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ANTECEDENTS AND CONSEQUENCES OF ORGANIZATIONAL COMMITMENT AMONG RUSSIAN UNIVERSITY TEACHERS²

The aim of this study is to examine the specific antecedents and consequences of the commitment of university teachers to their university. Academia has specific features that distinguish universities from other types of organizations: universities have the opportunity to hire their own graduates (academic inbreeding); university teachers are able to work in several higher education institutions or combine teaching with work in business; university teachers have the opportunity to combine several professional roles (teaching, administrative work, research, etc.); university teachers have several options to change their job; publication activity is an important indicator of the efficiency and competitiveness of university teachers. This study is an online survey of 317 teachers of different disciplines from several types of state higher education institutions from different regions of Russia. The results of the regression analysis show that antecedents of affective commitment include belonging to a group of insiders (working in university from which they graduated), having an additional administrative position, role clarity, and role conflict. Structural equation modelling shows that an additional administrative position had a direct positive effect and an indirect negative effect (through role conflict) on the affective commitment to the university. Having work experience at another university predicts only a normative commitment to the university. The affective component of commitment to the university was a better negative predictor of the intention to leave the position, profession and institution. No components of the commitment predict publication activity.

JEL Classification: I20, I23, J28, J40, J60.

Keywords: organizational commitment, academic inbreeding, academic profession, universities.

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Introduction

Numerous studies have shown that there is a psychological bond between employees and the organizations to which they belong. This psychological bond is expressed by the attachment which the employee feels toward the organization (Abrams, Ando, & Hinkle, 1998; Allen & Meyer, 1990; Harris, Hirschfeld, Feild, & Mossholder, 1993; Meyer & Allen, 1991; O'Reilly & Chatman, 1986; Riketta & Van Dick, 2005). However, this attachment may have different base. Meyer and Allen (Allen & Meyer, 1990; Meyer & Allen, 1991) propose a 3-component model of organizational commitment. They note there are three components of organizational commitment: affective commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization; continuance commitment refers to an awareness of the costs associated with leaving the organization; normative commitment refers to a feeling of obligation to continue employment. In other words, an employee with a strong affective commitment *wants to* stay in the organization, employee with a strong continuance commitment *needs to* stay in the organization, employee with a strong normative commitment feels they *ought to* stay in the organization.

Organizational commitment is important because a high level (primarily affective commitment) is associated with a number of favourable consequences for both the organization and the worker. Meta-analyses indicate that affective and normative commitment is positively related to job satisfaction, job involvement, organizational citizenship behaviour, and performance, and negatively related to intention to leave, and voluntary absenteeism (Cooper-Hakim & Viswesvaran, 2005; Mathieu & Zajac, 1990; Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). Affective commitment is also related to the employee's physical and psychological well-being (Meyer & Maltin, 2010). Research shows that a worker's individual characteristics (age, education, organizational tenure, locus of control) and the characteristics of the work and organization (role ambiguity, role conflict, perceived organizational support, type of leadership, organizational justice) are antecedents to these three types of commitment (Meyer et al., 2002).

Most research on organizational commitment has been done in business organizations but different types of organizations, such as universities, have specific features that distinguish them from other types of organizations. This study explores specific antecedents and consequences of university teacher commitment to their university.

Antecedents of organizational commitment among university teachers

A number of studies conducted in academia show that the organizational commitment of the teaching staff has similar antecedents as employees in business (organizational justice, job

insecurity, trust in management of the university, perceived organizational support, perceived organizational prestige) (Adkins, Werbel, & Farh, 2001; Ambrose & Cropanzano, 2003; Carver, Candela, & Gutierrez, 2011; Chughtai & Zafar, 2006; Fuller, Hester, Barnett, & Relyea, 2006; Li, 2014; Magner, Johnson, & Elfrink, 1994). On the other hand, teaching staff have specific antecedents of organizational commitment. Neumann and Finaly-Neumann found that faculty commitment to their university is stronger in applied fields (education and electrical engineering) and considerably weaker in pure fields (physics and sociology) (Neumann & Finaly-Neumann, 1990). Affective organizational commitment is also stronger when teaching staff have plenty of time to learn new tasks and were encouraged to openly express their ideas and opinions (Southcombe, Fulop, Carter, & Cavanagh, 2014). Antecedents of normative commitment include academic tenure (Adkins et al., 2001), perceived person-organization fit (Carver et al., 2011). Antecedents of continuance commitment include academic rank, organizational tenure and employment status (full time or part time) (Marchiori & Henkin, 2004). Some studies (Falkenberg, 2003; Marchiori & Henkin, 2004) show a link between faculty commitment to university and their sex but these results are not in line with the literature (Meyer et al., 2002).

Consequences of organizational commitment among university teachers

Teaching staff have specific consequences for organizational commitment too. Research on teaching staff from 18 European universities found that affective and continuance commitment predict self-reported job performance (Eisinga, Teelken, & Doorewaard, 2010). Similar results were found for Pakistani university teachers (Chughtai & Zafar, 2006). A weak but significant relationship between organizational commitment and job performance also was found in research with more objective measurements of job performance. Jing and Zhang measured job performance of Chinese university teaching staff by assessing the quantity and quality of scientific publications and grants. Their results show that all three types of organizational commitment significantly predict the job performance (Jing & Zhang, 2014). Surprisingly, teaching staff with a high level of normative commitment publish more actively and receive more grants, and teachers with a high level of affective commitment are less active in publication and receiving grants. The authors speculate that teaching staff with strong affective commitment often take on additional activities within the university that are beyond their formal job requirements (for example, supervising student clubs, working on department or university committees, organizing trips or parties, or replacing colleagues who cannot work). Due to this additional work these academics have less time or energy for their own research.

As in other types of organizations, in universities organizational commitment of the teaching staff is one of the main predictors of the intention to stay at the university. Studies show

that staff at faculties with low levels of affective commitment more often intend to leave the organization (Chughtai & Zafar, 2006; Daly & Dee, 2006).

Hypotheses

Universities have specific features that distinguish them from other types of organizations. Firstly, universities have the opportunity to hire their own graduates. In the literature this phenomenon is called “academic inbreeding” (Eells & Cleveland, 1935a, 1935b). According to this criterion, university teachers can be divided into two groups: insiders who work at the same university from which they graduated, and outsiders who are not graduates of the university where they work. Insiders often have no experience at another university and have a longer history with their university which is more emotive and positive. This should all contribute to insiders’ strong emotional ties with the university.

H1: Being an insider is a positive predictor of the level of affective commitment to the university.

Insiders have less or no experience of mobility and working in other universities, they should perceive transition to another job as more difficult and costly.

H2: Being an insider is a positive predictor of the level of continuance commitment to the university.

The literature suggests that in universities where academic inbreeding is common practice, personal relationships between a graduate and the professor/supervisor or department director play a decisive role in the process of hiring (Navarro & Rivero, 2001; Sivak & Yudkevich, 2012, 2014). This means that a graduate gets a position in the university because of the relationship with their supervisor and the university administration. It can be expected that insiders should have a stronger sense of obligation toward the university.

H3: Being an insider is a positive predictor of the level of normative commitment to the university.

Secondly, in academia university teachers are able to work in several higher education institutions or combine teaching with work in the business. This is common practice for Russian university teachers because of low wages. According to an international comparative study Russian university teacher salaries are among the lowest (Altbach, Reisberg, Yudkevich, Androushchak, & Pacheco, 2012). Simultaneous work in several organizations gives the opportunity to get different experience and compare conditions. Membership of different groups leads to an awareness of belonging to each of them. The characteristics of each of these organizations define the employee’s identity. It is expected that there is a relationship between simultaneous work in several higher education institutions and the affective commitment to the

university.

H4: Simultaneous work in several higher education institutions is a negative predictor of the level of affective commitment to the university.

Simultaneous work in several higher education institutions also may decrease the perceived transition costs from one employer to another. It is expected that there is a relationship between simultaneous work in several higher education institutions and the continuance commitment to the university.

H5: Simultaneous work in several higher education institutions is a negative predictor of the level of continuance commitment to the university.

Thirdly, university teachers have the opportunity to combine several professional roles (teaching, administrative work, research, etc.), which are often distributed among different employees in other types of organizations. Combining several professional roles creates more ties between an employee and the organization. A university teacher who combines several professional roles within one university is likely to be more involved in the job. Previous research shows that job involvement is positively associated with affective commitment (Meyer et al., 2002). On the other hand, combining several professional roles may increase role conflict. Role conflict refers to the incongruence or incompatibility in the requirements of one role or between different roles (Rizzo, House, & Lirtzman, 1970). Research shows that role conflict is negatively related to affective commitment (Gormley & Kennerly, 2010) and job satisfaction (Schulz, 2013).

H6: Combining several professional positions is associated with affective commitment directly and indirectly through role conflict.

Another important aspect of work is role ambiguity. Role ambiguity refers to the unpredictability of outcomes or responses to one's behaviour, or a lack of clarity in behavioural requirements (Rizzo et al., 1970). This may occur because of a lack of information or because of contradictory information. Research shows that role ambiguity increases stress and decreases organizational commitment (Ameen, Jackson, Pasewark, & Strawser, 1995; Wolverton, Wolverton, & Gmelch, 1999). It is expected that role ambiguity is negatively associated with affective commitment.

H7: The higher the role ambiguity, the lower the affective commitment to the university.

The most frequent consequence of lower organizational commitment is the intention to leave the organization. However, in universities, which are likely to be large and complex organizations, the teachers have several options. They may leave teaching and move to a non-teaching position within the same university or they may leave university. It is expected that the

relationship between affective commitment and intention to leave the university is stronger than the relationship between affective commitment and intention to leave a teaching position.

H8: The relationship between affective commitment and the intention to leave the university is stronger than the relationship between affective commitment and the intention to leave the current teaching position.

One of the most important indicators of the efficiency and competitiveness of university teachers is their publication activity. Many Russian universities use publication activity as a measure of efficiency and to promote teachers. But often the teaching load remains high, so university teachers conduct research and write articles in their spare time. Previous research (Meyer et al., 2002) shows that workers with high levels of affective commitment often take on additional work, so it is expected that they will publish fewer papers.

H9: The higher the level of affective commitment to the university, the smaller number of the publications.

Teachers can use different strategies to increase the number of publications. Those who are focused on international academic standards may attempt to published in international English-language journals, and those who are focused on the academic environment inside the country or their own university, attempt to publish mainly in Russian-language journals. The choice of publication strategy can be influenced by the perceived level of competitiveness. A low level of perceived competitiveness may lead to a reluctance to attempt to publish in independent peer-reviewed journals and instead to publish in the journals of their own university, because it is easier. Thus low competitiveness could be one of the antecedents of continuance commitment to the university.

H10: The higher level of continuance commitment to the university, the greater number of the publications in the university's journals.

Method

Participants

The study was a survey of teachers of Russian state universities. The survey involved 330 participants. However, not all of them were teachers. These were removed, and the final sample was 317 teachers of Russian state universities (109 men, 208 women), mean age 41.57 ($SD = 11.24$), one participant did not specify age. The total years of teaching experience was 20.51 years ($SD = 11.34$) and the average job tenure in the university was 11.72 ($SD = 8.03$). In the sample 17% of participants were professors, 56% were associate professors, 15% were senior lecturers, 5% were lecturers, 7% were assistants. The sample represents teachers from different disciplines: economics 34%, other social sciences 44%, natural sciences 5%, engineering science

9%, humanities 16%, mathematics and cybernetics 13%, other 4% (the sum is more than 100% because some of the participants teach in disciplines relating to more than one group). 27% of the teachers work in national research universities, 10% work in the federal universities. 70% were from 10 cities (Moscow, St. Petersburg, Vladivostok, Novosibirsk, Rostov-on-Don, Yekaterinburg, Makhachkala, Tyumen, Astrakhan, and Taganrog).

Procedure

The survey was conducted from April to June 2014 via an online questionnaire posted on the website of the research project. Invitations to participate in the survey were distributed to subscribers of several Russian journals devoted to education, and in thematic groups of different scientific fields in social networks, and through personal networking of the author and colleagues. Participation in the survey was anonymous. Before the start of the survey the respondents were informed about the purpose and procedure of the study, and their right to withdraw from the study at any time. In all samples the survey was anonymous and the respondents were informed that their answers would be kept confidential and used only for research purposes.

Measures

Organizational commitment

Organizational commitment was measured by the Organizational Commitment Scale (OCS) developed by Allen and Meyer (Allen & Meyer, 1990). Affective, continuance and normative commitment was measured by nine items (three items from ACS, three from CCS, and three from NCS). The items were translated from English to Russian by the author and modified such that the phrase *my higher education institution* replaced *organization*. All items employed a 7-point Likert-scale, ranging from 1 (*totally disagree*) to 7 (*totally agree*). The reliability coefficient (Cronbach's alpha) for the three scales ranged from .70 to .80.

Insider/outsider

Following the Eells and Cleveland (Eells & Cleveland, 1935a, 1935b), I considered university teachers as insiders if they were working in the university, where they studied at least at one stage of their education (bachelor, specialist, master, postgraduate). According to this criterion 189 people were classified as insiders. If they did not study at the university where they were working, they were classified as outsiders. There were 128 outsiders in the sample.

Job satisfaction

Job satisfaction was measured by The Brief Index of Affective Job Satisfaction (BIAJS) (Thompson & Phua, 2012). BIAJS consists of 4 items with 3 distracter items not used in analyses. All items employed a 5-point Likert-scale, ranging from 1 (*totally disagree*) to 5 (*totally agree*). The items were translated from English into Russian by the author and then were discussed with a bilingual person. The reliability coefficient (Cronbach's alpha) was .82.

Role clarity and role conflict

Role clarity and role conflict were measured by two scales from General Nordic Questionnaire for Psychological and Social Factors at Work (Dallner et al., 2000). The role clarity scale was used, as opposed to role ambiguity. Both the role clarity scale and the role conflict scale consist of 3 items and employed a 5-point Likert-scale, ranging from 1 (*very seldom or never*) to 5 (*very often or always*). The items were translated from English into Russian by the author and then were discussed with a bilingual person. The reliability coefficient (Cronbach's alpha) was .73 for role clarity scale and .81 for role conflict.

Intention to leave

Intention to leave was measured by 3 items asking university teachers the extent to which they were likely to leave their current position, leave their career/profession, and leave their university. All items were measured on a 5-point Likert-scale, ranging from 1 (*totally disagree*) to 5 (*totally agree*).

Publication activity

Publication activity was assessed on the basis of self-reports. They were asked to indicate the number of articles in Russian scientific peer-reviewed journals, the number of articles in English-language scientific peer-reviewed journals, the number of articles in scientific peer-reviewed journals of the university in which they were working, and the number of scientific monographs and books published in the last 3 years.

Analysis of Data

The hypotheses were tested by a linear regression (OLS). For each of the three types of organizational commitment regression models were built in which the dependent variable was one of the types of commitment, and the predictors were being an insider or an outsider, work experience at another university, additional work at another university, an additional administrative position, role clarity, role conflict, and age. In the continuance commitment model

organizational tenure was used instead of age because it is stronger predictor (Meyer et al., 2002). University location was an additional predictor in this model. Because this type of commitment refers to the assessment of the opportunities and costs of leaving the organization, it can be affected by the objective characteristics of the academic labour market which are different in big and small cities, thus Moscow and St. Petersburg were separated from other cities. This dummy was included in the continuance commitment model. Job satisfaction was included in all models as a predictor because of the strong association between commitment and job satisfaction (Meyer et al., 2002). The hypothesis about the indirect association between additional administrative position and affective commitment was tested by structural equation modelling (Mplus 7.3).

Results

Table 1 shows the descriptive statistics of the variables used. Table 2 shows correlations and Cronbach's alphas.

Table 1. Descriptive statistics

Variables	N	Min.	Max.	Mean	Std. dev.
Affective commitment	317	1	7	5.01	1.29
Continuance commitment	317	1	7	3.40	1.47
Normative commitment	317	1	7	3.52	1.45
Insider/outsider (1–insider)	317	0	1	.60	.49
Work experience at several universities (1–yes)	316	0	1	.64	.48
Additional work at another university (1–yes)	317	0	1	.41	.49
Additional administrative position (1–yes)	317	0	1	.26	.44
Role clarity	317	1	5	3.59	.81
Role conflict	317	1	5	3.12	.93
Job satisfaction	317	1	5	3.40	.71
Intention to leave position	317	1	5	2.29	1.21
Intention to leave teaching	317	1	5	2.3	1.14
Intention to leave institution	317	1	5	2.29	1.20
Sex (1–male)	317	0	1	.34	.48
Age	316	23	78	41.57	11.24
University location (1– Moscow or St. Petersburg)	317	0	1	.35	.48
Tenure in the university	317	1	51	11.72	8.03
The number of articles in the journals of the university	299	0	17	1.73	2.24
The number of articles in Russian journals	304	0	50	6.41	7.10
The number of articles in the English language journals	286	0	22	.97	2.31
Total number of publications	301	0	58	7.05	8.21

Table 2. Correlations and Cronbach's alphas

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1. Affective commitment	(.70)																			
2. Continuance commitment	-.09	(.71)																		
3. Normative commitment	.32*	.06	(.80)																	
4. Insider/outsider (1–insider)	.10	-.01	.11	–																
5. Work experience at several universities (1–yes)	-.19*	-.07	-.24*	-.31*	–															
6. Additional work at another university (1–yes)	-.11*	-.11	-.06	-.14*	.53*	–														
7. Additional administrative position (1–yes)	.15*	-.07	.09	.07	-.04	-.06	–													
8. Role clarity	.39*	.04	.08	-.10	-.07	-.01	.06	(.73)												
9. Role conflict	-.30*	.03	-.15*	.09	.05	-.02	.17*	-.27*	(.81)											
10. Job satisfaction	.44*	-.08	.29*	-.09	.07	-.02	.15*	.29*	-.26*	(.82)										
11. Intention to leave position	-.30*	-.11	-.14*	.04	.11	.11	-.12*	-.20*	.23*	-.09	–									
12. Intention to leave teaching	-.35*	-.11	-.12*	.06	.03	.03	.01	-.21*	.27*	-.28*	.44*	–								
13. Intention to leave institution	-.49*	-.10	-.18*	.04	.13*	.07	-.02	-.29*	.30*	-.34*	.47*	.65*	–							
14. Sex (1–male)	.03	-.09	-.01	-.01	.04	.09	-.03	-.20*	-.08	-.05	.04	-.06	-.01	–						
15. Age	.01	.03	.01	-.31*	.35*	.25*	.02	.11	-.07	.01	-.11	-.11*	-.04	.06	–					
16. University location (1– Moscow or St. Petersburg)	-.04	.08	-.07	-.23*	.08	.07	-.07	-.02	-.14*	-.02	-.06	-.07	-.06	.14*	.05	–				
17. Tenure in the university	-.05	.12*	.03	.16*	.11	.09	.02	.07	.03	-.09	-.12*	-.03	.05	-.08	.56*	-.24*	–			
18. The number of articles in the journals of the university	.12*	-.03	.16*	.19*	-.04	-.04	.11	.01	.05	.07	-.03	-.02	-.03	-.08	-.04	-.18*	.12*	–		
19. The number of articles in Russian journals	.04	-.03	.06	-.05	.14*	.13*	.08	.01	.06	.05	-.01	-.07	.00	.00	.15*	-.07	.08	.26*	–	
20. The number of articles in the English language journals	.05	-.02	.06	-.08	-.03	.09	.03	-.06	-.08	.06	-.03	-.04	-.05	.04	.09	.04	-.04	-.05	.26*	–
21. Total number of publications	.03	-.03	.04	-.06	.16*	.16*	.07	.01	.03	.04	-.01	-.09	-.01	.03	.16*	-.06	.07	.25*	.98*	.33*

Note. Coefficient Cronbach's alphas are in the diagonal. * – $p < .05$.

Antecedents of the university teacher's organizational commitment

Table 3 shows results of the simple OLS regression for each of the three components of organizational commitment.

Table 3. Organizational commitment's predictors (OLS)

Predictors	AC	CC	NC
Insider/outsider (1–insider)	.34*	-.12	.27
Work experience at another university (1–yes)	-.23	-.13	-.79***
Additional work at another university (1–yes)	-.16	-.31	.21
Additional administrative position (1–yes)	.30*	-.27	.18
Role clarity	.43***	.07	-.09
Role conflict	-.26***	.09	-.16
Job satisfaction	.53***	-.15	.48***
Sex (1–male)	.26	-.24	-.08
Age	.01	–	.02*
University location (1– Moscow or St. Petersburg)	–	.35	–
Tenure in the university	–	.03**	–
Constant	2.07***	3.33***	2.21**
R ²	.34	.07	.15
F	17.49***	2.17*	6.08***

Note. The table shows the standardized coefficients. * – $p < .05$, ** – $p < .01$, *** – $p < .001$. AC – affective commitment. CC – continuance commitment. NC – normative commitment.

Being an insider, having additional administrative positions, role clarity, role conflict, and job satisfaction are significant predictors of the affective commitment. As expected, the insider's affective commitment was higher than outsider's. Hypothesis 1 was confirmed. Additional work at another university does not predict affective commitment. Hypothesis 4 was not confirmed. Role clarity and role conflict were linked but in different directions. The higher the role clarity (opposite to role ambiguity), the higher the affective organizational commitment, and the lower role conflict, the higher the affective organizational commitment. Hypothesis 7 was confirmed. The only significant predictor of continuance commitment was organizational experience in the university. Neither being a insider or outsider, nor simultaneous work in several higher education institutions were significant predictors of continuance commitment. Hypotheses 2 and 5 were not confirmed. Work experience at another university, job satisfaction and age were significant predictors of normative commitment. Being an insider is not a predictor of normative commitment. Hypothesis 3 was not confirmed. Structural equation modelling (estimator MLR) was used to test Hypothesis 6 according to which combining several professional positions is associated with affective commitment directly and indirectly through role conflict (see Table 4). The analysis showed that the model fitted the data well and an additional administrative position had direct positive effect ($\beta = 0.24$, $p < 0.001$) and indirect negative effect through role conflict ($\beta = -0.09$, $p < 0.01$) on affective commitment to the university. Hypothesis 6 was confirmed.

Table 4. Direct and indirect effect additional administrative position on affective commitment

Parameters	Model
Admin. position → affective commitment (direct)	.24***
Admin. position → role conflict	.19***
Role conflict → affective commitment	-.45***
Admin. position → affective commitment (indirect through role conflict)	-.09**
χ^2	21.65*
df	12
CFI	.98
TLI	.96
RMSEA	.05
SRMR	.035
R ² for affective commitment	.22

Note. The table shows the standardized coefficients for structural model only. * – $p < 0.05$, ** – $p < 0.01$, *** – $p < 0.001$. CFI – comparative fit index; TLI – Tucker Lewis Index; RMSEA – root-mean-square error of approximation; SRMR – standardized root-mean-square residual.

The consequences of the university teacher organizational commitment

Table 5 shows results of the simple OLS regression for the intention to leave (dependent variables were the intention to leave current position, career/profession, and university). Independent variables were three components of the organizational commitment and job satisfaction. Affective and continuance commitment were significant predictors for all three types of intention to leave but the relationship between intention to leave and affective commitment is stronger. The affective component was a better predictor of the intention to leave position, profession and institution. Affective and continuance commitment and job satisfaction explained the largest part of the variance of the intention to leave the institution than the intention to leave the position and the intention to leave the profession. The minimum difference between R² was 0.11 ($p < .01$) (Hair, Black, Babin, & Anderson, 2010). Hypothesis 8 was confirmed.

Table 5. Organizational commitment as predictor of the intention to leave (OLS)

Predictors	Intention to leave position	Intention to leave teaching	Intention to leave institution
AC	-.28***	-.25***	-.38***
CC	-.11*	-.13**	-.15***
NC	-.06	-.00	-.02
JS	.17	-.27**	-.26**
Constant	3.71***	4.89***	5.66***
R ²	.10	.16	.27
F	8.86***	15.05***	28.28***

Note. AC – affective commitment. CC – continuance commitment. NC – normative commitment. JS – job satisfaction. * – $p < .05$, ** – $p < .01$, *** – $p < .001$.

Table 6. Organizational commitment as predictor of the publication activity (OLS)

Predictors	N of articles in the journals of the university	N of articles in Russian journals	N of articles in the English language journals	N of all publications
AC	0.11	-0.48	0.07	-0.55
CC	0.01	-0.08	0.03	-0.04
NC	0.18	0.10	-0.00	0.07
JS	0.22	0.62	-0.02	0.51
Constant	-0.21	6.66**	0.60	7.97**
R ²	0.04	0.01	0.00	0.01
F	2.68	0.52	0.10	0.43

Note. AC – affective commitment. CC – continuance commitment. NC – normative commitment.

* – $p < .05$, ** – $p < .01$, *** – $p < .001$.

Table 6 shows the results of the simple OLS regression for publication activity (dependent variables were the number of articles in Russian scientific peer-reviewed journals, the number of articles in English-language scientific peer-reviewed journals, the number of articles in scientific peer-reviewed journals of the university in which teachers were working, and the total number of publications). Independent variables were the three components of organizational commitment and job satisfaction. None of the components of commitment predict the publication activity. Hypotheses 9 and 10 were not confirmed.

Discussion

The main goal of this study was the exploration of specific antecedents and consequences of the commitment of university teachers to their university. Being an insider predicts the affective commitment, insiders feel a stronger emotional attachment to their institution, than outsiders. On the other hand, being an insider does not predict continuance commitment. This means that the insider's emotional attachment contributes to their desire to remain and continue working and that insiders do not perceive themselves as less competitive in changing place of work compared to outsiders. We can assume that the insider's desire to remain at the same higher education institution is based on the perception of similarity with the university and shared goals and values (Riketta & Van Dick, 2005). The insider's basis for the commitment to the higher education institution probably forms during the studying process, when they learned and began to share the values, standards, and goals of their university. Therefore, before they start working, they had already gone through the process of organizational socialization as students or graduate students. These results can be seen as a positive characteristic of the practice of academic inbreeding, because the affective commitment is associated with a number of positive consequences for the employee and the organization as a whole (Cooper-Hakim & Viswesvaran, 2005; Mathieu & Zajac, 1990; Meyer & Maltin, 2010; Meyer et al., 2002).

More committed teachers take on additional activities that are not included in their basic duties. The analysis showed the higher teachers' affective commitment, the more likely they are to have an additional administrative position. The acceptance of the additional administrative work can be as a predictor and a consequence of the high affective commitment. A teacher with a higher level of affective commitment is more likely to take on the extra work, and the management of the university is more likely to appoint an employee with high level of the affective commitment to an administrative position. On the other hand, with teachers with an administrative position becoming more involved in the affairs of the university, there are additional links between them and the university that lead to increased levels of affective commitment. Together with this direct link there is an indirect link between an additional administrative position and affective commitment mediated by the perceived role conflict.

The combination of teaching and administrative positions leads to role conflict because the role of an administrator does not match and can even contradict the role of a teacher. Perhaps this leads to the fact that the university starts to be perceived as more diverse and heterogeneous. It is difficult to identify with a less homogeneous group (Riketta & Van Dick, 2005; Van Knippenberg & Van Schie, 2000) and remain committed to the university as whole. Despite the fact that the administrative work takes time, especially in the Russian universities, more committed teachers are no less active in publishing articles.

The affective commitment to the university is the best negative predictor of the intention to leave (in comparison to other the components of commitment), and there is strongest relationship between affective commitment and intention to leave university (in comparison to intention to leave position or teaching). If the teachers with high affective commitment want to change the type and nature of their professional activities it does not mean they want to leave the university. A variety of positions in a large university will allow them to move from one position to another (even not directly related to teaching) and remain within the university. The universities can use this fact to retain desirable workers, giving them the opportunity to change the type of professional activity.

Previous studies showed a weak but significant association between organizational commitment and employee performance (Meyer et al., 2002) and between commitment to the university and the number of publications and grants (Jing & Zhang, 2014). This study shows that none of the components of commitment predict the publication activity. The reason may be the lack of this relationship or the specifics of publication activity in Russian academia. Firstly, the number of publications may not reflect the research effectiveness of the teachers. In Russian universities publication activity has only recently been used as an evaluation criteria. Perhaps teachers are just beginning to understand and accept this criterion. Secondly, the study did not

consider the quality of the publications, which varies greatly among both Russian and international peer-reviewed journals. In Russia, publication activity may not reflect the efficiency of research activities, because of the market for paid journals and the low quality of the journals. Therefore, a person who has published more articles is not necessarily more effective. This is a limitation of this study. Another limitation is the small and non-random sample. Another limitation is that the sample includes teachers of different disciplines, but the number of teachers from each discipline is insufficient for a comparison between them. Such an analysis would be useful because it has been shown (Neumann & Finaly-Neumann, 1990) that teachers of different disciplines may differ in level of the commitment to university.

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