Reward Management and Organizational Commitment in Tribhuvan University: An Empirical Study

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Abstract

In the current business environment, organizational commitment is receiving widespread attention for all kinds of organizations. This study aims to investigate the relationship between Tribhuvan University faculty members' organizational commitment and reward management. The study's independent variables are job evaluation, team support, supervision, and promotion opportunities. The dependent variable in the study is organizational commitment. In this study, a survey research design is utilized. The population survey included 7966 faculty members, 569 of whom were selected as sample based on judgmental sampling from 62 constituent campuses of Tribhuvan University. The information was gathered using a standardized Likert scale questionnaire, where 1 represented a strong disagreement and 5 represented a strong agreement. Regression analysis and correlation analysis were used to analyze the data. Reliability has been measured using Cronbach's Alpha. Reliability has an average Chronbach's Alpha of 0.862, which is considered adequate. SPSS version 27 has been used to analyze the data. According to the study, job evaluation has no impact on organizational commitment, but team support, supervision, and promotional opportunities all positively and significantly associated to organizational commitment. The primary focus of this study is the necessity of proactive, all-encompassing tactics to reward management practices in order to ensure faculty dedication in Tribhuvan University and prioritize organizational commitment.

Keywords: *Employment opportunities, Job evaluation, Organizational commitment, Supervision, Team support*

Introduction

Organizational commitment has been shown to increase productivity, lower turnover, and boost morale in teams and individuals that stick to the goals and values of the organization (Cohen, 2003; Myers et al., 2012; Mowday et al., 1982). All over the globe, about one-third of employees admit that they are not dedicated to their employment or organizations. According to Fornes et al. (2008) only one in twelve (8.33%) employees are organization oriented and primarily devoted to their own job. There is uncertainty about how members of the organization should foster and uphold commitment because the purpose of human resource management is to improve organizational performance by encouraging individual participation, increasing productivity, and implementing efficient work processes (Swanson & Holton, 2009). Employee advancement, behavioral modification, and organizational performance can all be impacted by organizational commitment (Meyer & Allen, 1997). Employers can foster employee commitment by integrating an open, combative, trustworthy, autonomous, proactive, authentic, and collaborative human resource management culture into their entire organizational culture (Benjamin & David, 2012). Enhanced financial planning and higher levels of strategic decision compliance are indicators of strong organizational commitment among managers (DeCotiis & Summers, 1987; Kim & Mauborgne, 1993). Employee commitment, particularly the affective component, has a positive association with the atmosphere of development of human resources management practices (Benjamin & David, 2012). Three things make up the commitment: a strong desire to stay involved in the

organization and a strong belief in and acceptance of its values and aims; a significant willingness to put in a significant amount of work for your own organization (Mittal et al., 2016). As proposed by organizational commitment theory (OCT) developed by Allen and Meyer (1990) a psychological bond that exists between employees and their organizations, makes it difficult for employees to voluntarily leave their jobs.

The methods, rules, and procedures required for guaranteeing that employees' contributions to the organization are acknowledged through both financial and non-financial ways are referred to as reward management (DeCenzo & Robbins, 1997). Reward management focuses on creating, implementing, and maintaining reward systems—that is, reward practices, procedures, and processes—that are intended to satisfy the requirements of the company and its stakeholders (Armstrong, 2009). The main objective is to meet the organization's strategic goals by compensating employees in a fair, equitable, and consistent manner based on their worth to the organization (Caruna & Calleya, 1998). Reward systems are acknowledged as one of the most important factors in maximizing employee happiness and output (Emelianova, 2019). In the previous literature conducted by Hrebiniak and Alutto (1972) asserted commitment depends on the employee's assessment of the ratio of inducements to contributions and the accumulation of side bets or investments in the employing system, commitment is an exchange and accrual phenomena. In an another study conducted by Verma and Kaur (2024) found through partial complementary mediators like organizational commitment and organizational trust, HR climate has a major positive impact on faculty retention. However, in another study conducted by (Ababneh, 2020; Pandit & Paul, 2021) faculty loyalty is a major problem for higher education institutions these days, which is important for quality control in higher education (Ababneh, 2020; Pandit & Paul, 2021). Similarly, another study conducted by (Altbach, 2014; Raina & Khatri, 2015) Lack of job security, relatively poor pay, a lack of autonomy, and a lack of emphasis on faculty development are just a few of the problems plaguing the HR environment in the Indian higher education sector. As Allen and Meyer (1990) focused on employees relation with organization and implication for the decision to continue or discontinue membership in the organization are the causes of employee commitment. Therefore, this study aims to examine the role of reward management on the organizational performance of Tribhuvan University under the tenet of organizational commitment theory (OCT).

Tribhuwan University (TU) is the oldest and largest university in Nepal, having been founded in 1959 with 335126 students enrolled in 1140 campuses (62 constituents, 1062 affiliated) (TU, 2020), TU represents more than 87% of all higher education enrollment in the entire country. Remarkable for having a faculty comprising 7966 individuals and 7230 non-teaching employees, TU is among the biggest universities in the world (Rai, 2024). This is worldwide recognized university and the graduates from this university have been employed in many world class universities and research agencies in North America and Europe. However the quality of this university has been degraded since 1990, despite that TU is the first choice of Nepali students if they want to pursue higher education in Nepal (Sapkota, 2020). So, this study aims to examine the reward management and organizational commitment of faculties in Tribhuvan University.

Review of Literature

Organizational Commitment (OC)

A popular definition of organizational commitment is an emotional tie to an organization marked by similar ideals, a desire to stay with the organization, and a readiness or willingness to put in work on its behalf (Mowday et al., 1982). In the words of Jones (1986) the experience of a newcomer because institutionalized approaches and plans involve more structured and information-rich experiences than individualized treatment and action, they would be more committed than the latter. As a result, they provide newcomers with fewer challenges when seeking situational constancy and reliability. In retrospect, Jones (1986) observed that formal and collective tactics may actually decrease commitment by creating a psychological barrier between newcomers and existing members of the organization, despite his initial prediction that they would marginally increase commitment by lowering anxiety (Weill, 1992). The previous research conducted by Hrebiniak and Alutto (1972) asserted that the dedication to the organization is favorably correlated with employee age. Organizational commitment has also been found to be strongly correlated with tenure and permanent status. Age and tenure are the two factors that have been studied the most and have shown the strongest correlation with organizational commitment. However, a study conducted on government organizations by Okolie et al. (2024) found creating and securing intrinsic and extrinsic reward systems that are methodically planned and scientifically implemented for employee commitment is the only way to engineer the civil service to play its critically important and facilitating role in the State's political and socioeconomic development. Kharel et al.

(2024) found that training and development, career advancement and job security were significantly associated to employee commitment. Sthapit (2021) found that human resource development played the maneuver role in employees' commitment in Nepalese organizations. Kharel (2017) found that reward management including intrinsic snd extrinsic rewards were beneficial in faculty commitment in Tribhuvan University. In an another study conducted by Maina and Omondi (2024) found a high, positive association between career advancement and employee commitment as well as a positive, significant correlation between recognition programs and employee commitment. Employee commitment was highly impacted by recognition programs, but it was also highly influenced by career advancement. All the statements furnished have supported the organizational commitment theory in employee commitment.

Reward management and organizational commitment

A set of financial and non-financial incentives to support raising employee happiness and motivation, which is critical for boosting employees' commitment (Chaudhary & Begum, 2012). Teaching hospitals' physicians' job satisfaction and organizational commitment were positively impacted by internal marketing practices (selection and appointment, training and development, organizational support, incentives and motivation, and retention policy of the organization (Ahmad & Al-borie, 2012). A strong correlation found between work environment and organizational commitment, indicating that a positive and supportive work environment might increase an employee's dedication to both the organization and his work (Abdullah & Ramay, 2011). Job satisfaction and emotional intelligence showed a positive correlation. Then, there was a strong correlation between the employees' job performance and emotional intelligence. Furthermore, no connection was found between the emotional intelligence of employees and their commitment to their jobs (Shooshtarian et al., 2013). Incentive to affect organizational commitment and performance evaluation standards in the public sector. It has been found that an organization's reward system plays a key role in promoting the required behaviors that drive performance standards and organizational commitment (Somoye & Eyupoglu, 2020). So, these statements are reflected in the organizational commitment theory.

Promotional opportunities and organizational commitment

Employee commitment sparked by promotional opportunities is highly motivated to devote their time and energy to advancing corporate goals and objectives, and it's becoming widely accepted that this makes up an organization's most valuable asset (Hunjra et al., 2010). Promotion is the term used to describe moving up the organizational ladder to a position with more responsibility and possibly more reputation. Opportunities for job promotion affect people's behavior within the organization, inspiring people to take on more responsibility and advance their careers (Parry & Kelliher, 2009). A promotion to a higher position is intended to encourage and reward improved performance at work and other actions that are accepted by the business. If someone feels that working harder will result in a job advancement, they will do so. If they believe that better jobs are only available to outsiders, they are not as motivated (Pearce, 2011; Poulston, 2008). Opportunities for promotion and high levels of job satisfaction are significantly linked. Increased organizational efficiency and good staff morale are direct results of a successful job promotion system, and these factors naturally lead to commitment (Gomez, 2002) which leads to formation of the following hypothesis:

H1: Promotional opportunities is positively related to organizational commitment

Supervision and organizational commitment

Interpersonal communication has no bearing on organizational commitment, while motivation and supervision have a big impact on worker performance. Subsequently, there is no apparent effect of supervision or personal communication on commitment or performance (Luthfi et al., 2022). When autonomy and happiness with supervision were low, employees with higher degrees of traditionality also demonstrated higher levels of affective commitment. Employees with low degrees of traditionality showed higher levels of emotional commitment to the company when autonomy and contentment with supervision were high (Newman & Sheikh, 2012). Employee perception of their supervisors' consideration and level of satisfaction with their treatment of them is known as supervisor satisfaction, and it always results in commitment (Malhotra et al., 2007). Employees showed a larger favorable correlation between affective organizational commitment and considerate leadership. Affective organizational commitment was inversely correlated with the initiation of structural leadership (Hong et al., 2016). Supervisor motivation results in dedication to the organization or conditions that inspire encouragement and commitment. Motivation is the ability to create an inner impulse that urges a person toward achieving the objectives of their aspirations (Hersona & Sidharta, 2017) which leads to formulation of the following hypothesis:

H2: Supervision is positively related to organizational commitment

Team support and organizational commitment

Commitment, or an attitude approach, is a favorable sentiment toward the organization that is based on what employees encounter while doing their jobs and how they view the company as a unit (Mowday et al., 1982). When employees in a team, they will have pleasant experiences there, be able to relate to the team's objectives and values, and desire to stick with the team in order to help the organization achieve its goals (Mowday et al., 1979). There is a substantial correlation between OCB and both job satisfaction and team commitment. Most notably, team commitment acted as a moderator in the association between job satisfaction and organizational citizenship behavior, meaning that the relationship was stronger when team commitment was high (Foote & Li-Ping Tang, 2008). There was a strong correlation between organizational commitment and employee empowerment. Additionally, perceived supervisor support did not alter the relationship between employee empowerment and normative commitment, it did moderate the relationship between employee empowerment and affective and continuation commitment (Kyei-Frimpong et al., 2024). A culture of inquiry, evidence-driven practice, quality improvement, and staff participation have all been encouraged by this leadership and its programs, which have led to an organizational commitment to fostering a healing and empathetic environment that enhances performance (Moreno et al., 2024) which leads to formulation of the following hypothesis:

H3: Team support is positively related to organizational commitment
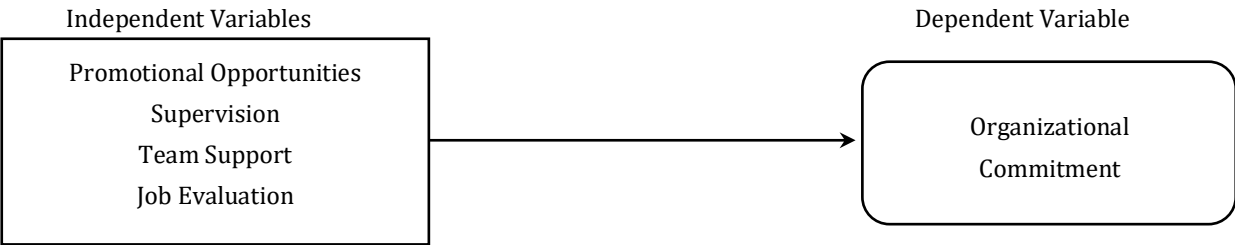
Job evaluation and organizational commitment

There is a strong positive correlation between employees' job commitment and their emotional intelligence, satisfaction with work, job appraisal, and reward system. Employee commitment to their occupations is significantly influenced by emotional intelligence, job satisfaction, and the compensation plan (Afolashade et al., 2024). Job titles and length play significant role in determining job insecurity. Additionally, there are noteworthy correlations between job satisfaction and commitment while job participation, job insecurity, and perceived organizational support all together predict organizational commitment (Wan Sulaiman & Zaiedy Nor, 2024). Employee commitment and reward are positively impacted by the performance review process. The relationship between the performance appraisal process and employee commitment is mediated by the appraisal outcome and employee incentives (Ambilichu et al., 2024). Adverse consequences of unethical pro-organizational behavior (UPB) on employees negatively impacts employees' personal performance evaluations and commitment (Gary et al., 2024). Job examination techniques actively contribute to employees' organizational commitment by shaping their HRM values, and there are four profiles that are defined by very low, low, moderate, and high degrees of HRM values (Drouin-Rousseau et al., 2024) which leads to formation of the following hypothesis:

H4: Job evaluation is positively related to organizational commitment

On the basis of literature review, the research framework of this study is borrowed from the study by Nazir and Islam, 2017).

Figure 1

Research Framework

Independent Variables	Dependent Variable
Promotional Opportunities Supervision Team Support Job Evaluation	Organizational Commitment

Research Methods

This study looked into the factors that influence organizational commitment at Tribhuvan University using a cross-sectional survey and descriptive research methods. A 5-point Likert scale was used in a systematic survey questionnaire to facilitate the research: 1 denotes strongly disagree, 2 disagree, 3 neutral, 4 agree, and 5 denotes strongly agree. The study's samples were chosen using judgmental sampling methods, which fall under non-

probability sampling (Khasawneh &Al-Zawahreh, 2015; Creswell, 2013). The researchers used judgmental sampling due to unknown entire population characteristics and need of appropriate faculties in the sample survey. 569 individual were chosen as respondents out of the 7966 (Rai, 2024) faculties of Tribhuvan University's 62 constituents' campuses make up the study's sample and population respectively.

SPSS version 27 has been used to analyze the data.The items related to promotional opportunities (six items, e.g. My senior/superior/head is approachable), supervision (four items, e.g. My co-workers/peers are helpful to me in getting my job done), team support (five items, e.g. Clear planned goals/objectives exist for my job at the time of job performance), job evaluation (five items, e.g. There is transparency in evaluation of performance in my organization) and organizational commitment (five items, e.g. I feel emotionally attached to this organization) each were taken from research conducted by Kharel (2017). The t test, f test, and regression analysis have all been used to examine the factors that influence organizational commitment. A reliability test has been used to look at the Cronbach's Alpha values for team support, job evaluation, organizational commitment, promotion opportunities, and supervision, without deleting any items the Chronbach's Alpha values for each item were 0.76, 0.91, 0.86, 0.92 and 0.86 respectively. A value greater than 0.80 for the overall variable's Chronbach's Alpha is required for the questionnaire items to be approved for a reliability test. According to Sekaran and Bougie (2000), a construct's average alpha value of more than 0.80 is regarded as good in quantitative research.

The study's demographic profiles reveal a somewhat skewed sample with an 18.80 percent female representation; this could likely be due to fewer women participating in the workforce followed by 462 (81.20%) male respondents. The jobs in the faculties were categorized as follows: professor, associate professor, and assistant professor. out of the 569 respondents, 340 respondents, assistant professors made up the largest number (59.80%), while professors constituted the least percentage (7.70%). likewise, majority of the respondents 428 (75.20%) had a master's degree, whereas 56 (9.8%) had an M. Phil degree. Similarly, majority of the responders, 249 (43.80%) had experience between 11 and 20 years, while just 47 (8.3%) had experience more than 31 years.

Results and Findings

Table 1 shows that the sum of square of regression (105.263), sum of square of residual (258.259), mean square (26.316) and sum of square of mean residual is (0.458). Similarly the F statistics is (57.47) and (p = 0.000 < 0.05) suggests that the model value fits at (5%) level of significance.

Table 1
Analysis of Variance

	Model	Sum of Squares	DF	Mean Square	F	Sig.
1	Regression	105.263	4	26.316	57.47	.000
	Residual	258.259	564	0.458		
	Total	363.522	568			

a. Dependent Variable: OC
b. Predictors: (Constant), JE, TS, PO, SP
Note: *OC, organizational commitment; JE, job evaluation; TS, team support; PO, promotional opportunities; SP, supervision*

Table 2
Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.988	0.139		14.282	0		
	PO	0.245	0.037	0.304	6.604	0	0.596	1.678
	SP	0.109	0.041	0.123	2.647	0.008	0.587	1.704
	TS	0.287	0.046	0.28	6.234	0	0.623	1.606
	JE	-0.055	0.035	-0.072	-1.583	0.114	0.614	1.628

a Dependent Variable: OC
Note: *OC, organizational Commitment; PO, promotional opportunities; SP, supervision; TS, team support; JE, job evaluation*

Table 2 displays the beta coefficient t value and p value for promotional opportunities, which, at the five percent significance level, are significant at (0.245), (6.604), and (p .000 < 0.05), respectively. Therefore, the alternative hypothesis is accepted—which maintains that organizational commitment is greatly impacted by promotional

opportunities—is accepted. Likewise, supervision's beta coefficient, t value, and p value are (0.0.109), (2.647), and (p .008 < 0.05), respectively, suggesting that it is significant at the five percent significance level. As a result, the alternative hypothesis—that supervision has a significant influence on employee organizational commitment—is accepted. The team support's beta coefficient, t value, and p value are (0.287), (6.234), and (p .000 < 0.05), respectively, suggesting that it is significant at the five percent significance level. The alternative hypothesis, which confirms that organizational commitment is greatly impacted team support, is thus accepted. Conversely, the job evaluation's beta, t, and p values are (-0.055), (-1.583), and (p .114 > 0.05), respectively, indicating that it is insignificant at the five percent significance level. Thus, the null hypothesis is accepted which confirms that job evaluation does not impact the organizational commitment.

It is evident from the coefficient values that team support has the highest influence on organizational commitment, with promotional opportunities and team support following closely behind. There is a tolerance value (≥ 0.1) for each variable. In quantitative research, a tolerance value of (≥ 0.1) is considered appropriate (Hakuduwal, 2019). .According to R^2 value (0.290), variation in the independent variables (promotional opportunities, supervision, team support, and job evaluation) accounts for (29%) of the variation in the dependent variable, organizational commitment. The result shows that (71%) of the organizational commitment can be attributed to the variance of other parameters. This clearly shows that organizational commitment increases when Tribhuvan University focuses on the development of the variables shown by the beta values of all the determinants of organizational commitment. Each variable possesses a VIF value of ($2 \leq$.) Since there is no Multicollinearity and each variable's VIF value is ($2 \leq$), the results can be accepted. The VIF value for each variable is ($2 \leq$). Multicollinearity won't occur, and the results could be satisfactory (Yu et al., 2015). It is evident from the Durbin Watson test of regression residuals (1.702) that there is positive autocorrelation (Durbin & Watson, 1950) between the independent and dependent variables, a sign that future outcome will be positive.

Discussion

The objective of this study is to find the organizational commitment among faculties in the Tribhuvan University. The determinants of organizational commitment are essential to the success and growth for any educational institution. These factors are essential in the context of Tribhuvan University since they directly influence the growth and development of higher education in Nepal. Initiatives that offered promotional opportunities have improved faculty members' organizational commitment in Tribhuvan University. Promotion-seeking faculty members are more productive employees that deliver positive results for their organizations. Promising faculty members are more productive and yield positive results for the university. Analyzing the hypothesis, correlation, and regression statistics makes it clear that organizational commitment at Tribhuvan University has a positive and significant relationship with promotional opportunities. Initiatives for promotion are observed to have a favorable impact on faculty members' organizational commitment. Promotional possibilities encourage more enthusiasm among faculty members, who in turn produce positive outcomes for the university. The previous studies conducted by Hunjra et al (2010), Parry and Kelliher (2009), Pearce (2011), Poulston (2008) and Gomez (2002) supported the idea that promotional opportunities enhances organization commitment in the organizations.

While examining the relationship between organizational commitment and supervision in Tribhuvan University. It might be argued that supervision has had a major impact on organizational commitment in Tribhuvan University. An examination of numerous data indicators in Tribhuvan University indicates a positive relationship between organizational commitment and supervision. The Tribhuvan University can use its faculty members' talent to its fullest and contribute to the advancement of higher education in Nepal through proper supervision channel. The previous studies conducted by Luthfi et al. (2022), Newman and Sheikh (2012), Malhotra et al. (2007), Hong et al. (2016) and Hersona and Sidharta (2017) supported the idea that supervision enhances organizational commitment in the organizations. Similarly. The relationship between team support and organizational commitment in Tribhuvan University was found positive among the faculty members. The analysis's findings show that organizational commitment and team support have a substantial and positive association. The previous studies conducted by Mowday et al. (1979), Mowday et al. (1982), Foote and Li-Ping Tang (2008), Kyei-Frimpong et al. (2024) and (Moreno et al. (2024) supported the results that strong team support is the cause to get employee commitment in the

organization. However, the relationship between job evaluation and organizational commitment in the Tribhuvan University was found insignificant as shown by different statistical parameters in the regression analysis. The earlier studies made on these constructs by Afolashade et al. (2024), Wan Sulaiman and Zaiedy Nor (2024), Ambilichu et al. (2024), Gary et al. (2024) and Drouin-Rousseau et al. (2024) rejected the idea that job evaluation is insignificant on organizational commitment in the organizations.

Conclusion

The study emphasizes the importance of organizational commitment and identifies many key characteristics that have a substantial impact on it. Additionally, research shows that organizational commitment and determinants have a strong and positive association. Regression research revealed that, out of the various significant factors that affect organizational commitment overall, three factors had significant path validity, or t value. Promotional opportunities, team support, and supervision were shown to have a significant t-value when compared to organizational commitment at Tribhuvan University; nevertheless, the statistical characteristics of job evaluation were determined to be insignificant. The study also references previous research and makes recommendations for activities regarding elements that improve relationships inside the team and among coworkers, as well as the overall working environment. The results are coherent with the organizational commitment theory.

Implications

The results have a significant influence on an organization's ability to function productively, which has a significant positive reward impact on the organization. Furthermore, a favorable work environment is suggested for faculties by the factors that determine organizational commitment. This draws attention to the possible societal repercussions of the organization's conduct. The office environment, a positive workplace culture, employee wellness, and the organization's efforts to boost organizational commitment would all be given a lot of consideration by the faculties. Tribhuwan University can use this strategy to focus on critical elements that will help both its academic environment and employees. In the future, this construct can be studied further by include employee benefits, development, recognition, and talent development as independent variables.

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