Employees' Organizational Commitment in Technical Education Institutes: An Empirical Investigation

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Abstract - Efforts made by the top managements to improve employee commitment are very challenging in technical education institutes as the human resource management interference face unusually completely developed competing commitments. In technical education institutions faculty members describe institute represented by principals and their actions as another body to their own clubs and the organization. Faculty members' first loyalties are to their colleagues; Principals lean to be considered as a kind of secluded and regulating others with its own preferences. Faculty members who sense refutation about principals will not embrace human resource management action such as improved communication in the desired approach. On the other hand, faculty members more confident about principals may incline to view human resource management leadership more favorably, but often in terms of being better equipped to put in belief their own values rather than expanding direct commitment to the organization as such.
Keywords – Employee commitment, leadership, loyalty, technical education institutes

I. INTRODUCTION

Commitment is a state of pledge or promise made by an institute/firm or an individual with other(s). A person may be described as committed who reached at a position through various actions that which requires that he/she act in such a way as to uphold a definite promise. In organizations the strongly attached people feel good about their attachment, while others found them stuck in a situation where escape carries high costs. Both may be considered as committed but quite differently. Brickman (1987) referred to this attritional difference as two faces of commitment and suggested that the nature of commitment is such that all commitments contain a positive and a negative element and a bond between the two. Commitment represents an insurance of a person to follow through on a pledge regardless of change of circumstances (Brickman, 1987).

Many teachers in technical education institutes take their jobs not secure, career development opportunities limited and salaries are relatively low that resulted into labour turnover in the sector which is often treated as a rising negative indicator of commitment to the organization. The difficulties for these institutes in generating and sustaining organizational commitment are compounded by the structural and demographic features of the sector, such as small organizational size, relatively higher incidence of educational qualifications, a high concentration of female, part-time and temporary employment, and a reliance on unpaid overtime. Special regulatory goals, work measurement and liability framework also limits the direct explanation of certain management procedures such as workbased salary (Paton and Cornforth, 1992, Wilensky and Hansen, 2001). However, educational institutions are progressively using human resource management practices like team work, communication and involvement, training and development (Hayes and Allinson, 1998). Unfortunately, knowledge of the size and holdings of human resource management in the education sector, particularly in terms of organizational commitment is narrow. A general complication than this factual gap is that the concept of organizational commitment used in the literature is not always obvious. It is generally discussed in terms of workers testimony with the goals of the organization (May et al., 2002; Tett and Meyer, 1993), and measured by the objective to stay (DeCotiis and Summers, 1987; Snir and Harpaz, 2002). Armstrong (2001), Bragg (2002), O'Malley (2000) also endorsed this view by defining commitment in terms of attachment and loyalty. The focus on importance of commitment leads to two sets of problems, firstly organizational commitment sometimes realized as a form that can be measured independently or sometimes it has been considered as an approach highly interacted with others like job satisfaction (Legge, 1994; Morrow, 1993).

In many ways, the education sector is a perfect test-bed for the management practices of high commitment because of the strong sense of philanthropic mission that can construct cooperation and participatory management styles. Management design in educational institutes contribute to be more ceremonial, and leadership may be more democratic than in commercial firms (Markham et al., 2001). Contrarily, the reality of tight resource pressure and environmental ambiguity may create pressure in employment relationship like job satisfaction and commitments are not translated to commitment to the organization. Therefore, the study is aimed at understanding organizational commitment as a process by which employees come to know about their relationship with the organization, a mind-

set in which individuals consider the extent to which their own values and goals are congruent with these of the organization (Mowday et al., 1982). The researcher attempted to examine the nature of organizational commitment towards employees in the technical education institutes under study and the implications it has for human resource management.

II. LITERATURE REVIEW

Organizational commitment has been extensively researched and different researchers have identified its ancestor and outcomes. Known for some times that employees can be committed to professions, unions as well as to organizations. Recent research found workers committed to occupations, top managements, supervisors, co-workers, and customers (Becker, 1992; Meyer et al., 1993; Reichers, 1986) differently. Based on commitment, early research suggested that different motivational processes discourage single attitudes. According to Kelman (1958), compliance occurs when people adopt attitudes and behaviors in order to achieve specific rewards and to avoid specific punishments. Identification occurs when people adopt attitudes and behaviors in order to be associated with a satisfying, self-defining relationship with another person or group.

2.1. Organizational Commitment – the notion

Allen and Meyer (1990) defined organizational commitment as "psychological state that binds employees to the organization. Many studies reveal many variables to effect organizational commitment. Mowday, Porter and Steers described these variables as personality traits, role and work attributes, work experience and workplace environment. The personality traits factor, Mowday, Porter and Steers identified as a factor to effect commitment can be studied under two sub-headings, demographic factors and factors related with work and work life. Demographic factors are analyzed as gender, age, marital status, education level, job status and teaching experience. Factors related with work and work life are stated as desire for success, participant values and expediency values, (Boylu, Pelit, Gucer, 2007). Cohen, (1993) found organizational commitment and turnover both as an effective concepts. Allen and Meyer (1991) observed commitment as a negative indicator of turnover. Steers (1977) carried a broad study of developing a model to find out antecedents and outcomes of organizational commitment in relation to commitment with turnover. Antecedent of organizational commitment are quite diverse in nature and origin (Steers, 1977). Improvements in commitment levels may not only have positive behavioral consequences, but also indirect outcome of increased employee satisfaction as well (Bateman and Strasser, 1984). Outcomes of the feelings about work performance (commitment and satisfaction) as well as being in a job and organization that suits one's values and goals (via job-unit influence and work motivation) affect intentions to quit or stay (Stumpf and Hartman, 1984). Securing employees commitment to the organization is the "holy grail" of human resource management (HRM), (Storey, 1992). It can be sought in a many ways like through team-working techniques, performance appraisals oriented to employee development, highly developed bi-lateral communication processes, and a commitment to employment security (Walton, 1985). Walton (1985) study found that the basic principle is often reciprocation in terms of influence, goals, responsibility, respect and rewards with the desired outcome of better employee development and performance. In this view the workers with feeling of organization committed are likely to have a positive perception of human resource management practices and committed to the organization (Meyer and Smith, 2000). Supervisory commitment appears particularly having strong impact on the outcome index. As a result, there exists a significant and strong relationship between commitment and job performance (Fink, 1993; Becker, 1992). Fink found a significant correlation between employee performance and commitment in all categories like work, co-worker and organization but last two findings suggested commitment to supervisors positively related to performance and strongly associated with performance than to commitment with organizations (Becker, 1992). Many ways used for employee commitment especially for supervisors in order to improve performance in organizations. Becker (1996) suggests that leadership training, team building and socialization can improve supervisors' commitment. Managers as a leader supposed to be role models of organization commitment to their subordinates.. They need to empower their subordinates in their jobs and roles (Fink, 1992). Sharp socialization results in increased commitment in the success of a company. Willingness to work for long hours increases turnovers and decreases absenteeism (Schuler and Jackson, 1996). Team building is a common method of improving group relationship. In early studies organizational commitment defined as catching goals of the organization, trying to be a part of the organization and feeling like a strong member of a family (Boylu et al., 2007). However, later Meyer and Allen (1987) and Meyer and Herscovitch (2001) found it dealing with multi-dimensionally as affective, continuance and normative commitment by They defined affective commitment as employee's emotional attachment to recognition and involvement in the organization. In affective commitment, individuals stay in organization because their desire to do so. Continuance commitment defined as an awareness of the costs associated with leaving the job/organization. In continuance commitment, they stay due to the need to do so and normative

commitment defined as the feeling of obligation to continue in employment. In normative commitment, employees stay due to the feeling of responsibility or obligation (Meyer and Allen, 1991).

III. RESEARCH AND METHODOLOGY

3.1. Research design –

The study was explorative cum descriptive in nature. Survey was the predominant research methodology used in this work. To move on right path and for the sake of the justice with the study, the primary sources of information were browsed. Technical expectations as well as social expectations and obligations were delineated in consultation with the Research Supervisor and the stakeholders of technical education viz. students, alumni, parents, recruiters, faculties, supporting staff, government, society and administrators, before finalizing the line of action. Thus the thrust areas were marked for the target audience, the stakeholders.

3.2. Sample design –

Examining whole universe in research studies is quite difficult and the only alternate left is sampling. The same is true with the present study. A judgment and convenient sampling technique was used to retain its representativeness and manageability because it commensurate with quantitative research studies. The present study limits itself to the survey conducted over the subjects of Haryana and Punjab State. Both the states are having a number of technical institutions, which are different in size and type. The courses under the purview of All India Council of Technical Education are degree and diploma courses in Engineering, M.Tech., MCA, MBA, Pharmacy Courses, Courses in Architecture and Applied Arts and Hotel Management and Catering Technology Courses. Keeping in view the time and money involved it is logical that the sample size should be neither too small nor too big. It was also found that different types of technical institutions have different orientation in their workings and inclusion of all types of technical institutions in the sample population may deform the results as expected from the study. Hence after brainstorming the researcher thought it proper to pursue only with a single type of institutions for further analysis. The researcher opted to investigate the viewpoint of Principals and faculty members working on regular/permanent posts in engineering colleges situated in these states to serve the objectives of the study undertaken. Overall, a convenient sample size of 1000 participants comprising of Principals, Professors, Associate Professors and Lecturers by selecting randomly at institution level from 40 engineering colleges having faculty strength of not less than 20 each was considered for the study undertaken.

3.3. Research instrument -

The constructs employed in the study were measured using multi-item scales. A self-administered questionnaire was developed to include all the items used for this research. The items written in the form of statements and presented to the subjects to respond on a 5-point Likert scale. Newly developed as well as translated and back-translated items taken from previous studies formed the questionnaire for quantitative analysis of the study. A pilot study was conducted to validate the instrument regarding construct validity and reliability. After pilot testing, the questionnaire reworded to improve its readability and reliability. In particular, Teacher Perceptions about Principals Behaviors, Student Supportiveness and Affiliation were introduced into the original questionnaire to improve its relevance to this research. Overall this self administered questionnaire comprised of seven sections: Section-1 consists of two parts: Part-A included only the Heads of the Institutions/Principals to respond six questions about their institute's demographics and Part-B: for all the participants to respond six questions on their individuals demographic profile. Section-2 targeted the Teacher Perceptions about Principals Behaviors, Student Supportiveness and Affiliation.

3.4. Theoretical validation of the research instrument –

According to Bagozzi (1989), the development of a measure should closely relate to the test of the basic theoretical relationship among related design. This study followed recommended comprehensive apprehension approach for linking theory development, measure development and theory testing. The measure development process employed includes an accurate model to test.

3.5. Content validity –

Content validity defines how representative and broad are the items in presenting hypothesis. It is checked by examining the process used in generating scale items (Straub, 1989). In this research, definitions of various factors contributing to the study were developed based on the review of theory and research in decision making practices of principals and faculty perceptions towards their behavior around participative decision-making. This study follows Straub's (1989) process of validating instruments to test construct validity in terms of discriminant validity. Discriminant validity is the degree to which measures of different concepts are distinct. The discriminant validity of

constructs was assessed by principal component factor analysis with VARIMAX rotation wherever required. The internal consistency of the variables was tested by using a reliability test. The Cronbach alpha coefficient was used to assess reliability of the measures (Straub, 1989).

In order to bring in the success of the teaching faculty, organizational commitment must be on the highest level. The questionnaire for this part of the study comprised of two sections, first for examining the nature of organizational commitment towards the employees with factors viz. Immediate work environment (two statements), Communication and discipline (three statements), Career development (two statements), Training and development (single statement) and Immediate workplace (nine statements), and second 27 statements assessing three types of organizational commitment considered as affective commitment (fifteen statements), continuance commitment (ten statements) and normative commitment (two statements) in technical education institutions. To determine the organizational commitment of teaching faculty questionnaire was supplied face to face to randomly chosen 540 faculty members working on regular posts in the institutes situated in Punjab and Haryana.

IV. DATA ANALYSIS AND INTREPRETATION

4.1 Demographic Profile

There were more male respondents representing 58.51 per cent of the sample. The majority of the respondents (60.28%) were in the age group of 31-45. 20.39 per cent respondents were aged below 30 but majority of the surveyed participants (84.93%) were married. Nearly 86 per cent of the subjects have a professional degree; 70.75 per cent of them have a postgraduate degree; and 14.18 per cent were having the doctoral degree. Among the participant, some of them have possessed either one degree or more than one degree. Regarding job status, the results indicated that most respondents were working as lecturer (73.76%) followed by associate professors (14.89%) and professors (7.09%), which may be a reflection of the proportion of teaching faculty in the sample. All the principals were belonging to each of the engineering college. The following table presents the distribution of respondents based on gender. Table-4.1: Demographic features of the participants based on gender

Sr. No.	Variables		Frequency		Percentage	
			Male (330)	Female (234)	Male	Female
1	Age (In Years)	Less than 30	62	53	18.78	22.65
		31- 45	200	140	60.61	59.83
		46 and above	68	41	20.61	17.52
2	Job Status	Principal	22	2	6.67	0.86
		Professor	30	10	9.09	4.27
		Associate Prof.	48	36	14.54	15.38
		Lecturer	230	186	69.70	79.49
3	Marital Status	Single	50	28	15.15	11.97
		Married	280	206	84.85	88.03
4	Qualification Level	Graduate	50	35	15.15	14.96
		PG	220	179	66.67	76.50
		Ph. D	60	20	18.18	8.55
		Professional	285	200	86.36	85.47
5	Length of Service (In Years)	< 5	230	186	69.70	79.49
		06-10	48	36	14.54	15.38
		11-15	20	07	06.06	2.99
		> 15	32	05	9.70	2.14

4.2. Results –

The survey of this part of study was conducted taking two considerations, first the organizational commitment towards employees of the technical education institutes, and second affective, continuance and normative commitment of the faculty members towards their institutes by calculating the percentage of the options selected by the respondents on the basis of comments included in the self administered questionnaire.

4.2.1. Organizational commitment towards employees in technical education institutes

The results of the employees survey showed sign of generally apathetic or negative feeling of the technical education institutes, with more positive results concerning views of the actual working environment. Less than 50%

of defendants either strongly agreed or agreed with assurance related to feeling valued and recognized by the work done or whether they felt treated fairly and paid respect by the organization. Moreover, less than 12% were strongly agree with these statements. In terms of communication and discipline, only less than 23 per cent of respondents felt there were ample opportunities for employees to let the institute know their views about things that affect them at work and only a few faculty members felt that staff are treated consistently. Concerning career development, 42 per cent of respondents believed opportunities for promotion, but some showed displeasure the way promotions are done. The only area in which the technical education institutes excels in the eyes of its faculty members is in training and development – where 48.9 per cent agreed and 21.7 per cent strongly agreed that technical education institutes are fully committed to its faculty members. Nearly half of respondents disagreed with the statement that their technical education institutes are fully committed to training and development and were indifferent, neither agreed nor disagreed, on the measure of feeling proud to work for the institute.

Table 4.2: Organizational commitment towards employees

ATTRIBUTES	Strongly Disagree	Disagree	Can't Say	Agree	Strongly Agree
	Row N%	Row N%	Row N%	Row N%	Row N%
Immediate work environment					
Immediate work environment	18.1	48.1	4.6	19.1	10.1
Feeling valued and recognized for the work I do	16.5	44.9	5.8	21.6	11.2
Treated fairly and with respect by the organization	19.7	51.2	3.7	16.5	8.9
Communication and discipline					
Communication and discipline	29.5	43.2	5.6	14.3	7.4
Enough opportunity for faculty members to let the institute know their views about things that affect them at work	28.6	41.6	6.8	14.3	8.7
My organization treats consistently	30.9	44.3	4.7	12.9	7.2
I believe what the organization tells me	29.1	43.7	5.2	15.7	6.3
Career development					
Career development	28.5	25.1	6.9	30.5	9.0
There are opportunities for promotion	27.2	24.1	6.7	33.7	8.3
Promotion is only for those whose face fits or management's friends	29.7	26.1	7.2	27.3	9.7
Training and development					
Training and development	14.7	11.7	3.0	48.9	21.7
My organization is committed to training and development	14.7	11.7	3.0	48.9	21.7
Immediate workplace					
Immediate workplace	16.8	19.5	2.3	38.0	23.4
Fairly satisfied with the experience of being part of a team	14.2	35.4	2.7	41.6	13.3
I have good relationship with colleagues	13.9	30.5	2.1	39.8	13.7
Principal is very or fairly approachable,	7.8	12.3	1.3	42.2	36.4
Principal treats me fairly	13.8	13.7	2.5	46.9	33.1
Principal conducts regular meetings with the faculty members	7.6	15.9	1.7	45.5	32.3
Faculty members receive support from the Principal	21.5	17.8	3.1	36.4	21.2
Principal has time for faculty members	20.2	19.1	2.9	34.7	23.1
Faculty members are valued	22.6	18.9	1.5	38.3	18.7
Faculty members feel proud to work for the institute	30.3	22.2	2.6	21.4	23.5

Nearly 3/4th of respondents disclosed very satisfied or satisfied with their experience being part of a team and a similar number undoubtedly rated their relationship with colleagues. More than 80 per cent of respondents submitted that their principals were very approachable, treated them fairly and convene regular meetings, and over 60 per cent were clear about the support received from their principals, the time the principals had for teachers and they valued their teachers' opinion. The survey results suggested an inequality between positive attitude towards the relationship with institute and a feel of satisfaction of being a team member, and contradictory or negative sense of belongingness towards the institute as a whole.

As depicted in Table 4.3, when analyzed the comments of the employees in technical education institutions under study, it was found that most of the employees agreed with the statements about continuance commitment and followed by the statements about affective and normative commitment. The most agreed statements about continuance commitment are "One of the major reasons I continue to work at this institute is that leaving would require considerable personal sacrifice-another institute may not match the overall benefits I have here.", "Right now, staying with this institute is a matter of necessity as much as desire." and "Too much in my life would be disrupted if I decided I wanted to leave my institute now." And "It would be too costly for me to leave my institute now".

Table 4.3: Comments of employees on affective, continuance and normative commitment towards their institute

Statements	Strongly Disagree	Disagree	Can't Say	Agree	Strongly Agree
	Row N%	Row N%	Row N%	Row N%	Row N%
Affective Commitment					
Affective Commitment	6.4	20.9	27.4	35.8	9.5
I am glad that I am working in this institute	4.4	16.5	26.1	41.7	11.3
My institute is the best of all possible institutes at which to work	7.6	28.5	22.2	37.8	3.9
If I could do it again, I would choose this institute again.	4.4	9.5	34.9	36.3	14.9
I talk up with my friends about the greatness of this institute	4.1	12.9	28.9	41.3	12.8
I am proud to tell others that I am part of this institute	6.0	24.3	31.1	25.7	12.9
I like this institute	5.9	13.1	32.3	32.4	16.3
I really care about the future of this institute	4.1	16.5	27.3	41.1	11
I am willing to put in efforts to make this institute successful	11.2	32.4	34.2	16.5	5.7
I feel as if this institute's problems are my own	7.4	29.1	21.8	37.8	3.9
I find that my values and my institute's values are very similar	7.6	28.9	21.7	37.9	3.9
I am always aware of being a member of this institute	4.3	18.3	25.3	41.3	10.8
Being a member of this institute is important to my self image	7.4	29.1	21.8	37.8	3.9
My institute really inspires the best in me in the way of job performance	7.6	28.9	21.7	37.9	3.9
I would accept almost any type of job assignment in order to stay at my institute	9.6	16.3	25.9	35.8	12.4
It is likely that I shall work in this institute for next 5 years or more	4.5	9.9	34.9	36.2	14.5
Continuance Commitment					
Continuance Commitment	6.3	13.8	26.1	37.9	15.9
Changing this institute now would be difficult for me to do	5..9	14.7	20.0	41.9	23.4

My whole carrier would now be disrupted if I decide to change this institute now	4.0	4.0	30.0	48.0	14.0
It would be costly for me to change this institute now	6.0	16.0	20.0	44.0	14.0
I feel that I have few options to consider leaving this institute	10.0	14.0	36.0	30.0	10.0
I am not afraid of what might happen if I quit this institute without having another one lined up	11.5	32.8	34.2	16.7	4.8
It would be very hard for me to leave this institute right now, even if I wanted to	9.8	16.8	25.8	36.3	11.3
Too much in my life would be disrupted if I decided to leave my job now	5.85	5.85	28.9	44.9	14.5
Right now, staying with my institute is a matter of necessity as much as desire	4.4	4.4	25.7	45.3	20.2
One of the major reasons I continue to work at this institute is that leaving would require considerable personal sacrifice.	5.9	14.7	20.0	36.0	23.4
Another job may not match the overall benefits I have here	5.9	14.7	20.0	36.0	23.4
Normative Commitment					
Normative Commitment	7.7	16.5	37.6	27.9	10.3
If l had another chance to work elsewhere I would not feel it was right to leave my institute	9.4	20.0	39.2	19.9	11.5
I was taught to believe in the value of remaining loyal to one institute	5.9	12.9	36.0	36.0	9.2

It shows that the employees are connected to their institutes mainly in continuance commitment, means that teachers continued in the institute because they need to do so. However in affective commitment they continued because of their desire to do so and in normative commitment, they stay in their institutes due to feel of an obligation.

V. SUMMARY OF FINDINGS

The testimony of the study suggests for managerial efforts to improve employee commitment. In technical education institutions faculty members describe institute represented by principals and their actions as another body to their own clubs and the organization. Faculty members' first loyalties are to their colleagues; Principals lean to be considered as a kind of secluded and regulating others with its own preferences. Faculty members who sense refutation about principals will not embrace human resource management action such as improved communication in the desired approach. On the other hand, faculty members who feel more confident about principals may incline to view human resource management leadership more favorably, but often in terms of being better placed to put in tradition their own values rather than expanding direct commitment to the organization as such. On evaluating the comments of the faculty members of the institutes of technical education under study about their agreement with the statements related to affective, continuance and normative commitments, it was revealed that most of them agreed with the statements about continuance commitment and followed by the statements about affective and normative commitment, respectively. These findings contradict with the research results done before. In the relevant literature the mostly desired situation about the importance of organizational commitment dimensions is that the members of an organization should have high affective commitment first and then normative commitment and lastly continuance commitment. In this study, continuance (necessity oriented) commitment comes first, affective (desire oriented) commitment comes second and normative (obligation oriented) commitment comes last contrary to the literature. This situation may be because of the faculty's demographic characteristics and the fact about the participants who constitute the sampling of the study, are those working on permanent basis in the institutes of technical education.

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