

Do Tunisian Universities Need Organizational Commitment?

Mehdi Hajri

ABSTRACT

Higher education is a real lever of growth for developing countries such as Tunisia. Our study aims to show the importance of organizational commitment in the intention of running the university well. As a result, the review of the literature enabled us to analyze a concept of attitude at work, namely organizational commitment, which in our opinion can constitute a major lever for carrying out the university development strategies. It has been established that academics remain committed to their vocation and thereby demonstrate their continued commitment to their students despite the workload, administrative tasks and research carried out (Houston et al., 2006).

Keywords: Higher education, Organizational commitment, Tunisian universities

INTRODUCTION

Developed in the field of social and cognitive psychology, organizational commitment has received much attention in previous research due to its significant impact on staff behaviors such as job satisfaction, performance, absenteeism, and intentions to leave the organization. Organizational commitment has been defined differently by a myriad of specialists depending on their origins. However, the definition of Mowday and al 1979 remains the most widely used. These define organizational commitment as "the relative strength in the identification and participation of the individual in his organization".

Note that the concept of commitment has been cited in studies of developing countries (Al-Meer, 1989). In this perspective, our analysis of this concept in the context of Tunisian Higher Education will lead us to question the presence of commitment in a public institution, namely the Tunisian University. We support the state of the university context after the Tunisian revolution and we propose the hypothesis that organizational commitment can positively affect the management of university institutions in Tunisia.

THE CONCEPT OF ORGANIZATIONAL COMMITMENT

According to Healey (1997), engagement is a learning process characterized by the creation of confidence, knowledge, and values to build social capital. The organizational commitment of employees has been the subject of many pieces of research in human resources management. The literature in this area distinguishes between different dimensions and targets of engagement. Allen and Meyer (1991, 1997) highlight three dimensions of organizational commitment, which can be emotional, normative, or continuity. Affective commitment reflects an emotional attachment to the organization, so that the employee remains in the organization, as he wishes. Normative commitment, on the other hand, is felt rather as a moral obligation. The employee stays with the

organization because they think they should. Finally, the continuity commitment - now called "calculated commitment" - is linked to the awareness of the cost of leaving the organization. The employee stays in the organization because he needs it. Affective, normative, and calculated commitments should be seen as different dimensions rather than different forms of this commitment. Indeed, these dimensions are not mutually exclusive, and an employee may well experience them at the same time, to different degrees. An employee may thus feel a strong desire and a great need to stay in the organization (Meyer and Allen, 1991). The aim is to increase the engagement of members of different groups.

The scientific literature specializing in the study of organizational commitment conveys several definitions (Becker, 1960; Salancik, 1977). This concept is already treated by several researchers with different measures (Becker, 1960; Lee, 1971; Porter, Steers, Mowday and Boulian, 1974; Allen and Meyer, 1990), it has always been based on the study of staff behavior and on how he manages his employability. In this context, Becker and Carper (1956) add that the concept of organizational commitment remains a crucial element in studying the attitude of individuals in organizations. Nevertheless, the determination of the concept remains controversial and we are witnessing several definitions, for Becker (1960), organizational commitment is "a coherent line of conduct followed by an individual to achieve his goals", for other authors, the concept refers to the attachment that an individual has for their organization (Porter, Steers, Mowday and Boulian, 1974). It is from the 1980s that the term will be reconceptualized and become a multidimensional notion, endowed with three components (Allen and Meyer, 1990).

The theoretical evolution of the concept will then follow four main currents that of the "Side-bets" theory of Becker (1960), that is to say, the swinging approach of Sheldon (1971) and Scholl (1981); to this is added the affective approach (Buchanan, 1974; Porte, Steers, Mowday and Boulian, 1974), then the moral value approach or Protestant ethics (Kidron, 1978) and finally the three dimensions approach of Allen and Meyer (1990).

1. THE SIDE BETS THEORY OF EXCHANGE

The first classical approach to organizational commitment is the theory of exchange, more commonly known as the theory of "side bets" (accumulated investments), which was developed by Becker (1960) and which dominated from the 1960s to 1980s. In this theory, the term "side bets" refers to any investment made by an individual. Using this approach, Becker (1960) presents the concept of organizational commitment according to the principle that an individual adopts a certain course of action following logical reasoning. This rational choice is often linked to external interests (Hrebiniak and Alutto, 1972). Indeed, an organizational commitment results from a cognitive judgment specific to the employee concerned about the consequences of a change of job (Ritzer and Trice, 1969). The economic, psychological, and social costs such as investments in time and effort, job security, relationships with colleagues as well as the skills and knowledge acquired at the employer's place come under a cognitive assessment specific to the company's employee. The latter will remain with his company as long as he considers that the costs generated by the severing of the contractual link with the organization are greater than the benefits he can expect from this change (Becker, 1960). In this approach, organizational commitment is a structural phenomenon that occurs as a result of an exchange relationship between the employee and the organization. Kanter (1968), who developed the concept of "cognitive continuance-commitment", argues that organizational commitment does not correspond to an emotional attachment on the part of an

employee to his organization, but rather is the logical consequence of positive assessment of the ratio of benefits received compared with the costs invested. However, it should be noted that the advantages, which will determine the degree of organizational commitment of an employee, depending on their values in the eyes of the latter (Mottaz, 1988). The more significant benefits an individual perceives at low cost, the more difficult it is for them to leave their organization, and the greater is their commitment. In the context of the trade approach, organizational commitment is therefore the fruit of a positive transaction between the individual and his organizational environment.

2. AFFECTIVE APPROACH

During the same period, a second approach to organizational commitment has developed the so-called affective approach. This view of commitment began with the work of Kanter (1968). The latter describes organizational commitment as the willingness of social actors to make the necessary efforts for the success of the company and to remain loyal to it. This definition leads Lee (1971) to assert that organizational commitment is similar to the sense of belonging and loyalty that an employee will feel towards his company. While according to the theory of exchange, organizational commitment depends on the costs associated with the departure of the employee, supporters of the affective approach assert that organizational commitment can be understood as a psychological attachment of an employee to its organization (O'Reilly and Chatman, 1986). The emotional side of the relationship between an employee and his company is at the core of this approach. Buchanan (1974) believes that organizational commitment has three components: identification, involvement, and loyalty. According to this author, identification results in a psychological bond between the employee and their organization, while involvement is about the employee's adoption of the goals and values of their company. Ultimately, it reduces loyalty to a feeling of affection or attachment to the organization. Following the work of the researchers mentioned above, Mowday, Porter, and Steers (1982) characterize organizational commitment as a function of three factors:

- 1) A belief in and acceptance of the objectives and values of the organization;
- 2) A willingness to make an effort for the company;
- 3) A desire to remain employed in the organization.

These authors see engagement as a one-dimensional attitude that develops over the long term. It increases as the employee becomes familiar with the characteristics of their organization.

3. MORAL VALUE APPROACH (PROTESTANT ETHICS)

Although it is less known, this approach is not less important in the evolution of the concept of organizational commitment. Jaros, Jermier, Koehler, and Sincich (1993) assert that researchers dealing with moral commitment are inspired by the researches done on the affective approach. It was only after the studies of the affective approach were brought together with research explicitly dealing with a moral commitment that the latter concept took on its full significance.

One of the first studies that focus on moral engagement was that of Kidron (1978). The latter wanted to reproduce research by Dubin, Champoux, and Porter (1975) whose center of interest deals with worker' life and organizational commitment, while adding elements of the Protestant ethics of Weber (1958). It seems that workers who show a high level of Protestant ethics exhibit much higher organizational commitment than others (Kidron, 1978). In this research, the Protestant ethic is

understood as a principle of life in which stubbornness at work has a moral value. The individual who adopts the vision of Protestant ethics, understood in this sense, is fiercely engaged in his work, since he regards it as a goal of life and as a moral value. The organization would then be the best place to fulfill these values. Kidron then defines engagement as identification with the goals and values of the organization. This definition differs from the affective approach in that, in Protestant ethics, there is a sense of obligation towards the organization felt by the employee (Jaros et al. 1993). The employee does not work in his interest, but rather in that of the organization that employs him.

4. THE THREE-DIMENSIONAL MODEL

After several studies and measures of the concept of organizational commitment, various researchers have emphasized its far-reaching scope (O'Reilly and Chatman, 1986; Meyer and Allen, 1991, 1997). Compared to other studies, Meyer and Allen (1991, 1997) have proposed the most structured model. They believe that there are three dimensions, namely the affective, normative, and continuity component.

Thus, the affective dimension constitutes identification and emotional attachment to the organization. The staff are satisfied, and committed to the values of their organization and express their belonging to it. Thereafter, he adheres to any overall corporate strategy. The continuity commitment or calculated commitment is based on the ratio of gains and losses that may be generated following a departure. But this is a situation where, for one reason or another, the employee is unable to decide to leave, given their investment in their current organization and their fear of unemployment.

Finally, the normative commitment represents a moral obligation towards the organization. Indeed, some authors, such as Wiener (1982), define the moral dimension as "the totality of normative pressures internalized to act in such a way as to meet the goals and interests of the organization.

II. THE THEORETICAL CONTRIBUTION OF THE CONCEPT OF ORGANIZATIONAL COMMITMENT IN THE PUBLIC SPHERE

Some professionals see organizational commitment as "the cornerstone of any policy to retain talented staff" (Chaminade, 2003; Griffeth & Hom, 2001; Vandenberghe, 2004). In his contribution to Telescope (May 2005), Christian Vandenberghe adds that "Public organizations today are faced with the double necessity of having to retain their talented staff and attract new employees, in the context of a major crisis, of the succession which is announced in the coming years. The organizational commitment of employees becomes a central element, which is dependent on a workforce wishing to both contribute to the productivity of the organization and maintain its membership. "However, Vandenberghe (2005) highlights the affective and normative commitment that organizations must develop. Thus, he adds and clarifies that there are "negative forms of employment" that the organization must reduce. However, our field of study involves taking the full measure of the difference between the private and public sectors. This difference has its origins in the working system within these organizations. The absence of objectives and strategies in the public sector makes all the employees of a public organization share a feeling of absolute disengagement vis-à-vis the values and goals of the public administration and this affect their organizational behavior. Moreover, to solve this, public organizations are increasingly trying to promote short-term activities, but this continuous change paradoxically slows down the emergence

of new ideas and leaves users or "customers" dissatisfied. To this is added a difficulty, that of the non-existence of specific tasks for each employee, one does the work of the other. Subsequently, employees feel disempowered, abandoned by their hierarchy. A clarification of the responsibilities of each person is essential to motivate the staff and the necessary prerequisite for any involvement in an organization.

Among the shortcomings that exist within public organizations and which hinder any real commitment of its staff, we can cite the lack of a project in which we can engage. In the absence of such a project delineating concise tasks devolved to each staff, the overall working hours are decreasing and that would encourage absenteeism and abusive work stoppages or leaves. Goulet et al. (2002) analyze organizational commitment in three different sectors in a global way. To this end, the aim is to introduce the economic context as a key variable in the description of the evolution of organizational commitment. Goulet et al., Take the decade as a benchmark. They indicate that in the United States the 1980s were economically gloomy, it was a time of recession, which increases job security in the public sector, and there followed a period of recession, strong organizational commitment. On the other hand, the decade of the 1990s saw a development that translated into economic stability and job creation in the private sector, which led to a heavy decline in the engagement of public sector employees.

Following the same reasoning, Brian S. Young et al., (1998), put forward two types of motivations that can determine the engagement of employees in the public sector, namely intrinsic (social recognition) and extrinsic (salaries, benefits in nature). They add that intrinsic and extrinsic motivations are all the more important for public sector employees during a highly job-creating economic environment, that is, when the engagement of public officials is at its lowest. Besides, in their study of municipal employees involved in public works (garbage collection and disposal, sewerage) also referred to as "blue-collar workers," Brian S. Young et al. (1998) conclude that "intrinsic and extrinsic rewards are important for the prediction of organizational commitment. More importantly, these findings run counter to the often held belief that blue-collar workers are motivated primarily by extrinsic rewards, including salary". They add that "it would be a mistake to ignore the importance of intrinsic factors for people working in such positions. Indeed, intrinsic factors maybe even more important in these situations, as significant increases in extrinsic rewards are unlikely".

For Liou and Nyhan (1994), interest in organizational commitment emerged when it was realized that it was one of the main determinants of organizational effectiveness (Schein, 1970; Steers, 1975). They argue that "in the face of a crisis in the public sector, several researchers in public administration (Romzek, 1990; Perry and Wise, 1990; Dobel, 1990) recognize the need to study the specific motivations of employees. They suggest that organizational commitment is key to increasing motivation in public services and those empirical studies of employee engagement are needed to understand their motivational base in public organizations. Empirical research on the dimensions of organizational engagement would help public managers identify key elements of engagement and establish policies and programs to promote and strengthen employee engagement. "Empirical results such as those provided by the study of Liou and Nyhan confirm the importance of the affective dimension of involvement in a public organization (Romzek, 1990, 1989, 1985). Therefore, the motivation of public employees is essential for identification and involvement in their public organizations. The same authors suggest that "emotional commitment answers, among

other things, the question of the use of monetary incentive systems as the main means to motivate public sector employees, especially at the senior level". They add that "to promote employee engagement, public service managers should focus more on emotional engagement. Public managers can foster emotional engagement through extensive work on their agency culture, the socialization process, and efforts to meet employee expectations "(Romzek, 1990).

In short, the scientific literature devoted to this topic is almost unanimous on the importance of studying the concept of organizational commitment in the public sector. And if the benchmarks and points of view remain heterogeneous, at least researchers converge in admitting the importance of this organizational concept. Despite the difference between the private and public sectors, studies on the latter tend to catch up and fill in theoretical and practical gaps, by appropriating concepts and approaches that were previously the preserve of the private sector alone.

III. ORGANIZATIONAL COMMITMENT IN HIGHER EDUCATION

The antecedents and correlates of organizational commitment have received much attention as documented in organizational research (Dunham, Grube & Castaneda, 1994; Kirkman & Shapiro, 2001; Mathieu & Zajac, 1990). The concept has been studied in several universities both among students, for example in nursing school (Bateman and Strasser, 1984; Meyer, Allen and Smith, 1993), and among university employees (Allen and Meyer, 1990; Meyer, Allen, and Gellatly, 1990; Gallois and Lavan, 1981). It is in this context that our study is situated. Our work concerns all university staff, both administrative and teaching staff. The objective is to treat the university as an organization, which has staff and clients, namely students, and, also, an economic entity that carries out its activity or its "mission" in a well-defined environment, that of higher education.

However, there is a surge in empirical research regarding the role played by the concept of organizational engagement in higher education institutions. Part of the research analyzes the correlations between the organizational commitment of teachers and the variables of organizational behavior. Other research addresses the causal link that exists between dimensions of organizational commitment and other variables whether antecedent or consecutive to engagement. Sàez et al., (2009), in their study on the contribution of commitment to the success of organizations, tested the causality of several variables on affective commitment and continuity commitment (the two most studied dimensions). They believe that "according to Wasti (2005), organizations are more likely to achieve the desired level of performance among workers when emotional commitment is high and commitment to continuity is low." To influence the level of commitment at the organizational level and in particular in public universities, Sàez et al. (2009) divided the antecedents of affective engagement into three characteristics:

- Variables linked to personal characteristics (age, sex, marital status, and skills);
- Variables related to the characteristics of the function (autonomy, centralization, and participation in decision-making) and employment conditions (job security and the possibility of promotion);
- Variables related to the characteristics of organizational or workgroup issues (the work environment).

Regarding the antecedents of continuity commitment, the authors add that Meyer and Allen (1991) grouped all the variables into:

- Personal investment in the organization (age, job security, etc.);
- Possible alternatives (research skills).

For the two control variables chosen in their study, Sàez et al. (2009) evoked the satisfaction resulting from the pleasure of teaching and conducting research. These two elements refer to a variable of organizational behavior, job satisfaction, which arouses much interest in its causal relationship with organizational commitment and poses the problem of its interpretation, as an antecedent variable or as a consequence of organizational commitment. Extending their studies on the engagement of teachers at the university, the authors specify that: "the satisfaction of teaching turns out to be positively significant in the model of affective engagement, while the satisfaction concerning researches 'proves to be negatively significant in the continuity commitment model. These results are consistent with those obtained by Meyer, Allen, and Smith (1993), who find that job satisfaction is positively linked to emotional commitment and negatively linked to continuity commitment ". The commitment to his teaching and research activities is enough for the teacher. The authors claim that the encouragement of participation (decision-making and management of the university) has no positive effects on his level of commitment. Finally, they conclude that the link between the two variables of professional satisfaction (satisfaction with teaching, satisfaction with doing research), and the two affective and continuity dimensions of organizational commitment show us that "teachers who are very satisfied with their teaching activity will be more emotionally engaged, while those who are very satisfied with their research activities will show a less marked commitment to continuity".

For Gaylor (2004), his study was specific to a university with an African-American population. It showed that commitment to the university constitutes an antecedent of job satisfaction. Analyzes were first carried out on the links between the three dimensions of organizational commitment, then this relationship was tested on links between engagement and self-efficacy, workplace control, and finally job satisfaction. Gaylor's (2004) results reflected some earlier findings (Meyer, Allen and Smith, 1993) regarding the negative link between job satisfaction and commitment to continuity. On the other hand, this variable of organizational behavior was strongly correlated with affective and normative commitment. Self-efficacy has been positively associated with both affective and normative dimensions of organizational commitment, which is consistent with the research of Gardner and Pierce (1998). Gaylor (2004) continues his research by indicating that "university employees who strongly believed that they could accomplish a given task (self-efficacy) also had strong emotional attachments to the organization and felt obligated to stay".

Nevertheless, Kristena's (2004) study is not without limits, in the sense that its results cannot be generalized to all universities with an African-American population. On the other hand, it has a strong asset: "our efforts represent the first attempt to extend the literature of organizational commitment in higher education", consequently, this study by Kristena (2004) constitutes a basic reference for our research. Similarly (reasoning relating to the test of the correlation between organizational commitment and preachers or the consequences of this concept), George and Sabapathy (2011) analyze the importance of the concept of commitment in the motivation of teachers in the universities of Bangalore (Indian city). For them, the teacher is one of the key factors that have contributed to the deterioration of higher education. Subsequently, we must motivate this teacher who, according to the authors "must not only be cultivated with a fairly large intellectual baggage, on the contrary, the teacher must be very motivated and devoted to his profession, sincere in his efforts to do good for society ".

Commitment is also the achievement of "excellence" (Peters and Waterman, 1982). It is also about the commitment to meet the needs of students and their expectations (Witt & Steward, 1996). It has been established that academics remain committed to their vocation and thereby demonstrate their continued commitment to their students despite the workload, administrative tasks and research carried out (Houston et al., 2006). The behavior patterns of teachers vis-à-vis their institution and their students vary according to the evaluation of organizational commitment which can have several facets depending on the individual concerned, but also according to the place and period of work in which he performs his duties (Firestone and Rosenblum, 1988). Other authors reply that the commitment of college teachers depends on their level of motivation at work and that it has an impact on their performance (Wang, 2010). The study by George and Sabapthy (2011) showed that there is a significant positive association between the work motivation of college teachers and their level of affective and normative commitment. On the other hand, this link is weak in the dimension of continuity. They argue that it is appropriate to test all of the commitment variables because an employee's relationship with their organization might reflect varying degrees depending on the three dimensions of organizational commitment. We can echo the conclusions that George and Sabapthy (2011) drew from their study on the importance of commitment in motivating university teachers:

It is recognized that teachers who feel emotionally engaged express a strong emotional attachment to the institution and will therefore have greater motivation and a stronger desire to contribute significantly to the organization against those who have a weak emotional commitment;

thus, it is expected that teachers with a strong emotional commitment will choose to be absent less often and will be motivated to obtain better work results;

Teachers whose main link with the organization is based on the commitment to continuity always remain in the organization, not for reasons of emotional attachment, but by recognition and because the costs associated with any other attitude would be just too high;

Thus, it is expected that normative commitment to the organization will be positively linked to working attitudes, such as performance, attendance, and organizational citizenship;

It is clear that principals need to have a deep understanding of the three components of the organizational commitment of teachers;

Teachers' engagement can also be strengthened by the confidence that direction may place in them. Confidence is important for the organizational commitment of teachers because it goes to the heart of the employment relationship;

Teachers who receive training, in particular training designed to give them opportunities for advancement, could strengthen their sense of self-esteem and thus develop a strong emotional involvement.

These statements are not confirmed with what was predicted by Sàez et al. (2009). These ensure that there is a negative link between professional enrichment and commitment to continuity. This

is why if the teacher is confident in his skills, he can still leave the institution he works in at the slightest opportunity.

In our opinion, these two ideas cited above do not reflect the reality in the Tunisian context, where a fairly important variable reinforces the commitment of teachers is essential, namely the location of workplaces concerning the home of the teacher. A strong current trend is accentuated in Tunisian universities about teachers, it is the desire to "teach at home", near the family home. The concept of organizational commitment in higher institutions of Management in Tunisia deserves further study. As a contractual Assistant in management in Tunisia, this experience will be instrumental in encouraging us to embark on more research and to share it with other researchers. Indeed, having occupied the post of contractual assistant in a faculty of management in Tunisia, we can work on our personal experience and share our own feelings.

IV. ORGANIZATIONAL COMMITMENT TO HIGHER MANAGEMENT EDUCATION IN TUNISIA

The reasons for choosing higher management education are on both sides the teaching of management in twelve universities on all thirteen universities in Tunisia that on the one hand and the other hand our experience as a contractual assistant in management.

The context of teaching management in higher education in Tunisia is a little atypical, giving the growing number of registrations for doctoral theses and knowing that each doctoral student can, from his first registration, apply for a half-contract in the eleven universities which teach management. To sketch the portrait of the commitment of Tunisian teachers, he undertakes an in-depth research, to draw up the genealogy of the causes and consequences of the state of higher education in management. Politics have taken hold of Tunisian higher education in the smallest actions of strategic leadership. From the primary level, we are witnessing an unequalled intervention in the results of schoolchildren: public institutions are pushing teachers to manipulate the results and to enhance them artificially at the end of the year, in order to meet state requirements. It was towards the end of the 1990s that education experienced a frightening decline with the exponential rise in the success rate of high school bachelors. Of course, the figures were set knowingly by the Tunisian state, anxious to react to the World Bank report on higher education in 1998, in Paris, report which criticized the failure rate at the Tunisians bachelor's degree and post bachelor's degree. Subsequently, the Tunisian State encouraged the directors of secondary and higher establishments to increase the success rates to the detriment of the quality of the students, which does not go without asking a lot of questions in higher education and which is very important and palpable to us as teachers.

A second factor, which also enters into the "politicization" of the higher education sector, relates to the centralization of decisions at the ministerial level for the majority of laws concerning higher education, such as the establishment of a license's, master's and doctorate program, imitating the French system. In our opinion, this LMD reform did not take the necessary time for its implementation, and the consultation of various stakeholders (teachers and students) remained insufficient. The weak point of this reform concerns all the seminars and modules designed for its application and which in no way converged with the needs of the industrial world - moreover, even the content of the lessons involved in this reform does not reflect its title.

A third factor which is part of the strategy of "politicization" is the quota of the statutes of the teachers in the same university: thus, the contractual assistants, who are normally researchers pursuing their thesis, exceed 50% of the total number of teachers, all categories combined for budgeting reasons. Subsequently, the teaching load is so great that the doctoral student has difficulty carrying out his research. All these points lead us to think that the Tunisian state had no intention of promoting research, because we cannot speak of research under such conditions. Indeed, as a contractual assistant, no one feels like they are being treated like a researcher, at most like a simple employee who has to carry out their hourly teaching load. Compared to students, we notice that they are no longer motivated by their studies and that they are weakened by the threat of unemployment that hangs over them after graduation. This student disengagement behavior puts pressure on the entire university administration and leaves its students perplexed about the prospects in higher education. Besides, the university teacher will not be motivated under these conditions either, especially when the level of the students drops: the consequences on the quality of the courses and the level of the exams are inevitable. Added to this is the issue of discipline: handling and supervision are breaking down, ongoing unrest is increasing, administrative sanctions are no longer applied strictly in the case of conflicts between teacher and student, etc. Consequently, the teacher's esteem is called into question, which also affects his function, his profession, and the institution he represents.

Talking about the extrinsic motivation at work, during our four years as a contractual assistant and every first four months of each year, we had not been paid. This shows how much Tunisian higher education cares about the financial situation of its teachers. We are aware that any change in the management of Tunisian universities must imperatively pass through the teacher. It is necessary to promote his status and integrate it into all guidelines. We assume that a commitment from Tunisian higher education is a prescription that can weigh on, in the improvement of its management.

CONCLUSION

In this research, we wanted to bring together theory and personal experience in higher education with the concept of organizational commitment. In fact, the concept of organizational commitment has gained unprecedented interest in management in recent years. However, until now it is understood sometimes as a cause, sometimes as a consequence, nothing made it possible to grasp the role it plays in the attitude of the organizations. Moreover, recent research on the role of organizational commitment in the public sector and, in particular, in higher education, in developing countries, remains insufficient. But above all, no research has been able to decide, at least up to a certain point, either on the definition of organizational commitment (the majority of studies empirically underline the only affective and normative dimensions of commitment) or on the delimitation of the various correlations and causalities, a source of thorny controversies among researchers.

After the Tunisian revolution of 2011, it is time for teachers and managers of the higher education sector in Tunisia to take the initiative and engage in improving the management of the sector. All the positions and administrative responsibilities are engaged, thanks to free and democratic elections, there is no question today of not moving forward and correcting all the dysfunctions that have brought the sector back to a deplorable and fragile situation such as that of today. We believe that organizational commitment is a key variable in improving the Tunisian higher education sector.

In our future research, we will discuss the effect of organizational commitment on the quality of Tunisian higher education.

References

- Allen N.J. et Meyer J.P. (1990), « The measurement and antecedents of affective, continuance and normative commitment to the organization », *Journal of Occupational Psychology*, Vol.63, No. 1, pp. 1-18.
- Allen N.J. et Meyer J.P. (1993), « Organizational Commitment: Evidence of Career Stage Effects? », *Journal Business Research*, Vol. 26, No. 1, pp. 49-61.
- Ashman Ian (2007), « An investigation of the British organizational commitment scale: A qualitative approach to evaluating construct validity », *Management Research News*, Vol. 30, No. 1, pp. 5-24.
- Bar-Hayim A. et Berman G.S. (1992), « The Dimensions of Organizational Commitment », *Journal of Organizational Behavior*, Vol. 13, No. 4, pp. 379-387.
- Bateman T.S. et Strasser S. (1984), « A Longitudinal Analysis of the Antecedents of Organization Commitment », *Academy of Management Journal*, Vol.27, No.1, pp.95-112.
- Brown U.J., et Gaylor K.P. (2004), « Organizational Commitment in Higher Education », *Jackson State University Economic and Research Symposium*, Jackson, Mississippi.
- Buchanan Bruce (1974), « Building Organizational Commitment: The Socialization of Managers in Work Organizations », *Administrative Science Quarterly*, Vol. 19, No. 4, pp. 533-546.
- Chan Sow Hup (2005), « Organizational identification and commitment of members of a human development organization », *Journal of Management Development*, Vol. 25, No. 3, pp. 249-268.
- Chen Z. X. et Francesco A.M. (2003), « The relationship between the three components of commitment and employee performance in China », *Journal of Vocational Behavior*, Vol. 62, pp. 490-510.
- Cheng Y. et Stockdale M.S. (2003), « The validity of the three-component model of organizational commitment in a Chinese context », *Journal of Vocational Behavior*, Vol. 62, pp. 465-489.
- Chughtai A.A. et Zafar S. (2006), « Antecedents and Consequences of Organizational Commitment Among Pakistani University Teachers », *Applied H.R.M. Research*, Vol. 11, No. 1, pp. 39-64.
- Gouldner Helen P. (1960), « Dimensions of Organizational Commitment », *Administrative Science Quarterly*, Vol. 4, No. 4, pp. 468-490.
- Goulet, L.R. et Frank M.L. (2002), « Organizational commitment across three sectors: Public, non-profit, and for-profit », *Public Personnel Management*, Vol. 31, pp 201-210.
- Hunt S.D et MORGAN R.M (1994), « Organizational Commitment: one of many commitments or key mediating construct? », *Academy of Management Journal*, Vol. 37, No. 6, 1568-1587.
- Liou K.T. et Nyhan R.C. (1994), « Dimensions of organizational commitment in the public sector: An empirical assessment », *Public Administration Quarterly*, Vol. 18, No. 1, pp. 99- 118.
- Louis G. et Sabapathy T. (2011), « Work Motivation of Teachers: Relationship with Organizational Commitment », *Canadian Social Science*, Vol. 7, No. 1, pp. 90-99.
- Mayer R.C. et Schoorman F.D. (1998), « Differentiating Antecedents of Organizational Commitment: A Test of March and Simon's Model », *Journal of Organizational Behavior*, Vol. 19, No. 1, pp. 15-28.
- Meyer J.P. et Allen N.J. (1991), « A three-component conceptualization of organizational commitment », *Human Resource Management Review*, Vol. 1, No. 1, pp. 61-89.
- Meyer J.P., Stanley D.J., Herscovitch L. et Topolnytsky L. (2002), « Affective, Continuance, and Normative Commitment to the Organization: A Meta-analysis of Antecedents, Correlates, and Consequences », *Journal of Vocational Behavior*, Vol.61, No. 1, pp.20-52.

Morris J. H. et Sherman J. D. (1981), « Generalizability of an Organizational Commitment Model », *Academy of Management Journal*, Vol. 24, No. 3, pp. 512-526.

Nijhof W.J., De Jong M.J., et Beukhof G., (1998), « Employee commitment in changing organizations: an exploration », *Journal of European Industrial Training*, Vol. 22, No. 6, pp. 243-248.

Oliver Nick (1990), « Rewards, investments, alternatives and organizational commitment: Empirical evidence and theoretical development », *Journal of Occupational Psychology*, Vol.63, No. 1, pp.19-31.

Parish J.T., Cadwallader S. et Busch P. (2007), « Want to, need to, ought to: employee commitment to organizational change », *Journal of Organizational Change Management*, Vol. 21 No. 1, pp. 32-52.

Randall Donna M. (1987), « Commitment and the Organization: The Organization Man Revisited », *The Academy of Management Review*, Vol. 12, No. 3, pp. 460-471.

Randall Donna M. (1988), « Multiple Roles and Organizational Commitment », *Journal of Organizational Behavior*, Vol. 9, No. 4, pp. 309-317.

Randall Donna M. (1990), « The Consequences of Organizational Commitment: Methodological Investigation », *Journal of Organizational Behavior*, Vol. 11, No. 5, pp. 361- 378.

Reichers Arnon E. (1985), « A Review and Reconceptualization of Organizational Commitment », *The Academy of Management Review*, Vol. 10, No. 3, pp. 465-476.

Riketta Michael (2002), « Attitudinal Organizational Commitment and Job Performance: A Meta-Analysis », *Journal of Organizational Behavior*, Vol. 23, No. 3, pp. 257-266.

Roca-Puig V., Beltran-Martín I., Escrig-Tena A.B. et Bou-Llusar J.C. (2006), « Organizational commitment to employees and organizational performance: A simultaneous test of configurative and universalistic propositions », *Personnel Review*, Vol. 36, No. 6, pp. 867- 86.

Saks Alan (2009), « Engagement: The academic perspective », *Canadian HR Reporter*, Vol. 22, No.2.

Shirbagi Naser (2007), « Exploring Organizational Commitment and Leadership Frames within Indian and Iranian Higher Education Institutions », *Bulletin of Education et Research*, Vol. 29, No. 1, pp. 17-32.

Steers Richard M. (1977), « Antecedents and Outcomes of Organizational Commitment », *Administrative Science Quarterly*, Vol. 22, No. 1, pp. 46-56.

Sultan T.M., Nazim A., et Zahoor K. (2010), « Relationship between Organizational Commitment and Perceived Employees Performance », *Interdisciplinary journal of contemporary research in business*, Vol. 2, No. 8, pp. 1-12.

Wang Cai-feng (2010), « An Empirical Study of the Performance of University Teachers Based on Organizational Commitment, Job Stress, Mental Health, and Achievement Motivation », *Canadian social science*, Vol. 6, No. 4, pp. 127-140.

Young, B.S., Worchel, S., et Woehr, D.J, (1998), « Organizational commitment among public service employees », *Public Personnel Management*, Vol. 27, No. 3, pp. 339-348.

Yousef Darwish. A. (1999), « Organizational commitment: a mediator of the relationships of leadership behavior with job satisfaction and performance in a non-western country », *Journal of Management Psychology*, Vol. 15, No. 1, 2000, pp. 6-28.