THE EFFECTS OF ORGANIZATIONAL COMMITMENT ON SOCIAL LOAFING BEHAVIOUR AT HIGHER EDUCATION INSTITUTIONS[1]

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Abstract: A review of the studies on organizational commitment in scholarly articles reveals that the "three dimensional model of organizational commitment" based on the studies of Meyer and Allen (1990) is commonly accepted. They have scaled organizational commitment as affective, continuance and normative commitment. In social psychology, 'social loafing' is defined as the phenomenon of people exerting less effort to achieve a goal when they work in a group than when they work alone, resulting in lower motivation levels and reduction in tendency to exert efforts.This study aims to highlight the importance of the concept of organizational commitment at the level of institutions of higher education, by establishing the its influence on social loafing, in light of the existing scholarly articles. The study will employ a survey study as the qualitative method in order to test if the model developed by Meyer and Allen in 1990 work for those engaged in higher education, or not.

Key Words: Organizational Commitment, Social Loafing, Higher Education

1. ORGANIZATIONAL COMMITMENT

Organizational commitment refers to the psychological approach of the worker towards his organization, defines the psychological state that reflects the relationship between the worker and the organization and entails to the decision in the worker to continue membership in the organization (Meyer and Allen, 1990: 15). Wiener (1982: 418) describes organizational commitment as "the totality of internalized normative pressures to act in a way that meets organizational interests".

The organizational commitment phenomenon has become an obligatory element in organizations, because of five reasons. Organizational commitment is associated primarily with absence, walkout, job seeking and withdrawal, secondly with motivation, job satisfaction and work commitment, thirdly with the job of the worker and particulars of the work he is assigned, fourthly with the personal traits of the worker, and, fifthly, with the worker's knowledge of the predictors of organizational commitment he has developed. (Balay, 2000: 1).

Employees, who feel attached to their organization, voluntarily follow the instructions given, while strongly believing in the mission, values and principles of the organization. Workers committed to the organization show stability in remaining with the organization, by performing way higher than expected.

Such workers internally motivate themselves. Their internalized rewards emanate from the job itself and the outcomes of its successful achievement. (Balay, 2000: 3).

Porter and Steers defined Organizational Commitment as the employee's desire to join in an organization, with such a power that can integrate with his existence. King, on the other hand, defines it as the attitudes and wishes towards doing what's best to achieve the organizational goals, attaching the organization with loyalty, continuance of membership with the organization to the extent that it remains in line with the worker's objectives and the willing to remain as a member. (Karahan, 2008: 148).

Meyer and Allen lists the other factors that may potentially cause organizational commitment to be the opportunity of meeting and interacting with different people, creation of opportunity for self-development, the psychological satisfaction to be caused by handling a challenging job, future assurance and possibility for developing new skills. (Meyer and Allen, 1997; 20)

1.1. The Model of Organizational Commitment Suggested by Allen & Meyer

A review of the studies on organizational commitment in scholarly articles reveals that the "three dimensional model of organizational commitment" based on the studies of

Meyer and Allen (1990) is commonly accepted. These authors have defined organizational commitment as an attitude encompassing an affection, perceived obligation or a need developed by the worker against the organization and developed the "three-component model of organizational commitment", alleging that organizational commitment can take various forms, building on their previous mono-dimensional (affective commitment) conception. These are the affective commitment, continuance commitment and normative commitment (Meyer, Irving, Allen, 1993: 32):
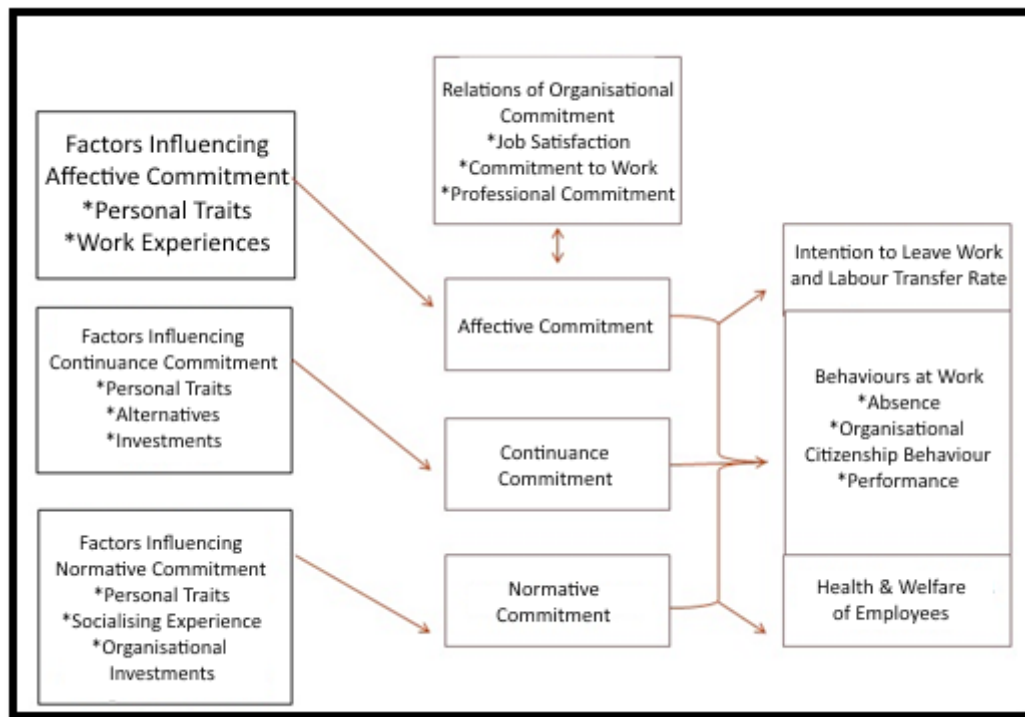

Figure 1.The Three-Component Model of Organizational Commitment

Source: Meyer and Allen, 1991: 61

1.1.1. Affective Commitment

This is defined as the employee's continued employment with the organization emotionally based on his/her own decisions (Meyer and Allen, 1997:11). In this type of commitment, organization has great importance for workers, because they consider themselves as part of it. The strong affective commitment the workers feel against the organization is because they want, rather than a need, to stay with the organization (Balay, 2000:21).

1.1.2. Continuance Commitment

Continuance commitment refers to an awareness of the costs associated with leaving the organization and the feeling of obligation to continue employment because of the conflicting consequences of action to the otherwise (Meyer and Allen, 1997:11). What lies in the core of this type of commitment is the need to remain in the organization. Employees whose primary link to the organization are based on continuance commitment think that there would be less alternatives if they leave it. While some workers with continuance commitment choose to stay with the organization just because of unavailability of other desirable jobs, others are driven by such obligatory reasons as getting close to retirement benefits, health and family related problems, rather than having emotional ties to work. Such employees exhibit a negative behaviour within the organization and bad working habits. Workers falling in this category present permanent problems to executives (Bayram, 2006: 133). Workers with this type of commitment remain with the organization, considering the adverse outcomes that may potentially be caused by leaving work.

1.1.3. Normative Commitment

The thought of doing what is right and morally just is what lies in the core of workers' feeling of commitment to their organization (Obeng and Ugboro, 2003:84). Employees feel highly committed to the organization because they feel that they ought to remain with the organization, acting with moral responsibility (Meyer and Allen, 1997:11). Employees with a high level of normative commitment attribute working in the organization as a personal duty and believe that staying with the organization would be the correct course of action, based on either the opinions, which had given rise to the obligation to remain with the organization or on personal values. Normative commitment is associated with the personal norms of loyalty created in individual workers and influenced by the social and cultural attributes of the same (Uyguc and Cimrin, 2004: 91). In this type of commitment, employees feel responsible to the business, believing that leaving work for starting employment at another business would be wrong.

2. SOCIAL LOAFING

In the frame of social psychology, social loafing is conceptualized as the tendency in people to exert lower efforts when working in a group, than their individual performances. The behaviour of social loafing is described as the reduction in efforts and motivations of workers as compared to others in the group (Høigaard et al., 2010: 408). For instance, such behaviours as the deferment of tasks by an individual, averting what he or she is expected to do within the group, exerting lower

efforts than his/her workmates or expecting his/her tasks to be done by his/her workmates in a large coverage, are considered in the context of social loafing behaviours that are demonstrated by individuals in business life (George, 1992: 201; Liden et al., 2004: 293; Chang, 2008: 26).

Although it is possible to conclude that work performed by workers together with other individuals would maximise their potentials, certain studies have demonstrated that they exert lower efforts when people work together with others in a group, than when they work alone. (Karau and Williams, 1997:156-168). The conscious or unconscious drop occurring in the group's social awareness has led individuals to exert proportionally less efforts when left alone (Ringelmann, 1913:1-40; Williams, Harkins andLatane, 1981:303-311). It is in common consensus by a large community of researchers to explain these productivity losses with "Social Loafing" phenomenon (George, 1992:191-202). Social loafing is based on de-individuation that may potentially occur when people work in groups than individually (Liden et al. 2004:285-304). Around 100 studies conducted on this matter have put forth that social loafing is a strong situation effective in various tasks and groups (Karau and Williams, 1997:156-168).

Increased number of group members in organizations result in sharing of tasks between more workers and the belief among them that their individual contributions would not be worth the overall cause. It is also possible to state that social loafing may also occur as a result of the attempts of individuals to simply hide in the crowd, based on the belief that their individual contributions may not affect the organizational outputs (Weiten, 2013: 548; Kassin et al., 2013: 306).

Social loafing behaviour occurs in various forms with individuals reducing their efforts for business processes both mentally and physically. For instance, such behaviours as avoidance of tasks by an individual, averting what he or she is expected to do within the group, exerting lower efforts than his/her workmates or expecting his/her tasks to be done by his/her workmates in a large coverage, are considered in the context of social loafing behaviours that are demonstrated by individuals in business life (George, 1992: 201; Liden et al., 2004: 293; Chang, 2008: 26).

Social loafing is also known as Ringelmann Effect (Schermerhorn et al., 2008: 172; Witte, 1989: 147). In late 1920s, Max Ringelmann expressed the concept now known as loafing for the first time in the rope experiment he made. In his experiment, Ringelmann found that having group members work together on a task (e.g., pulling a rope) actually results in significantly less effort than when individual members are acting alone (Harkins and

Petty, 1982: 1214). In the test, one person pulling on a rope alone exerted an average of 63 kilograms of force, while in groups of three, the per-person force dropped to 53 kilograms. Moreover, in groups of eight, it fell to only 31 kilograms per person. In the outset of his test, Ringelmann expected that group members pulling together should exert at least equal as much pull on the rope as one person in total. However, the findings of his study were not in line with Ringelmann's expectations (Robbins and Judge, 2011: 326). Steiner proposed two possible causes for this performance decrement to be reduced individual motion or coordination loss (Harkins and Petty, 1982: 1214). Steiner (1972) concluded that synchronisation failures cause less productivity, but not necessarily less effort. (Karau and Williams, 1993:681-706). To separate effort reduction from coordination loss, Ingham et al. (1974:371-384) performed another test. They had subjects perform a rope-pulling task both in actual groups and in pseudo groups. The blindfolded participants were informed that they were pulling with other group members, but were actually pulling alone. Data for the pseudo group trials showed that performance still decreased as perceived group size increased. This suggests that individuals exerted less effort when working in groups than when working individually (Karau and Williams, 1993:681-706).

Earley (1989), in a study he performed comparing American vs. Chinese adult managerial trainees, observed social loafing behaviours in Americans with high level of individuality, while witnessing no such behaviour in Chinese who have a collective structure.

The reasons why employees exhibit social loafing behaviour can be listed, as follows (Hitt et al., 2009: 383-384; Moorhead and Griffin, 2010: 235; McShane and Von Glinow, 2010: 238; Robbins and Coulter, 2009: 255; Karau and Williams, 1997: 156; Earley, 1989: 565-566; Plaks and Higgins, 2000: 962):

*Employees may think that the efforts they exert may disappear when working in groups.

*Group members may not think whether or not their individual outputs are detected.

*Employees may think others in the group may show loafing behaviour, and consequently, choose to equalise the situation by lowering their individual contribution to the collective effort.

*Group members may think that the lack in performance which would occur when they do not fulfil the tasks assigned to them can be covered by other members.

*In case of tasks realised with participation of several people, certain individuals in the group may think that they and their individual contributions would be insignificant.

*Employees may exert lower efforts in groups where only a single output is produced.

The following measures can be taken to prevent employees from engaging in social loafing behaviours, in organizations (Schermerhorn, Jr., 2010: 378; McShane and Von Glinow, 2010: 238; Atoum and Farah, 1993: 785-786; Kilinc, 2001: 118):

*Activities can be performed towards making employees' individual contributions more visible.

*Employees may be rewarded for their individual contributions.

*Steps may be taken to ensure that the group does not get very large.

*Tasks performed by employees can be made more interesting.

*The individual performance of each group member can be made identifiable and/or measurable. *The outputs covered by individual responsibilities may be specified.

*The tasks of employees can be linked with one another.

*Rewarding can be done in two separate systems for team performance measurement and the individual contributions of team members to the overall performance.

Groups adopting the social loafing behaviour may assume two different roles: Free-rider and sucker. Individuals adopting a free-rider role are group members who, despite exerting not much efforts for accomplishing their tasks in the group, get the same reward as other group members who put efforts hard (Pabico et al., 2008). Free-riders benefit from the accomplishment of the group, with no contributions to the group's overall performance. The sucker role refers to the situation where certain members of the group display less performance than required with the fear of falling into the position of "sucker" and thereby being used. Most social loafing research has detected the sucker effect in situations where individuals performed additive or disjunctive tasks (Schnake, 1991).

Latane et al. (1979) proposed three possible reasons for social loafing they observed during the experiments they made:

a) Attribution and equity: Latane et al. (1979) thought that the subjects might have judged their own outputs to be louder than those of the others, simply because they were closer to the sound source or believed that other persons in their group were probably shirking.

Although the headphones made it hard to engage in such loafing, certain individuals might have possibly come with a presumption that loafing takes place in groups.

b) Sub-maximal goal setting: It may be that participants redefined the task and adopted

a goal, not of making as much noise possible, but merely of making enough noise or of matching some more or less well-defined standard, as the number of individuals in the group increased. In such case, they might have thought that the task was an optimising task, rather than a maximising one. However, since the experimenters reiterated their request to yell "as loud as you can, every time" repeatedly, they considered this possibility unlikely.

c) Lessened contingency between input and output: Lastly, it may be that the individuals thought, they could "hide in the crowd" and avoid the negative consequences of slacking off, or felt "lost in the crowd" and became unable to obtain their fair share of the positive consequences for working hard. Only when performing alone, individual outputs can be exactly evaluated and rewarded. Workers who engage in social loafing behaviour do not finish the tasks attributed to them on time, but slack off, assuming that there are others who would finish the tasks in hand.

3. PURPOSE of the STUDY

It is an undeniable fact that the importance of organizational commitment exists for the institutions of higher education, just as in all institutions. The existing literature indicates that social loafing behaviour can occur in entities lacking organizational commitment. This constitutes the basic assumption of the current study. This study intends to reveal how "the three-component model of organizational commitment" developed by Meyer and Allen (1990) works for institutions of higher education and thereby determine if a relationship exists between organizational commitment and social loafing behaviour. Accordingly, the study is positioned on the hypotheses set out below. The study design adopted for variables included and analyses to be conducted in this study is given in Figure 2.

Hypothesis 1. There is a significant relation between the **affective commitment** variable included in the model of organizational commitment and the social loafing variable.

Hypothesis 2. There is a significant relation between the **continuance commitment** variable included in the model of organizational commitment and the social loafing variable.

Hypothesis 3. There is a significant relation between the **normative commitment** variable included in the model of organizational commitment and the social loafing variable.
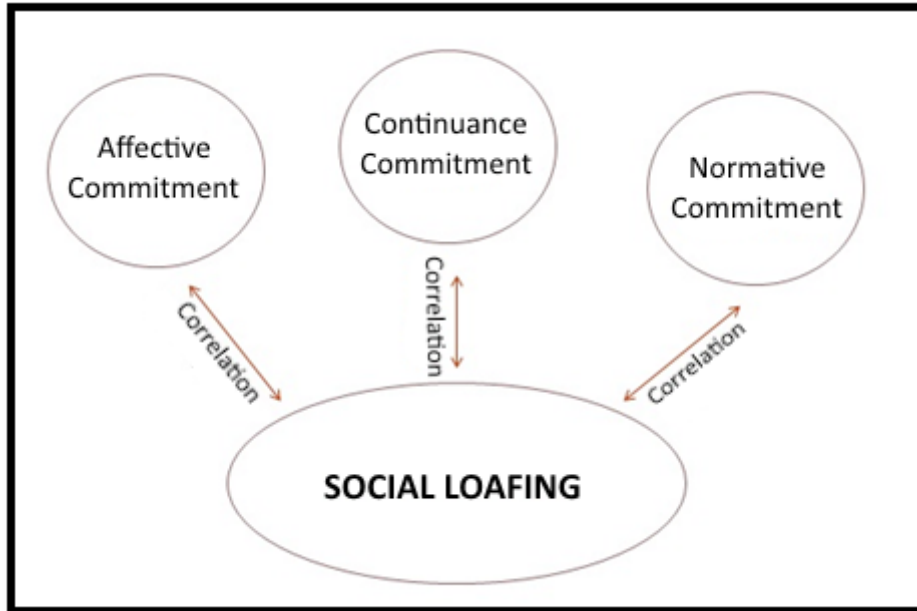
Figure 2.Study Design

4. SAMPLE and METHOD

This study, which was performed for the purpose of identifying the effects of organizational commitment concept on social loafing behaviour at higher education institutions involved the surveying technique as quantitative method. The sample of the study is comprised by teaching staff assuming active roles at foundation universities of Turkey. Online questionnaires were preferred for administration of surveys. In this context, 150 questionnaire forms were obtained as suitable for use. Information obtained by means of questionnaire forms were transferred into the statistics software package "SPSS For Windows 21.0" and evaluated by means of this program.

5. DATA and FINDINGS

Table 1. Distribution of Participants by Gender

Gender	Number	Percentage
Female	68	45,3
Male	82	54,6
Total	150	100

According to the above table showing the distribution of individuals taken for study by gender, out of the 150 individuals, 45.3% or 68 are female and 54.6% or 82 are male.

Table 2. Distribution of Participants by Level of Education

Level of Education	Number	Percentage
Bachelor's Degree	108	72
Master's Degree	19	12,7
PhD	23	15,3
Total	150	100

The above table showing the distribution of individuals participating in the study by level of education denotes that out of 150 individuals, 72% or 108 responded to be bachelor degree holders, while 12.7% or 19 responded to be master's degree holders and 15.3 percent or 23 responded to be PhD holders.

Table 3. Distribution of Participants by Age

Age	Number	Percentage
25 - 29 range	117	78
30 - 39 range	15	10
40 - 49 range	13	8,7
50 and above	5	3,3
Total	150	100

A review of the above table showing distribution of study participants by age, 78% or 117 are in the 25 - 29 range, 10% or 15 are in 30 - 39 range, 8.7% or 13 are in the 40 - 49 range and 3.3% or 5 are at or above the age of 50.

Table 4. Distribution of Participants by Levels of Income

Level of Income	Number	Percentage
TRL 1000- 2000	95	63,3
TRL 2000- 3000	17	11,3
TRL 3000- 4000	16	10,6
TRL 4000 and above	22	14,7
Total	150	100

Based on data included in the above table showing the distribution of study participants by levels of income, 63,3% or 95 earn in the range of TRL 1000 - 2000, 11,3% or 17 earn in the range of TRL 2000 - 3000, 10,6% or 16 earn in the range of TRL 3000 - 4000 or 14,7% or 22 earn TRL 4000 and above, monthly per capita household, net of taxes.

Table 5. Distribution of Participants by Years of Employment

Years of Employment	Number	Percentage
Less than 1 year	45	30
1-3 Years	40	26
3-6 Years	30	20
6-12 Years	20	13
12 years and above	15	10
Total	150	100

Based on data included in the above table showing the distribution of study participants by years of employment, 30% or 45 have worked for less than 1 year, 26% or 40 have worked between 1 and 3 years, 20% or 30 worked for 3 to 6 years, 13% or 20 worked for 6 to 12 and 10% or 15 worked for 12+ years.

Table 6. Frequency Values of Participants for the Affective Commitment Scale

		Totally Disagree(1)	Disagree(2)	Not Sure(3)	Agree(4)	Totally Agree	Mathematical Mean
Affective Commitment	I would be glad to stay at this school for which I work for the rest of my life.	46.0%	11.3%	18.7%	12.7%	11.3%	2.32
	I perceive the problems of our school as my own.	42.0%	12.7%	8.0%	19.3%	18.0%	2.58
	I feel like a "family member" here at this school.	56.7%	12.7%	14.0%	11.3%	5.3%	1.96

A review of the data on responses provided by study participants to the affective commitment scale prepared by us leads to the finding that a great majority in percentage thereof did not show any affective commitment behaviour in the context of organizational commitment.

Table 7. Frequency Values of Participants for the Continuance Commitment Scale

		Totally Disagree(1)	Disagree(2)	Not Sure(3)	Agree(4)	Totally Agree	Mathematical Mean
Continuance Commitment	I would start looking for another workplace, had I not spent this much time at my current school.	7.3%	10%	12.7%	43.7%	26.3%	3.72
	You know the circumstances, it is pretty hard to find a permanent position at another university.	6.3%	17%	21.3%	37.3%	18%	3.44
	I am not really satisfied with this school but I am afraid of being in queer street if I can't find a job immediately after my leaving it.	9.9%	5.9%	7.9%	43.6%	32.7%	3.83

A review of the data on responses provided by study participants to the continuance commitment scale prepared by us leads to the finding that a great majority in percentage thereof showed continuance commitment behaviour in the context of organizational commitment.

Table 8. Frequency Values of Participants for the Normative Commitment Scale

		Totally Disagree(1)	Disagree(2)	Not Sure(3)	Agree(4)	Totally Agree	Mathematical Mean
Normative Commitment	I can't leave my current position at school because I feel responsible for these people.	32.0%	26.7%	30.7%	8.7%	2%	2.22
	I owe a gratitude to the university management for which I work, for recruiting me.	24.7%	25.3%	31.3%	13.3%	5.3%	2.49
	It would be an unfit behaviour for me to leave my current school to apply for a similar position at another.	39.3%	23.3%	28.0%	7.3%	2.0%	2.09

A review of the data on responses provided by study participants to the normative commitment scale prepared by us leads to the finding that a great majority in percentage thereof did not show any affective commitment behaviour in the context of organizational commitment.

Table 9. Frequency Values of Participants for the Social Loafing Scale

		Totally Disagree(1)	Disagree(2)	Not Sure(3)	Agree(4)	Totally Agree	Mathematical Mean
Normative Commitment	I just pretend as if working on tasks assigned by this school, but not putting much effort really, someone else always comes up to lift the burden for me	7.7%	11.7%	14%	39.3%	27.3%	3.67
	The university I am working for never cherishes me but putting me on errands for which I am not responsible. So I prefer stopping by my working colleagues and pretend as if I am on the job.	13.3%	22.3%	28.7%	22.3%	13.3%	3
	Whenever a task is assigned on me at this school, I finish it in a week although I could finish it in a day. I don't care.	9.3%	8%	11.3%	29.3%	42%	3.87

A review of the data on responses provided by study participants to the social loafing scale prepared by us leads to the finding that a great majority in percentage thereof showed organizational social loafing behaviour.

Table 10. The Results of Pearson Product Moment Correlation Analysis Performed to Establish The Relation Between Scores Obtained from the Affective Commitment Scale and Social Loafing Behaviour based on Organizational Commitment

Social Loafing	N	r	P
Affective Commitment	150	-0.444	0,000

According to the results of analysis, there is a negative and significant relation between the scores obtained from the affective commitment scale and the social loafing behaviour variable, based on organizational commitment ($r = -0,444$; $p < 0,05$). In this case, H.1.0.refers to refusal and H1.to acceptance. In the light of these data, it becomes clear that the social loafing behaviour is reduced as the affective commitment increases.

Table 11. The Results of Pearson Product Moment Correlation Analysis Performed to Establish The Relation Between Scores Obtained from the Continuance Commitment Scale and Social Loafing Behaviour based on Organizational Commitment

Social Loafing	N	r	P
Continuance Commitment	150	0,380	0,000

According to the results of analysis, there is a positive and significant relation between the scores obtained from the continuance commitment scale and the social loafing behaviour variable, based on organizational commitment ($r= 0,380$; $p< 0,05$). In this case, H2.0.refers to refusal and H2.to acceptance. In the light of these data, it becomes clear that the social loafing behaviour increases in line with increase in continuance commitment.

Table 12. The Results of Pearson Product Moment Correlation Analysis Performed to Establish The Relation Between Scores Obtained from the Normative Commitment Scale and Social Loafing Behaviour based on Organizational Commitment

Social Loafing	N	r	P
Normative Commitment	150	0,520	0,000

According to the results of analysis, there is a positive and significant relation between the scores obtained from the normative commitment scale and the social loafing behaviour variable, based on organizational commitment ($r= 0,520$; $p< 0,05$). In this case, H2.0.refers to refusal and H3.to acceptance. In the light of these data, it becomes clear that the social loafing behaviour is reduced as the normative commitment increases.

6. CONCLUSION and REMARKS

Organizational factors include values that belong to business life. The organizational factors influencing organizational commitment include such variables as organizational structure, organizational culture, wage level, nature and significance of the job, manner of governance, organizational justice, role ambiguity, conflict and the need for belonging etc. Organizational justice is defined as the establishment, development and sustenance of mutual relations between the employee and managers and non-discrimination between employees. The establishment of the aforementioned relations requires a respectful attitude towards the personality, dignity, cultural values, rights and responsibilities of employees (Cremer, 2005, p. 4).

The manner of management applied in organizations influence commitment to organiza-

tional goals and values. If higher management lays impetus on organizational culture and values, then productivity will increase as well as the rate of innovative thoughts, within the organization. The manner of governance and leadership is equally effective in organizational commitment, at the point of determining whether the staff in the organization would agree with the decisions taken. While a participative and flexible mode of governance and leadership increases organizational commitment, those modes of governance that restrict or ban participation have negative influence on the feeling of organizational commitment. (Demirgil, 2008: 59).

The facts uncovered with reference to data obtained in this study reveal that the social loafing behaviour drops as the affective commitment rises, while it tends to rise with increased continuance commitment and decrease with a rise in normative commitment, as parts of organizational commitment at institutions of higher education.

Based on the data revealed, one may comment that organizational commitment is of vast importance to institutions of higher education. The resultant findings demonstrate that raising the quality of a university may only be accomplished if all teaching staff in that institution are invariably committed to it both morally and emotionally. In a consideration to the otherwise, teaching staff can be vi-

ewed as capable of transforming into human communities who just pretend as if working, finishing only the jobs required by their continuance commitment, but would never get beyond wasting hours, at the end of the day.

This picture presents a buoyant constraint against further growth of higher education institutions, the improvement of educational standards and the emergence of scientific studies, among others. Naturally, it may be appraised as inevitable for the governance schemes of institutions of higher education to bear different structural characteristics than other operating models. Therefore, confirmation of the executive management at institutions of higher education in such a manner that increases affective and normative commitments of their teaching staff, and realisation and perpetuation of in-house PR practices that nurture such commitment mechanisms pose grave importance. Finally, the need for governance types implemented at institutions of higher education to act in such a manner to not to disregard commitment to organizational goals and values stands as an undeniable fact before us.

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YÜKSEKÖĞRETİM KURUMLARINDA ÖRGÜTSEL BAĞLILIK KAVRAMININ SOSYAL KAYTARMA DAVRANIŞI ÜZERİNDEKİ ETKİSİ

Öz: Günümüzde örgütler çalışanlarından daha fazla çaba sarf etmelerini, motive olmalarını ve insiyatif almalarını beklemektedirler. Bir örgütün başarısı yalnızca çalışanlarının yeteneklerini nasıl en üst düzeyde geliştirdiğinin yanında çalışanlarını örgüte bağlanmaları yönünde nasıl teşvik ettiğine de bağlıdır. Örgütsel bağlılık çalışanların işe yönelik tutum ve davranışlarıyla ilgili bir kavramdır. Örgütsel bağlılığı yüksek olan çalışan her durumda örgütte kalmayı sürdüren, işine düzenli devam eden, işletmenin yararını düşünen , örgütün amaç ve vizyonunu paylaşan kişidir. Literatürdeki örgütsel bağlılık ile ilgili çalışmalar incelendiğinde, Meyer ve Allen'in (1990) çalışmalarına dayalı "üç boyutlu örgütsel bağlılık modeli"nin genel kabul gördüğü anlaşılmaktadır. Kendileri örgütsel bağlılığı, çalışanın örgütüne karşı geliştirdiği duygusal, zorunlu veya ihtiyaç olarak ortaya çıkan tutum olarak tanımlamışlardır ve örgütsel bağlılığın çeşitli biçimlerde gerçekleşebileceğini ileri sürerek geçmiş yıllarda sadece tek bir boyut-duygusal bağlılık-ile ele alınan bu kavramı, geliştirdikleri "üç boyutlu örgütsel bağlılık modeli" ile çok boyutlu bir kavram olarak geliştirmişlerdir. Örgütsel bağlılığı; Duygusal bağlılık, devam bağlılığı ve ahlaki(normattif) bağlılık olarak boyutlandırmışlardır. Duygusal bağlılığa sahip olan çalışan işletmede kalmak istediğini, devam bağlılığına sahip olan çalışan yaptığı kişisel yatırımlar sebebiyle bu örgütte kalması gerektiğini, normatif bağlılığa sahip olan çalışansa kendini çalıştığı örgüte adaması gerektiğini ve örgüte sadık olmasını hedefleyen bir kültür içerisinde sosyalleşmesi gerektiğini temel alır. Örgütsel bağlılık kavramı üzerinde yaş, eğitim, kıdem gibi kişisel faktörlerin yanı sıra iş güçlüğü, başarı gereksinimi gibi işe ilişkin değerlerin etkili olduğu ortaya konulmaktadır. Bu faktörlerin yanı sıra kişi-örgüt amaç uygunluğu, iş gerilimi, katılım gibi örgüte ilişkin değerlerin de örgütsel bağlılık üzerinde etkili olduğu saptanmıştır. Örgütsel bağlılığın öncülleri incelendiğinde durumsal faktörler çok büyük önem taşımaktadır. Durumsal faktörlerin örgütsel bağlılığa etkisinden dolayı, örgütsel bağlılığı etkileyen önemli faktörlerden biri, ikili ilişkilerde sosyal mübadelenin bozulması durumudur. Çalışma arkadaşlarının sosyal kaytarma davranışı içine girdiğini düşünen birey, sosyal mübadelenin bozulduğunu varsayarak, örgüte olan bağlılığını azaltabilmektedir. Sosyal Kaytarma, sosyal psikolojideki

karşılığı 'socialloafing' olan çalışanların bir grup içerisinde birlikte çalıştıkları diğer bireylerle karşılaştırıldığında işe yönelik süreçlerde motivasyon düzeylerinin ve çaba gösterme eğilimlerinin azalması olarak tanımlanmaktadır. Sosyal kaytarma davranışı, örgütlerde grup üyelerinin sayısının artması, sorumlulukların ve görevlerin daha çok çalışan arasında paylaştırılması ve böylelikle bazı grup üyelerinin bireysel katkılarının fark edilemeyeceğine inanması sonucunda, işe yönelik çabaların azaltmasıyla ortaya çıkmaktadır. Bununla birlikte, sosyal kaytarmanın bireylerin kalabalık bir grup içerisinde, kendilerini saklama çabasında olmaları ve katkılarının örgütsel çıktıları etkilemeyeceğine inanmaları nedeniyle de oluşmaktadır. Sosyal kaytarma takım çalışmalarının arttığı günümüzde takımın verimliliğini etkileyen önemli unsurlardan biridir. Takım halinde yapılan işlerde, takımın performansı, bireylerin katkısı oranında artmaktadır. Ancak yapılan araştırmalarda, bireysel olarak yapılan işlerde yüksek performans gösteren bazı çalışanların, takım çalışmalarında bireysel performansından daha düşük çaba sarf etme eğiliminde olduğu görülmektedir. Bu tür performans kayıpları, örgütsel davranış alanında sosyal kaytarma olarak adlandırılmaktadır. Bireysel performansın ayırt edilmediği ve herkese aynı ölçüde ödülün dağıtıldığı bir grupta çalışma arkadaşından daha az performans sergilediğini gören çalışan örgütüne olan bağlılığını da azaltabilmektedir. Çalışma arkadaşlarının sosyal kaytarma içerisinde olduğunu düşünen birey, sosyal mübadelenin ve güvenin zedelendiğini düşünerek sosyal etkileşimi dengede tutmak adına işine karşı yabancılaşmakta, örgütsel bağlılığı azalmakta hem de bu tür davranışlara tepki olarak sosyal kaytarma davranışına yönelmektedir. Bu çalışmada, mevcut literatürden yola çıkarak örgütsel bağlılık kavramının, sosyal kaytarma üzerindeki etkisi belirlenerek, yükseköğretim kurumları bazında önemini ortaya koymak amaçlanmıştır. Araştırmada kalitatif yöntem olarak anket araştırmasına gidilerek Meyer ve Allen tarafından 1990 yılında oluşturulmuş olan modelin yükseköğretim çalışanları üzerinde çalışıp çalışmadığı test edilecektir.

Anahtar Kelimeler: Örgütsel Bağlılık, Sosyal Kaytarma, Yükseköğretim