



INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE AND MANAGEMENT

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AN ANALYSIS OF 'ORGANIZATIONAL COMMITMENT' AMONG COLLEGE TEACHERS

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ABSTRACT

Education plays a dominant role in molding the profession and life of each person. (Keisham Shitaljit Singh and Salam Robiya Meetel, 2010). In the process of successful service delivery in education sector, teachers were and are the critical input. In India, more than 80% of the total budget for higher education is spent on establishment and salaries and upkeep of the physical plant and hardly 20% of the total allocation is channelized for the actual academic programmes. Having spent such a high proportion of the budget for salaries and buildings, how well do we make use of the infrastructure, both human and material, in a normal year? (Swamiraj D, 1995). Premises and equipments are needed in the education enterprise but persons are vital to them and a teacher is the supreme factor. NCTE (1998) states, "A teacher in the technological age must have commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence and commitment to basic human values. Thus a teacher should be equipped with modern competence to work effectively to cater to the needs of information-seeking society, to prove himself or herself as a knowledge worker" (Ramesh Varma, 2005). This paper aims at analysing the present level of Organisational Commitment among College Teachers. The results show that there is a moderate level of all the three types of commitment among college teachers. Normative Commitment is the highest. The teachers differ significantly in their continuance commitment. The study concludes that beginning teachers and those about to retire must be taken care so as to foster their continuance commitment.

KEYWORDS

Affective Commitment, Continuance Commitment, Normative Commitment and Organisational Commitment.

INTRODUCTION

The success of Education is in the hands of a personality called 'teacher' who actually execute the planned schemes and programmes of education. Teachers, particularly higher education teachers have high responsibility towards the stakeholders. They are in the venture of creating responsible citizens of the country. They are the corner stone for the production of quality human resource for the country. And of course, a nation's economic development depends on its human resource. Nobel laureate Hans Krebs in his inaugural address at the Department of Biochemistry at the University of Newcastle-upon- Tyne in 1967 emphasized that 'it is only a great teacher who can produce a great student.' (Maharaj k. Pandit, 2010) Though, the teacher is highly qualified, experienced, satisfied with the career and talented in teaching and other academic work, unless he/she is actually involved and committed to his/her job, all the said qualification, experience and talents is a mere useless. This commitment is voluntary and automatic one. It means one cannot compel a teacher to be committed to his/her job. Today private industry and multinational corporations are in a position and are willing to offer attractive and mind boggling pay packages. So, retaining & creating committed teaching faculty is becoming the need of the hour. Without such commitment among the staff, even the most enlightened schemes can fail to reach their full effectiveness.

ORGANISATIONAL COMMITMENT

Organisational commitment is an individual's identification and involvement with a particular organization. It can be defined as "(a) a strong belief in and acceptance of the organisation's goals and values; (b) a willingness to exert considerable effort on behalf of the organisation; and (c) a strong desire to maintain membership in the organisation" (Hart & Willower, 2001). According to Morrow (1993) "organisational commitment is a multidimensional construct that has the potential to predict outcomes such as performance, turnover, absenteeism, tenure and organisational goals." People who are committed are more likely to stay in an organisation and work towards the organisation's goals. (Mowday, Porter and Steers 1982). Steers (1975) indicates that organisational commitment is a useful tool to measure organisational effectiveness.

TYPES OF ORGANISATIONAL COMMITMENT

In their research, Meyer & Allen (1991) have classified organizational commitment into three different types: (a) Affective commitment (b) Continuance commitment and (c) Normative commitment. Affective commitment is the employee's "positive feelings of identification with, attachment, and involvement in the work organisation. (Meyer & Allen 1991). Continuance commitment can be conceptualised as the propensity for employees to feel committed to their organisation based on their perceptions of the associated costs of leaving the organisation. (Buitendach, J., & de Witte, H., 2005) Normative commitment encompasses an employee's felt obligation and responsibility towards an organisation and is based on feelings of loyalty and obligation. (Sparrow, P. & Cooper, C. 2003). The three types of commitment are shown in figure 1.

FIGURE 1: TYPES OF ORGANISATIONAL COMMITMENT



REVIEW OF LITERATURE

Dunham, Grube, & Castaneda (1994) in their studies examined how participatory management and supervisory feedback influenced employee levels of affective, continuance, and normative commitment. The researchers found that when supervisors provided feedback about performance and allowed employees to participate in decision-making, employee levels of affective commitment was stronger than both continuance and normative. That is, employees indicated staying with the organization was more related to wanting to, rather than needing to or feeling they ought to.

Cohen (1996) has conducted a study of relationship between affective, continuance, and normative commitment among nurses and found out other types of commitment work involvement, job involvement, and career commitment. Findings revealed that affective commitment was more highly correlated with all the other types of commitment. That is, employees who remained with the organization because they wanted to were more likely to exhibit higher levels of commitment to their work, their job, and their career.

Irving, Coleman, & Cooper (1997) investigated the relationship between affective, continuance, and normative commitment and the outcome measures of job satisfaction and turnover intentions. Total participants for the study included 232 employees. Results revealed that job satisfaction was positively related to both affective and normative commitment. However, job satisfaction was negatively related to continuance commitment. All three types of commitment were negatively related to turnover intentions, with continuance commitment having the strongest negative relationship.

Punia (2000) studied commitment among University teachers on two dimensions organizational commitment and job commitment. He found that University teachers were more committed towards their job as compared to their organization.

Maheswari (2003) explored the ways and means of enhancing commitment. Study was conducted on 400 secondary school teachers. Study revealed that healthy school environment enhances commitment among teachers.

THE STUDY

The study is undertaken to measure the Organisational Commitment and compare the three types of commitment which are affective, normative and continuance commitment among college teachers in Madurai city which is a part of the state called Tamil Nadu in India.

OBJECTIVES OF THE STUDY

1. To assess the level of Organisational Commitment among the college teachers.
2. To determine is there a significant difference in the level of the three types of Organisational Commitment which are affective, normative and continuance commitments.
3. To analyse is there a difference in the levels of Organisational Commitment when teachers are categorized according to the demographic factors?

MEASUREMENT OF ORGANISATIONAL COMMITMENT

Organisational Commitment is assessed by the instrument adapted from Organizational Commitment Questionnaire developed by Meyer & Allen. The original questionnaire consists of 18 statements assessing three types commitment, Affective, Continuance and Normative. (OCQ, Meyer & Allen 1997). The adapted questionnaire consists of 12 statements (4 measuring each type) measuring the three types of commitment. The reliability value for the adapted questionnaire was 0.741. Responses to each of the 4 items are rated using a 5-point Likert scale with anchors labeled:

1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree.

THE SURVEY

The survey was conducted among 250 teachers. Out of the questionnaires distributed 222 duly filled in questionnaires were considered for the analysis. The survey was preceded by a pilot study administered for 30 teachers selected from various colleges. After making necessary changes in the questionnaire the main survey was conducted. *Data collected were analysed through SPSS (Statistical Package for Social Sciences).*

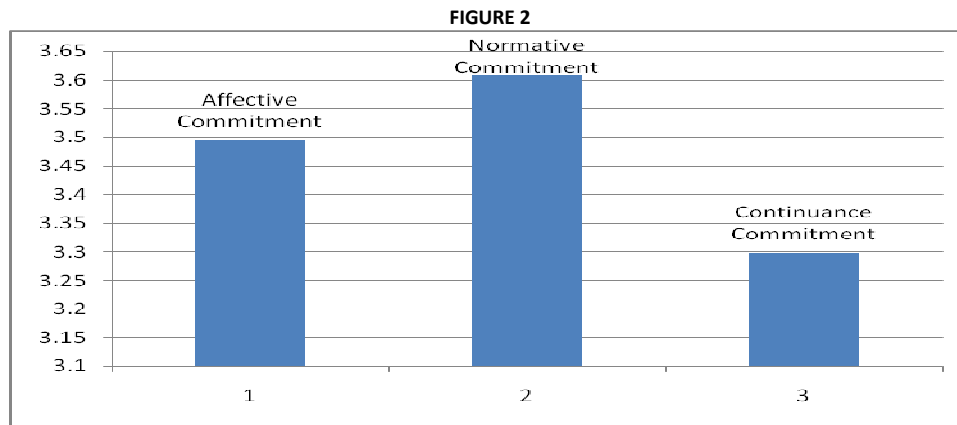
DATA ANALYSIS AND INTERPRETATIONS

The data collected were fed into SPSS and the required calculations were made. In order to measure the present level of Organisational Commitment, Mean was calculated. For the second objective of finding the significant difference among the three types of commitment ANOVA was used. For further comparison and testing of significant difference and for pair wise comparison Tukey's Post hoc test has been adopted.

Objective 1: To measure the present level of Organisational Commitment the mean values are calculated. The results are shown in table 1. The mean scores of all the types of commitment are centered around 3 to 3.8. Hence, it is revealed that the teachers have moderate level of commitment towards the organization they work for. They neither have high nor low level of commitment. Out of the three types which commitment is the highest is known by analyzing the mean scores of the three commitments. The mean value of each of the three types of commitment which are affective, continuance and normative commitment is calculated by averaging the mean values obtained for each statement under each type. From the final mean scores it is known that the mean value of normative commitment is the highest among the three. So, it is found out that the teachers have their normative commitment the highest among the three types. The second highest is affective commitment and the last is continuance commitment. It is shown table 1 and in figure 2.

TABLE -1: MEAN VALUE OF COMMITMENTS

<i>Affective commitment</i>	Strongly disagree	disagree	No opinion	agree	Strongly agree	Mean	Overall Mean Score
<i>College has a deal of personal meaning for me.</i>	0	16	73	103	30	3.6622	3.4933
<i>I feel Emotionally attached to this college.</i>	15	52	68	68	19	3.1081	
<i>I feel Institution problems are my own.</i>	5	25	68	107	17	3.4775	
<i>Happy to spend rest of my career here itself.</i>	4	13	65	98	42	3.7252	
<i>Continuance commitment</i>	Strongly disagree	disagree	No opinion	agree	Strongly agree	Mean	
<i>It is hard to leave the institute right now.</i>	5	23	56	95	43	3.6667	3.2973
<i>Scarcity of alternatives reason for not leaving.</i>	4	33	121	59	5	3.1261	
<i>If I had not put so much, I might leave this college</i>	3	42	108	61	8	3.1306	
<i>Life would be disrupted if I leave the college.</i>	5	42	82	75	18	3.2658	
<i>Normative commitment</i>	Strongly disagree	disagree	No opinion	agree	Strongly agree	Mean	
<i>I owe great deal to this college</i>	0	8	65	102	47	3.8468	3.6081
<i>This Institution deserves my loyalty</i>	6	4	69	106	37	3.7387	
<i>I do not leave this college for sense of obligation</i>	2	19	77	106	18	3.536	
<i>I do not feel right to leave this college.</i>	4	36	85	81	16	3.3108	



Objective 2: In order to test the significant differences in the three commitments ANOVA test has been adopted. The null hypotheses are the following: There is no significant difference in the level of three commitments among the teachers and the variables which are scale of pay, year of experience, age, religion, gender, marital status, educational qualifications, designation, autonomy status of colleges they work for and types of colleges i.e. government, aided and self financed colleges. In order to find out the relation between the commitments and the bio-graphical characteristics mentioned above, one-way ANOVA has been used. The tests show that there is no significant difference in the level of commitments and the age, religion, gender, marital status, educational qualifications, designation, autonomy of college and types of management i.e. Government, Aided and Self Financed Colleges. But, the test result shows a significant difference in the mean values of Continuance Commitment of teachers drawing different scale of pay and different year of service. . This is inferred from the table 2 & 3 given below:

ONE-WAY ANOVA BETWEEN COMMITMENTS AND SCALE OF PAY

Null Hypothesis: There is no significant difference between the college teachers grouped based on scale of pay in the mean scores of Affective, normative and continuance commitments

TABLE 2: CROSS TABULATION OF COMMITMENT AND SCALE OF PAY

		N	Mean	Std. Deviation	Std. Error
Affective Commitment	AICTE/UGC scale pay	86	3.5698	.58743	.06334
	Consolidated pay	51	3.4853	.52539	.07357
	Management's own pay scale	85	3.4206	.66839	.07250
	Total	222	3.4932	.60770	.04079
Normative commitment	AICTE/UGC scale pay	86	3.6948	.58837	.06345
	Consolidated pay	51	3.5833	.57155	.08003
	Management's own pay scale	85	3.5353	.57883	.06278
	Total	222	3.6081	.58267	.03911
Continuance commitment	AICTE/UGC scale pay	86	3.2762	.58414	.06299
	Consolidated pay	51	3.1471	.64455	.09025
	Management's own pay scale	85	3.4088	.53152	.05765
	Total	222	3.2973	.58547	.03929

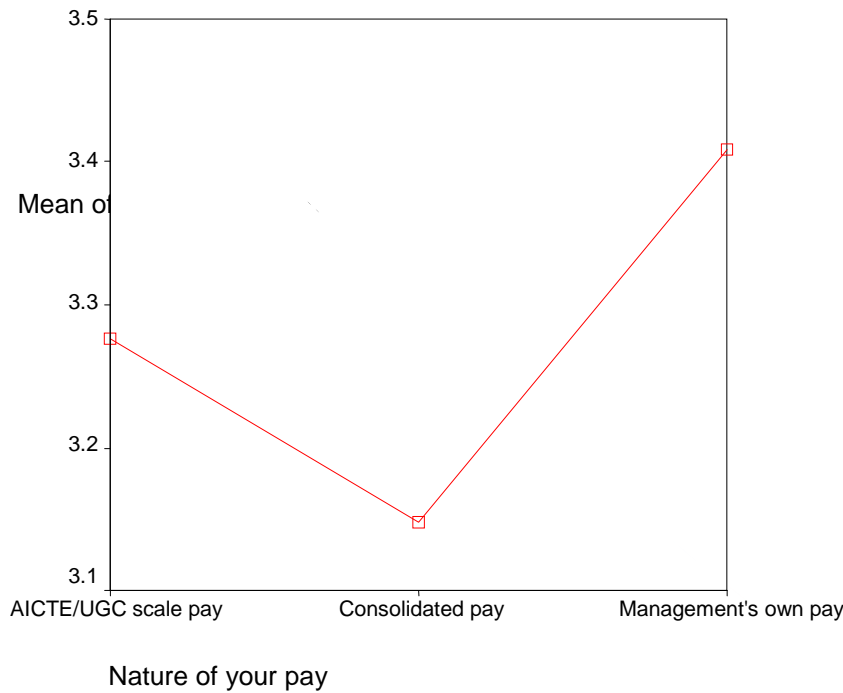
TABLE 3 - ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Affective Commitment	Between Groups	.956	2	.478	1.297	.275
	Within Groups	80.659	219	.368		
	Total	81.615	221			
Normative commitment	Between Groups	1.128	2	.564	1.671	.190
	Within Groups	73.903	219	.337		
	Total	75.030	221			
Continuance commitment	Between Groups	2.247	2	1.123	3.347	.037*
	Within Groups	73.507	219	.336		
	Total	75.753	221			

Since, the Significance value for Continuance Commitment is less than 0.05 (i.e. .037) (refer table 3) it is found out that there is a significant (at 5% level of significance) difference between the college teachers grouped based on scale of pay in the mean scores of continuance commitment. But for the rest of the commitments affective and normative, the significance value is more than 0.05; hence the null hypothesis is accepted that there is no significant difference in Affective and normative commitments of teachers drawing different scale of pay.

The continuance commitment is less for teachers drawing consolidated pay. (Refer Means Plot figure 3). It is obvious that they will be looking for better jobs because of their lesser pay band in the present organisation. The Means Plot shows that the teachers drawing UGC/AICTE scale of pay and management's own pay have higher continuance commitment than the teachers drawing consolidated pay. As far as affective and normative commitments are concerned no differences exist.

FIGURE 3: MEANS PLOT



ONE-WAY ANOVA BETWEEN COMMITMENTS AND YEAR OF EXPERIENCE

Null Hypothesis: There is no significant difference between the college teachers grouped based on year of experience in the mean scores of Affective, normative and continuance commitments.

TABLE 4: CROSS TABULATION OF COMMITMENT AND YEAR OF EXPERIENCE

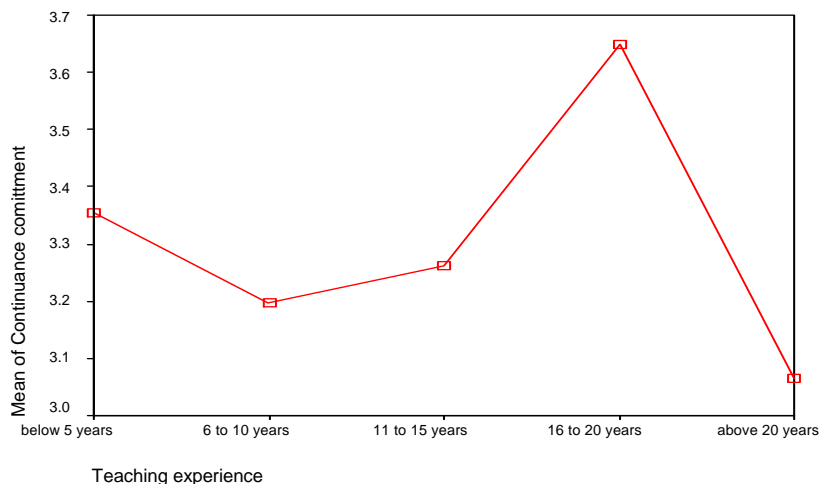
		N	Mean	Std. Deviation	Std. Error
Affective Commitment	below 5 years	96	3.4844	.64870	.06621
	6 to 10 years	48	3.4479	.65833	.09502
	11 to 15 years	44	3.5227	.52223	.07873
	16 to 20 years	15	3.4000	.63246	.16330
	above 20 years	19	3.6579	.41842	.09599
	Total	222	3.4932	.60770	.04079
Normative commitment	below 5 years	96	3.6042	.59788	.06102
	6 to 10 years	48	3.5417	.64892	.09366
	11 to 15 years	44	3.6193	.48371	.07292
	16 to 20 years	15	3.6667	.59512	.15366
	above 20 years	19	3.7237	.56455	.12952
	Total	222	3.6081	.58267	.03911
Continuance commitment	below 5 years	96	3.3542	.56855	.05803
	6 to 10 years	48	3.1979	.68989	.09958
	11 to 15 years	44	3.2614	.51420	.07752
	16 to 20 years	15	3.6500	.42046	.10856
	above 20 years	19	3.0658	.53257	.12218
	Total	222	3.2973	.58547	.03929

TABLE 5 - ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Affective Commitment	Between Groups	.790	4	.197	.530	.714
	Within Groups	80.825	217	.372		
	Total	81.615	221			
Normative commitment	Between Groups	.524	4	.131	.382	.822
	Within Groups	74.506	217	.343		
	Total	75.030	221			
Continuance commitment	Between Groups	3.726	4	.931	2.806	.027
	Within Groups	72.028	217	.332		
	Total	75.753	221			

Since, the Significance value for Continuance Commitment is less than 0.05 (i.e. .027) (refer table 5) it is clear that there is a significant (at 5% level of significance) difference between the college teachers grouped based on length of service and the mean scores of continuance commitment. But for the rest of the commitments affective and normative, the significance value is more than 0.05; hence the null hypothesis is accepted that there is no significant difference in affective and normative commitments of teachers having different length of service.

FIGURE 4: MEANS PLOT



Thus, there exists a significant difference in the Continuance Commitment of teachers with different years of experience. Among the groups, teachers with below 5 years of experience have higher level of continuance commitment than teachers with 6 to 10 and 11 to 15 years. (Refer Means Plot figure 4). Because, being in the initial period, they stay with the organization to gain continuous service in the same organization. But, the teachers falling in the category of above 20 years of experience have lower level of continuance commitment than all other categories. Because they are trying for the best positions like principal and so on. As Maslow says they strive for self actualization in their hierarchy of needs. And also, the reason for such lower commitment may be saturation point reached in the career life cycle.

Because of the previous finding which is that there exists a significant difference in the continuance commitment, the study further proceeded to Post Hoc tests on continuance commitment to find out which pairs of the groups vary significantly. The Tukey's Post Hoc tests are administered for continuance commitment and the output is shown in table – 6.

POST HOC TEST 1

TABLE – 6 MULTIPLE COMPARISONS

Dependent Variable: Continuance commitment
Tukey HSD

(I) Nature of your pay	(J) Nature of your pay	Mean Difference (I-J)	Std. Error	Sig.
AICTE/UGC scale pay	Consolidated pay	.1291	.10239	.419
	Management's own pay scale	-.1327	.08861	.294
Consolidated pay	AICTE/UGC scale pay	-.1291	.10239	.419
	Management's own pay scale	-.2618(*)	.10262	.031
Management's own pay scale	AICTE/UGC scale pay	.1327	.08861	.294
	Consolidated pay	.2618(*)	.10262	.031

* The mean difference is significant at the .05 level.

The Post Hoc test reveals that there is a significant difference in the continuance commitment of teachers getting consolidated pay and management's own pay scale. (Sig. value .031 which is lesser than 0.05). So, it is found out that teachers getting consolidated pay have lesser continuance commitment than those getting of management's own pay of scale.

Likewise, the Post Hoc test is applied for analyzing the level of relation between continuance commitment and the year of experience because ANOVA test showed a significant difference between them. The result is shown in table – 7.

POST HOC TEST 2

TABLE 7: MULTIPLE COMPARISONS

Dependent Variable: Continuance commitment
Tukey HSD

(I) Teaching experience	(J) Teaching experience	Mean Difference (I-J)	Std. Error	Sig.
below 5 years	6 to 10 years	.1563	.10185	.541
	11 to 15 years	.0928	.10489	.902
	16 to 20 years	-.2958	.15996	.348
	above 20 years	.2884	.14466	.273
6 to 10 years	below 5 years	-.1563	.10185	.541
	11 to 15 years	-.0634	.12024	.984
	16 to 20 years	-.4521	.17042	.065
	above 20 years	.1321	.15616	.916
11 to 15 years	below 5 years	-.0928	.10489	.902
	6 to 10 years	.0634	.12024	.984
	16 to 20 years	-.3886	.17226	.163
	above 20 years	.1956	.15816	.730
16 to 20 years	below 5 years	.2958	.15996	.348
	6 to 10 years	.4521	.17042	.065
	11 to 15 years	.3886	.17226	.163
	above 20 years	.5842(*)	.19899	.030
above 20 years	below 5 years	-.2884	.14466	.273
	6 to 10 years	-.1321	.15616	.916
	11 to 15 years	-.1956	.15816	.730
	16 to 20 years	-.5842(*)	.19899	.030

* The mean difference is significant at the .05 level.

The teachers falling between the categories of 16 to 20 years of experience and above 20 years are varying in the level of their continuance commitment. There is no significant difference among the rest of the categories which below 5 years, 6 to 10 years and 11 to 15 years.

DEMO-GRAPHIC PROFILE

TABLE 8: FREQUENCY TABLE

Variable	Classification	Frequency	Percent
Nature of institution	Govt. college	57	25.7
	Aided college	106	47.7
	Self financed college	59	26.6
Gender	Male	46	20.7
	Female	176	79.3
Marital Status	married	165	74.3
	single	51	23.0
	separated	2	.9
	widow/widower	4	1.8
Qualifying exam (NET/SET) Passed?	yes	47	21.2
	no	175	78.8
Educational qualification	P.G	24	10.8
	M.phil.,	142	64.0
	Ph.D.,	56	25.2
Designation	Professor & Head	11	5.0
	Professor	9	4.1
	Associate professor	54	24.3
	Assistant Professor	108	48.6
	Honorary Professor	4	1.8
	Any other	36	16.2
Teaching level	U.G	97	43.7
	P.G	106	47.7
	M.Phil.,	19	8.6

CONCLUSION

Thus, the study reveals that college teachers have moderate level of organizational commitments. Hence, management has to take steps to improve their commitment. Out of the three types affective, normative and continuance commitments, normative commitment is higher than the other two types. Further, teachers are varying in their level of continuance commitment, when they are grouped based on nature of pay and length of service. The variation is more between the level of continuance commitment and nature of pay. Teachers receiving consolidated pay have lesser continuance commitment. So that, the college management has to take necessary steps to retain those teachers either by increasing pay and increments or by changing the pay structure. When we refer to the level of continuance commitment and year of experience, teachers who are in 16 to 20 years of service have higher commitment than the beginning teachers and teachers with more than 20 years of experience. One thing to be noted is teachers with more than 20 years of service have the least level of continuance commitment among the four groups. This group has to be taken care by the management. They can be motivated through assigning some special positions, higher posts etc. In general, it is concluded that the organizational commitment is moderate among the college teachers.

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