.24**	-0.15*	-0.06	-0.01	0.12	-0.11	-0.01
3	4 Year Degree	0.17	0.37			-	-0.44**	-0.27**	-0.08	0.03	0.00	-0.17	-0.07
4	Master's Degree	0.49	0.50				-	-0.59**	0.08	0.10	-0.17*	0.01	0.08
5	Professional or Doctoral	0.27	0.44					-	-0.01	-0.09	0.15*	0.23**	0.00
6	Time worked at College	2.85	1.25						-	-0.05	-0.06	0.22**	-.070
7	Leader Mean Score	4.59	1.58							-	0.08	-0.13*	0.00
8	Campus Type	1.39	0.49								-	0.07	0.05
9	Faculty Dummy	0.30	0.46									-	-0.41
10	Adjunct Dummy	0.28	0.45										-

*p < .05; **p < .01

Table 4.31

Summary of Two Block Multiple Regression Analysis for Factors Predicting Employees Continuance Commitment to the Organization

Variable	Model 1			Model 2		
	B	*SE B*	*β*	*B*	*SE B*	*β*
Constant	3.96	0.75		4.16	0.83	
Age	0.04	0.10	0.04	0.06	0.10	0.05
Certificate or Associate Degree	-0.84	0.76	-0.14	-0.61	0.77	-0.10
4 Year Degree	0.00	0.68	0.00	0.22	0.69	0.06
Master's Degree	-0.41	0.65	-0.15	-0.10	0.67	-0.03
Professional or Doctoral Degree	-0.47	0.66	-0.15	-0.21	0.69	-0.07
Time worked at College	0.12	0.09	0.11	0.11	0.09	0.09
Leader Mean Score				-0.09	0.07	-0.10
Campus Type				0.04	0.21	0.01
Faculty Dummy				-0.14	0.27	-0.05
Adjunct Dummy				-0.51	0.25	-0.16*
R^2		0.04			0.02	
F for change in R^2		1.23			1.44	

*p < .05; **p < .01*

Predictors of employees' normative commitment to the organization. A multiple linear regression was computed to explore if college employment factors (employee type and primary workplace), and employees' perception of college leaders' practices predicted the employees' normative commitment to the organization after controlling for the extraneous independent factors (age, time worked at the college, and highest level of education). Among the

factor highest level of education there is evidence of collinearity. All other correlations between factors met the assumption. The assumption of normally distributed errors, and uncorrelated errors were checked and met. Means and standard deviations are included in Table 4.32.

Entering extraneous independent factors of age, time worked at college, and highest level of education to the model did not significantly predict the employees' normative commitment to the organization, $F(6, 192) = 0.95$, $p = 0.46$, adjusted $R^2 = -.001$. Adding college employment factors and employees' perception of college leaders' practices to the model significantly improved the prediction, R^2 change $= .23$, $F(4,188) = 15.15$, $p < .001$.

The entire group of factors significantly predicted the employees' normative commitment to the organization, $F(10, 188) = 10.55$, $p < .001$, adjusted $R^2 = 0.23$. Table 4.33 presents the beta weights and significant values to indicate which factors contribute most to predicting the employees' normative commitment to the organization. With all the factors entered employees' perception of college leaders' practices, and time at college contribute significantly.

The regression model for predicting NCS scores for employees demonstrated that as the mean score of the three questions about employees' perception of college leaders' practices increased by one then the employee's score on the NCS increased by 0.440; and if the employees' time at the college increased by one step (Less than 1 year, between 1 and 5 years, between 5 and 10 years, between 10 and 15 years, 15 years or more) then the score on the NCS increases by 0.176.

NCS Score = 0.440(Employees' Perception of College Leaders' Practices) +
0.176 (Time Worked at College) + 1.75

Table 4.32

Means, Standard Deviation, and Intercorrelations for Normative Commitment Scale and Predictor Variables (N=199)

	Variable	*M*	*SD*	1	2	3	4	5	6	7	8	9	10
	ACS Mean Score	4.11	1.42	-0.04	0.01	0.04	-0.01	0.00	0.10	0.48**	0.07	0.05	-0.08
	Predictor Variable												
1	Age	4.70	1.18	-	-0.18**	-0.12*	-0.03	0.23**	0.45**	-0.06	-0.05	0.03	0.10
2	Certificate or Associate Degree	0.06	0.23		-	-0.11	-0.24**	-0.15*	-0.06	-0.01	0.12	-0.11	-0.01
3	4 Year Degree	0.17	0.37			-	-0.44**	-0.27**	-0.08	0.03	0.00	-0.17**	-0.07
4	Master's Degree	0.49	0.50				-	-0.59**	0.08	0.10	-0.17*	0.01	0.08
5	Professional or Doctoral	0.27	0.44					-	-0.01	-0.09	0.15*	0.23**	0.00
6	Time worked at College	2.85	1.25						-	-0.05	-0.06	0.22**	-0.07
7	Leader Mean Score	4.59	1.58							-	0.08	-0.13*	0.00
8	Campus Type	1.39	0.49								-	0.07	0.05
9	Faculty Dummy	0.30	0.46									-	-0.41**
10	Adjunct Dummy	0.28	0.45										-

*p < .05; **p < .01.

111

Table 4.33

Summary of Two Block Multiple Regression Analysis for Factors Predicting Employees Normative Commitment to the Organization

Variable	Model 1			Model 2		
	B	*SE B*	*β*	*B*	*SE B*	*β*
Constant	3.48	0.76		1.75	0.74	
Age	-0.14	0.10	-0.12	-0.10	0.09	-0.09
Certificate or Associate Degree	0.76	0.77	0.12	0.28	0.69	0.05
4 Year Degree	0.90	0.68	0.24	0.34	0.61	0.09
Master's Degree	0.76	0.65	0.27	0.15	0.59	0.05
Professional or Doctoral Degree	0.87	0.67	0.27	0.35	0.61	0.11
Time worked at College	0.18	0.09	0.16*	0.18	0.08	0.16*
Leader Mean Score				0.44	0.06	0.49*
Campus Type				0.05	0.19	0.02
Faculty Dummy				0.18	0.24	0.06
Adjunct Dummy				-0.13	0.22	-.042
R^2		0.03			0.27	
F for change in R^2		0.95			15.15	

*p < .05; **p < .01.

Conclusion

The chapter provided information about the data that were collected for the purpose of answering the research questions. Demographic and college employment factors were described. The dependent factors of employees' commitment to the organization and employees' perception of college leaders' practices were examined and a description of adjustments were provided.

Research questions one and two were answered using a series of ANOVAs. Research question three was answered using a multiple regression in which several factors proved to predict the employees' affective and normative commitment to the organization. Meanings and application of these findings are discussed in the following chapter.

CHAPTER 5: DISSCUSSION

This study explored the relationship of college employee type, primary work location, and employees' perception of college leaders' practices and the three components of employees' commitment to the organization. This chapter provides a discussion about the results reported in Chapter four. Each research question is discussed in the context of the data analysis. Confirmation and contradiction of results from previous studies and interpretation of the analysis is provided. Implications for theory and practice are outlined. Finally, limitations of the study and suggestion for future research are included.

Research Question One

Research question one explored the differences in the employees' affective commitment to the organization, continuance commitment to the organization, and normative commitment to the organization across employee type and primary work location. Although mean scores of Affective Commitment Scales (ACS), Continuance Commitment Scale (CCS), and Normative Commitment Scale (NCS) were different across the groups, no significant differences in the interactions were found when the factorial ANOVAs were run. Mean scores of the ACS showed a difference in main effects across employee type. Subsequent tests demonstrated a difference between adjunct instructors and administrators with adjunct instructors having a lower affective commitment to the organization. Table 5.1 provides mean scores for each component of employees' commitment to the organization and employee type by primary work location group.

Employee Type

The fact there was only one significant difference found between employee types was surprising given the varied roles of the college employee types. The relationship that each

employee type had with the college is unique and the researcher expected that this unique

relationship would manifest in different mean commitment scale scores across some of the

employee types. A similar surprising result was that the standard deviations of all groups were so

high. This demonstrated a large range of scores within each employee type by primary work

location group. The wide variation of scores on the commitment scales could have been a

manifestation of the diversity of programs offered and roles needed at the college. Even within

the ranks of adjuncts instructors, administrators and faculty, there are major responsibility

differences, academic program differences and hierarchical positions. There may be a relation to

those discreet role aspects and the wide variety of scores displayed within each group.

Table 5.1

Mean Scores of ACS, CCS, NCS Across Employee Type x Primary Work Location

	Main Campus			Other Location			Total		
	ACS	CCS	NCS	ACS	CCS	NCS	ACS	CCS	NCS
Adjunct Instructor	4.67	3.72	3.83	4.65	3.89	4.05	4.66	3.79	3.93
Administrator	5.16	4.33	4.20	5.75	4.22	4.08	5.36	4.30	4.16
Faculty	4.85	4.31	3.95	5.33	4.12	4.56	5.06	4.23	4.22
Total	4.95	4.17	4.04	5.26	4.08	4.23	5.07	4.13	4.11

Note: ACS = Affective Commitment Scale; CCS = Continuance Commitment Scale; NCS = Normative Commitment Scale; 7 point Likert scale with 1 = Strongly Disagree and 7 = Strongly Agree

The findings of this research question confirmed some and contradicted other previous

studies. Howard (2016) found significant differences between traditional employees and

independent contractors across all three components of employees' commitment to the

organization. Although that study was not of a community college or conducted within the

framework of higher education; adjunct instructors could be considered as essentially

independent contractors and administrators and faculty could be thought of as traditional employees. Louis (2009) found that only one third of adjunct instructors were dedicated to the mission of community colleges and one half had the perception that they were part of the campus community. Although dedication is a different construct from employees' commitment to the organization, an outcome of employees with high affective commitment to the organization is a reduced intent to leave the organization (Sinclair, 2013).

Howard's (2016), and tangentially Louis' (2009) findings were confirmed by the current study through follow up tests that explored the significant main effect differences in ACS mean scores across employee types. Indeed, the adjunct instructors demonstrated lower ACS mean scores than that of the administrators who are often thought of as the most traditional of employees at a community college. Mowday's et al. (1979) foundation of affective commitment encompasses the employees' emotional identification with, involvement, and belief in the organization. An adjunct instructor, being a temporary employee should exhibit less of those criteria. Howard's (2016) findings were contradicted across the other two components of employees' commitment to the organization as differences between employee types were not found to be significant for CCS and NCS mean scores in the multi-campus community college study setting.

Engle (2010) found faculty had higher commitment to the organization across ACS, CCS, and NCS scores than adjunct instructors. In a similar study, Pettergill (2015) confirmed a significant difference between adjunct instructors and faculty's affective commitment to the organization. These previous studies were contradicted by the current study, as no significant difference was found between adjunct instructors and faculty on any of the components of their

commitment to the organization. It was also interesting to note that adjunct instructors had lower

mean scores in ACS, CCS, and NCS than the administrators and faculty.

Employees' commitment to the organization can be influenced by human resource

practices and, generally speaking adjunct instructors do not receive as many interventions. The

lower scores of adjunct instructors could be due to their limited access to interventions such as

orientations, consistent pay, and professional development opportunities. In addition, adjunct

instructors are generally hired by and report to department chairs rather than administrators. This

relationship to the department is different from the administrator and faculty employee type.

Administrators and faculty are for the most part hired through the regular hiring process at the

colleges, have annual performance evaluations, and have a closer relationship to the human

resource and managerial processes.

Between the administrator employee type and the faculty employee type, Messer (2006)

found faculty have the highest ACS scores. This was not the case in the current study. Even

though there were no significant differences found between the administrator score and the

faculty scores, the administrator employee type group had higher overall ACS, CCS, and NCS

mean scores than the other two groups. The faculty group did have higher mean normative scores

than both the adjunct instructors and administrators. However, this difference was not found to

be significant.

Primary Work Location

There were no main effects between those employees that worked at the main campus

and those that worked at another location. Even though employees at other locations can feel

disconnected from the main campus, in the context of the current study, no differences were

found in employees' commitment to the college. Although no significant differences were found,

it was interesting to note that the employees who work at other locations had higher mean scores on the ACS and NCS and a lower mean score on CCS.

Two reasons that additional locations are established by colleges are to serve a specific community that otherwise would not be served by the main campus or to provide a specialized program that is not offered at the main campus. In addition, these locations tend to be smaller in size and staffing than the main campus. Each of these were the case for the participating colleges in the current study. Affective commitment to the organization is essentially the desire or want to be at the organization and normative commitment to the organization is the feeling of obligation to be at the organization. The non-significant, but higher mean scores for ACS and NCS in the employees at additional location may have been a manifestation of the type of commitment and the purpose of the additional location. In other words, the foci of the employees' affective and normative commitment may not have been the college, it may have been the additional location, the program offered, or the smaller team of individuals that the employee feels an obligation towards.

Research Question Two

Research question two explored the differences in the employees' perception of college leaders' practices of communication, collaboration, and empowerment across employee type and primary work location. Although scores on these three aspects of college leaders' practices and the means scores were different across groups, there were no significant interactions when the ANOVAs were run. There were also no significant main effect differences between employee types or primary work location factor. Table 5.2 provides mean scores for each component or employees' perception of college leaders' practices for employee type x primary work location group.

118

Employee Type

The different roles that each employee type plays at the organization lends itself to a different relationship with college leaders. Administrator responsibility to operational aspects of the college can include student services, facilities, business operations, and academic leadership seemed to correspond to a closer relationship with the college leaders due to a similar nature of work. Faculty should have a closer relationship to college leaders, especially those leaders responsible for the instructional unit of the college. Adjunct instructors, on the other hand, had a more tangential role to the operational aspects of the college and are hired, for the most part, into strictly classroom teaching positions. This removes them from college leaders and the operation aspects of the college.

Table 5.2

Mean Scores of Employees' Perception of College Leaders' Practices Across Employee Type x Primary Work Location

	Main Campus				Other Location				Total			
	CL	CM	EP	M	CL	CM	EP	M	CL	CM	EP	M
Adjunct Instructor	4.19	4.75	4.88	4.60	4.33	4.29	5.13	4.58	4.25	4.55	4.98	4.60
Administrator	4.57	4.45	5.00	4.67	4.93	5.00	5.21	5.05	4.69	4.63	5.07	4.80
Faculty	4.00	3.85	4.30	4.05	4.35	4.54	4.81	4.56	4.15	4.15	4.53	4.28
Total	4.31	4.36	4.78	4.48	4.55	4.63	5.05	4.74	4.41	4.47	4.88	4.59

Note: CL = Collaboration item; CM = Communication item; EP = Empowerment item; M = Mean score of three items; 7 point Likert scale with 1 = Strongly Disagree and 7 = Strongly Agree

It was therefore surprising that no significant main effects were found between employee type and the employees' perception of college leaders' practices of collaboration, communication, and empowerment. The no significant difference in the empowerment item

confirms Kim, et al. (2008) who found adjunct instructors were just as satisfied with autonomy offered to them as the faculty. Overall, administrators did have higher item scores for all three aspects of college leaders' practices. An interesting finding was that adjunct instructors had higher item scores than the faculty in this study.

Although not found significant, the fact that adjunct instructors, who have been considered at the margins of the college, had similar or higher perceptions of college leaders' collaboration, communication and empowerment than faculty could imply that college leaders were not effectively working with faculty. This assertion could also be supported by looking at the raw scores without doing a comparison. The faculty scored 4.15 (neither agree nor disagree) on perception of college leaders' collaboration, 4.15 (neither agree nor disagree) on perception of college leaders' communication, and 4.53 (somewhat agree) on perception of college leaders' empowerment.

Primary Work Location

As with findings between employee types, no significant main effects were found between primary work location and the employees' perception of college leaders' practices of collaboration, communication, and empowerment. Dengerink (2009) asserted that communication and coordination were essential to make sure there are not operational conflicts between the main campus and additional locations. Employees who work at additional college locations away from the main campus can feel disconnected. The current study found employees who work at additional location away from the main campus had higher item scores and mean scores. Although not significant, it was surprising that those employees who could be said to work in isolation of the main college administration and main campus activities perceived

college leaders' collaboration, communication and empowerment as similar to the main campus peers.

Different locations had varying roles in the context of the college. The Main campus acted as the administrative hub of the participating colleges and the other locations served the communities in which they are located. So why was there no significant difference? First, the study was a limited sample from two colleges. College A had a long history of serving a large area with multiple campuses spread out widely across the area. The college leadership prior to the study, may have identified engaging those geographically diverse employees as a priority and effectively done so over the history of the college. This strategy could have led to not distinguishing a difference between main campus and other location employees. The distance between College B's main campus and other location was minimal. This small distance may have contributed to a more consistent leadership presence at the location, therefore the employees' perception of college leaders' practices was similar to the main campus employees.

Second, there may have been confusion about the foci of the items. If the additional location employees interpreted the location leader as part of college leaders, then the scores may be skewed higher. One role for the leader of any additional location is to serve as a liaison and bridge between the additional location and the main campus and to ensure staff contribute to the overall goals of the college (Kalikow, 2009). If the employees at the additional locations perceived that liaison and the participant perceived the additional location leader as a college leader, then there is the possibility that higher scores were a manifestation of that interpretation of the survey items.

Research Question Three

Research question three explored the predictive ability of demographic factors, college employment factors, and the factor of employees' perception of college leaders' practices on the three components of commitment to the organization. Two models of multiple linear regression were run. One with demographic factors that had been identified as predictive from previous studies. The second model added employee type, primary work location, and employees' perception of college leaders' practices to the demographic factors. The regression was run again to determine if there were additional predictive factors above and beyond the demographic factors.

The multiple linear regression conducted to determine predictors of employees' affective commitment to the organization found significant predictors were employees' age (+), adjunct instructor (-) and employees' perception of college leaders' practices (+). The multiple regression conducted to determine predictors of employees' continuance commitment to the organization found the group of factors did not significantly predict that component. The multiple regression conducted to determine the predictors of employees' normative commitment to the organization found significant predictors were time worked at the college (+) and employees' perception of college leaders' practices (+).

Predictive Models

The predictive model for an employees' affective commitment to the organization showed that the employees' perception of college leaders' practices ($\beta = .69$) is a stronger predictor than age ($\beta = .13$) and employee type of adjunct instructor ($\beta = -.19$). The predictive model for an employees' normative commitment to the organization also showed that the employees perception of college leaders' practices ($\beta = .49$) is a stronger predictor than time

122

worked at the college ($\beta = .16$). This was an important finding since affective commitment to the organization and normative commitment to the organization are most related with positive job performance and satisfaction outcomes (Arnolds & Boshoff, 2004; Park & Rainey, 2007).

Demographic Predictors

The factors of age, highest level of education, and time worked at the organization have been identified in past studies as correlated to or predictors of the components of the employees' commitment to the organization. These factors were included in the current study as a baseline so that the factors of employee type, primary work location, and employees' perception of college leaders' practices could be entered onto an already theorized regression model.

Several previous studies demonstrated age as a predictor factor to the three components of employees' commitment to the organization. Engle (2010), Meyer and Allen (1984), and Ozig (2001) demonstrated age as predictive to affective commitment to the organization. These findings were confirmed by the results only when all factors were entered in regression model two. On the contrary, Dunham's et al. (1994) and Engle's (2010) findings that age was a predictor of continuance component and Engle's (2010) findings that age was a predictor of normative were contradicted by all regression models.

Agarwala (2003) used highest level of education as a proxy for employee qualification. The author found a statistically significant negative correlation between education level and all components of commitment to the organization. These findings were confirmed by Engle (2010) in a study of community college faculty. None of the regression models yielded highest level of education as a significant predictor of employees' affective, continuance, or normative commitment to the organization.

Time employed at the organization was found to act as predictors to employees' continuance commitment to the organization (Dunham et al., 1994). Meyer and Allen's (1991) findings contradicted and only found positive correlations between time worked at organization and employees' affective commitment to the organization. Results of the current study found time worked at the college positively predicted employees' normative commitment to the organization.

Overall the current study contradicted previous studies. This raised the question of whether demographics should be used as a baseline when exploring the employees' commitment to the organization, because an organization has little to no control over these factors. Time is going to pass and employees will age, and time worked at the organization increases. Meyer and Allen (1991) posited it was difficult to determine if a long time worked at the organization was a result of high affective component of commitment to the organization or if time worked at organization resulted in affective commitment to the organization. In regard to the highest level of education, the organization does have some control over setting initial requirements, but the requirements should be dictated by the job description and skills required to successfully complete the work and not by what level of employee commitment to the organization is desired. Finally, there does not seem to be any consensus or consistency concerning how demographic factors predicted the employees' commitment to the organization. It may be that demographic predictors were an artifact of the context in which the study was conducted.

College Employment Predictors

The employees primary work location (main campus or other location) was not found to be a significant predictor of employees' affective, continuance, or normative commitment to the organization. Employee type (adjunct instructor, administrator and faculty) was only found as a

significant predictor of employees' affective commitment to the organization. Only adjunct instructor versus administrator was found significant with adjuncts being a negative predictor of employees' affective commitment to the organization. These results were expected and consistent based on results of research question one. The interpretation and discussion from that section applies to this component of research question three as well.

College Leaders' Practices Predictors

Since there was a high correlation between the individual item scores of collaboration, communication, and empowerment, for the purposes of the regressions the mean score of all three items were used. The current study's findings that employees' perception of college leaders' practices were predictors to the employees' affective and normative commitment to the organization confirmed previous studies findings. Employees' affective commitment to the organization in particular has been found as related to the employees' perceived organization support (Randall & O'Driscoll, 1997). Similar to the current study Dunham et al. (1994) found participatory management and feedback was a predictor of employees' affective commitment to the organization and participatory management a predictor of employees' normative commitment to the organization. Although participatory management and feedback were not identical constructs to collaboration, communicating and empowerment, all of these concepts were leadership practices.

McConnell (2006) found that an organization with a high level of micromanaging, would demonstrate lower level of employees' affective commitment to the organization. This is supported by Dupuis (2009) who demonstrated faculty find micromanaging to be a counterproductive trait of the administration. Although the current study did not explicitly ask about micromanaging, that construct could be viewed as incompatible with empowerment. A

more similar study by Park and Rainey (2007) used the term empowerment and found it as a predictor to employees' commitment to organizations in the public sector. The empowerment item was a contributing factor to the employees' perception of college leaders' practices mean score. Therefore, McConnell's (2006) and Park and Rainey's (2007) findings were partially confirmed.

Based on previous studies, some sort of negative prediction of employees' continuance commitment to the organization was expected. It was interesting to note there was not any significant predictive factors contributing to employees' continuance commitment to the organization. This is contradictory to Randall and Driscoll's (1997) study which found employees' with higher continuance commitment to the organization results in employees identifying less with organizational leaders and Fu's et al.(2009) study which demonstrated a negative correlation between perceived support and the employees' continuance commitment to the organization.

Advancement of Constructs and Knowledge

Prior to the current study there was a wide base of knowledge about outcomes and predictors of the three component model of the employees' commitment to the organization. This study attempted to add to that base of knowledge by exploring demographic, college employment, and employees' perception of college leaders' practices factors at multi-campus colleges.

Additional College Location Employees and Commitment to the Organization

Previous studies of employees at different locations have identified that employees working at additional locations prefer a different culture from employees working at the main campus (Kuster-Dale, 2015); desire similar benefit as their main campus peers (Ponder, 2009);

and enjoy the autonomy provided by other college locations (Nickerson & Schaefer, 2001). The current study's exploration of the employees' affective, continuance, and normative commitment to the organization added to the limited existing research about higher education institutions in general and community colleges in particular that operate multiple locations.

The finding of no significant differences in the level of employees' affective, continuance and normative commitment to the organization between employees whose primary place of work is the main campus and employees' whose primary place of work is an additional location is one additional source of information that developed a deeper picture of the non-main campus employee. The findings around the construct of employees' commitment to the organization contradicted studies of other constructs which have found differences between employees' at different work location. The findings also contradicted a general practitioner consensus that employees at additional locations are not as engaged with the college as those who work at the main campus.

Leaders' Practices and Employees' Commitment to the Organization

The relationship between employees' and leadership is a much studied aspect of organizations. This study used leader practices of collaboration, communication, and empowerment based on previous knowledge and theory. Practitioner groups such as the American Association of Community Colleges (AACC) and research concerning colleges operating multiple campuses suggested successful leadership practices. These leader practices were used to explore predictive factors for employees' affective, continuance and normative commitment to the organization in the context of a multi-campus community college. Using a combination of practices derived from practitioner groups and theory based research yielded data that provided addition empirical evidence about the importance of leaders' practices on

employees' relationship with the college. Dale and Fox (2009) contended that how an employee perceives a leader and their use of the skills and tools can contribute to the employees' commitment to the organization. The current study established that college leaders' practices of collaboration, communication, and empowerment did indeed contribute to the affective and normative components of the employees' commitment to the organization.

Demographic Factors and Employees' Commitment to the Organization

Demographic factors may be more noise than signal when exploring employees' commitment to the organization. This study provided overall contradictory results to the knowledge about predictive aspects of demographic information and employees' commitment to the organization. The myriad of contradictory findings between past studies and the current study could provide the case for focusing theory building research instead on work environment factors and their contribution/correlations to the three components of employees' commitment to the organization.

Theory of Employees' Commitment to the Organization

The construct of employees' commitment to the organization is an establish aspect of the employees' relationship to the organization. TCM was derived from a long history of theory building of commitment including Modry, Steers, and Porter's (1979) conceptualization of commitment to the organization; Becker's (1960) concept of side bets; and Wiener's (1982) normative pressures leading to commitment to the organization. The current study contributed to the theory of employees' commitment to the organization in two ways. First through the findings of the study while answering the research questions, and second through factor analysis of the TCM Survey.

Confirmation and contradiction to previous conceptualizations. The complexity of the employees' relationship with an organization goes beyond the scope of any single construct or measurement tool. Commitment as a construct has been used in hundreds of studies across multitudes of contexts, and yet is only one aspect of the employees' relationship. The current study's findings confirm that we as researchers are still a long way from understanding this complex relationship dynamic. On one hand the current study has added evidence that leaders have an impact on the employees' commitment to the organization. This confirmed previous findings and expands upon past evidence to provide a clearer understanding of the construct. On the other hand, the current study failed to confirm that different employee groups have different levels of commitment to the organization. This was an overall contradictory finding that adds more confusion to the meaning of the construct. The myriad of findings from previous studies and the current study provide evidence towards a comprehensive theory of employees' commitment to the organization being all but impossible to achieve. As an alternative to large scale studies with the goal of theory development, smaller studies and more contextual research could provide meaningful outcomes to the employees and organizations involved.

Three component model employee commitment scales. The factor analysis completed in this study at the pilot stage and after the collection of study data added credence to the existing disputations concerning the TCM. Although the purpose of this study was not to explore the factor loading of the three scales, there was a need to determine the efficacy of the ACS, CCS, and NCS in the context of multi-campus community colleges that included several different employee types.

The completed factor analysis is consistent with previous more comprehensive studies concerning the ACS, CCS, and NCS. A large amount of overlap was found between the ACS

and NCS. This finding somewhat supports previous studies that asserted ACS and NCS are measuring the same construct (Ko et al., 1997) and that there are high correlations between the ACS and NCS (Meyer, Stanley et al., 2002). The researcher approached this study with a conviction that affective commitment and normative commitment were separate components of the construct of employees' commitment to the organization and continues to support that core basis of the three component model theory. However, the overlap in items on the ACS and NCS continue to be of concern.

The current study reduced the number of items used for the ACS from six to five, the CCS from six to four, and the NCS from six to three. The reduction of items was based on overlapping factor loading of the removed items. Although Meyer and Allen (2004) suggested that reduction of scales will not impact reliability, it was still a concern that the scales needed to be altered to this extent. The implications of the confirmation of previous studies demonstrated that care should be taken by the researcher to determine the best and most appropriate use of the scale(s) in the context of any study.

Implications for Practical Application

College leaders should want to foster higher levels of employees' commitment to the organization. This is especially the case for affective commitment to the organization and to a lesser extent normative commitment to the organization. Higher levels of these components of the employees' commitment to the organization can lead to better job satisfaction, meeting organizational goals (Park & Rainey, 2007) and work performance (Arnolds & Boshoff, 2004).

Additionally, college leaders should consider employee types when determining strategies to effectively increase those components of commitment to the organization. Finally, college leaders should pay some attention to the impact that time worked at the organization may

have on an employees' normative commitment to the organization. It may be worthwhile to explore strategies to take advantage of long time employees' potentially higher normative commitment to the organization.

There needs to be a concentrated effort across leaders at the college to focus on identifying and honing current practices of collaboration, communication and empowerment. This honing of practices should be appropriate for the colleges' situation. Dolan (2011) found little agreement between the administration and the adjunct instructors on the best manner of communication. From personal experience this disconnect in the best manner of communication exists between all employee types and between college locations. The same can be said for empowerment and expectations of collaboration. It may not be necessary to increase communication, collaboration, and empowerment. It may be that leaders need to find the right amount of each, as well as techniques to instill into the leaders' practices.

Adjunct instructors are an essential part of the community college. The different relationship that a part-time, semester to semester contracted instructor has to the college than a full time administrator was demonstrated by a significantly different ACS score and the negative prediction in the regression model. Administrators should take responsibility for understanding and acknowledging that adjunct instructors are likely going to have less affective commitment to the organization. The structure of the college relationship with adjuncts relies less on organizational strategies such as higher pay, professional development, and engagement in college events, but more on personal relationships.

This does not mean that administrators and college leaders should accept lower affective commitment to the organization and move on, but rather leaders should identify the practices that best reach the adjunct instructors in a more targeted manner and have a positive impact on the

adjunct instructors' affective commitment to the organization. Finding the appropriate mix of communication methods (email, face to face, etc), ways to empower the adjunct instructor without overwhelming them, and learning what projects could increase collaboration without taking away time from the classroom (or other outside responsibilities) could assist with increasing adjunct instructors' affective commitment to the organization.

As the time an employee works at the college increases, it is expected that their normative commitment to the organization will increase. Those employees with a high normative commitment to the organization feel that they owe the organization their commitment and ought to remain with the organization. Although this component of commitment may not be as desirable to college leaders as the affective component, is has been demonstrated that employees' normative commitment to the organization have a positive influence on perceived performance, job satisfaction, and quality of work (Park & Rainey, 2007). The employees' normative commitment to the organization is derived from a feeling that they have a responsibility to the organization. College leaders could capitalize on this aspect of the relationship long time employees have with the college by looking to them as leads on special projects and spearheading strategic initiatives. Not only would the long time employees provide a historical viewpoint, but their higher normative commitment to the organization may drive their successful participation and leadership of projects.

Limitations of the Study

The current study suffered from several design limitations and the reader is encouraged to interpret results with a critical lens. Data were collected for the purpose of quantitative analysis of two person-centered constructs of employees' commitment to the organization and employees' perception of college leaders' practices. The quantitative analysis was warranted by

the theoretical constructs, but only provided a portion of the story about the participants'

relationship with the college. Missing from the research is a qualitative follow up that would

have provided more context and depth to the research.

There could have been confusion about which aspects of the college the items were

asking. Although the instrument was adjusted for clarity after the pilot study was conducted,

there was still potential that participants' answers were directed at the incorrect target.

Participants' who identified that they worked at other locations may have answered ACS, CCS,

and NCS items with the location as the foci, and answered the employees' perception of college

leaders' practices items with the leader of their location as the foci.

An additional design limitation was only collecting the data at one point in time. The ebb

and flow of the academic year could impact responses. Data were collected within the final six

weeks of the semester at both College A and College B. The end of the semester, especially the

end of the academic year, can be a stressful time for all college employees. This time period was

used due to the timing of institutional approvals.

The impact of the study was limited as well. Only two colleges participated in the study

and could be viewed as a convenience sample. Although there were enough participants in each

group to conduct the analysis, College A's participants linked through a posting on the employee

portal and College B participants were invited by the college leadership to participate. It was

therefore difficult to generalize findings since this was not a random sample across a broader

number of community college employees.

Recommendations for Future Research

The results of this study provided additional insight about the employees' relationship

with the college. There were, as with all studies, several aspects of the current study that opened

the door for additional research opportunities. Further exploration of adjunct instructors'

commitment to the organization in the context of organizational structure would be beneficial to

understanding the complex relationship this employee type has with the college. There are

organization specific aspects such as who the adjunct instructor reports to, how hiring and firing

of the adjunct instructor occurs, and how teaching assignments are completed that may be

correlated to the components of the adjunct instructors' commitment to the organization.

Adamowicz (2007) wonders why adjunct instructors would have any commitment to the

institution. The purpose of an adjunct instructor from the perspective of the college is

understood. Their participation in the college lowers cost, allows the college to fluctuate

personnel on demand, and meet changing programmatic needs. From the perspective of the

adjunct instructor the need for continuing to work at the college may be as varied as each

individual. A qualitative exploration of adjunct instructors' reasons for continuation at the

college would benefit understanding their psychological relationship with the college.

Understanding the motivation for a continued relationship with the college and exploring the

motivations in the context of the three components of employees' commitment to the

organization could assist college leaders in the development of strategies to maintain a long term

relationship with the adjunct instructor.

There has been a push to research commitment profiles of employees (Meyer and Morin,

2016). An exploration of the commitment profiles of adjunct instructors, administrators and

faculty could provide a more nuanced perspective of the employee types. The current study

viewed the three components of commitment as separate but equal constructs. This was a

variable centric way to explore the employees' commitment to the organization and did not take

into account how the three components interact in the context of the employee types. Taking an

approach that considers the commitment profile of the participants could provide insight into the complexity of the employees.

Employees' commitment can focus on different aspects in their professional world. The current study explored the employees' commitment to their organization. An opportunity exists to expand the construct of commitment to the employees' foci on occupation, leadership, or team within the organization. There are two specific areas in which exploring the employees' commitment to foci other than the organization that might yield interesting results. First, understanding where additional location or non-main campus employees focus their commitment could contribute to understanding these employees. Employees who work in additional college location could have a higher commitment to the college, to the additional location, or to the lead administrator of the additional location. Knowing the foci would yield information that could assist managers of additional locations and college leaders in developing operational strategies.

A study of adjunct instructors' commitment to their occupation could provide data about their desire to continue a relationship with the college. Community colleges rely on adjunct instructors who have work experience in technical fields to teach skills needed for that field. Understanding if adjunct instructors teach because they are committed to the college, or committed to the occupation may help college leadership with recruitment and retention of qualified adjunct instructors.

Research that focused on or isolated each constructs of college leaderships' practices would provide added information about the impact of the practices. This would require an expansion of the instrument to include more comprehensive scales to measure collaboration, communication, and empowerment practices. Including additional practices of college leaders into the study may also be beneficial to understanding the relationship between college leader

135

practice and the employees' commitment to the organization. A follow up qualitative study to understand the nuances of the leaders practice and what specifically is effective as far as actions could add additional depth to the research and theoretical knowledge.

Finally, an expanded scope is warranted. The current study consisted of two similar multi-campus community colleges. A more comprehensive study across a larger number of colleges that operate multiple locations would provide information that could be generalized to the community college employee population. This expanded scope would also provide enough data to determine if geographic distance between primary work location and the main campus has any effect on the employees' commitment to the organization and the employees' perception of college leaders' practices.

Conclusion

An exploration of employees at two multi-campus community colleges was conducted to determine if there were differences in the employees affective, continuance, and normative commitment to the organization. Differences were found in the employees' ACS scores between the adjunct instructors and administrator employee types. Predictive factors of the employees' affective, continuance, and normative commitment to the organization were explored. The employees' perception of leaders' practices of collaboration, communication, and empowerment were found to be the strongest predictors of employees' affective and normative commitment to the organization.

REFERENCES

Adamowicz, C. (2007). On Adjunct Labor and Community Colleges. *Academe, 93*(6), 24-27.

Addae, H. M., Parboteeah, K. P., & Velinor, N. (2008). Role stressors and organizational commitment: public sector employment in St. Lucia. *International Journal of Manpower, 29*(6), 567-582.

Agarwala, T. (2003). Innovative human resource practices and organizational commitment: An empirical investigation. *International Journal of Human Resource Management, 14*(2), 175-197.

Allen, N. J., & Meyer, J. P. (1990a). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology, 63*(1), 1-18.

Allen, N. J., & Meyer, J. P. (1990b). Organizational socialization tactics: A longitudinal analysis of links to newcomers' commitment and role orientation. *Academy of Management Journal, 33*(4), 847-858.

Allen, N. J., & Meyer, J. P. (1996). Affective, continuance, and normative commitment to the organization: An examination of construct validity. *Journal of Vocational Behavior, 49*(3), 252-276. doi: DOI: 10.1006/jvbe.1996.0043

American Association of Community Colleges (AACC). *Competencies for Community College Leaders*. Washington, D.C.: AACC, 2005.

American Federation of Teachers, W. D. C. (2009). *American Academic: The State of the Higher Education Workforce 1997-2007*. Washington D.C.: American Federation of Teachers.

Archibald, R. B., & Feldman, D. H. (2006). State higher education spending and the tax revolt. *The Journal of Higher Education, 77*(4), 618-644.

Arnolds, C. A., & Boshoff, C. (2004). The management of the early stages of restructuring in a tertiary-education institution- an organisational commitment perspective. *South African Journal of Business Management, 35*(2), 1-13.

Ayers, D. F. (2005). Organizational Climate in Its Semiotic Aspect: A Postmodern Community College Undergoes Renewal. *Community College Review, 33*(1), 1-21.

Barton, S. J., Book, P. A., and Heaphy, L. (2009). Managing Campus/System Communications: The Model at Kent State. In Shuman, Samuel. (Eds.), *Leading Americas Branch Campuses*. (15-28). Rowman & Littlefield Publishing: Lanham.

Bebko, P., and Huffman, D. (2011. Developing a typology of Branch Campuses: Findings from the NABCA Campus and Center Administrator Survey. *Metropolitan Universities*, 22,(1), 48-64.

Becker, H. S. (1960). Notes on the Concept of Commitment. *American Journal of Sociology,* 66(1), 32-40.

Beckmann, M. J. (2003). *Dispositional Antecedents to Post-Acquisition Employee Commitment* (Doctoral Dissertation). Retrieved from ProQuest Dissertations & Theses Global. (305299458)

Bergh, P. A. (2009). *Reconfiguring Academic Priorities: Through the Eyes of Michigan Community College Chief Academic Officers.* ProQuest LLC. Retrieved from EBSCOhost eric database.

Bird, Charles P. (2011). A Perspective on the Future of Branch Campuses. *Metropolitan Universities*, 22,(1), 65-91.

Boulard, G. (2009). The big squeeze: Faced with dwindling funding, state colleges and universities are trying to come up with their own solutions to budget challenges. *State Legislatures*, 12-15.

Christensen, C. (2008). The Employment of Part-Time Faculty at Community Colleges. *New Directions for Higher Education*(143), 29-36.

Cloud, R. C. (2010). Epilogue: Change Leadership and Leadership Development. *New Directions for Community Colleges*(149), 73-79.

Cohen, J. (1992). A Power Primer. *Psychological Bulletin*, *112*(1), 155-159.

Collins, B. K. (2008). What's the problem in public sector workforce recruitment? A multi-sector comparative analysis of managerial perceptions. *International Journal of Public Administration, 31*(14), 1592-1608.

Cooper, K. J. (2009). Academic Hiring Trends toward Part-Time Faculty. *Diverse: Issues in Higher Education, 26*(9), 20-21.

Conover, K. S. (2009). *Leadership Competencies of Branch Campus Administrators in Multi-Campus Community College Systems* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global. (304904151)

Dale, K., & Fox, M. L. (2008). Leadership style and organizational commitment: Mediating effect of role stress. *Journal of Managerial Issues, 20*(1), 109-130.

Deas, E. (1994). Board and Administration Relationships Contributing to Community College Climate: A Case Study. *Community College Review, 22*(1), 44-52.

De Give, M. L., & Olswang, S. G. (1999). The making of a Branch Campus System: A Statewide Strategy of Coalition Building. *The Review of Higher Education*, 22(3), 287-313.

Dolan, V. (2011). The Isolation of Online Adjunct Faculty and Its Impact on Their Performance. *International Review of Research in Open and Distance Learning, 12*(2), 62-77.

Doyle, W. R., & Delaney, J. A. (2009). Higher education funding: The new normal. *Change: The Magazine of Higher Learning, 41*(4), 60-62.

Dengerink, Harold A. (2009). Successful Organization of Complex Universities. In Shuman, Samuel. (Eds.), *Leading Americas Branch Campuses.* (15-28). Rowman & Littlefield Publishing: Lanham.

Duhn, Samantha T. (2013). *Examining Correlates of Part-Time Faculty Affective Commitment and Job Satisfaction* (Doctoral Dissertation). Retrieved from ProQuest Dissertations & Theses Global. (1355777198)

Dunham, R. B., Grube, J. A., & Castañeda, M. B. (1994). Organizational Commitment: The Utility of an Integrative Definition. *Journal of Applied Psychology, 79*(3), 370-380.

Dupuis, P. A. (2009). *Examination of Faculty Expectations of Technical College Administrators as an Important Factor in High Performing Environments.* Retrieved from ProQuest Dissertations and Theses.

Eddy, P. L., & VanDerLinden, K. E. (2006). Emerging Definitions of Leadership in Higher Education: New Visions of Leadership or Same Old "Hero" Leader? *Community College Review, 34*(1), 5-26.

Engle, D. (2010). *Factors that predict organizational commitment for full-time and part-time faculty in community colleges across North Carolina.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (762372663)

Flores, M. L. (2009). *The experience of organizational commitment in community college faculty.* (Doctoral Dissertation). Retrieved from ProQuest Dissertations and Theses. (304621283)

Fonseca, James W., & Bird, Charles P. (2007). Under the Radar: Branch Campuses Take Off. *University Business*, 10(10), 8-14.

Franceschetti, D. R. (2017). *Principles of Science*. Ipswich, MA: Salem Press/Grey House.

Fu, F. Q., Bolander, W., & Jones, E. (2009). Managing the drivers of organizational commitment and salesperson efforts: An applicant of Meyer and Allen's three-component model. *Journal of Marketing Theory & Practice, 17*(4), 335-350. doi: 10.2753/mtp1069-6679170403

Gerald, Gertrude. (2014). *Perspectives of Leadership Competencies by Multi-Campus Community College Leaders* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global. (1609188073)

Giffords, E. D. (2009). An examination of organizational commitment and professional commitment and the relationship to work environment, demographic and organizational factors. *Journal of Social Work, 9*(4), 386-404. doi: 10.1177/1468017309346232

Gilley, J. W., & Maycunich, A., (2000). *Organizational learning, performance, and change: An introduction to strategic human resource development.* New York, NY: Perseus Publishing.

Gliner, J. A., Morgan, G. A., & Leech, N. L. (2009). *Research methods in applied settings: An integrated approach to design and analysis*. New York, NY: Taylor & Francis.

Gnage, M. F., & Drumm, K. E. (2010). Hiring for Student Success: A Perspective from Community College Presidents. *New Directions for Community Colleges*(152), 71-80.

Hackett, R. D., Bycio, P., & Hausdorf, P. A. (1994). Further assessments of Meyer and Allen's (1991) Three-component model of organizational commitment. *Journal of Applied Psychology, 79*(1), 15-23.

Hanna, Donald E. (1998). Higher Education in an Era of Digital Competition: Emerging Organization Models. *Journal of Asynchronous Learning Networks*, 2(1), 66-95.

Hartley, M. (2010). Reconcilable Differences: Conflict and Collegiality in a Unionized Community College Environment. *Community College Journal of Research and Practice, 34*(4), 318-336.

Hornsby, Sharon G. (2009). Branch Campus Growth through Student and Faculty Engagement in a Community College Setting. In Shuman, Samuel. (Eds.), *Leading Americas Branch Campuses.* (15-28). Rowman & Littlefield Publishing: Lanham.

Howard, Lynell A. (2016). *Differences in Organizational Commitment Between Traditional Employees and Independent Contractors* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses.

Hutchinson, S.R., & Lovell C.D. (2004). A review of methodological characteristics of research published in key journals in higher education: Implications for graduate research training. *Research in Higher Education, 45(4)*, 383-403.

Jaussi, K. S. (2007). Attitudinal commitment: A three-dimensional construct. *Journal of Occupational & Organizational Psychology, 80*(1), 51-61.

Johnston, S. W. (2003). Faculty governance and effective academic administrative leadership. *New Directions for Higher Education*, (124), 57-63.

Kalikow, T. J. (2009). Executive Strategies for Negotiating the Relationship between a Branch Campus and a Multicampus System Administrative Structure. In Shuman, Samuel. (Eds.), *Leading Americas Branch Campuses.* (15-28). Rowman & Littlefield Publishing: Lanham.

Kaneshiro, P. (2008). *Analyzing the organizational justice, trust, and commitment relationship in a public organization.* (Doctoral Dissertation). Retrieved from ProQuest Dissertations and Theses.

Kanter, R. M. (1968). Commitment and social organization: A study of commitment mechanisms in Utopian Communities. *American Sociological Review*, 33(4), 499-517.

Kim, D., Twombly, S., & Wolf-Wendel, L. (2008). Factors Predicting Community College Faculty Satisfaction with Instructional Autonomy. *Community College Review, 35*(3), 159-180.

Ko, J.W., Price, J.L., & Mueller, C.W. (1997). Assessment of Meyer and Allen's three-component model of organizational commitment in South Korea. *Journal of Applied Psychology, 82(6)*, 961-973.

Kruger, D. E. (2009). *Branch Campus Leaders Descriptions of the Main Campus Administrative, Departmental and Faculty Attitudes Toward the Branch Organization, and Their Level of Job Satisfaction and Organizational Commitment* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global.

Kuster-Dale, K. (2012). *Perceptions of Organizational Culture of a Multi-Campus Community College District: Mixed Methods in Concert.* (Doctoral Dissertation: Colorado State University). Retrieved from ProQuest Dissertations & Theses.

Landrum, R. E. (2009). Are There Instructional Differences between Full-Time and Part-Time Faculty? *College Teaching, 57*(1), 23-26.

Leach, N. L., Barrett, K.C., & Morgan, G.A. (2015). *IBM SPSS for Intermediate Statistics: Use an Interpretation.* New York, New York: Routledge.

Lee, K.S., & McNeely, B.J. (1992). Dual dimensionality of the organizational commitment questionnaire: Dimension specific influence on salespeople's' behavioral outcomes. *Journal of Marketing Management (2)1*, 86-99.

Levin, J. S. (2005). Faculty in the U.S. Community College: Corporate Labour. *Management in Education, 19*(3), 8-11.

Levin, J. S. (2006). Faculty Work: Tensions between Educational and Economic Values. *Journal of Higher Education, 77*(1), 62-88.

Louis, D. (2009). Adjuncts: Solutions for a Mistreated Majority. *Chronicle of Higher Education, 55*(39), A72.

McArthur, R. C. (2002). Democratic Leadership and Faculty Empowerment at the Community College: A Theoretical Model for the Department Chair. *Community College Review, 30*(3), 1-10.

McConnell, C. J. (2006). *An examination of the relationships among person-organization fit, individual and organizational value structures, and affective, normative, and continuance components of organizational commitment.* (Doctoral Dissertation). Retrieved from ProQuest Dissertation and Theses.

McGee, G.W., & Ford, R.C. (1987). Two (or more?) dimensions of organizational commitment: Reexamination of the affective and continuance commitment scales. *Journal of Applied Psychology, 72(4)*, 638-641.

McNair, D. E., Duree, C. A., & Ebbers, L. (2011). If I Knew Then What I Know Now: Using the Leadership Competencies Developed by the American Association of Community Colleges to Prepare Community College Presidents. *Community College Review, 39*(1), 3-25.

McPhail, I. P., Heacock, R., & Linck, H. F. (2001). Creating amd Leading the Learning College. *Community College Journal of Research and Practice, 25(1),* 17-28.

Messer, C. O. (2006). *Resistance to change in the community college: The influence of participation, open communication, perceived organizational support, and organizational commitment.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses.

Meyer, J. P., & Allen, N. J. (1984). Testing the" side-bet theory" of organizational commitment: Some methodological considerations. *Journal of Applied Psychology, 69*(3), 372-378.

Meyer, J. P., & Allen, N. J. (1991). A Three-component conceptualization of organizational commitment. *Human Resource Management Review, 1*(1), 61-89.

Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, research, and application.* Thousand Oaks, CA*:* Sage Publications, Inc.

Meyer, J. P., & Allen, N. J. (2004). *TCM employee commitment survey: Academic users guide.* Ontario, Canada: University of Western Ontario.

Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to organizations and occupations: extension and test of a three-component conceptualization. *Journal of Applied Psychology, 78*(4), 538-551.

Meyer, J.P., & Morin, A.J.S. (2016). A Person-Centered Approach to Commitment Research: Theory, Research, and Methodology. *Journal of Organizational Behavior,* 37(4), 584-612.

Meyer, J.P., Stanley, D.J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior, 61,* 20-52.

Mitchell, M., Leachman, M., & Masterson, K. (2017). *A Lost Decade in Higher Education Funding: State Cuts Have Driven Up Tuition and Reduced Quality.* Washington D.C.: Center on Budget and Policy Priorities.

Morrison, J. D. (2008). Faculty governance and nontenure track appointments. *New Directions for Higher Education,* (143), 21-27.

Mowday, R. T., Steers, R. M., & Porter, L. W. (1979). The measurement of organizational commitment. *Journal of Vocational Behavior, 14*(2), 224-247.

Nickerson, M., & Schaefer, S. (2001). Autonomy and Anonymity: Characteristics of Branch Campus Faculty. *Metropolitan Universities*, 12(2), 49-59.

Ozag, D. (2001). *A mixed methodology study of the relationship between merger survivors' trust, hope, and organizational commitment.* (Doctoral Dissertation). Retrieved ProQuest Dissertations and Theses.

Padilla, M. W. (2009). The Pressure on Faculty Prestige and Its Multiphrentic Implications. In Shuman, Samuel. (Eds.), *Leading Americas Branch Campuses.* (15-28). Rowman & Littlefield Publishing: Lanham.

Park, S. M., & Rainey, H. G. (2007). Antecedents, mediators, and consequences of affective, normative, and continuance commitment. *Review of Public Personnel Administration, 27*(3), 197-226.

Pettengill, K. (2015). *Organizational Sense of Belonging and Affective Organizational Commitment Among Community College Faculty* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses.

Plinske, K., & Packard, W. J. (2010). Trustees' Perceptions of the Desired Qualifications for the next Generation of Community College Presidents. *Community College Review, 37*(4), 291-312.

Ponder, A. (2009). Strategic Planning for Branch Campuses. In Shuman, Samuel. (Eds.), *Leading Americas Branch Campuses.* (15-28). Rowman & Littlefield Publishing: Lanham.

Randall, D. M., & O'Driscoll, M. P. (1997). Affective versus calculative commitment: Human resource implications. *Journal of Social Psychology, 137*(5), 606-617.

Reille, A., & Kezar, A. (2010). Balancing the Pros and Cons of Community College "Grow-Your-Own" Leadership Programs. *Community College Review, 38*(1), 59-81.

Rogers, C. B. H., McIntyre, M., & Jazzar, M. (2010). Mentoring Adjunct Faculty Using the Cornerstones of Effective Communication and Practice. *Mentoring & Tutoring: Partnership in Learning, 18*(1), 53-59.

Schein, E. (2004). *Organizational culture and leadership* (3rd ed., Jossey-Bass business & management series). San Francisco: Jossey-Bass.

Shaw, K., & Bornhoft, Steve. (2011). Community Support and Relevance to Community: Indispensable Underpinnings for Branch Campuses. *Metropolitan Universities*, 22(1), 13-29.

Sinclair, M. Jr. (2013). *The Influence of Trust and Affective Organizational Commitment on Intent to Leave.* (Doctoral Dissertation). Retreived from: https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=2049&context=dissertations.

Smith, V.C. (2007). A System Approach to Strategic Success with Adjunct Faculty. *New Directions in Community Colleges. 140*, 55-66.

Solinger, O. N., Van Olffen, W., & Roe, R. A. (2008). Beyond the three-component model of organizational commitment. *Journal of Applied Psychology, 93*(1), 70-83.

Sutherland, M., Jr. (2010). *An examination of ethical leadership and organizational commitment*. (Doctoral Dissertation). Retrieved from ProQuest Dissertations and Theses.

Tipple, R. (2010). Effective Leadership of Online Adjunct Faculty. *Online Journal of Distance Learning Administration, 13*(1).

Trzaska, K. J. (2014). *Understanding the Illinois Community College Faculty Attitude of Change: Commitment, Involved, and Readiness* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global.

Wallin, D. L. (2007). Part-Time Faculty and Professional Development: Notes from the Field. *New Directions for Community Colleges*(140), 67-73.

Welsh, J. F., Nunez, W. J., & Petrosko, J. (2006). Assessing and Cultivating Support for Strategic Planning: Searching for Best Practices in a Reform Environment. *Assessment & Evaluation in Higher Education, 31*(6), 693-708.

Wiener, Y. (1982). Commitment in organizations: A normative view. *The Academy of Management Review, 7*(3), 418-428.

Wilson, D. M. (2010). The Casualties of the Twenty-First-Century Community College. *Academe, 96*(3), 12-18.

Wohlmuther, S. (2008). "Sleeping with the Enemy": How Far Are You Prepared to Go to Make a Difference? A Look at the Divide between Academic and Allied Staff. *Journal of Higher Education Policy and Management, 30*(4), 325-337.

APPENDIX A: INSTRUMENT AND LOGIC (ANONYMOUS COLLEGE)

Dear Participant,

My Name is Matthew McKeever and I am a researcher from Colorado State University in the School of Education. We are conducting a research study which intends to add value to the fields of employee commitment and multi-campus college operations by exploring the relationship between several variables that contribute to the construct of commitment. The title of our project is *Employee Commitment to the Organization in the Context of a Multi-Campus College*. The Principle Investigator is Gene Gloeckner and I am the Co-Principle Investigator.

We would like you to take an anonymous online survey. Participation will take between 10 and 15 minutes. Your participation in this research is voluntary. If you decide to participate in the study, you may withdraw your consent and stop participation at any time without penalty.

We will not collect your name or personal identifiers. When we report and share the data to others, we will combine the data from all participants. While there will be no direct benefits to you, we hope to gain more knowledge to benefit the efficient operations of multi-campus colleges.

There are no known risks of participation. However, it is not possible to identify all potential risks in research procedures. The researchers have taken reasonable safeguards to minimize any known and potential (but unknown) risks.

To indicate your consent to participate in this research and to continue to the survey please click here.

If you have any questions about the research, please contact Matthew McKeever at matt.mckeever@colostate.edu or Gene Gloeckner at gene.gloeckner@colostate.edu. If you have any questions about your rights as a volunteer in this research, contact the CSU IRB at: RICRO_IRB@mail.colostate.edu.

Sincerely,
Dr. Gene Gloeckner   Matthew McKeever
Professor   Graduate Student

This portion of the survey asks about employment status and demographic information. Please choose the most appropriate statement that describes you.

1. Which of the following best describes your current employment status at (College Name)?
- ○ Administrative or Staff (non-faculty)
- ○ Full Time Faculty
- ○ Adjunct Instructor or non-permanent faculty
- ○ My employment status is not listed here (LOGIC NOTE: if checked - logic directs to "Thank you for Participating Page")

2. How long have you been working at (College Name)?
- ○ Less than 1 year
- ○ Between 1 and 5 years
- ○ Between 5 and 10 years
- ○ Between 10 and 15 years
- ○ 15 years or more

3. At which campus is your primary work completed (if you regularly work at multiple campuses, select the campus you work from the most)?
- ○ Locations as choices
- ○ I primarily work remotely or None of these locations (LOGIC NOTE: if checked - logic directs to "Thank you for Participating Page")

4. What is the highest level of education you have achieved?
- ○ Less than a high school diploma
- ○ High school diploma, GED, or equivalent
- ○ Certificate or technical degree
- ○ Associate's degree
- ○ Bachelor's degree
- ○ Master's degree
- ○ Professional or doctoral degree (MBA, JD, PhD, Ed.D., etc.)

5. What is your age?
- ○ 18 – 25 years old
- ○ 26 – 35 years old
- ○ 36 – 45 years old
- ○ 46 – 55 years old
- ○ 56 – 65 years old
- ○ over 65 years old

This portion of the survey consists of 15 statements to explore your commitment to your college. Please select the most appropriate answer to each of the statements. (NOTE: seven point Likert Scale from Strongly Disagree to Strongly Agree)

- Strongly Disagree (1)
- Disagree (2)
- Somewhat Disagree (3)
- Neither Agree Nor Disagree (4)
- Somewhat Agree (5)
- Agree (6)
- Strongly Agree (7)

1. I would be very happy to spend the rest of my career with (College Name)
2. I feel a strong sense of "belonging" to (College Name)
3. Even if it were to my advantage, I feel it would not be right to leave (College Name) now
4. I feel like "part of the family" at (College Name)
5. Right now, staying with (College Name) is a matter of necessity as much as desire
6. I feel "emotionally attached" to (College Name)
7. It would be very hard for me to leave (College Name) right now, even if I wanted to
8. (College Name) has a great deal of personal meaning for me
9. I feel that I have too few employment options to consider leaving (College Name)
10. Too much of my life would be disrupted if I decided I wanted to leave (College Name) now
11. I owe a great deal to (College Name)
12. I feel an obligation to remain with (College Name)
13. One of the few negative consequences of leaving (College Name)would be the scarcity of available employment alternatives
14. (College Name) deserves my loyalty
15. I would not leave (College Name) right now because I have a sense of obligation to the people in it

This portion of the survey consists of questions about the college leadership. For the purposes of these questions, "leadership" is defined as the group of individuals responsible for leading the college. (NOTE: seven point Likert Scale from Strongly Disagree to Strongly Agree)

- Strongly Disagree (1)
- Disagree (2)
- Somewhat Disagree (3)
- Neither Agree Nor Disagree (4)
- Somewhat Agree (5)
- Agree (6)
- Strongly Agree (7)

Base your answers on your experience with college leaderships' actions during the past year.

1. I am satisfied with the amount of communication I receive from (College Name) leaders.
2. (College Name) leaders give me the authority to make decisions to complete my job duties.
3. (College Name) leaders foster college wide collaboration.

(Logic Note: Upon completion direct to thank you page with contact information in case the participant has any questions)

APPENDIX B: COLORADO STATE UNIVERSITY IRB APPROVAL

Colorado State University®

Date: March 3, 2018

To: Gene Gloeckner, Ph.D., Professor, School of Education
Matthew McKeever, Graduate Student, School of Education

From: IRB Coordinator, Research Integrity & Compliance Review Office
(RICRO_IRB@mail.colostate.edu)

Re: *Employee Commitment to the Organization: A non-experimental Quantitative Comparison of Employee Role at Multi-Campus Colleges*

Funding: *None*

IRB ID: 281-18H   **Review Date:** March 3, 2018
This project is valid from three years from the review date.

The Institutional Review Board (IRB) Coordinator has reviewed this project and has declared the study exempt from the requirements of the human subject protections regulations with conditions as described above and as described in 45 CFR 46.101(b):

Category 2 - Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

The IRB determination of exemption means that:

- **This project is valid for three years from the initial review.** After the three years, the file will be closed and no further research should be conducted. If the research needs to continue, please let the IRB Coordinator know before the end of the three years. You do not need to submit an application for annual continuing review.

- You must carry out the research as proposed in the Exempt application, including obtaining and documenting (signed) informed consent if stated in your application or if required by the IRB.

- Any modification of this research should be submitted to the IRB through an email to the IRB Coordinator, prior to implementing <u>any</u> changes, to determine if the project still meets the Federal criteria for exemption.

- Please notify the IRB Coordinator (RICRO_IRB@mail.colostate.edu) if any problems or complaints of the research occur.

Please note that you must submit all research involving human participants for review by the IRB. **Only the IRB or designee may make the determination of exemption**, even if you conduct a similar study in the future.

APPENDIX C: COLLEGE A IRB APPROVAL
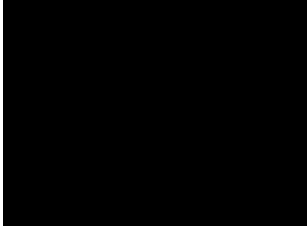
Office of Institutional Research
Institutional Review Board (IRB)

To: Mathew McKeever, Gene Gloeckner

From: ████████████
Date: March 12, 2018

Subject: Status of Application for Approval to Utilize Human Subjects in Research
_____

After a review of your proposed research project tilted, "Employee Commitment to the Organization: A non-experimental quantative comparison of employee role at multi-campus colleges" it appears that your research involves activities that do not require full review by the Institutional Review Board according to federal guidelines.

According to the Code of Federal Regulations Title 45 Part 46, your research protocol is determined to be exempt from full review. Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that your research is exempt from IRB approval. **You may proceed with the proposed research.**

Sincerely,

Compliance Officer
Institutional Review Board

APPENDIX D: COLLEGE B IRB APPROVAL

PLANNING, RESEARCH & INSTITUTIONAL EFFECTIVENESS
INSTITUTIONAL REVIEW BOARD

RE: Project Approval File Number 040918-01

April 09, 2018

Mr. Matt McKeever
Doctoral Student
School of Education
Colorado State University
Fort Collins, CO 80523

Dear Mr. McKeever,

Thank you for submitting your proposal for your project – Employee Commitment to the Organization: A Non-Experimental Quantitative Comparison of Employee Role at Multi Campus Colleges. On behalf of the ████ IRB, I would also like to thank you for providing us with relevant materials for our review.

After review of these materials your project is in accordance with the ████ Institutional Review Board Exempt Protocol.   As per our discussion, Ms. ██████████, Vice President of Instruction, has agreed to distribute access to your data collection site on a voluntary basis.

Please advise me if there are any further major changes to your study. Best wishes for your continuing success as you develop this project.

Sincerely,