

ORGANISATIONAL COMMITMENT AMONG NCR COLLEGE TEACHERS

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ABSTRACT

Education plays a vital role in molding the profession and life of each person. In the process of successful deliverance in education sector, teachers are the significant input. NCTE 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 outfitted with modern proficiency to work effectively, to prove himself or herself as a knowledge worker. This paper aims at analyzing the present level of organizational commitment among college teachers of North Central Region of India. The research reveals that there is a moderate level of all the three types of commitment. Normative commitment is highest. The study also infers that there is a significant difference among the affective & normative commitments and another variable i.e. scale of pay.

KEYWORDS: Effective Commitment, profession commitment, organizational commitment.

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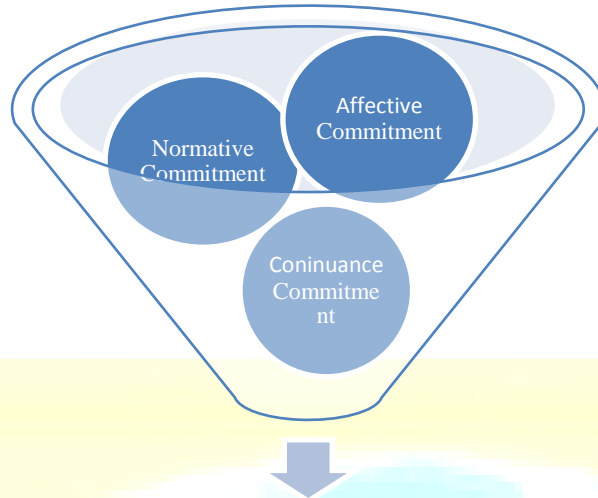
INTRODUCTION

Teaching is a profession that is shaping education – molding the skills of the future workforce and laying the foundation for good citizenship and full participation in community & civic life. Without well qualified, caring and committed teachers, neither improved curricula nor assessment will ensure that the students are prepared for challenges and opportunities in college education. As higher education is becoming a major driver of economic competitiveness in an increasingly knowledge- driven global economy. The imperative for countries to improve employment skills calls for quality teaching and commitment of teachers to the organization where they work. Moreover, 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 qualifications, experience and talents are useless. Teacher's commitment has been identified as one of the most critical factors for the future success of education. Organisational commitment is closely connected to teachers' work performance and their ability to innovate and integrate new ideas into their own practice, as well as having an important influence on students' achievement in an attitude towards college.

ORGANISATIONAL COMMITMENT

Organisational commitment is defined as the degree to which an employee experiences a sense of oneness with a specific organization. In fact it is the strength of the feeling of responsibility that an employee has towards the mission of the organization. Organisational commitment deeply influences teachers' willingness to engage in cooperative and critical practice. According to Morrow (1993), "organizational 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 organization and work towards' the organization's goal. It is a useful tool to measure organisational effectiveness.

Three- Component Model of Commitment



Three Component Model of Organizational Commitment

According to Meyer and Allen's (1991) three-component model of commitment prior research indicated that there are three "mind sets" which can characterize an employee's commitment to the organization:

Affective Commitment

Affective Commitment refers employee's identification or strong emotional attachment & involvement to the organization and desires to remain a part of the organization.

Continuance Commitment

It refers to the awareness of the costs associated with the leaving of that organization including economic costs (such as pension accruals) and social costs (friendship ties with co-workers) that would be incurred. The employee remains a member of the organization because he/she "has to".

Normative Commitment

The individual commits to and remains with an organization because of feelings of obligation. These feelings may derive from many sources. For example, the organization may have invested resources in training an employee who then feels a 'moral' obligation to put forth effort on the job and stay with the organization to 'repay the debt'.

REVIEW OF LITERATURE

Most of the empirical studies have concentrated on the affective commitment and some on the influence of supervisory feedback and participatory management. Decottis and summers

(1987) found that the effect of commitment on performance is only to the extent it is unconstrained by ability (competence) or access to resources and control over outcomes. Meyer et al (1993) & Bashaw and Grant (1994) explored through their research that organizational commitment is positively related to better work performance as measured by both self reported measures. Dunham, Grube & Castaneda (1994) in their studies examined how participatory management and supervisory feedback influenced employee level of affective, continuance and normative commitment. The finding of Cohen (1996) revealed that affective commitment was highly correlated with all the other type of commitments. Meyer and Allen (1997) stated in their research that affective commitment found to be negatively correlated to voluntary absence from work. The researchers found that when supervisors provided feedback about performance and allowed employees to participate in decision making, employee level to affective commitment was stronger than both continuance and normative. Punia (2000) found in his study that University teachers were more committed towards their jobs as compared to their organization. Maheshwari (2003) explored the ways and means of enhancing commitment. Study was conducted on 400 secondary college teachers. Study revealed that healthy college environment enhances commitment among teachers. Mani R. S. & Uma Devi N. (2011) examined the level of organizational commitment among teachers of Madurai city in Tamil Nadu. Moderate level of organizational commitment was found by them. They also considered age, teaching experience and pay scales as variables to find out the significance difference in the level of three types of organizational commitment.

STATEMENT OF THE PROBLEM

This study determined the level of organizational commitment of the faculty of NCR Colleges. Specifically it answered the following questions:

1. What is the level of commitment of the teachers of NCR in terms of the following dimensions?
 - Affective dimension
 - Continuance dimension, and
 - Normative dimension.
2. What is the overall level of organizational commitment of the college teachers?

3. The study also determined whether there are significant differences in the level of commitment of the faculties' in the three levels?

SCOPE AND DELIMITATION OF THE STUDY

The study focused on the level of organizational commitment of the 250 faculties of the NCR region. The assessment indicators of the organizational commitment were delimited to affective, continuance and normative commitment. The study also determined whether there are significant differences in the level of commitment of the faculty in the three levels. Further the study is delimited because only a single variable i.e. the scale of pay is taken into account to find out the differences in the levels of commitments. The respondents were limited to full time faculties of the various colleges of NCR. The study was conducted from August 2011 to December 2011.

RESEARCH METHODOLOGY

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 of commitments, affective continuance and normative (OCQ, Meyer & Allen 1997). The adapted questionnaire consists of 15 statements only (five measuring each type) measuring the three types of commitment. The reliability values for the adapted questionnaire are:

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

To find out the significant difference among the three types of commitment One-Way ANOVA was used. ANOVA Calculator used to find the different values like degree of freedom (df), mean squares, f (ratio) and significance.

Statistical Treatment of the Data:

The following statistical tools were utilized to analyze the data gathered:

1. Mean and overall mean score for the level of organizational commitments of the faculty members.
2. Analysis of variance (ONE-WAY ANNOVA) to determine if the level of organizational commitment of the faculties differs significantly.

The Survey:

The survey was conducted in North Central Region (NCR) of India, especially in Delhi, Noida & Greater Noida. The Questionnaire was distributed among 300 faculties of various colleges like IIT Delhi, NSIT, DTU, and GTBIT, Bharti Vidhyapeeth etc. in Delhi Region and Accurate, Apeejay, GIMT, Galgotia, IBA, JSS, NIMT etc. in Noida & Gr. Noida Region. Out of the questionnaire distributed, 250 duly filled questionnaires were considered for the analysis. The data collected through questionnaires were analyzed with the help of excel sheets, mean & standard deviation calculators and ANOVA calculator available on internet.

DATA ANALYSIS AND INTERPRITATION

On the basis of different calculations made by the researcher, following interpretations and inferences were drawn:

Measurement of Present Level of Organisational Commitment:

To measure the present level of organizational commitment the mean values are calculated. The **results are shown in table-I**. The mean scores of all the types of commitments are centered around 3 to 3.9. 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 of commitments, which one is highest is identified through the analyzing the mean scores of the three commitments. The mean value of each of the three commitments which are affective, normative and continuance commitment is calculated by averaging the mean values obtained for each statement under each type.

TABLE I: Mean Values of Commitments

Affective Commitment	Stro ngly Disa gree	Disa gree	No Opi nion	Ag re e	Stro ngly Agr ee	Me an	Overall Mean Score
College has a deal of personal meaning for me.	5	23	42	125	55	3.80	3.46
I feel emotionally attached to this college.	12	48	72	87	31	3.30	
I feel institution problems are my own	24	42	54	99	31	3.28	
Happy to spend rest of my career here	17	54	45	89	45	3.36	
I feel a strong sense of belonging to this college.	15	38	42	105	50	3.54	
Continuance Commitment	Stro ngly Disa gree	Disa gree	No Opi nion	Ag re e	Stro ngly Agr ee	Me an	Overall Mean Score
It is hard to leave the college right now.	32	42	41	75	60	3.35	3.23
Scarcity of alternatives is the reason for not leaving.	45	34	85	74	12	2.89	
If I had not put so much, I might leave the college.	14	36	91	82	27	3.28	
Life would be disrupted if I leave the college.	24	43	63	96	24	3.21	
It is a matter of necessity, not desire to continue this job	22	42	54	76	56	3.40	

Normative Commitment	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Mean	Overall Mean Score
I owe great deal to this college.	0	8	65	102	75	3.97	3.80
This college deserves my loyalty.	8	14	46	106	76	3.91	
I do not leave the college for sense of obligation.	5	8	42	114	81	4.03	
I do not feel right to leave this college.	3	8	85	81	73	3.85	
I will feel guilty if I leave the college.	25	42	61	89	33	3.25	

From the final mean scores it is clear that mean value of normative commitment (3.80) is the highest among the three. So it is undoubtedly revealed through data analysis that normative commitment is vary high among the faculties of NCR. The second highest commitment is affective (3.46) and the continuance commitment (3.23) ranked at lowest place i.e. third shown in the above table.

Measurement of Significant Difference among Three Commitments

Null Hypothesis: “there is no significant difference between the colleges teachers grouped based on scale of pay in the mean scores of Affective, Normative and Continuance Commitments”.

TABLE II: Cross Tabulation of Commitment and Scale of Pay

	N	Mean	Std. Deviation

Affective Commitment	AICTE/ UGC pay scale	98	3.76	0.59
	Consolidated pay	60	3.68	0.54
	Management's own pay scale	92	3.52	0.68
Total		250	3.65	0.61
Normative Commitment	AICTE/ UGC pay scale	98	3.89	0.59
	Consolidated pay	60	3.78	0.59
	Management's own pay scale	92	3.73	0.58
Total		250	3.80	0.59
Continuance Commitment	AICTE/ UGC pay scale	98	3.47	0.59
	Consolidated pay	60	3.34	0.66
	Management's own pay scale	92	3.60	0.55
Total		250	3.47	0.60

TABLE III: One-Way ANOVA

		Sum of Squares	df	Mean Square	F	Sig
Normative Commitment	Between Groups	1.261	2	0.630	1.796	0.168
	Within Groups	86.694	247	0.351		

	Total	87.954	249			
Continuance Commitment	Between Groups	2.538	2	1.269	3.545	0.030*
	Within Groups	88.440	247	0.358		
	Total	90.978	249			
Affective Commitment	Between Groups	3.006	2	1.503	3.896	0.022*
	Within Groups	95.294	247	0.386		
	Total	98.301	249			

In order to test the significant differences in the three types of commitments ANOVA test has been adopted by the researcher. For which the Null Hypothesis was framed as stated above. The test shows that there is a significant difference in the mean values of Affective and Continuance commitment of teachers drawing different scales of pay. **This is inferred from the Table- II & III.**

Since the significance value for Continuance Commitment is 0.030 and value for Affective Commitment is 0.22. both the values are less than 0.05 (**refer Table -III**) it is proved that there is a significant difference (at 5% level of significance) between the college teachers grouped based on scale of pay in the mean scores of continuance & Affective commitments. **Hence, the null hypothesis is rejected** that there is no significant difference in continuance and affective commitments of NCR college teachers drawing different scale of pay.

The continuance & Affective Commitment is less for teachers drawing consolidated pay. It is obvious that they will be looking for better options because they are getting low pay band in their present organization. The means plot shows that the teachers drawing UGC/AICTE scale of pay and managements own pay have higher degrees of Affective and Normative Commitments than the teachers drawing consolidated pay. As far as normative commitment is concerned, no difference exists.

CONCLUSIONS AND RECOMMENDATIONS

Thus, the study reveals that NCR college teachers have moderate level of organisational commitments. Hence, management has to take steps to improve the level of commitment among faculties. Out of the three types affective, normative and continuance commitments, normative commitment is higher than the other two types. Further, faculties are varying in their level of affective and continuance commitment, when they are grouped on the basis of their scales of pay. The variation is more between the level of affective & continuance commitment and nature of pay. Teachers receiving consolidated pay have lesser affective and continuance commitments. Therefore the college management must take necessary steps to retain those teachers either by increasing pay and increments or by changing the structure of their pay. The faculties may also be motivated through assigning some special positions, higher posts etc. the policy of the organizations to inspire their faculty members who have proven their loyalty, like giving of plaques, medals, cash bonuses and loyalty rings should be maintained or improved. In general, it is concluded that organizational commitment is moderate among NCR college teachers.

SCOPE FOR FURTHER RESEARCH

- Present research has only one variable i.e. pay scale of NCR college teachers to differentiate among the level of three types of organizational commitments, other variables like age and work experience of the faculties may also be considered.
- The researcher has taken into account only 15 statements of Meyer & Allen's questionnaire; all the 18 statements may be considered for further research.
- In this research teachers opinion is considered, while management heads and students opinion can also be taken into consideration for further research.

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