Assessment of Organizational Commitment of Teachers (A Study Conducted On Indian Teachers in Wolaita Sodo University, Ethiopia)

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ABSTRACT:
Employees' commitment, in particular, the academics are crucial to the universities; as their commitment may be directed towards a number of entities, such as the work of teaching and research, to students' success, to specific programs or the universities as the organization. Organizational Commitment is highly valuable. This is because a highly committed employee will identify with the goals and values of the organization, has a stronger desire to belong to the organization and is willing to display greater organizational citizenship behaviour i.e., a willingness to go over and beyond their required job duties. A low level of commitment tends to demonstrate negative work behaviours. This study examines the level of Organisational Commitment of Indian teachers working in Wolaita Sodo University, Ethiopia. The study is conducted on 57 Indian Teachers in the University (Census) by survey using primary data through structured questionnaires. The research design is Descriptive in nature. The measurement scale for the instrument is considered five point Likert Scale representing the intervals. The result shows that that approximately 50% of the Indian teachers at Wolaita Sodo University have high level of Organisational Commitment but on Continuance parameter the results are not very encouraging. It is because the Indian teachers in Wolaita Sodo University don't see the positive costs as enough to stay with an organization and they also take into account the availability of alternatives. So the University has to work in this regard for Indian teachers.

KEYWORDS: Organizational commitment, Affective commitment, Normative commitment, Continuance commitment

INTRODUCTION:
The most important task of teachers is to educate or affect desirable behaviours among the learners. Teachers have the opportunity to play a significant role in learners' personal and social development. They are sometimes the source of help to the learners facing emotional or interpersonal problems. Good teachers are acutely aware of their task orientation and engagement in the learning process they display a remarkable ability to keep students activity involved with a task. To accomplish all these teachers must possess some characteristics that will make them highly effective.

Effective teachers add more values to the system of education by taking more active roles in shaping their careers. To this end, teachers need to view themselves as free agents and try to develop a variety of valuable skills, be productive workers and skillfully market themselves to prospective employer (Weinsten and Lloyd, 2003).

Organizational Commitment is highly valuable. Studies have highlighted that commitment has a great impact on the successful performance of an organization. This is because a highly committed employee will identify with the goals and values of the organization, has a stronger desire to belong to the organization and is willing to display greater organizational citizenship behavior i.e., a willingness to go over and beyond their required job duties. And if human resources are said to be an organization's greatest assets, then committed human resources should be regarded as an organization's competitive advantage.

ORGANISATIONAL COMMITMENT:

The organizational commitment concept emerged from studies exploring employees- organization linkages. Previous research has viewed that organizational commitment continues to be a powerful attitudinal response in employees (Scott-Ladd, Travaglione, and Marshall, 2006). In fact, Rathi and Rastogi (2009) reviewed the literature on organizational commitment and found that it has potential to predict organizational outcomes such as an increase in job performance, reduced turn over and withdrawal cognitions, lower absenteeism rate, and increased organizational behavior. Organizational commitment has been viewed as an attitude indicating feelings of achievement, identification with and/or loyalty to the object of commitment; here, an organization (Morrow, 1993). Organizational commitment has been linked to workforce stability (Steers, 1977), school climates conducive to learning (Dannetta, 2002; Ebmeier, 2003), increased expectations for student achievement (Kushman, 1992), enhanced supervisor-subordinate relationships (Kushman, 1992), decreased turnover (Mowday, Porter, & Steers, 1982), decreased intention to leave (Tett & Meyer, 1993), low absenteeism (Cohen, 1993; Zahra, 1984), increased organizational citizenship behaviors - such as suggesting improvements, assisting colleagues, and putting forth extra effort (Brief & Motowidlo, 1986), and many others.

Meyer and Allen (1991) provide empirical support that organizational commitment is a multidimensional concept that provides a comprehensive insight into the link between employees and work related behaviour. Meyer and Allen (1991) indicated that that are three components conceptualization of organizational commitment; which are affective, continuance and normative commitment.

AFFECTIVE COMMITMENT:

Affective commitment is the employee's positive emotional attachment to the organization. Meyer and Allen stated the affective commitment as the "desire" component of organizational commitment. Affective commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization. Employees with strong affective commitment continue employment with the organization because they want to do so. An employee who is affectively committed strongly identifies with the goals of the organization and desires to remain a part of the organization. This employee commits to the organization because he/she "wants to". This commitment can be influenced by many different demographic characteristics: age, tenure, sex, and education but these influences are neither strong nor consistent.

CONTINUANCE COMMITMENT:

Continuance Commitment is the "need" component or the gains verses losses (awareness of the costs associated with leaving the organization) of working in an organization. "Side bets," or investments, are the gains and losses that may occur should an individual stay or leave an organization. An individual may commit to the organization because he/she perceives a high cost of losing organizational membership (Becker's 1960 "side bet theory"). Things like economic costs (such as pension accruals) and social costs (friendship ties with co-workers) would be costs of losing organizational membership. But an individual doesn't see the positive costs as enough to stay with an organization they must also take into account the availability of alternatives (such as another organization), disrupt personal relationships, and other "side bets" that would be incurred from leaving their organization. The problem with this is that these "side bets" don't occur at once but that they "accumulate with age and tenure".

NORMATIVE COMMITMENT:

The individual commits to and a remains with an organization because of feelings of obligation is the normative component of organizational commitment. These feelings may derive from a strain on an individual before and after joining an organization. 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.' It may also reflect an internalized norm, developed before the

person joins the organization through family or other socialization processes, that one should be loyal to one's organization. The employee stays with the organization because he/she "ought to". But generally if an individual invest a great deal they will receive "advanced rewards." Normative commitment is higher in organizations that value loyalty and systematically communicate the fact to employees with rewards, incentives and other strategies. Normative commitment in employees is also high where employees regularly see visible examples of the employer being committed to employee well-being.

Meyer & Allen (1991) believe that employees can experience all three forms of commitment to varying degrees. They claimed that given these conceptual differences, the psychological states reflecting the three components of organizational will develop as the function of quite different antecedents and have different implications for work behavior.

According to Meyer and Allen (1997), employees high in affective commitment, for example, demonstrate emotional attachment, identification with the involvement in the organization. Hence, this would explain why these employees are less likely to engage in withdrawal behavior and are more willing to accept change (Sommers, 1995, Iverson, 1996).

ORGANISATIONAL COMMITMENT- PERFORMANCE, BEHAVIOUR & EFFECT:

The academic staffs' commitment to their organization served as the focus of the present study. Aamir Ali Chughtai & Sohail Zafar (2006) claimed that developing and encouraging organizational commitment among the academic staff is important, because, as shown in many studies, employee that are committed would remain attached to their organization, perform better and engage in organizational citizenship behaviours. There were many studies that relate organizational commitment with its antecedents and outcomes. According to Mowday et al (1982) the antecedents of organizational commitment fall generally INTO four categories: personal characteristics, structural characteristics, job related characteristics and work experiences. However, the aspects on emotions and leadership have not been given much emphasis. Given that commitment incorporates an attitudinal and behavioral dimension, the aspects of emotions and leadership have found it necessary for its development. For example, the leaders' behaviors can be a major influence on the level of organizational commitment (Campisano, 1992). Another factor assumed to significantly influence organizational commitment is the construct of emotional intelligence (Nikolaou and Tsaousis, 2002); Sy and Cote, (2003); Carmeli,(2003).

While most outcomes of organizational commitment benefit the organization, some benefit the individual. For instance, Begley and Czajka (1993) found that organizational commitment had a moderating effect on the impact of stress. When organizational commitment was low, individuals felt increased job displeasure due to stress, but when organizational commitment was high, individuals felt less effects due to stress. It could also be argued that decreased turnover benefits the individual in addition to the organization. Turnover can impact individuals emotionally and financially and, therefore, avoiding it may be individually beneficial (Holtom, Mitchell, Lee, & Eberly, 2008).

Some organizational commitment outcomes may even benefit society as a whole. Researchers have found that increases in organizational commitment are associated with school climates that are conducive to learning and increased expectations for student achievement (Dannetta, 2002; Ebmeier, 2003; Kushman, 1992). Since education serves societal needs, such outcomes are beneficial to society.

RESEARCH OBJECTIVE:

The objective of this research is to find out the level of Organizational Commitment of Indian teachers working in Wolaita Sodo University, Ethiopia

RESEARCH METHODOLOGY:

The study has been conducted based on primary data collected through structured questionnaires. Since the approach aims at finding out the level of Organizational Commitment of Indian teachers working in Wolaita

Sodo University, the research design has been taken to be Descriptive. The measurement scale for the instrument is considered five point Likert Scale representing the intervals. The survey is Census (57) against the limited number of Indian Teachers in the University.

ANALYSIS & DISCUSSION:

Table 1 : Decision rule for level of Organizational Commitment and its components

S.N.	Mean score Range	Level of E.Q. & its components
1.	0 - .99	Very Low
2.	1– 1.99	Low
3.	2– 2.99	Moderate
4.	3 – 3.99	High
5.	4 - 5	Extremely High

Table 2: Descriptive Statistics summary (the mean & standard deviation of Organizational Commitment of Indian Teachers in the University and its components)

Static	Affective Commitment	Normative Commitment	Continuance Commitment	Organisational Commitment
Mean	3.37	3.46	2.89	3.24
Median	3.31	3.50	2.89	3.32
Mode	3.31	3.50	2.78	3.34
Standard Deviation	0.80	0.63	0.92	0.72
Kurtosis	-0.03	-0.06	-0.62	-0.35
Skewness	0.05	-0.18	0.03	0.20
Minimum	1.54	2.00	1.22	2.00
Maximum	5.00	4.75	4.78	4.84
Count	57.00	57.00	57.00	57.00

Table 2 shows that the mean score of Organizational Commitment of Indian Teachers at Wolaita Sodo University is 3.24 which can be categorized as high. The Indian teachers are high on Affective & Normative Commitment components as well as on Organizational Commitment but they are moderate on Continuance Commitment.

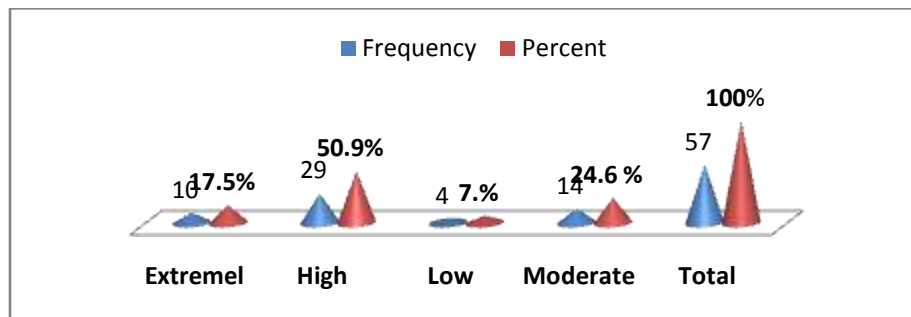**Fig 1: Level of Affective Commitment of Indian Teachers in Wolaita Sodo University**

Fig 1 shows that 50.9% of Indian Teachers have high affective commitment, 24.6% while have moderate affective commitment & 17.5 % of Indian Teachers have extremely high affective commitment

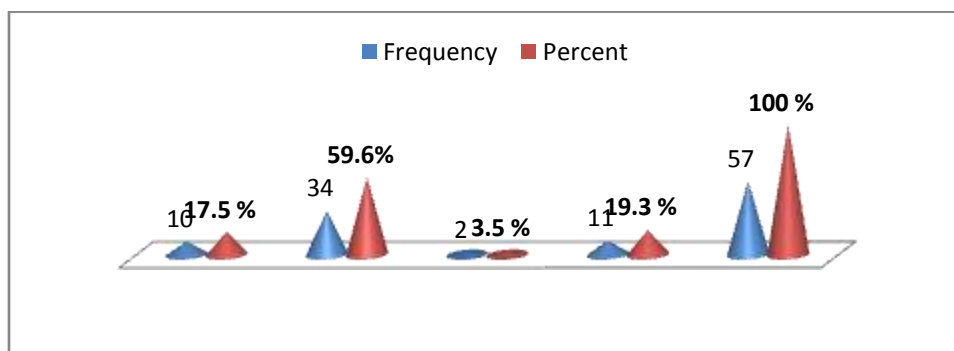**Fig 2 : Level of Normative Commitment of Indian Teachers in Wolaita Sodo University**

Fig 2 shows that 59.6% of Indian Teachers have high normative commitment, 19.3 % while have moderate normative commitment & 17.5 % of Indian Teachers have extremely high normative commitment

Fig 3 : Level of Continuance Commitment of Indian Teachers in Wolaita Sodo University
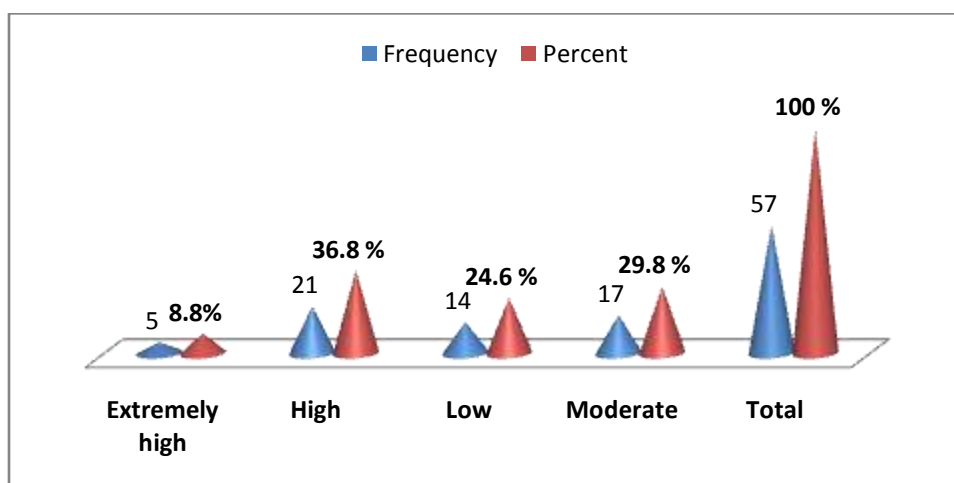

Fig 3 shows that 36.8% of Indian Teachers have high continuance commitment, 29.8 % have moderate continuance commitment, 8.8 % of Indian Teachers have extremely high continuance commitment while surprisingly 24.6% of Indian teachers have low continuance commitment.

Fig 4 : Level of Organizational Commitment of Indian Teachers in Wolaita Sodo University
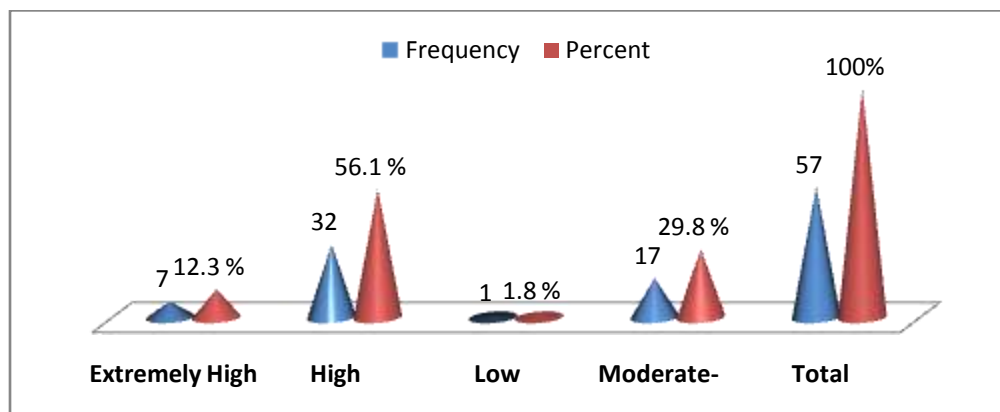

Fig 4 shows that 56.1% of Indian Teachers have high Organizational commitment while 29.8% have moderate Organizational commitment.

Table 3 : Organizational Commitment Variance based on Sex

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.153	1	.153	.294	.590
Within Groups	28.714	55	.522		
Total	28.867	56			

Table 3 shows that there is no significant difference in the level of Organizational commitment between male & female

Table 4 : Organizational Commitment Variance based on Age group

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.843	3	1.614	3.561	.020
Within Groups	24.024	53	.453		
Total	28.867	56			

Table 4 shows that there is significant difference in the level of Organizational commitment based on various age levels (<25, 25-40, 41-60, >60)

Table 5 : Organizational Commitment Variance based on Designation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.476	3	1.159	2.418	.076
Within Groups	25.391	53	.479		
Total	28.867	56			

Table 5 shows that there is no significant difference in the level of Organizational commitment based on Designations (Lecturer, Assistant Professor, Associate Professor and Professor)

Table 6 : Organizational Commitment Variance based on Designation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.432	1	1.432	2.871	.096
Within Groups	27.435	55	.499		
Total	28.867	56			

Table 6 shows that there is no significant difference in the level of Organizational commitment based on Marital Status (Married, Unmarried)

Table 7 : Organizational Commitment Variance based on Education Level

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.735	1	2.735	5.756	.020
Within Groups	26.133	55	.475		
Total	28.867	56			

Table 7 shows that there is significant difference in the level of Organizational commitment based on Education Level (Post Graduate, Ph.D)

Table 8 : Organizational Commitment Variance based on Years of Working in the Organization

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.310	3	.437	.840	.478
Within Groups	27.558	53	.520		
Total	28.867	56			

Table 8 shows that there is no significant difference in the level of Organizational commitment based on Years of working in Wolaita Sodo University (>1year, 2-4 Years, 4-6 Years, >6 Years)

Table 9: B Coefficient of various categories of age having impact on Organizational Commitment

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.103	.103		30.222	.000
<25	.035	.402	.011	.086	.932
>60	.044	.681	.008	.065	.949
41-60	.769	.236	.411	3.254	.002

a. Dependent Variable: Organizational Commitment

Excluded Variables[a]

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
					Tolerance
25-40	.[b]	.	.	.	.000

Table 9 shows that for the age group >25 & others and age group > 60 there is no significant difference in the level of Organizational commitment. Age group 41-60 shows significant difference in the level of Organizational commitment in comparisons to other age categories. Category 41-60 has .044 units (4.4%) more commitment than other categories.

Table 10: B Coefficient of various categories of education level having impact on Organizational Commitment

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.715	.218		17.045	.000
PG	-.576	.240	-.308	-2.399	.020

a. Dependent Variable: Organizational Commitment

Table 10 shows that there is significant difference between Teachers having PG Qualification & Ph.D qualification.PG qualification teachers have .575 unit (57.5%) less Organizational commitment then there PG qualification counterparts.

CONCLUSION:

It is easy for organizations to say that people are our most important assets or the source of our competitive advantage, But it is much more difficult to provide evidence. Employees with high Organizational Commitment are better in work in any organization and are more adjustable and flexible. An employee with greater organizational commitment has a greater chance of contributing to organizational success and will also experience higher levels of job satisfaction. High levels of job satisfaction, in turn, reduces employee turnover and increases the organization's ability to recruit and retain talent.

It was interesting to note that approximately 50% of the Indian teachers at Wolaita Sodo University have high level of Organizational Commitment but on Continuance parameter the results are not very encouraging. It is because the Indian teachers in Wolaita Sodo University don't see the positive costs as enough to stay with an organization and they also take into account the availability of alternatives (such as another organization), disrupt personal relationships, and other "side bets" that would be incurred from leaving their organization. So the University has to work in this regard for Indian teachers.

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