Organizational Commitment of Teachers Working in Engineering College - An Analysis

CHAPTER V

ORGANIZATIONAL COMMITMENT OF TEACHERS WORING IN ENGINEERING COLLEGES - AN ANALYSIS

Commitment is the function of intrinsic sincerity of a person, which extends the capacity to work hard and offer better results even in difficult circumstances. The concept of organizational commitment has concerned substantial interest in an attempt to understand and explain the intensity and constancy of an employee's dedication to the organization. Organizational commitment has been used to consign three aspects of employee attitudes that specify the extent to which the employee exhibit a strong aspiration to remain the member of the organization, the level of willingness to exert high level of efforts for organization and confidence of acceptance of the measures, goals and value of the organization. Organizational commitment is an efficient response to the entire organization and the degree of affection or loyalty employees believe towards the organization. The construct of commitment has been view in the main as a compound of three main components representing affective, normative and continuance characteristics of commitment. In fact affective, continuance and normative commitment symbolize psychological status that have connotation on whether an employee remains with an organization. There is a necessity to understand a relation between individuals and organizations in terms of conceptual structure of organizational commitment.

This chapter deals with the analysis and interpretation of organisational commitment of the teachers working in engineering college. And the different factors of organisational commitment namely, Affective commitment, Continuous commitment, and Normative commitment have been analysed for possible significant difference among the groups of selected Demographic and academic related variables (Table 3.1). The mean scores for each factor are computed by using descriptive statistics. The mean scores will indicate the level of commitment for each factor. Higher the score more will be the commitment of the respective factor. Statistical analysis has been carried out for each factor separately and inferences were drawn. Analysis carried out in this chapter are Descriptive statistics, t-Test, ANOVA, and Correlation.

Objective-2: To examine the organizational commitment of the teachers in engineering colleges

Descriptive Statistics of Organisational Commitment

Descriptive analysis has been applied for the different three factors, such as, affective, continuance and normative commitment. The results are presented in the following table.

Table 5.1. Descriptive Statistics of Organisational Commitment

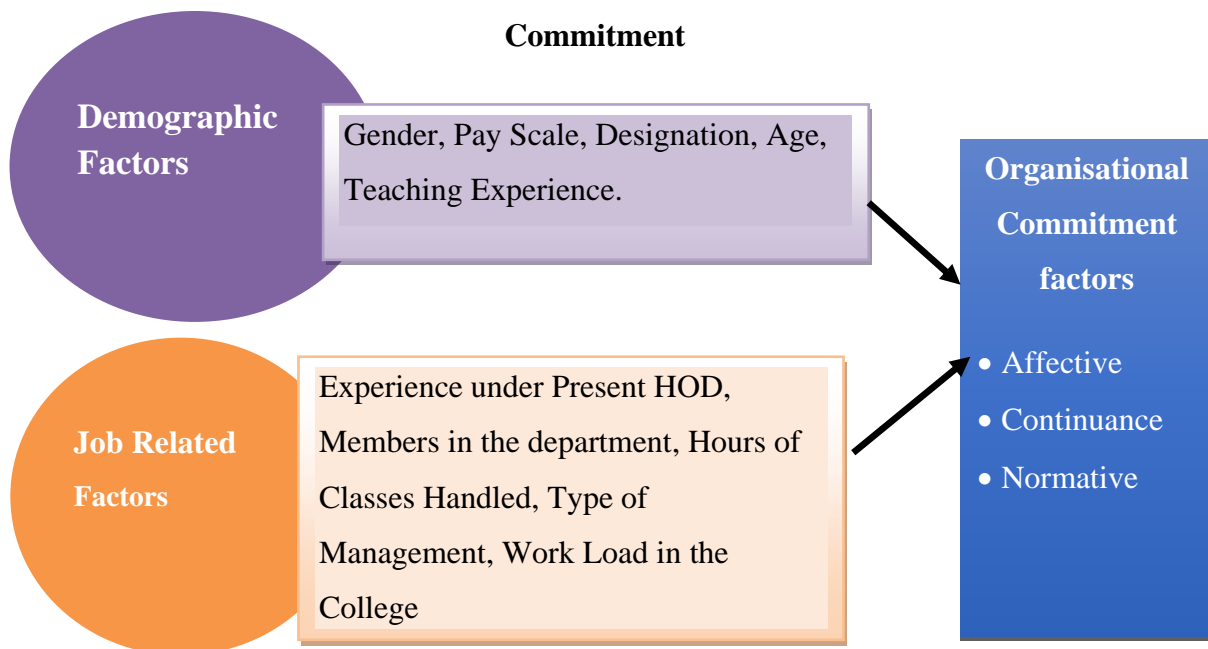| Affective Commitment	N	Min	Max	Mean	S.D
I would be very happy to spend the rest of my career in this present institution.	400	1.00	5.00	3.61	1.20
I really feel as if this institution problem is my own.	400	1.00	5.00	3.53	1.07
I feel proud being a part of this institution.	400	1.00	5.00	3.66	1.00
I feel 'emotionally attached' to this institution.	400	1.00	5.00	3.60	1.03
Being a part of this institution, I have a Demographic meaning for me.	400	1.00	5.00	3.69	1.14
I do not feel a strong sense of belonging to this present institution.	400	1.00	5.00	3.13	1.25
Continuance Commitment					
It is very hard for me to leave my job at this present institution.	400	1.00	5.00	3.45	1.16
Too much of my life would be disturbed if I leave my institution.	400	1.00	5.00	2.60	1.25
Right now, staying with my job at this institution is very important.	400	1.00	5.00	3.30	0.90
I believe I have too few options to consider leaving this institution	400	1.00	5.00	2.60	0.78
Leaving this institution would be difficult as I require to consider my Demographic sacrifice.	400	1.00	5.00	3.00	0.87
Normative Commitment					
I think that people these days move from organization to institution too often	400	1.00	5.00	3.82	0.89
I do believe that person must always be loyal to his or her institution	400	1.00	5.00	4.04	0.96
Jumping from institution to institution seems unethical to me	400	1.00	5.00	3.65	1.16
If I get another offer for a better job elsewhere I would not leave the institution	400	1.00	5.00	3.67	0.93
I will be loyal to the institution I work	400	1.00	5.00	4.10	0.57
I think that wanting to be a 'institution man' or 'institution women' is sensible	400	1.00	5.00	3.60	0.72

Source: Primary Data

The descriptive statistics has been applied to determine the mean score of Organisational commitment factors. The mean score was found for each factor separately. In the case of Affective commitment "Being a part of this institution, I have a Demographic meaning for me." (3.69), followed by "I feel proud being a part of this institution". Regarding continuance commitment the scores are found to high for the statement, "It is very hard for me to leave my job at this present" (4.30) followed by "Right now, staying with my job at this institution is very important" (3.30). The high mean score for the statement "I will be loyal to the institution I work." (4.10), followed by "I do believe that person must always be loyal to his or her institution (4.04)". The average scores falls between 3 to 4 in case of affective and continuance commitment. But in case of continuance commitment scores falls between 3 to 2. The result reveals that, teachers are emotionally committed to the organization, they have strong sense of belongingness and they want to be loyal to the institution.

Organizational Commitment of Teachers Working in Engineering Colleges

The scores of each factor have been compared among the group of selected Demographic/ job related factors and organizational commitment of teachers. The factors those are taken for comparison is shown in the image 5.1. The mean scores are calculated by descriptive statistics and to determine the significance of the factors t-Test or ANOVA has been applied**.**

Image 5.1 Comparison of Demographic/ Job Related Factors with Organisational Commitment

Demographic Factors

Gender, Pay Scale, Designation, Age, Teaching Experience.

Organisational Commitment factors

- Affective
- Continuance
- Normative

Job Related Factors

Experience under Present HOD, Members in the department, Hours of Classes Handled, Type of Management, Work Load in the College

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ANOVA for Demographic/ Job related factors Vs Affective Commitment

ANOVA and t Test has been applied to find the significant difference between affective commitment factors and demographic/job related factors.

Ho: There is no significant difference between demographic/ job related factors and affective commitment of teachers

Table 5.2. ANOVA for Demographic/ Job related Factors Vs Affective Commitment

Demographic/Job Related Factors		Affective Commitment			F/t Value	S/NS
		Mean	S.D	No.		
Gender	Male	21.20	5.48	295	0.283	NS
	Female	21.37	5.32	105		
Age	Up to 35 yrs	20.05	4.97	43	7.027	**
	36-45 yrs	20.05	5.73	153		
	46-55 yrs	22.04	5.20	137		
	56-65 yrs	23.09	4.72	67		
Designation	Professor	22.82	4.89	128	10.166	**
	Associate Professor	21.29	5.34	104		
	Assistant Professor	20.01	5.59	168		
Pay Scale	Up to Rs.20000	19.20	5.80	30	1.682	Ns
	Rs.20001-40000	20.96	5.41	159		
	Rs.40001-60000	21.82	5.25	130		
	Rs.60001-80000	20.75	5.98	32		
	Rs.80001-100000	22.73	4.90	22		
	Above Rs.100000	21.81	5.38	27		
Teaching Experience	Upto 5 yrs	18.76	5.99	42	4.636	**
	6-10 yrs	20.36	5.33	88		
	11-15 yrs	20.95	5.26	105		
	16-20 yrs	22.80	5.05	64		
	21-25 yrs	22.91	4.15	56		
	Above 25 yrs	21.67	6.30	45		

Demographic/Job Related Factors		Affective Commitment			F/t Value	S/NS
		Mean	S.D	No.		
Experience under present HOD	1-3 yrs	21.07	5.74	69	4.262	**
	4-6 yrs	20.63	5.57	163		
	7-9 yrs	22.55	4.61	129		
	10 Yrs& above	19.77	6.10	39		
Type of Management	Aided	21.33	5.75	66	0.111	Ns
	Self-finance	21.27	5.39	304		
	Government	20.80	5.29	30		
Members in the department	Up to 10	20.42	5.37	62	2.984	*
	11-20	20.67	5.55	203		
	21-30	22.96	4.91	50		
	31-40	22.57	5.24	46		
	Above 40	14.54	3.53	39		
Hours of classes handled	10-15 hrs	21.76	4.99	93	0.491	NS
	16-20 hrs	21.17	5.76	183		
	21-25 hrs	21.05	5.08	107		
	26-30 hrs	20.35	6.36	17		
Work load in the college	Tight	21.09	5.37	45	0.060	NS
	Enjoyable	21.49	5.65	41		
	Manageable	21.23	5.43	314		
*Significant at 5% level (95% Possibility), **Significant at 1% level (99% Possibility), NS: Not significant						

Source: Primary data.

The average Affective Commitment mean score has been found to be high (21.37) for female respondence. The high mean score has been found high for the teachers in the age group between 56-65 years (23.09) and the teachers who are professors (22.82). It has been observed that mean score is found to be high for those receive a Pay Scale of Rs 80001 to Rs.100000 (22.73), those who have experience between 21-25 years (22.91), and those who have worked under present HoD for 7 to 9 years (22.55). The high mean score has been found high for the teachers working in aided type of management (21.33)

and the members in the department found to be 21 to 30 members (22.96). The mean score is found to be higher for those handle classes for 10 to 15 hours (21.76) and the teachers who have enjoyable workload in the college (21.49).

The ANOVA results states that there is a significant difference between demographic factors and affective commitment factors in respect of the factors, namely Age, Designation, Teaching Experience, Experience under present HoD and Members in the department. Hence, the null hypotheses are rejected. The average score does not vary significantly in case of Pay Scale, Type of management, Hours of classes handled per week and Work load in college. Hence, the null hypothesis is accepted.

The result of t-test shows that the t-value 0.283is less than the table value 1.966 and so there is no significant relationship between gender and affective commitment. Hence, the null hypothesis is accepted.

The result reveals that, the teachers who are in the age of 55-65 years, the teachers in professor designation, the teachers who have an experience between 21 to 25 years and members in the department found to be 21 -30 are significantly different when compared to other teachers and they are more loyal and committed to their organization.

ANOVA for Demographic/ Job Related Factors V s Continuance Commitment

ANOVA and t Test has been applied to find the significant difference between continuance commitment factors and demographic/job related factors.

Ho: There is no significant difference between demographic/job related factors and continuance commitment of teachers

Table 5.3. ANOVA for Demographic/ Job Related Factors Vs Continuance Commitment

Demographic/ Job related factors		Continuance Commitment			F/t Value	S/NS
		Mean	S.D	No.		
Gender	Male	14.93	3.83	295	0.327	NS
	Female	**15.07**	**3.75**	**105**		
Age	Up to 35 yrs	14.30	3.96	43	6.265	**
	36-45 yrs	14.23	3.76	153		
	46-55 yrs	15.26	3.68	137		
	56-65 yrs	**16.45**	**3.61**	**67**		

Demographic/ Job related factors		Continuance Commitment			F/t Value	S/NS
		Mean	S.D	No.		
Designation	Professor	**16.02**	**3.58**	**128**	8.994	**
	Associate Professor	14.96	3.63	104		
	Assistant Professor	14.16	3.90	168		
Pay Scale	Up to Rs.20000	14.13	3.98	30	1.101	Ns
	Rs.20001-40000	14.65	3.78	159		
	Rs.40001-60000	15.42	3.88	130		
	Rs.60001-80000	15.00	3.86	32		
	Rs.80001-100000	**15.82**	**3.39**	**22**		
	Above Rs.100000	14.78	3.50	27		
Teaching Experience	Upto 5 yrs	13.62	4.03	42	4.390	**
	6-10 yrs	14.57	3.77	88		
	11-15 yrs	14.27	3.64	105		
	16-20 yrs	**16.03**	**3.45**	**64**		
	21-25 yrs	15.91	3.38	56		
	Above 25 yrs	15.91	4.28	45		
Experience under present HOD	1-3 yrs	14.88	3.91	69	1.485	NS
	4-6 yrs	14.64	3.76	163		
	7-9 yrs	**15.53**	**3.71**	**129**		
	10 Yrs& above	14.59	3.99	39		
Type of Management	Aided	**15.08**	**3.95**	**66**	0.454	Ns
	Self-finance	15.00	3.75	304		
	Government	14.33	4.05	30		
Members in the department	Up to 10	14.24	3.79	62	2.892	*
	11-20	14.63	3.93	203		
	21-30	**16.22**	**3.56**	**50**		
	31-40	15.59	3.59	46		
	Above 40	15.51	3.25	39		
Hours of classes handled	10-15 hrs	**15.12**	**3.73**	**93**	0.370	NS
	16-20 hrs	15.07	3.77	183		
	21-25 hrs	14.74	3.88	107		
	26-30 hrs	14.35	4.30	17		
Work load in college	Tight	14.84	3.56	45	0.070	NS
	Enjoyable	**15.15**	**4.90**	**41**		
	Manageable	14.96	3.68	314		
*Significant at 5% level (95% Possibility), **Significant at 1% level (99% Possibility), NS: Not significant						

Source: Primary data.

The average continuance commitment mean score has been found to be high (15.07) for female respondence. The high mean score has been found for the teachers in the age group between 56-65 years (16.45) and the teachers who are professors (16.02). It has been observed that mean score is found to be high for those who receive a Pay Scale of Rs 80001 to Rs.100000 (15.82), those who have experience between 16 -20 years (16.03) and the teachers who work under present HoD for 7 to 9 years (15.53). The high mean score has been found for the teachers who work under aided type of management (15.08) and for members in the department is found to be 21 to 30 members (16.22). The mean score is found to be high for those who handle classes for 10 to 15 hours (15.12) and the teachers who have enjoyable workload in the college (15.15).

The result of t-test shows that the t-value 0.327 is less than the table value 1.966 and so there is no significant relationship between gender and self-awareness. Hence the null hypothesis is accepted.

The ANOVA results states that there is a significant difference between demographic factors and self-awareness of leader in respect of factors namely Age, Designation, Teaching Experience and Members in the department. Hence, the null hypotheses are rejected. The average score does not vary significantly in case of Pay Scale, Experience under present HOD, Type of management, Hours of classes handled per week, Work load in college. Hence, the null hypothesis is accepted.

The factors, namely, Age, Designation, Teaching Experience, Members in the department have significantly differed in the continuance commitment of teachers working in engineering colleges. The findings shows that, the teachers in the age group of 55 to 65 years, the teachers who are professors, the teachers who have experience between 16t o 20 years and the members found to be 21-30 members are found to be different with respect to continuance commitment. They are more committed and sacrifice for their organization when compare to other teachers

ANOVA for Demographic/ Job Related Factors Vs Normative Commitment

ANOVA and t Test has been applied to find the significant difference between continuance commitment factor and demographic/job related factors. The results are shown in the following table.

Ho: There is no significant difference between demographic/job related factors and Normative Commitment of teachers.

Table 5.4. ANOVA for Demographic/ Job Related Factors Vs Normative Commitment

Demographic/ Job related factors		Normative Commitment			F/t Value	S/NS
		Mean	S.D	No.		
Gender	Male	14.93	3.83	295	0.219	NS
	Female	15.07	3.75	105		
Age	Up to 35 yrs	14.30	3.96	43	3.897	**
	36-45 yrs	14.23	3.76	153		
	46-55 yrs	15.26	3.68	137		
	56-65 yrs	16.45	3.61	67		
Designation	Professor	23.65	3.06	128	4.581	*
	Associate Professor	22.71	3.83	104		
	Assistant Professor	22.44	3.55	168		
Pay Scale	Up to Rs.20000	21.87	3.50	30	2.249	*
	Rs.20001-40000	22.64	3.64	159		
	Rs.40001-60000	23.62	2.79	130		
	Rs.60001-80000	22.00	4.56	32		
	Rs.80001-100000	22.95	4.43	22		
	Above Rs.100000	23.11	3.25	27		
Teaching Experience	Upto 5 yrs	21.98	3.33	42	1.394	NS
	6-10 yrs	22.40	3.77	88		
	11-15 yrs	23.09	3.55	105		
	16-20 yrs	23.28	2.80	64		
	21-25 yrs	23.30	3.65	56		
	Above 25 yrs	23.24	3.69	45		
Experience under present HOD	1-3 yrs	22.72	3.70	69	1.867	NS
	4-6 yrs	22.61	3.66	163		
	7-9 yrs	23.49	2.91	129		
	10 Yrs& above	22.44	4.19	39		

Demographic/ Job related factors		Normative Commitment			F/t Value	S/NS
		Mean	S.D	No.		
Type of Management	Aided	23.12	3.45	66	1.135	Ns
	Self-finance	22.94	3.44	304		
	Government	22.00	4.29	30		
Members in the department	Up to 10	22.90	2.86	62	1.483	NS
	11-20	22.55	3.76	203		
	21-30	23.80	3.13	50		
	31-40	23.26	3.32	46		
	Above 40	23.10	3.65	39		
Hours of classes handled	10-15 hrs	23.14	3.29	93	1.550	NS
	16-20 hrs	22.97	3.59	183		
	21-25 hrs	22.84	3.44	107		
	26-30 hrs	21.18	4.03	17		
Work load in college	Tight	22.87	3.47	45	1.459	NS
	Enjoyable	23.78	3.45	41		
	Manageable	22.79	3.52	314		
*Significant at 5% level (95% Possibility), **Significant at 1% level (99% Possibility), NS: Not significant						

Source: Primary data.

The average normative commitment mean score has been found to be high (15.07) for female respondents. The high mean score has been found for the teachers in the age group between 56-65 years (16.45) and the teachers in professors designation (23.65). It has been observed that mean score is found to be higher for those receive a Pay Scale of Rs.40001to Rs 60000 (23.62), those who have experience between 21-25 years(23.30) and the teachers work under present HoD for 7 to 9 years (23.49). The high mean score has been found to be high for the teachers who work in aided colleges (23.12) and the members in the department are found to be 21 to 30 members (23.80). The mean score is found to be high for those handle classes for 10 to 15 hour classes (23.14) and the teachers who have enjoyable workload in the college (23.78).

The result of t-test shows that the t-value 0.219 is less than the table value 1.966 and so there is no significant relationship between gender and normative commitment. Hence, the null hypothesis is accepted.

The ANOVA results states that there is a significant difference between demographic factors and normative commitment of teachers in respect of factors, namely Age, Designation and PayScale. Hence, the null hypotheses are rejected. The average score does not vary significantly in case of Teaching Experience, Experience under present HoD, Members in the department, Type of management, Hours of classes handled per week and Work load in the college. Hence, the null hypothesis is accepted.

The factors, namely, Age, Designation, Pay scales have significantly differed in the normative commitment factors of teachers working in engineering colleges. The teachers who are in the age group of 56-65 years, the teachers in professor designation and the teachers earning an income between Rs.40, 001 to Rs.60, 000 are comparatively different from other teachers. They are more committed and loyal to their organization when compared to other teachers.

5.2 Correlations of Organisational Commitment

Correlation between the factors of Organisational commitment has been found out and the correlation table shows the degree of relationship of one factor with the other Organisational commitment factors.

Table 5.5 Correlations of Organisational Commitment

	Affective Commitment	Continuance Commitment	Normative Commitment
Affective Commitment	1	0.776[**]	0.618[**]
Continuance Commitment	-	1	0.540[**]
Normative Commitment	-	-	1
**. Correlation is significant at the 0.01 level.			

Source: Primary data.

It is observed that affective commitment correlates continuance commitment with r value of 0.776 where as it correlates normative commitment with r value of 0.618 and continuance commitment correlates normative commitment with r value of 0.540. The highest correlation is found between Affective commitment and continuance All the correlations are significant at 1% level. Higher the correlation more the degree of relationship between the two variables. It is observed from the above table that all the factors are positively correlated.