



Organisational Commitment of The Teaching Professional At Higher Education Institutions

KEYWORDS

Dr. Ishwara. P

Associate Professor, Department of Commerce, Mangalore University, Mangala Gangaotri, Konaje -574199
Karnataka State.

ABSTRACT In this paper an attempt has been made to study organizational commitment of teaching professionals at higher education institutions in the Karnataka state. Competent, committed, involved and dedicated teachers are the greatest assets for any educational institution. Higher education institutions function as the focal centers of higher education. They play a key role in the generation, transfer and application of new knowledge. The intellectual dynamism, resourcefulness and economic prosperity of any nation are reflected in the quality and commitment of its teachers. The study is focused on the teachers working in various postgraduate (P.G) departments of the conventional universities in the Karnataka state. The Population consists of permanent teachers such as 603 Assistant professor, 463 Associate professor and 441 Professors appointed by the universities. The proportionate stratified random sampling technique used to choose the sample respondents. The study reveals that, 44.8 percent of the respondents reported moderate level of organizational commitment and 24.3 per cent of the respondents indicated high level of organizational commitment. Organizational, individual and career related factors influences to the perceived levels of organizational commitment of teachers working at university system.

Introduction

The quality of education depends on the quality and attitude of the teachers towards teaching profession. Competent, committed, involved and dedicated teachers are the greatest assets for any educational institution. The Education commission reposed a great deal of confidence in teachers when it said that "of different factors which influence the quality of education and its contribution to national development the quality, competence, commitment, job attitude and character of teachers are undoubtedly the most significant". Higher Education is a major instrument of change that supports the sustainable development of any nation. It has the significant task of preparing leaders for different walks of life - social, political, cultural, scientific, technological, etc. Higher education institutions function as the focal centers of higher education. They play a key role in the generation, transfer and application of new knowledge. The intellectual dynamism, resourcefulness and economic prosperity of any nation are reflected in the quality and commitment of its teachers. The challenge of the twenty first century is a challenge to survive as institutions of quality of excellence. Job attitudes are mental state of the teacher towards job and its environment. Job Attitudes are evaluative statements- either favorable or unfavorable. A person can have thousands of attitudes, but most of the research in organizational behavior identified three important job related attitudes. They are job satisfaction, job involvement and organizational commitment. Commitment to job and institution is crucial factor for the development of individual, students and overall institution.

Organizational Commitment:

The concept of organizational commitment has been differently conceived by different social scientists. Porter et. al., (1974) explain organizational commitment as "the relative strength of an individual's identification with and involvement in a particular organization". It is a state in which an employee identifies with particular organization and its goals, and wishes to maintain membership in the organization.

Statement of the Research Problem

Job attitudes are of central interest for both researchers and practitioners. Employee attitudes can have bottom-line consequences for organizations as well as important effect on the individuals who hold these attitudes. In the job attitude, the important components are job commitment and organizational commitment. In the University set up the teaching and non-teaching staff are two broad categories of human resources. It is widely acknowledged that job attitudes of the teaching community will largely determine the quality of teaching and research performance on the one hand and the commitment to the teaching profession and organization on the other. An extensive review of literature clearly indicated that there have been several organizational commitment studies, very few of them related to the university teachers or academics in general. However, no authoritative and comprehensive study has so far been done focusing on the organizational commitment of university teachers.

Objectives of the Study

The major purpose of this study is to measure and assess the commitment of teachers to job and institution in Karnataka state and provide certain suggestions for higher education, learning and teaching profession.

The specific objectives of the study are:

1. To measure and assess the perceived levels of organizational commitment of the teachers.
2. To identify and analyze the major determinants of organizational commitment of teachers.
3. To offer pragmatic suggestions and recommendations for re-aligning the job attitudes teachers.

Hypotheses

Based on an extensive review of earlier studies in this field the following research hypothesis has been formulated for further investigation in this study.

H1: Organizational, demographic and career factors tend to determine the perceived levels of organizational com-

mitment of the teachers.

Methodology

The present study is focused on the teachers working in various postgraduate (P.G) departments of the conventional universities in the Karnataka state. The Population consists of permanent teachers such as 603 Assistant professor, 463 Associate professor and 441 Professors appointed by the universities. The proportionate stratified random sampling technique used to choose the sample respondents. The stratification was made based on the university and designation to choose 10 per cent of the population as sample. It accounts for total sample size of 60 Assistant Professor, 47 Associate Professor and 45 Professors, giving a fair and adequate representation of university teachers working in various postgraduate departments.

Statistical Techniques Employed

In this study for the analysis of organizational commitment, some important tools and techniques are used such as descriptive statistical tools i.e. percentage, mean and standard deviation, Likert's five point opinion scale and deterministic techniques such as chi-square and correlation analysis.

Results and Discussions

Measurement and Assessment of Organizational Commitment

To measure organizational commitment of the university teachers, Allen and Meyer instrument put to use. The revised scale consists 8 items of affective commitment, 9 items comprise in the continuance commitment scale and 6 items in the normative commitment.

Table-1: Organizational Commitment of the Respondents

	Organizational Commitment			Total
Low	Lecturers	Readers	Professors	47 (30.9)
Moderate	22 (36.7)	25 (53.2)	21 (46.7)	68 (44.8)
High	17 (28.3)	5 (10.6)	15 (33.3)	37 (24.3)
Mean	80.75	78.94	81.53	80.42
S.D.	7.19	6.20	8.25	7.27

Source: Field survey

44.8 percent of the respondents reported moderate level of organizational commitment and 24.3 per cent of the respondents indicated high level of organizational commitment.

Organizational Commitment: Key Determinants

Organizational commitments of the employees are determined by three sets of variables (Cherniss 1987). They are Organizational characteristics, Demographic characteristics and Career characteristics. Organizational characteristics refer to variables that describe the characteristics of organization in which jobs are performed. Demographic characteristics refer to variables that describe characteristics of the employee who perform the jobs. Career characteristics refer to the variables which provide opportunities for progress in one's job.

Table-2 clearly indicates that majority of the university

teachers reported high levels of organizational commitment belonged to five star NAAC accredited universities; those universities aged more than 30 year, those universities employing less than 300 teaching faculty members, universities enrolling more than 3000 students.

As far as the socio-economic characteristics of the university teachers are concerned, the majority of the University teachers reporting high degree organizational commitment were above the age of 42 years, were enjoying married life, had an monthly income of more than Rs. 30,000, belongs to nuclear families, having a smaller family of fewer than 4 members and distance from dwelling place to work place is less than 10 K.M., male employees and represented more than one-earner household

With regard to the career-related factors, a greater proportion of the university teachers perceiving high degree of organizational commitment had a job experience of more than 15 years, having Ph.D. degree qualification, professor respondents and having work load less than 12 hours per week.

Based on the result and discussions presented in the foregoing pages, the third hypothesis (H1) is accepted- "Organizational, individual and career related factors influences to the perceived levels of organizational commitment of university teachers".

Table-2: Determinants of organizational Commitment

Factors Associated	Organizational Commitment (High)	Chi-square (c ²) value
Organizational Factors. NAAC Status of the University.	5 Stars (67.6%)	44.81
No. of Teaching Faculties. (In numbers)	< 300 (86.5 %)	25.01
Age of the Universities. (In years)	> 30 (89.7%)	41.19
No. of Students Enrolment. (In numbers)	> 3000 (81.2%)	20.99
Individual Factors. Age of the Respondents. (In years)	> 42 (62.25%)	20.24
Sex. (Male and Female)	Male (91.9%)	60.98
Marital status.	Married (97.3%)	16.39
Monthly emoluments. (In Rs.)	>25,000 (67.0%)	25.63
Family Structure.	Nuclear (94.6%)	12.21
Household Earner Status.	Dual (81.1%)	52.21
Family size. (In No.)	< 4 (78.4%)	52.21
Distance between home and Working Place.(in KM)	< 10 (62.0%)	7.50
Career Factors. Designation .	Professor (41.0%)	9.65
Job Experience. (in years)	>15 (52.9%)	7.18
Work Load.(In hours)	< 12 (86. 0%)	34.56
Status of Doctoral Work.	Doctorate (94.0%)	16.79

Source: Field Survey

Suggestions:

Based on the findings of this study certain general and specific suggestions are presented below to realign the job attitudes of university teachers.

1. The universities will have to examine, understand and address various job-related issues faced by the employees.
2. In order to raise the level of organizational commitment of the university teachers universities need to address certain aspects of job such as, provide all types of support and facilities to individual teachers for professional growth, recognize teachers outstanding and excellent work, delegate more authority in turn it increases their responsibility, and promotion or advancement should be given to the teachers when its due.
3. Universities are advisable to see that their employees are residing nearer to the universities as attitudes of teachers and distance from their dwelling house to work place are related.

REFERENCE

1. Bass., (1965), "Organizational Psychology," Basten Allyn and Bacan. | 2. Breckler S.J. (1984), "Empirical Validation of Affect, Behaviour, and cognition as Distinct Components of Attitude," *Journal of Personality and Social psychology*, pp. 1191-1205. | 3. Buchanan., (1974), "Building Organizational Commitment : The Socialization of Managers in Work Organization," *Administrative Science Quarterly*, Vol. 19, pp. 533-546. | 4. Cherniss, S. and J.Kane., (1987), "Public Sector Professionals: Job Characteristics Satisfaction and Aspirations for Intrinsic Fulfillment Through Work," *Human Relations*, Vol. 40, pp. 125-136. | 5. Kanungo, R.N., (1978), "The Concepts of Alienation and Involvement," *Revisited Psychological Bulletin*, Vol. 86(1), pp. 119-138. | 6. Keller R.T. (1997), "Job Involvement and Organizational Commitment as Longitudinal Predictors of Job Performance: A Case Study of Scientists and Engineers," *Journal of Applied Psychology*, pp. 539-45. | 7. Lodahl, T.M. and Kejner, M., (1965) "The Definition and Measurement of Job Involvement," *Journal of Applied Psychology*, Vol. 49(1), pp. 24-33. | 8. Porter, L.W., (1992), "Job Attitudes in Management: Perceived Deficiencies in Need Fulfillment as a Function of Job Level," *Journal of Applied Psychology*, Vol.46, pp. 375-384. | 9. Robbins, S.P., (1996), *Organizational Behaviour*, 7th ed., Prentice- Hall of India Private Limited, New Delhi, pp. 180. | 10. Schwyharty W.R. and Smith P.G., (1972), " Factors in the Job involvement of Middle Managers," *Journals of Applied Psychology*, Vol. 56, pp. 227-237. |