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# Study on the organizational commitment in the faculty of an educational institute

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## ABSTRACT

Every organization endeavours to become as effective and as committed as possible in order to stand on proper footing. Evaluation of the existing extent of effective commitement and identification of the factors which hinder or facilitate it may help in the continuous improvement of an individual and the organization as a whole. But this is a difficult task as there is no consensus on the concept of effective commitment and its operational indicators. The present study was the modest attempt towards operationalizing this concept in relation to organizational commitment in case of research and development organization that is educational organization. Study was conducted in the Dr YS Parmar University of Horticulture and Forestry, Solan on the organizational Commitment of the faculty. Three components viz affective, continuance and normative were studied to know the level of organizational commitment among faculty. A pre-tested schedule was used to collect relevant information. The analysis was done using percentage method. It was observed that there is a high level of organizational commitment among the faculty members of the university. Respondenta (68%) were emotionally attached to the organizastion. They (46%) were highly satisfied with their present job. Majority (74%) of them adhered to the norms and values of the organization and considered it as their own and as such they were adhered to the university.

**Keywords:** Organizational commitment; components; faculty; respondents

## INTRODUCTION

An educational organization is one of the most important social institutions in a society. The effective and directive positions of an educational organization in society firmly depend on its perfect coordination in the direction of social expectations. The effectiveness level of an educational organization necessitates adequate organizational formation, satisfactory sources, consistent policies based on scientific and technological developments and having qualified employees with social needs. It is known that human being is the most important input in any organization. Because s/he participates in the input-process-output circle of the educational organizations. Here 'Input' is student 'Process' is teacher and 'Output' is qualified

work as citizen which is given to the society in the shape of a student thus fulfilling the goal of societal needs by the hard work and genuine commitment of the teacher.

The effectiveness of an educational organization of course depends on many dimensions one of the most important being the interaction of teachers and students who are the permanent factors of learning and teaching process. In this respect teachers commit themselves to their organization, students, teaching activities, occupation and colleagues. In other words teachers' attitudes have positive influences on the effectiveness of a university.

Job commitment is one such attitude concerning job apart from job satisfaction and job enlargement. Organizational commitment is a state in which an employee identifies with one's organization and its goals and wishes to maintain and remain a member in that organization.

One of the required qualifications of the university managers is high organizational commitment. Organizational commitment and performance have a strong relationship and are included among the variables whose efficiency have been investigated and proved (Bartlett 2001, Rhoades et al 2001, Amold et al 1998).

In fact organizational commitment is a better indicator of turnover than that of job satisfaction itself. It has been observed that an employee who may be dissatisfied with his job temporarily and not dissatisfied with the organization as a whole has less chances of quitting the job. Hence organizational commitment is a positive attitude towards job.

According to study conducted by Jeon (2009) organizations should take care of employees' personal and social needs in order to increase their trust and commitment towards the organization. It has been found that managers with strong organizational commitment receive both perceived organizational support and perceived supervisor support (Erickson 2007) and feel a high level of attachment toward the organization in which one is employed (Bartlett 2001). Managers who enjoy high organizational commitment create a desired environment which would positively affect the job satisfaction and the staff's performance (Cabaj 2008) and increase work effectiveness (Mckey 2002).

No wonder that the progressive organizations are today more anxious than ever before to get their employees to identify more closely with the organizational objectives and values; it has been observed and also proved by research that eventually much of the results depend upon the human input. What steps can these organizations take to create this identification or organizational commitment? Why do employees differ from one another in terms

of their level of organizational commitment? What steps can the management take to create commitment?

The task is to form the appropriate attitudinal alternation for the organizational goal, to create satisfactory conditions for getting employees to be voluntary for this attitudinal alteration and to determine the demand for getting students to acquire the stated knowledge and ability. In that position the teachers who are responsible for arranging this task need to be efficient and on the other hand the existence of the conditions that motivate the teachers for performing this task have to be strengthened and to be effective.

## METHODOLOGY

The present study was designed to focus on organizational as well as personal characteristics as predictors of commitment of the faculty of Dr YS Parmar University of Horticulture and Forestry, Solan based on the model proposed by Meyer and Allen (1991). Under this three components viz affective component, continuance component and normative component were taken into consideration.

Out of a faculty of >200 teachers/ scientists a sample of about 25 per cent that is 50 respondents was taken for the study through random selection. The data were collected using a pre-tested schedule comprising of demographic features (Table 1) and commitment variables of the respondents.

Five point Likert scale (strongly agree, agree, undecided, disagree, and strongly disagree) was used for each statement made by the respondents which was then reduced to three point scale by calculating the percentages of the degree of agree, undecided and disagree.

## RESULTS AND DISCUSSION

**Demographic features of the respondents** : While analysing the demographic features of the faculty it was found that maximum number of respondents (44 per cent) lie in the age group of 41-50 years. There were 70 per cent males and 30 per cent females taken in the study. Maximum respondents (30%) were the assistant scientists and minimum were the professors (4%). Monthly income of the respondents (50%) was between Rs 20,000-30,000. Sixty six per cent of the respondents had a work experience of 11-20 years (Table 1).

### Study of organization commitment

#### *1. Affective component*

Affective component was studied under variables which are quality of supervisory feedback, autonomy, task identity, skill variety and tenure. All these variables were studied through a designed questionnaire. Each variable was taken

Table 1. Demographic variables of the respondents

| Particulars | Age (yr) | | | Sex | | Designation | | | | | Monthly income (Rs) | | | Total work experience (yrs) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 35-40 | 41-50 | 51-60 | M | F | P&H | P | AP | SS | AS | 10,000-20,000 | 20,000-30,000 | 30,000-30,000 | 11-20 | 21-40 |
| Number of respondents | 18 | 22 | 10 | 35 | 15 | 4 | 2 | 9 | 11 | 15 | 19 | 25 | 6 | 33 | 17 |
| Percentage | 36 | 44 | 20 | 70 | 30 | 8 | 4 | 18 | 22 | 30 | 38 | 50 | 12 | 66 | 34 |

M= Male, F= Female, P&H= Professor and Head, P= Professor, AP= Associate Professor, SS= Senior Scientist, AS= Assistant Scientist

individually and the results were integrated to know the affective component.

Majority of the respondents (68%) had emotional attachment and identification with the organization whereas 22 per cent did not have any such attachment. Only10 per cent were unable to decide about it (Table 2).

***2. Continuance component***

The data given in Table 3 show that only 36 per cent of the respondents agreed that they can find a better substitute to their present job whereas 18 per cent of them were unable to decide about it. In total 46 per cent of the respondents disagreed and were highly satisfied with their present job. Therefore more respondents were committed to their organization according to the findings of continuance component.

**3. Normative component**

This objective was studied by asking 12 questions and these questions were integrated to know the normative component. Higher number of respondents (74%) had a feeling of obligation to the organization mainly because of norms and values and in their opinion it was wrong to jump from one job to another job. Only 16 per cent of the respondents disagreed with it and rest 10 per cent were indecisive over the issue.

From the above findings it is evident that there is high organizational commitment existing among the faculty of the university. In case of affective component 68 per cent of respondents were emotionally attached to the organization and were not ready to leave their organization. According to the findings of continuance component 46 per cent of the respondents were highly satisfied with their present job. As per normative component 74 per cent of them adhered to the norms and values of the organization and considered it as their own and as such they were attached to the university. It can be inferred that the faculty of the university was highly committed to its organization.

Earlier Sharma and Joshi (2001) in a study conducted on 81 executives covering practically all levels of executive cadre of a private sector organization engaged in manufacturing high precision castings for automobiles found that executives were by and large quite satisfied being members of the organization. Out of the 14 organisational characteristics examined only two viz performance appraisal and job content emerged as the best predictors of organizational commitment.

Pamela (2007) explored organizational commitment and intent to turnover among teachers in public schools in New York City. One hundred and ninety three teachers participated in a correlational quasi-experimental study that incorporated a multiply survey design yielding quantitative data. Responses from the teachers were

Table 2. Affective component of the faculty

| Degree of agreement | No of respondents | Percentage |
|---|---|---|
| Agree | 34 | 68 |
| Undecided | 5 | 10 |
| Disagree | 11 | 22 |
| Total | 50 | 100 |

Table 3: Continuance component of the faculty

| Degree of agreement | No of respondents | Percentage |
|---|---|---|
| Agree | 23 | 46 |
| Undecided | 9 | 18 |
| Disagree | 18 | 63 |
| Total | 50 | 100 |

Table 4: Normative component of the faculty

| Degree of agreement | No of respondents | Percentage |
|---|---|---|
| Agree | 37 | 74 |
| Undecided | 5 | 10 |
| Disagree | 8 | 16 |
| Total | 50 | 100 |

collected using the organizational commitment questionnaire, intent to turnover questionnaire and a personal data form. The study found that organizational commitment was negatively correlated to intent to turnover and organizational commitment was not related to teachers' personal characteristics such as age, gender, marital status, ethnicity, tenure, or income. To ensure high quality education for youngsters in public high school, organizational commitment should be addressed.

Hacket (2001) investigated the conceptual distinctiveness and causal links between organizational commitment, occupational commitment, job involvement,

work involvement and intentions to withdraw from the organization and from the occupation. The process involved exploratory and confirmation factor analyses which supported the distinctiveness of the constructs. Results suggest that work involvement affects both organizational commitment and occupational commitment indirectly through its effect on job involvement. Furthermore job involvement affects intention to leave the organization indirectly through its effect on organizational commitment and affects intention to leave the occupation indirectly through its effect on occupational commitment. Analyses also suggest that organizational commitment and occupational commitment have direct and indirect effects on both forms of withdrawal intentions.

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