Identifying Institutional Level Variables Which Affects The Level Of Organizational Commitment Among University Teachers

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Abstract: the education sector is vital for the development of a country and needs to be dedicated and committed teachers to help it progress into a potential society. In this context, the organizational commitment of its teachers is of critical - importance for maintaining academic and administrative consistency among educational institutes. Organizational commitment also helps academic institutions to reduce attrition and thereby an increase in performance and productivity. This paper aims to understand the role of Organizational commitment in the education sector. It explores the factors that affect teachers' Organizational commitment in higher educational institutes in North-India. A total of 845 responses were obtained from university teachers collected from nine government and private universities in the city of Lucknow. Results suggest that for private university teachers, salary is an essential concern. On the other hand, for government teachers, it is leadership that affects commitment. These factors, when given due consideration, can increase responsibility and, thus, academic performance. Suggestions for future studies include investigation at a broader level for better generalization of the findings.

Index Terms: University; Teacher; Organizational commitment; Salary; Leadership

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1 INTRODUCTION
Organisational commitment defined as an overall feeling of attachment with an organization that ensures a reliable identification of the employees with it and establishes a link between the goals of the employee and that of the organization. The employees' organizational commitment is the critical factor for the success of any organization, and also, it enhances the chances that an employee will stay in the organization for a longer time. It is also essential for strengthening the organization's performance and productivity. It has been observed that highly committed employees are more likely to achieve their goals which are in line with organizational goals and targets. It indicates that organizational commitment is dependent on the employee's capability and inner motivation. Organizational commitment as a concept has attracted many authors over the past, who concluded that commitment is vital for the adequate performance of employees and thus, organizations. The education sector is a crucial sector for any country. It is essential not only for shaping the intellect and character of its citizens but through education, it nurtures and determines the future of the country. Therefore, the education sector needs highly committed teachers for achieving the nation's educational goals which directly affect the country's development. For producing committed teachers, we need to study organizational commitment in the field of education and identify the factors which affect engagement. In the education sector, it is seen that highly committed and teachers are effectively playing their role leading to excellence in student's achievement.

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Organizational commitment is crucial for teachers so that they remain highly dedicated to their institutions. It would avoid absenteeism, make them more accountable and ensure full dedication towards their vocation. Many factors affect a teacher's organizational commitment directly and indirectly. There is a need to identify the factors that negatively affect the overall responsibility among teachers so that steps might be taken to remove them. In this study, an attempt has been made to identify the factors which affect the teacher's overall organizational commitment so that educational institutes and universities could take corrective actions to remove any event of non-commitment and qualify
for serving with dedicated employees the shape the future of the country.

2 REVIEW OF LITERATURE
Organisational commitment is the process where employees and organisation's goals and values are increasingly harmonised (Hall, Schneider, & T, 1970). Salancik and Pfeffer (1978) defined organisational commitment as the condition where employees are restricted by their actions and these action control employee's attrition and generate their participation in the organisation. Retaining employees by directing their behaviour for work in any circumstances shows the sense of organisational commitment (Scholl, 1981). Organisational commitment is the emotional positioning in which a feeling is created within the employees to maintain a continuous relationship with the organisation (Allen and Meyer 1990; Meyer and Allen 1997). Rocha, Cardoso, & Tordera (2008) explained that the employee's organisational commitment has an encouraging influence on the organisations as well as it is advantageous for the individual and society. In terms of employee's benefits, commitment could make employees' emotionally and financially stronger and stable which decreases retention cost. Bakan, Buyukbese, and Ersahan (2011) claimed that when employees are emotionally and functionally attached to their organization stronger organizational commitment appears. Researches have introduced many types of organisational commitment, but Allen and Meyer in 1990 introduced three dimensions or type of organisational commitment which has been supported

by many eminent scholars (O'Reilly III, Chatman, & Caldwell, 1991; Randall & Joseph, 1991).

2.1 Affective Organizational Commitment
It is the feeling of affection where the employee wants to stay in the organization without any force (Kanter, 1968); It is a group of emotions in which employee is ready to work with the specific organization beyond circumstances on their own risk (Buchanan, 1974). Affective organizational commitment shows employee's involvement and identification in a particular Organization (Mowday, Steers, & Porter, 1979). Therefore, an employee with higher affective organizational commitment is emotionally attached to the organization and makes his/her goals and values for the organization's profit while staying in the organization as long as possible (Mowday, Porter, & Steers, 1988). Allen and Meyer (1996) relate affective organizational commitment with employees' work experiences and psychological feelings which increase employee's sense of comfort for working in the organization.

2.2 Continuance Organizational Commitment
The perceived economic value to stay with an organization is known as continuance commitment. The side-bets and lack of opportunities are the two reasons which affect the employee's continuance commitment (Allen & Meyer, 1990). Employee's investment of time, efforts and skills for increasing the profitability and productivity of the particular organization creates the feeling of investment in the organization. This bonds the employees for working as long as possible otherwise, when leaving the organization, they suffer from these costs (Kaur & Sandhu, 2010). Commeiras and Fournier (2013) define continuance commitment as the investment of employee's time and effort, which is gone when the employee decides to leave the organization.

2.3 Normative Organizational Commitment
Employee's feelings of 'ought to' toward their work and organization develop the normative type of organizational commitment (Meyer & Allen, 1991). It is a feeling of obligation that automatically develops when employees enter the organization, and the organization does special favors or investment on employees. It forces them to stay in the organization for a more extended period (Wiener, 1982). Meyer and Herscovitch (2001) explain that normative organizational commitment is the reciprocal situation where employees serve their organization with the feeling of obligation for giving them better opportunities, facilities, services and benefits. An employee having a higher level of normative commitment stay in the organization with a feeling of gratitude or obligation (Laka-Mathebula, 2004). Therefore, it is the psychometric affection of employees for the organization which is based on social experiences that force employees to remain loyal toward the organizations against the benefits received by employees in the past (Meyer & Allen, 1997). The education industry or sector plays a vital role in building the society and economy of a country. Educational institutes have an adequate position in any organization, and its coordination with social expectations is required for the growth of the country (Celep, 2000). For the success of a country, innovation in the education sector is needed which directly depends on teachers who are the central pillar of educational institutes (Tsui & Cheng, 1999). Student's learning and enhancement

rely on the teacher's affective commitment (Southcombe, Fulop, Carter, & Cavanaghb, 2015).

TABLE 1
SUMMARY OF LITERATURE ON ORGANIZATIONAL COMMITMENT

Celep (2000)	Found direct relationships between school and highly committed teachers and teachers show a proud feeling while working in a particular school.
Valadez and Anthony(2001)	Stated that colleges need to focus on part-time faculties because they are essential assets for the growth of collage.
Dannetta(2002)	He Identified that among many factors affecting teacher's performance, political affairs, and government policies have more negative influence than others.
Park (2005)	Explored that teacher's commitment affects student's achievements and vice versa, but he didn't find any significant impact on teacher's commitment and student achievement at the organizational level.
Smeenk, Eisinga, Teelken, and Doorewaard(2006)	Teacher's organizational commitment increases through HRM practices and profoundly impacted by demographic variables.
Brown and Sargent (2007)	They investigated that employees stay longer in the institutes when they have a high level of organizational commitment, job satisfaction, and religious sentiments.
Schroder (2008)	Identified predictors of commitment at Christian University teachers in which growth, religious commitment, and job security were reported to impact university teachers as well as the university.
Sezgin (2009)	It was found that leadership style, institutional integrity, and institutional commitment is required for the healthy school environment in Turkish primary schools.
Sesen and Basim (2012)	Organizational commitment, commitment behavior, and satisfaction are the three components that positively affect teacher's extra role-behavior in school.
McInerney, Ganotice, King, Morin, and Marsh (2015)	Teacher's Affective and Normative commitment is highly correlated with psychological well-being at the workplace, which creates self-belief and a healthy work environment for retaining other teachers.
Zhanga, Evansb, and Postiglionea (2017)	Investigated and confirmed that teaching style could be predicted using organizational commitment. Age, gender, discipline,e etc. does not affect the prediction.

Teachers having a low level of organizational commitment causes a loss for the institution in terms of absenteeism, attrition, and investment in recruitment (Dee, Henkin, & Singlet, 2006). If commitment is low, a student may not have an equal opportunity to learn in the same school, which hampers the student's future working life (Linnansaari-Rajalin et al., 2015). Teachers having low commitment do not work properly and creatively, which directly affects the performance of both students and institute (Zhang, Evans, & Postiglione, 2017). For increasing teaches' commitment, institutes need to identify factors that decrease the teacher's commitment level and take appropriate steps to remove it.

3 FACTORS AFFECTING TEACHER'S ORGANIZATIONAL COMMITMENT

Many factors have been identified, which directly or indirectly affect organizational commitment among teachers. Literature suggests 31 factors that affect organizational commitment in different industries or organizations. With the help of an extensive review of literature and opinion from domain experts, these 31 factors were narrowed down to 13, which were perceived to be relevant for the organizational commitment of teachers, working at the university level.

3.1 Leadership

Leadership is a process in which a group of employees (team) follows an individual (leader) with faith. The leader uses different styles (transformational and transactional) for directing the team's behavior for accomplishing organizational goals and targets (Shastri, Mishra, & Sinha, 2010; Bass & Avolio, 1993). Employees look for a leader who shows them direction for achieving an organizational goal through effective work (Avolio, 1999). Studies show that leadership creates a strong relationship with organizational commitment (Bateman & Strasser, 1984; DeCotiis & Summers, 1987; Mathieu & Zajac, 1990). Transformational leadership style helps to enhance the level of commitment, trust, satisfaction and motivation (Arnold, Barling, & Kelloway, 2001; Lawler, 2003). Intellectual stimulation, inspirational motivation, individual consideration and idealized influence are the sub-element of leadership. Affective and normative organizational commitments significantly influence through intellectual stimulation, inspirational motivation and idealization but continuance commitment positively influences by individual consideration and motivation (Laohavichien, Fredendall, & Cantrell, 2009).

3.2 Working Condition

The working condition constitutes organizational support, behavior of supervisors, training, retirement plans, monetary benefits, co-workers, cultural factors, job security, type of employment, tenure in organization, tenure in the current position, salary, working style and overtime etc. which positively affect organizational commitment of employees (Benkhoff, 1997; Akroyd, Jeff, Jackowski, & Adams, 2009). With an increase in the employee's tenure in an Organization, his affective type of Organizational commitment also increases, and when employee's age increases at the same time, his normative, as well as continuance type of organizational commitment, also increases. (Mathieu & Zajac., 1990; Obeng & Ugboro, 2003; Cohen, 1993; Meyer & Allen, 1997; Lok & Crawford, 2001). Similarly, there is an impact of job security on the organizational commitment of employees. When employees have job security, their Organizational commitment will be enhanced (Feather & Rauter, 2004).

3.3 Quality of Work-life

The work environment and the family environment affect each other in the same direction and a true blend is important for a highly productive organization. This blend is what we call the quality of work-life (Zain & Yusob, 1996). Researches show that the employee's commitment and employee's quality of work-life have a linear relationship and have a significant impact on each other (Fields & Thacker, 1992; Anuradha & Pandey, 1995; Sirgy, Efraty, Siegel, & Lee, 2001; Lee, Singhapakdi, & Sirgy, 2007). Quality of Work-Life helps improve the working conditions, which in turn increases the employee's quality of work-life as well as the organization's productivity.

3.4 Perception of Organizational Protectiveness

Organizational support is the belief, feeling and perception of employees who come under perceived organizational protectiveness. When an organization stands along with employees and protects their interest during contingencies and difficult times, an affectionate relation is built between the organization and the employee. This perceived relationship is known as organizational protectiveness, which increases trust for the organization and, thus, commitment (Eisenberger, Fasolo, & Lamastro, 1990). The extent to which the organization values its employees' contribution and cares about their well-being is a feeling of organizational support (Eisenberger, Huntington, Hutchison, & Sowa, 1986). Rhoades and Eisenberger (2002) have classified organizational support under diverse titles such as management support, justice, organizational rewards (payment, promotion, job security), and work flexibility (autonomy, role stressors). According to the Social Exchange Theory, organizational support is a significant factor in organizational commitment. An employee responds positively towards his organization only when he has faith and belief that his organization always supports him in any situation (Eisenberger, Stephen, Rexwinkel, & Lynch, 2001).

3.5 Organizational Structure

Organizational structure is a set of rules and roles designed to achieve organizational short and long term goals. It includes the system of hierarchy and the direction of information flow. The structure is different for private and public organizations as there are differences in terms of structure, culture, ownership, and their mission and vision (Jacobides, 2007). Public sector employees differ from the private sector employees since they work on behalf of the state and they receive shares from state revenues (Yousef, 1998). The government is the owner of public organizations; generally, none for-profit and work with written rules and regulations. Individuals or a group are the owners of for-profit private organizations whose mission and visions are to make a profit. They work with unwritten rules and they control the organization by some additional written rules and regulations (Chen M., 2004; Whitley, 1992; Xiong & Samuel, 2007). Goulet and Margaret (2002) stated that public sector employees are highly committed toward their organization as compared to their private counterparts. This is attributed due to job security and other benefits (Yousef, 1998).

3.6 Employee Performance

Job performance, organizational performance, and turnover are influenced by the most important concept of organizational commitment (Chen & Francesco, 2003). Xiong and Aryee (2007) stated that their commitment level organization's performance mostly influences the employee's performance. Organizational commitment influences the employee's job performance and the type of organizational commitment (continual, normative, and affective) has strong connectivity with employee's job performance (Griffin, Welsh, & Moorhead, 1981). Shukla and Mishra (2007) showed how organizational commitment influences the performance of an employee in the context of professional and non-professional colleges. Rafiei,

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Amini, and Foroozandeh (2014) found that the concept of organizational commitment has three dimensions, and it has a very close relationship with job performance.

3.7 Attitude
Attitude has a great influence on organizational commitment. Attitudes towards an organization may either positive or negative. If employees have a positive attitude, they will have a strong feeling to make the organization's goals as their own and make efforts to stay in the organization as long as possible (Mowday, Steers, & Porter, 1979). Employees get rewards from the organizations for their outperformance which creates a positive attitude in employees towards the organization (Morris & Sherman, 1981). Employees' attitude depends upon different aspects such as targets, services, co-workers, management and the organization as a whole. For the enhancement of organizational commitment, organizations should pay attention to the employee's attitude (Maxwell & Steele, 2003).

3.8 Motivation
It is the process that arouses, energizes, directs and sustains the behavior and performance of employees (Nora & Oranye, 2010). Motivation is the most important factor which influences the organizational commitment of an employee. For surviving in the competitive world, organizations need to use their most committed and motivated employees (Mohsan, Nawaz, Khan, & Shaukat, 2011). Employee motivation is an essential variable for enhancing organizational commitment. organizations should focus on motivating their employees (Qaiser & Usman, 2010) as it is the willingness to show effort for achieving the organizational goal and satisfied employee's psychosomatic needs (Robbins & Coulter, 1996; George & Sabapathy, 2011). Motivation can be of two types - Intrinsic and extrinsic (Thomas & Velthouse, 1990). A positive experience that directly gets from the work task or workplace is known as intrinsic motivation. Extrinsic motivation is experienced coming from the external work environment, which is related to monetary or tangible rewards (Dwivedula, Bredillet, & Muller, 2013).

3.9 Organizational Rewards
Organizational rewards increase the employee's contribution in terms of organizational commitment (Eisenberger, Huntington, Hutchison, & Sowa, 1986). Organizational rewards mean funding appreciations which give identification to employees (Shore & Shore, 1995). Organizational rewards create a supportive feeling in employees and help in increasing commitment towards their organization. Organizational rewards strongly influence employee attitude towards the job and the organization (Lincoln & Kalleberg, 1996). They are categorized as extrinsic rewards (salary, benefits, promotion, opportunities, working conditions and social climate), which enhances continuance commitment and intrinsic rewards (variety, challenge, and autonomy in the job) influencing affective commitment (O'Reilly III & Chatman, 1986).

3.10 Career Development Opportunity
Tansky and Cohen (2001) argued that the stipulations of career development opportunities are essential for increasing employee's organizational commitment. The organization should develop and design programs which enhance workers skills for achieving organizational goals and flourishing employee's career. Career development opportunities retain employees in organizations for a longer time (Kalleberg & Moody, 1994). It is a type of exchange theory where the organization makes some efforts towards the employees for their development, and in return, employees give services that show their commitment towards the organization (Nadler & Nadler, 1989). Potential workforce makes an organization more productive and opens for employee's career development options (Wenga, McElroy, Morrow, & Liu, 2010).

3.11 Family Support
Family is an essential part of human lives and employees who have comfortable and satisfying family lives deliver better performance in the organization. When employees get organizational support in difficult family times, they will respond in the form of higher organizational commitment (Rhoades & Eisenberge, 2002). According to Casper and Harris (2008), organizational commitment is enhanced through work-life balance and organizational support. Therefore, organizations should think about the employee's welfare and happiness which would result in making a strong relationship between the organization and employees (Grover & Crooker, 1995). Allen T. D. (2001) concluded that organizations that are more concerned about the work-life benefits are known as supportive family organizations. Leaves, family holiday, flexibility in timings, and working hour's schedules are positively connected to the organizational commitment.

3.12 Job Satisfaction
Job satisfaction is a mix of psychometric, environmental and physical circumstances that result in an employee's job satisfaction (Porter, Steers, Mowday, & Boulian, 1974). Job satisfaction is an emotive and pleasant feeling which arises from a healthy work environment and by fulfilling personal needs (Spector, 1997). Work, pay, promotion, co-workers, and supervisors are the factors that affect employee's job satisfaction (Smith & Hulin, 2004). It is an important antecedent of organizational commitment. When employees feel satisfied with the organization, they show higher commitment towards the organization through quality work, maintain membership in the organization and cooperative behavior for an organization (Shore & Martin, 1989).

3.13 Salary
Salary, pay, and wages are the financial reward which is given by the organization to the employees for their work (Oshagbemi, 2000). Research indicates that when employees are dissatisfied with their salary, dissatisfaction with the job, work-quality, performance, motivation and commitment and absenteeism, attrition and grievances increase (Armstrong & Murlis, 2007). Salary positively controls employee's behavior, absenteeism and attrition while it increases job performance, employee motivation, organizational commitment, organization productivity, and profitability (Judge, Cable, & Higgins, 2000). Salary is a significant variable and has a direct relationship with the affective and continuance organizational commitment. High salary increases organizational commitment (Steers, 1977). Low and unjustified wages/salary for teacher's work decreases teacher's organizational commitment (Ozer & Yalcinkaya, 2016).

4 METHODOLOGY

The methodology implemented for the study is descriptive, which is exploratory without involving any prior hypothesis. Cross-sectional data were collected using a structured questionnaire. A group of experts validated the questionnaire. The questionnaire was administered to the university teaching staff across the Lucknow city. The target respondents were Assistant Professors, Associate Professors, and Professors along with guest faculties and visiting lecturers. Considering time and cost constraints, the study area was restricted to Lucknow city only. Altogether, there were 845 records collected from 9 universities. The sampled data were subjected to content validation (Cronbach α = .72) and analyzed using the R statistical tool.

5 ANALYSIS

Data were collected from nine universities (see Table 2 below) comprising 478 records from private universities and 367 records from government universities.

TABLE 2
UNIVERSITIES SAMPLED

S. No.	University	Sample Size
1	Babu Banarasi Das University	100
2	Amity University	103
3	Integral University	95
4	Maharishi University Of Information Technology	81
5	Shri Ramswaroop Memorial University	100
6	Babasaheb Bhimrao Ambedkar University	100
7	Dr.Shakuntala Misra National Rehabilitation University	100
8	Khwaja Moinuddin Chishti Urdu, Arabi, Farsi University	66
9	Lucknow University	100

Overall, the average of total commitment (Affective, Continuance, and Normative) was found to be 77.44 with a standard deviation of 9.45. Commitments measured on 24 questions over a five-point scale could attain a maximum value of 120. Thus, the average is slightly more than 75% of the maximum possible value. Government university teachers were found somewhat more committed (mean = 79.17) as compared to private university teachers (mean = 76.11), and the difference is statistically significant (p-value = .012).

University Type	Mean	Std. Dev.
Overall	77.44	9.45
Government	79.17	9.13
Private	76.11	9.48

The study mainly intends to identify the factor(s), which are the main contributor to organizational commitment in educational institutes. Respondents (university teachers) were asked to rank the most pertaining 13 factors to their perceived importance in developing commitment. The first rank was considered as a top priority and the thirteenth rank was assumed as least necessary. A frequency count was tabulated to get an insight, how university teachers perceive the importance of individual factors. For this, within every element, several teachers obtaining the first rank were counted. This gave an idea about which factor is most important and which is least in the connection to build strong organizational commitment. Further, a correlation (Kendall tau) was calculated with total commitment and individual factors to see the relative importance of each element.

TABLE 3
FREQUENCY DISTRIBUTION OF FIRST RANK PRIORITY

Parameter	Government		Private	
	Freq. (1st Rank)	Correlation (r)	Freq. (1st Rank)	Correlation (r)
Leadership	58	-0.073	31	-0.025
Working Conditions	34	0.086	31	0.015
Quality of Work-Life	47	-0.027	35	-0.014
Perception OrganizationalProtectiveness	4	0.089	7	0.018
OrganizationalStructure	10	0.166	12	-0.002
Employee Performance	5	-0.010	7	0.003
Attitude	8	-0.018	12	0.035
Motivation	11	-0.131	6	0.008
OrganizationalReward	12	0.041	12	0.009
Career Opportunities	43	0.019	42	-0.011
Family Support	41	-0.043	75	-0.046
Job Satisfaction	51	-0.007	46	-0.019
Salary	43	-0.039	161	0.043

The result (see table 3) shows that in private universities, salary is the most critical factor for organizational commitment. 161 respondents (34%) from private universities have reported salary as a top priority, followed by 75 indicating family support. Within government universities, leadership stands on top (58), followed by job satisfaction (51). None of the factors were found significantly correlated with total commitment score except motivation (r = -0.131) and organizational structure (r = 0.166) that, too, very weakly.

6 FINDING AND CONCLUSION

The mean commitment score (total) for government universities (79.17) is higher than in private universities (76.11). Though the difference is subtle [mean (government) – mean (private)] by three points only, but the difference is significant. It is evident from the results that government university teachers are more committed as compared to their private counterparts. Private university teachers, being less committed, have reported that salary is an essential concern for them. Individual university teachers receive less salary and it becomes difficult for them to manage their household expenses and family, which is the second most significant issue for them. Among government university teachers, leadership has been identified as the most crucial factor for their commitment which is followed by job satisfaction. Government employees receive a significant salary and it is not their primary concern. Their job is secure and thus, they look for self-actualization through authority and therefore leadership is their primary factor. They look for a position within the hierarchy and if found, they are satisfied by their job else it becomes their next concern.

7 IMPLICATIONS AND LIMITATIONS

Once it has been identified that salary is the main factor for private university teachers, it should work on this factor in

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particular to increase commitment level among them. Once they receive an appropriate salary, their family problems would be solved, and thus, commitment could be improved and in turn, performance and productivity. For government universities, leadership is the main factor for commitment and thus, the university should focus on their self-actualization needs and proper distribution of powers and authority should be maintained to make them more committed and therefore, better performance. Due to economic constraints, the study has been performed in Lucknow city and thus, findings could be generalized within this territory only. For accurate generalization, comprehensive research is required covering the state if not the cross country. If the study is done at the state level, it would be a reflection of government policies and norms about the performance of universities.

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