

PSYCHOMETRIC PROPERTIES OF URDU TRANSLATION AND ADAPTATION OF ORGANIZATIONAL COMMITMENT QUESTIONNAIRE (OCQ) IN PAKISTAN

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ABSTRACT

The focus of the present study was to establish the psychometric properties of Organizational Commitment Questionnaire (OCQ, Revised Version of Meyer, Allen & Smith, 1993) according to Pakistani culture. Translation and adaptation process accomplished with forward and backward translation of OCQ. After that pilot study was conducted over the sample of 45 teachers in order to check out cross language validation of English and newly adapted version (Urdu) of OCQ and it was found significant correlation ($r=.766$, $p<.000$) between original and adapted version of OCQ. In next step, the adapted version of OCQ was administered on the sample of 261 teachers of schools, colleges and universities of Karachi, Pakistan with age range of 25-40 years ($M=33.34$ & $SD=4.66$). The reliability of OCQ was established through Cronbach's Alpha=.84, Split-half reliability coefficient is .72, and test-retest validity $r=.905$ was established on the sample of 42 teacher. The findings reported that the adapted version of OCQ is reliable for the Pakistani culture to assess employees' organizational commitment.

Keywords: Organizational-Commitment; Translation-Adaptation; Reliability-Validity; Teachers

INTRODUCTION

Commitment is a future agreement to perform a particular task at particular time under certain circumstances. The employee's behavior and belief toward an organization is considered an element of organizational commitment. It is explored that organizational commitment is depicted when employees become creative at work, sincere with duty, and committed to the assigned tasks (Clugston, 2000; Riketta, 2002). Employee's commitment with organization is a big incentive for organization because long tenure of employee at same organization helps the person to understand the goals of the organization and strive to compete for the target.

Organization commitment depends upon internal motivation and competence of the employee (Katz & Khan, 1978). Person with strong commitment wants to stay longer time in the organization (Mowday, Porter & Steers, 1982) and effectiveness can be measured through commitment (Steers, 1975). Mathur and Vadera (2003) reported that there is significant correlation between achieved target goals and success of an organization. Employees' commitment always keeps the organization at the top (Kumar Sharad, 2006).

According to Bragg (2002), organization commitment is classified into four major aspects such as; first is "want to" commitment with organization. Employees' are more sincere and devoted to the organization in order to enhance organization out-put or productivity. Employees face to extra miles and over work but they work efficiently and remained motivated (Bragg, 2002). Second facet is "have to" committed means individual's worse

attitude toward organization management or supervisors. Third type of commitment is “ought to” it refers to person’s sense of obligation to the organization to enhance value system of the organization such as norms, standards, criteria’s and ethical values. Fourth is “have to leave” means poor committed to the organization. According to Meyer and Allen (1997, 1991) organization commitment is a broader term which can be classified into three major core conditions such as “Affective Commitment”, “Continuance Commitment” and “Normative Commitment”.

Affective Commitment

According to Meyer and Allen (1997) affective commitment is defined as “the emotional belongingness to their organization”. Furthermore, Meyer and Allen (1984) conceptualized that affective commitment is employee’s “positive feelings of identification with, attachment, and involvement in the work organization.” In this context person established strong relationship, emotionally attached and showed strong attachment with the organization. When person is emotionally attached with an institution indicated that person having feelings of sincerity toward organization, follow and accept company role cheerfully and characterized to accomplish goals as set by the organization effectiveness. According to Beck and Wilson (2000), affective commitment is an emotional attachment of an employee with his/her organization, and significant involvement with the organization principles and standards.

Continuance Commitment

According to Meyer and Allen (1997) continuance commitment is characterized as “the cost associated with leaving the organization”. In broad spectrum continuance commitment is an investment of the employee to an organization originally defined by Allen and Meyer (1984, p. 373) that person “invested (e.g. time, effort, money) that would be lost to be deemed worthless at some perceived cost to the individual if he or she were to leave the organization. Such investments might include contributions to non-vested pension plans, development of organization specific skills or status, use of organizational benefits such as reduced mortgage rates and so on. The perceived cost of leaving may be exacerbated by a perceived lack of alternatives to replace or make up for the foregone investments” (Buitendach & Witte, 2005).

Normative Commitment

According to Meyer and Allen (1997) normative commitment is viewed as “the feelings of obligation to remain with the employer”. Actually, normative commitment is characterized that individual did not leave the organization. In fact, person has to develop the sense of belongingness to stay within the organization. Interestingly, individual showed concerns within the organization because organization has to become a favorite for the employee. When person seeks rewards, facilities, favors and status, he/she shows loyalty, sense of obligation, sincere duty and attachment. Normative commitment is characterized as individual commitment with specific organization with considerable moral, improvement of status as given by organization over years (March & Mannari, 1977). This commitment leads to stay within the organization longer time, satisfaction with work and perform efficiently (Aamodt, 2007).

In Pakistan, particularly government academic institutions perceive low rate of job turnover and a high degree of absenteeism which is an indicator of their job commitment. Along with job conditions and responsibilities other factors like employees benefits such as job security, job continuity, and offered appreciation and rewards may also affect job commitment. Moreover, job satisfaction play a significant role in organizational commitment. Similarly, Malik, Nawab, Naeem and Danish (2010) conducted a study on university teachers and

explored job satisfaction predict organizational commitment among employees (Parker et al, 2005).

Organizational outcomes are determined through organizational commitment (Yang & Chang, 2008). Significance of Organizational commitment increases with the fact that it is found strongly associated with job satisfaction- another significant variable found associated with organizational outcome (Yang & Chang, 2008). Previous studies indicated that organizational commitment is the predictor of elements of job satisfaction such as salary, supervision, and relationships with colleagues, and satisfaction with performance (Rutherford, Boles, Hamwi, Madupalli, & Rutherford, 2009). Recent studies explored that there is strong association in relationship of job satisfaction and organizational commitment (Sweeney & Quirin, 2009; Wu & Norman, 2006). Another researcher supported this argument that organizational commitment affiliated with level of job satisfaction (Draper, Halliday, Jowett, Normand, & O'Brien, 2004). Thus job commitment appears more influential in output of workers considering its multifaceted role.

Considering the significance of organizational commitment there is a need to have some valid and reliable tools to screen individuals having low organizational commitment and to see how it can be enhanced to increase the productivity and to enhance the quality of life of employees and quality of work. For the purpose present study is an attempt to provide such a tool by translating an already established measure in the national language of Pakistan 'Urdu'. This would help researchers to study the level of job commitment and type of commitment in Pakistani population not familiar with English language.

METHODOLOGY

Translation and adaptation has one advantages over test development that test adaptation is less time consuming as compared to test development but have similarly effective. In fact, suitability, reliability and validity of newly adapted measure can be established according to the local language. In test adaptation, the content of the items of existing test remains same but language may change according to culture. Organizational commitment is the factor which is desirable to study in Pakistani government academic institutions in depth because this factor plays a vital role in the growth and productivity of an institution. In the western countries a lot of tools have been developed to assess employees' organizational commitment but in Pakistan this work is limited. Due to language/cultural barrier it is the need of the time to pay attention to adapt or develop the valid and reliable tools in Pakistan in order to assess employees' organizational commitment in depth. For this purpose, the measure of Organizational Commitment Questionnaire (Revised Version, Meyer, Allen & Smith, 1993) is selected for its Urdu adaptation and validation.

Organizational Commitment Questionnaire (OCQ, Revised Version, Meyer, Allen & Smith, 1993)

Organizational Commitment Questionnaire is comprised of 18 items (4 reverse items & 14 forward items) with three sub-scales such as Affective Organizational Commitment (AOC), Continuance Organizational Commitment (COC) and Normative Organizational Commitment (NOC). Each sub-scale is comprised of 6 items. Every item has seven point rating scale from "strongly disagree" to "strongly agree". OCQ was originally developed by Meyer and Allen in 1990 with 24 items, and each scale carry 8 items. The original version was revised into 18 items by Myer, Allen and Smith in 1993 and each sub-scale carry 6 items. Previous researcher reported Cronbach's alpha range from 0.74 to 0.83 and inter correlation for ACS is 0.49(p<.05), for CCS is .22(p<.05) and .12(p<.05) is for NCS (see Allen and Meyer, 1996).

Translation and Adaptation of Organizational Commitment Questionnaire

Formulation of the Expert Panel

A panel comprising of 6 professional psychologists having proficiency in both English and Urdu language, was formulated. Further eight bilingual experts were approached for the translation and back translation of the scale.

Forward Translation

“Translation of the test is one of the steps in test adaptation. It is the process in which a single translator, or preferably, a group of translators adapt the test from the source language to the target language” (Hambleton, 2005). For the purpose the original version was given to the 4 bilingual experts to translate the scale in Urdu language. Then meeting of expert panel was arranged and translations of each item were reviewed. After the suggestions and recommendations of the experts a draft was prepared for the backward translation.

Backward Translation

In next step, Urdu version of OCQ was given to the second group of remaining four bilingual experts and they translated it into English. All translations were compiled and were discussed in the meeting of expert panel. All translated items were critically reviewed and content was cross checked with original version of OCQ for the purpose of accuracy. Then the final draft was prepared for pilot study.

Pilot Study

The sample of 42 participants was selected from different institutions and both the version were administration in order to check the items difficulty, clarity and originality of item content. Later on analysis was made and some suggestions were take into account and the final draft was prepared in order to check the psychometric properties.

Procedure

Initially, the permission was taken from the authorities of institutions. After obtaining permission the researcher briefly explained about the purpose of the present study and worth of the translated version into national language. Further researcher assured the participants that the data will be used purely for research purpose and identity or confidentiality of participants will not be disclosed at any cost. Later on, the demographic from was used to get the personal information of the participants such as age, gender, education, duration of job, experience, name of institution and monthly income. In next step the Organizational Commitment Questionnaire (OCQ) was administered on the participants.

Reliability Analysis

Sample

In order to established the reliability of the OCQ the sample of 261 teachers was taken from different government schools, colleges and universities of Pakistan. Entire sample age range was 25-40 years and the Mean Age of the Sample was 33.34 with $SD=4.66$. The criteria for selection the participants were at least Master and maximum was PhD. On the other hand, duration of job of employees was at least one year.

Inter Consistency

Internal consistency of OCQ represented that how much measure is reliable for further use. The Coefficient alpha provides an excellent estimate of internal consistency.

Split-Half Reliability

Split-half reliability is a coefficient that is obtained by distributing the test items into two groups in order to correlate the scores of each group. Split-half reliability based on the odd versus even number of items which are randomly selected or manually balancing content and difficulty (Anastasi, 1976). Similarly, the Urdu version of OCQ was divided into two halves.

Test-Retest Reliability

In order to assess the test-retest reliability of OCQ, the 42 participants were tested in first administration and after two weeks intervals the similar participants were requested to complete the OCQ. The test-retest reliability coefficient was analyzed with the help of Pearson Product Moment Coefficient of Correlation between the two different scores of same participants.

RESULTS**Table 1. Linguistic Equivalence (correlation between English Version and Urdu Version) of OCQ**

<i>Test Administered</i>	<i>Mean</i>	<i>r</i>	<i>Significance</i>
English Version OCQ	95.06	0.766	0.000
Urdu Version OCQ	99.54		

N=45; 1-week inter-test interval. *correlation is significant at 0.1 level (2-tailed)

Table 2. Internal consistency, Reliability Analysis and Test Re-test Analysis of affective, Continuous and Normative Sub-scales of OCQ among whole sample

<i>Scales</i>	<i>Cronbach's Alpha Coefficient n=261</i>	<i>Split-Half Coefficient n=261</i>
Affective OCQ	.72	.76
Continuance OCQ	.65	.40
Normative OCQ	.67	.60
Total OCQ	.84	.72

Table 3. Reliability analysis of Item-Total Correlation of Affective, Continuance and Normative Commitment Sub-scales of OCQ (N=261)

<i>Sub Scales</i>	<i>Items</i>	<i>Corrected Items-Total Correlation</i>
ACS-1	1	.480
ACS-1	2	.367
ACS-1	3	.420
ACS-1	4	.493
ACS-1	5	.441

ACS-1	6	.260
CCS-2	1	.253
CCS-2	2	.374
CCS-2	3	.550
CCS-2	4	.439
CCS-2	5	.447
CCS-2	6	.453
NCS-3	1	.266
NCS-3	2	.541
NCS-3	3	.590
NCS-3	4	.432
NCS-3	5	.419
NCS-3	6	.611

Table 4. Pearson Moment Correlations of Subscales and Scale Total of Urdu Version of OCQ after Test Re-Test Reliability

<i>Administration</i>	<i>Pearson r</i>	<i>Sig</i>
Affective OCQ	.879	.001
Continuance OCQ	.787	.001
Normative OCQ	.823	.001
Total OCQ	.905	.001

N=42; 1 week inter-retest interval, **correlation is significant at 0.1 level (2-tailed)

DISCUSSION

The focus of attention of the current study was to establish the psychometric properties of Organizational Commitment Questionnaire (OCQ, Revised Version of Meyer, Allen & Smith, 1993) in Pakistan, because cross cultural assessment of tools is very important (Butcher & Gracia, 1978). Adaptation and validation of different tests according to the cultural language is a key success in the field of psychology.

The findings reported that three sub-scales of Organizational Commitment such as Affective, Continuance and Normative are the main dimensions to assess commitment of employees within the organization (Meyer & Allen., 1997; 1991). These sub-scales consisted of model of three dimensions of Organizational Commitment of Allen and Meyer (1990). The reliability analysis of Organizational Commitment sub-scales consistent with the previous

studies. Table 5 indicates that sub-scales of Urdu version of OC are reliable measures of organizational commitment of employees.

This study determined the psychometric properties and stability of Meyer and Allen (1993) Organizational Commitment Questionnaire; particularly the stability of the construct in the Pakistani academic institutional setting among the professional trained employees. The findings reported that there is significant correlation between original version (English) and Urdu version of OCQ (i.e. $r=.766$; $p<.01$, Table 1). On the other hand the test-re-test reliability testing indicated the significant correlation between first and second administration of adapted version (Urdu) of OCQ with 1 week time interval (i.e. $r=.905$; $p<.000$, Table 4). Moreover the total item correlation of 18 items of Urdu version OCQ was found significant on the sample of 261 teachers, which indicated significant correlation. The Split-Half Coefficient is found (.72) in total sample of (N=261) which refers to the strength of reliability of adapted measure.

Findings provide evidence that OCQ can be widely used in professional setting in Pakistan among academic institutions. The adapted version is reliable to use in Pakistani sample of trained professionals and it need to further explore the reliability and validity of this construct in lower rank employees such as factory works in Pakistan which they have low education. This adapted version of OCQ is suitable for the sample of teachers in Pakistan and its stability match with the original version (1991) and revised version of 1993. It is explored that Organizational Commitment Questionnaire is reliable for the sample of Pakistani teachers to assess their job commitment.

Adaptation and Validation of Organizational Commitment Questionnaire in Pakistan is a step forward to put efforts to promote the field of organizational psychology at broader level. It will help to develop more instruments according to the newly trends in the market as well as meet standards with Pakistani culture. This tool was the need of time to assess the organizational attitudes of teachers that are affected due to the economical crisis. In depth findings will help the policy makers to formulate effective policies to reduce turnover of employees on one side and to promote educational standards as well as new trends on the other hand. Further, it will help to formulate effective strategies for the growth of teachers because the worse economical crises are putting negative effects on teachers and it may decrease the educational standards in Pakistan.

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