



Organizational Commitment and Self esteem of Faculty Members of Secondary Level Teacher Training Programme in Mysore

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ABSTRACT

The purpose of this investigation was to examine how certain demographic variables (length of experience and age) affect organizational commitment and self esteem of faculty members of education colleges in Mysore.

A survey-based descriptive research design was used. The study was carried on faculty members working in education colleges in Mysore University. About 165 survey questionnaires were distributed in 2011.

Multiple follow ups yielded 134 statistically usable questionnaires. One way ANOVA and Duncan's Multiple Range Test were used to confirming the research hypotheses.

The findings of the study indicated no significant differences between length of experience and age of faculty members with reference to their organizational commitment. It was also found out that there were significant differences between length of experience an age of faculty members with reference to their self esteem.

Standard measures were used to measure organizational commitment and self esteem.

Since respondents were from education colleges in Mysore University only so the findings cannot be generalized to faculty members of education colleges in India.

Keywords : Organizational commitment, self esteem, Education College, Faculty Member, Mysore

1. Introduction

Education is one of the most important institutional organizations of a nation. It oversees issues on national agenda. Its effective running depends firmly on its coordination in the direction of societal expectation. Successful educational programs lie on the important contributions of effort, involvement, and most importantly on the overall teacher (academic staff) professionalization. Academic staff organizational commitment, self esteem is crucial to effective colleges (academic institutions).

This research studies the organizational commitment and self esteem of faculty members of education colleges in Mysore.

Organizational commitment and self esteem of faculty members are the most important elements in academic education. If we intend to improve productivity and effectiveness of academic education system and universities, we should study the influential elements on job satisfaction, organizational commitment and self esteem of faculty members prior to anything else.

2. Literature Review

2.1 Organizational commitment

Several different definitions of commitment exist in the literature. Buchanan's (1974) definition is typical: "Commitment is viewed as a partisan, affective attachment to the goals and values of an organization, to one's role in relation to goals and values, and to the organization for its own sake, apart from its purely instrumental worth".

Organizational commitment in the organizations has been extensively researched. It was defined as the strength of involvement one has with the organization (Hall and Schneider, 1972; Mowday et al., 1979).

There have been two major attempts to provide a theoretical framework of organizational commitment, in order to develop

a more precise and comprehensive construct. The first of these was the multivariate predictive framework which proposed a model that consisted of two parts: (a) the antecedents of commitments, and (b) the outcomes of commitment (Steers, 1977).

An analysis of these two conceptual frameworks (the multivariate predictive model and the multiple commitments model) of organizational commitment show that, in reality, these are not two opposite approaches but rather two complementary perspectives that can be integrated.

The outcome of this integration provides us with the common and comprehensive theoretically grounded framework that is needed to build predictive models of a particular measure of the organizational commitment construct.

2.2 Self esteem

Among the studies reviewed, there was no consensus as to the conceptualization and operational definition of self-esteem. In fact, few researchers who have examined the relationship between self-esteem and organizational commitment have offered a concrete operational definition for self-esteem.

According to Dr.Nathaniel Branden (2007) self-esteem has been defined in various manners without much agreement. Self-esteem is often divided into "global" self-esteem and "specific" self-esteem; global self-esteem refers to the degree to which people like themselves as a whole, while specific self-esteem refers to the degree to which people like a specific part of themselves (Sanford & Donovan, 1984).

College effectiveness is largely determined by the teachers in a particular college. Even in this era of technological progress, computers, televisions and videos have not replaced the teacher.

Teachers who have a high level of self-esteem manifest them-

selves in the classroom as confident, relaxed and have a respectful attitude towards students. Teachers who have a high level of self-esteem are more likely to be flexible and exploratory in their approach to teaching.

3. Research Methodology

3.1 objectives of the study

1. To study the differences between the following categories of faculty members with reference to their organizational commitment in Mysore

- (A) Teachers of different length of experience
- (B) Teachers of different age groups

2. To study the differences between the following categories of faculty members with reference to their self esteem in Mysore

- (A) Teachers of different length of experience
- (B) Teachers of different age groups

3.2Hypotheses of the study

To validate the following research hypotheses, the research methodology is given hereunder:

1-there is no significant difference between the following categories of teachers with reference to their organizational commitment :(A) Teachers with different length of experience (B) Teachers of different age groups

2-there is no significant difference between the following categories of teachers with reference to their self esteem :(A) Teachers with different length of experience (B) Teachers of different age groups

3.3 sample:

Statistical range of population for this research is all faculty members in colleges of education in Mysore University .Number of faculty members is 343 persons from 36 colleges of education in Mysore.

In this research Random Sampling Method was used. Sample size is calculated according to the table provided by Morgan and Corgis. Regarding the statistical range which is 343 number of sample is 186.

3.4 Tools used for data collection:

In this research the following two questionnaires were used: A- Questionnaire of organizational commitment: In this research the researcher has used a standardised test to measure the organizational commitment that developed by (mowday, stirez and porter, 1979). Organizational commitment questionnaire (OCQ) has 15 items.

B- Questionnaire of self esteem: In this research the researcher has used a standardised test to measure the self esteem that developed by Morris Rosenberg (1965) is a widely-used self-esteem measure in social science research The scale is a ten-item Likert scale with items answered on a four-point scale — from strongly agree to strongly disagree.

3.5 Statistical techniques used for analysis of data

The following statistical techniques were employed in the present investigation:

1. Descriptive statistics like mean and percentage have been employed to analyze the data descriptively.
2. One way ANOVA and DMRT(Duncan's Multiple Range Test).

4-Results

H01: There is no significant difference between the following categories of teachers with reference to their organizational commitment

H01a: Teachers of different length of experience

Table 4-1

Mean scores and standard deviation with respect to organizational commitment of teachers with different length

Experience (in years)	N	Mean	S.D	F Valve	P Value
1-10 years	51	78.80	16.40	.416	.742
11-20 years	58	78.76	13.68		
21-30 years	18	76.89	16.95		
above 30 years	7	84.43	12.82		
Total	134	78.82	15.09		

*NS-Non-significant at 0.05 level.

Length of experience of teachers did not have significant influence over their organizational commitment scores as the ANOVA revealed a non-significant difference between teachers with different length of experience in their mean organizational commitment scores (F=0.416; =.742). The mean organizational commitment scores of teachers with 1-10, 11-20, 21-30 and above 30 years are 78.80, 78.76, 76.89 and 84.43 respectively, which were statistically same, contributed for the non-significant difference. .

H01b: Teachers of different age groups

Table 4-2

Mean scores and standard deviation with respect to organizational commitment of teachers with different age group

Age group (in years)	N	Mean	S.D	F valve	P value
less than 30 years	19	80.16	22.94	.177	.912 (NS)
31-44 years old	72	78.58	11.84		
45-54 years old	34	77.91	14.65		
above 55 years	9	81.33	21.33		
Total	134	78.82	15.09		

*NS-Non-significant at 0.05 level.

One-way ANOVA revealed a non-significant difference among teachers belonging to different age groups (F=0.177; P=.912) in their organizational commitment scores. The mean organizational commitment scores of teachers belonging to <30 years, 31-44, 45-54 and above 55 years are 80.16, 78.58, 77.91 and 81.33 respectively, which were statistically same contributed for the non-significant difference.

Ho2: there is no significant difference between the following categories of teachers with reference to their self esteem

Ho2a: Teachers with different length of experience

Table 4-3

Mean scores and standard deviation with respect to self esteem of teachers with different length of experience

Experience in years	N	Mean	S.D	F Valve	P Value
1-10 years	51	21.16	2.61	2.830	.041 (S)
11-20 years	58	21.10	3.01		
21-30 years	18	23.17	2.50		
above 30 years	7	21.86	2.54		
Total	134	21.44	2.84		

Note: S-Significant

One way ANOVA revealed a significant difference in the mean self esteem scores of Indian teachers with different lengths of experience. F value of 2.830 was found to be significant at .041 levels. The mean values obtained for teachers with 1-10, 11-20, 21-30 and above 30 years are 21.16, 21.10, 23.17 and 21.86 respectively. Further, DMRT (Duncan's Multiple Range Test) indicated that teachers with experience of 21-30 years had maximum self esteem than teachers with experience of

1-10, 11-20 and above 30 years.

Ho2b: Teachers of different age groups

Table 4-4

Mean scores and standard deviation with respect to self-esteem of teachers with different age groups

Age group (in years)	N	Mean	S.D	F value	P value
less than 30 years	19	21.42	2.12	6.646	.000
31-44 years	72	20.63	2.93		
45-54 years	34	22.53	2.33		
above 55 years	9	23.89	2.71		
Total	134	21.44	2.84		

*NS-Non-significant at 0.05 level.

One way ANOVA revealed a significant difference in the mean self esteem scores of Indian teachers with different age groups. F value of 6.646 was found to be significant at .000 level. The mean self esteem scores obtained for teachers with <30, 31-44, 45-54 and above 55 years are 21.42, 20.63, 22.53 and 23.89 respectively. Further, DMRT (Duncan's Multiple Range Test) indicated that teachers with above 55 years had maximum self esteem than teachers in the age groups of 30, 31-44, and 45-54 years.

5. Discussion

The purpose of this investigation is to examine how certain demographic variables (length of experience and age) affect organizational commitment and self esteem of faculty members of education colleges in Mysore.

one way ANOVA testing revealed there is no significant difference between lengths of experience of faculty members with reference to their organizational commitment in education colleges in Mysore. The findings of this study is in agreement with the findings of some studies like Sharma(1994) , (Cetin, 2006) and singh and shifflette(1996).

However findings of the study contrasts with the findings of a study by kumar and pathaik(2004) And Bashir et al (2011).

Results from this study also showed that there is no significant difference between ages of faculty members with reference to their organizational commitment. This finding is consistent with previous studies (Cohen1992, & Demiray, 2008) and, Cleveland and Shore (1992).

About faculty member's length of experience with reference to their self esteem one way ANOVA testing revealed a significant difference in the mean self esteem scores in Mysore education colleges. The finding of this study is consistent with the finding of (Lee ,1992).

Results from this study also showed that there is significant difference between ages of faculty members with reference to their self esteem. This finding is consistent with previous studies (Sawai, 2011& Arim, 2005). However, the findings of this study were inconsistent with the findings Tamimi(2006).

6. Conclusion

From the above results we can conclude that no significant differences were found between age and length of experience of faculty members with reference to their organizational commitment. It was also found out that there were significant differences between age and length of experience of faculty members with reference to their self esteem.

7. Implications and recommendations

Findings of this study can play an illuminating role in opening the eyes of policy as well as decision makers on possible disadvantages of their system, i.e. regarding facilities, quality, etc., and on how they could be minimized. They findings of the present research could be employed as a trigger by heads of universities to pay more attention to the nature of interaction they have with faculty.

It is recommended that Ministry of Human Resource Development pay more attention to spiritual and financial needs of faculty and heads as a means of enhancing organizational commitment as well as self esteem among them. And also faculty exchange programs as a means of transferring their experiences to university faculty should be implemented.

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