

## ORGANIZATIONAL COMMITMENT: “A STUDY ON FACULTY MEMBERS OF TECHNICAL INSTITUTES IN BHILAI AND DURG REGION”

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### ABSTRACT

Educational institutions like other organizations are established to serve specific purposes and to carry out designed missions. To this end, they provide resources, infrastructure, and necessary training to their faculty and non-teaching workforce to enable them to accomplish goals and objectives directed toward the greater mission. In a reciprocal way, it is important that such employees share the vision of their organization, be committed to its mission and goals, and give unreservedly of themselves in order to attain these purposes. This study focuses attention on revolution taking place in the organizations and its impact on Commitment. It also includes the study of impact of various variables viz., gender, age, experience on commitment. The results of organizational commitment are increased productivity and improved quality, and decrease in defective output, absenteeism, employee turnover and formal grievances. A committed employee poses Knowledge, skill, Desire and opportunity to personally lead the organization towards collective success.

**Keywords:** Commitment, Gender, Age, Experience.

### 1. INTRODUCTION

There is nothing less than a revolution taking place in the way work is organized and managed these days all over the world. Organizations are adopting practices that until recently would have been rejected as impracticable, idealistic or downright unthinkable. Control systems are being simplified and bureaucracies dismantled. Responsibility for action is being pushed downward. The results are increased productivity and improved quality, and decrease in defective output, absenteeism,

employee turnover and formal grievances. Innovation and change have become a way of life.

Researches in the past have shown by the workers towards the organization. Commitment, which is encapsulated by the phrase “giving all of yourself while at work”, is concerned with the level of attachment and loyalty to an organization. Organizational commitment in the fields of organizational behavior and Industrial/organizational psychology is, in a general sense, the employee's psychological attachment to the organization. It can be contrasted with other work-related attitudes, such as job satisfaction, defined as an employee's feelings about their job, and organizational identification, defined as the degree to which an employee experiences a 'sense of oneness' with their organization.

Commitment is the totality of internalized normative pressures to act in a way that meets organizational interests is viewed as a normative motivational process clearly distinctive from instrumental-utilitarian approaches to the explanation of work behavior. Organizational identification and generalized values of loyalty and duty are viewed as its immediate determinants. Thus commitment can be influenced by both personal predispositions and organizational interventions.

The sense of belongingness to the organization has been recognized as one of the most powerful forces that bind people together. Managers create this by ensuring that the workforce is simultaneously informed and involved in sharing the success. The sense of excitement about the work is built through pride, trust, accountability and finally confidence in management, which is enhanced by attention of authority, dedication and competence.

The characteristics of contemporary work-life thus underline the importance of the organizational commitment of employees, as organizational commitment has been found to be associated with a series of important organizational outcomes, such as well-being; job performance, and reduced risk of long-term sickness absence.

Researchers claim that organizational commitment to the educational institutes is an important concept in the analysis of educational life. On this point, researchers such shared a common view that teachers' perceptions of the workplace or the quality of workplace will influence the motivation and commitment of teachers work in there. This ultimately will affect the quality of education provided in educational institutes. Despite its intuitive appeal, commitment is a complex phenomenon. Interest has been focused on four main issues. These are: the focus or target of commitment the definition, and measurement of commitment; the cause of variation in commitment and the consequences of commitment. The picture is made more complex by the presence of two rather different theoretical streams, one concerned with commitment as an attitude and the other with commitment as behavior.

In an organizational set up, the employees' feelings and attitudes may change according to the treatment given to them by their superiors. A favorable social framework fosters employee's loyalty towards the organization.

Educational institutions like other organizations are established to serve specific purposes and to carry out designed missions. To this end, they provide resources, infrastructure, and necessary training to their faculty and non-teaching workforce to enable them to accomplish goals and objectives directed toward the greater mission. In a reciprocal way, it is important that such employees share the vision of their organization, be committed to its mission and goals, and give unreservedly of themselves in order to attain these purposes.

Teaching is more than the presentation of facts, it includes the dedication of both heart and time. Teacher commitment has been identified as one of the most critical factors for the future success of educational institutions. The level of teachers' commitment is considered to be a key factor in the success of any educational undertaking as it heavily influences teachers' willingness to engage in cooperative and critical practice. The educational organization is one of the most important social institutions in a society. The effective and directive positions of an educational organization in a society firmly depend on its perfect coordination in the direction of social expectations. The effectiveness level of an organization necessitates adequate organizational formation, satisfactory sources, consistent policies based on scientific and technological developments and qualified employee with healthy working conditions, and also its aim should be directive for social needs.

Human being is, of course, much more important in the educational organizations than in other organizations. Because s/he participates at any position of the input-process-output circle of the educational organizations, "input" is students, "process" is teacher and "output" is a qualified work. Besides attitudinal alteration is the aim that students are charged with. Then, it is possible to assert that the most important element is human being and the output is attitude in educational organizations.

## **2. LITERATURE REVIEW**

Organizational commitment has an important place in the study of organizational Behavior. This is in part due to the vast number of works that have found relationships between organizational commitment and attitudes and behaviors in the workplace (Porter ET al., 1974, 1976; Koch and Steers, 1978; Angle and Perry, 1981). Furthermore, Batemen and Strasser (1984) state that the reasons for studying organizational commitment are related to "(a) employee behaviors and performance effectiveness, (b) attitudinal, affective, and cognitive constructs such as job satisfaction, (c) characteristics of the employee's job and role, Such as responsibility and (d) personal characteristics of the employee such as age, job tenure" (p. 95-96). Organizational commitment has been studied in the public, private, and non-profit sector, and more recently internationally. A variety of antecedents and outcomes have been identified in the past thirty years (Angle and Perry, 1981; Mowday et al (1979; Hall, 1977).

### **2.1 Definition of Commitment**

Multiple definitions of organizational commitment are found in the literature. Bateman and Strasser state that organizational commitment has been operationally defined as "Multidimensional in nature, involving an employee's loyalty to the organization, willingness to exert effort on behalf of the organization, degree of goal and value congruency with the Organization, and desire to maintain membership" (p.95). Mowday, Steers, and Porter (1979). Identified commitment-related attitudes and commitment-related behaviors. Porter et al. (1974) Schultz, Discuss three major components of organizational commitment as being "a strong belief in and acceptance of the organization's goals, a willingness to exert considerable effort on behalf of the organization, and a definite desire to maintain organizational membership". Sheldon (1971) defines commitments as being a positive evaluation of the organization and the organizations goals. According to Buchanan (1974) most scholars define

commitment as being a bond between an individual (the employee) and the organization (the employer).

Meyer and Allen (1997) continue to say that employees retain membership out of choice and this is their commitment to the organization.

Continuance commitment is the willingness to remain in an organization because of the investment that the employee has with “nontransferable” investments. Nontransferable investments include things such as retirement, relationships with other employees, or things that Schultz, 4 are special to the organization (Reichers, 1985). Continuance commitment also includes factors such as years of employment or benefits that the employee may receive that are unique to the organization (Reichers, 1985). Meyer and Allen (1997) further explain that employees who share continuance commitment with their employer often make it very difficult for an employee to leave the organization. Normative commitment (Bolon, 1993) is the commitment that a person believes that they have to the organization or their feeling of obligation to their workplace. In 1982, Weiner discusses normative commitment as being a “generalized value of loyalty and duty”. Meyer and Allen (1991) supported this type of commitment prior to Bolon’s definition, with their definition of normative commitment being “a feeling of obligation”. It is argues that normative commitment is only natural due to the way we are raised in society. Normative commitment can be explained by other commitments such as marriage, family, religion, etc. therefore when it comes to one’s commitment to their place of employment they often feel like they have a moral obligation to the organization (Wiener, 1982). Meyer, Allen, & Smith (1993) say that the three types of commitment are a psychological state “that either characterizes the employee’s relationship with the organization or has the implications to affect whether the employee will continue with the organization”. Meyer et al (1993) continue to say that generally the research shows that those employee’s with a strong affective commitment will remain with an organization because they want to, those with a strong continuance commitment remain because they have to, and those with a normative commitment remain because they fell that they have to.

## **2.2 Antecedents**

The literature shows that there are two significant variables that are studied in terms of commitment-related attitudes and commitment-related behaviors, the variables being antecedents and outcomes. There are numerous studies on both the antecedents and the outcomes of organizational commitment and both of these variables offer highly desired information to managers, and others studying organizational behavior. Often research examines one or two types of commitment. Affective and communicative commitment has been studied much more then normative commitment. All three types of commitment have been studied in both the public, private, and nonprofit sector, though there is much more research completed on employees in the private and public sector. The literature shows that affective commitment antecedents are studied in the form of personal characteristics or what the employee contributes to the workplace. Furthermore, Allen & Meyer, 1993,; Buchanan, 1974, and Hall et al. (1977) have found there to be a positive relationship to between an employee’s age and time with the organization and their level of commitment. Studies have also found that employee traits such as leadership

Schultz, 6 and communication styles have an effect on organizational commitment (Decottis & Summers, 1987).

Employee attendance is the most positively related outcome to affective commitment. Steers (1997) found that employee commitment was highly related to the attendance of workers. Gellatly (1995) found that continuance commitment was related with the how often an employee was absent. Meyer and Allen (1997) argue that the different components of commitment relate to different types of outcomes, therefore continuance commitment may or may not relate to employee performance.

### **3. RATIONALE OF THE RESEARCH WORK**

Educational institutions like other organizations are established to serve specific purposes and to carry out designed missions. To this end, they provide resources, infrastructure, and necessary training to their faculty and non-teaching workforce to enable them to accomplish goals and objectives directed toward the greater mission. In a reciprocal way, it is important that such employees share the vision of their organization, be committed to its mission and goals, and give unreservedly of themselves in order to attain these purposes. There is a daily need for teachers to fully engage in that work with not only their heads, but also their hearts. Indeed, beauty, joy and fulfillment are in the teaching profession. Those who look to the profession as a career would need to nourish these perceptions in order to prevail over the negative aspects that surround the profession. Teaching is more than the presentation of facts, it includes the dedication of both heart and time. Teacher commitment has been identified as one of the most critical factors for the future success of education and schools (Huberman, 1993).

#### **3.1 Statement of problem**

The Technical educational organizations are the most important social institutions in a society. The effective and directive positions of an educational organization in a society firmly depend on its perfect coordination in the direction of social expectations. The effectiveness level of an organization necessitates adequate organizational formation, satisfactory sources, consistent policies based on scientific and technological developments and qualified employee with healthy working conditions, and also its aim should be directive for social needs. Human being is, of course, much more important in the educational organizations than in other organizations.

The concept of working conditions deal with organizational effectiveness, environment, climate, organizational ideology, ecological field and with organizational information (Hoy, Tarter, Kottkamp, 1991). Teachers' sense of working conditions is effective on their working habits. One of aspects that constitute the source of teachers' sense of working conditions is the teachers' attitudes and interests towards the objects (such as occupation, task, materials, students, school, etc.) in their working environment. In that respect, the teachers do the activities in accordance with their interaction and concern with those objects. In one way, one of the concepts that determine the employee's interests towards the objects in working environment is the employee's level of organizational commitment. Organizational commitment consists of the factors such as the employee's belief and acceptance of the organization's goals and values, the employee willingness to exert effort on behalf of the organization, and a strong desire to keep up membership in the organization.

On the other hand, the external rewards (salary, position, degree, etc.) that the organization supplies and the internal rewards that are supplied from working environment are the most important points for encouraging employee in concept of professional performance. Therefore, internal rewarding is more important in teaching occupation than the other fields. The most significant internal rewarding sources for teachers are school, job satisfaction, materials, students and their aims. Indeed, the question how to provide teacher commitment is still a problem. Lower commitment creates the dilemmas that both affect badly the effectiveness of School and cause teachers to be less successful in their professional performance or to leave the profession. Since there can be a considerable difference in the level of commitment when differentiated into genders.

The main purpose of this study was to determine if selected personal characteristics, facets of job satisfaction, and perceptions of organizational justice significantly explained the variance in the organizational commitment of technical university teachers in Bhilai. Demographic characteristics focusing upon the individual taken for study are gender, age, designation, and experience. The selected facets of job satisfaction considered for this study were employee perception, concern for the organization and their identification with the organization.

The objective of this research was to study the behavioral outcomes of organizational commitment. Specifically this study aimed to find out

1. To study the significance of influence of gender on organizational commitment.
2. To analyze the effect of age.
3. To see how years of experience put an effect on organizational commitment.

#### **4. TOOLS**

To measure organizational commitment, a comprehensive tool prepared and developed by Upinder Dhar (director) prestige institute of management and research, Prashant Mishra (lecturer) Nirma institute of management, D. K Srivastava (Associate Professor) National Institute of Industrial Engineering (NITIE).

The instrument employs eight dimensions of organizational commitment. The two important factors that affect the validity of a test are: (i) The internal consistency of the test and (ii) The scoring of responses and the certainty that a given response represents either favorable or unfavorable attitude towards the issue involved, careful steps were taken for securing honest co-operation of eight subjects. The collected data were further subjected to factor analysis and two factors were identified. These are (1) concern for the organization and (2) identification with the organization factor one is measured by items 1,2,3,5 and 7 whereas factor 2 is measure by items 4,6 and 8. the items being mentioned below :-

X1 stands for the statement: **I feel bad if this organization is making a loss.**

X2 :**I am contributing to the achievement of goals of this organization.**

X3:**I do not like somebody tarnishing the image of this organization.**

X4: **I have been working even on holidays in this organization.**

X5:**an employee should be concerned about the image of his/her organization.**

X6:**I do not stay back in the organization after office hours even if required.**

X7:**I am committed to the welfare of my organization.**

X8:**I do not like the goals of this organization.**

## **5. The following hypotheses were tested**

### **H1: Male and female faculty will have significantly different opinions for the items X1 to X8.**

H1(X1): Male and female faculty will have significantly different opinions for the items X1.

H1(X2): Male and female faculty will have significantly different opinions for the items X2.

H1(X3): Male and female faculty will have significantly different opinions for the items X3.

H1(X4): Male and female faculty will have significantly different opinions for the items X4.

H1(X5): Male and female faculty will have significantly different opinions for the items X5.

H1(X6): Male and female faculty will have significantly different opinions for the items X6.

H1(X7): Male and female faculty will have significantly different opinions for the items X7.

H1(X8): Male and female faculty will have significantly different opinions for the items X8.

### **H2: Age of faculty will create significantly different opinions for the items X1 to X8.**

H2(X1): Age of faculty will create significantly different opinions for the items X1.

H2(X2): Age of faculty will create significantly different opinions for the items X2.

H2(X3): Age of faculty will create significantly different opinions for the items X3.

H2(X4): Age of faculty will create significantly different opinions for the items X4.

H2(X5): Age of faculty will create significantly different opinions for the items X5.

H2(X6): Age of faculty will create significantly different opinions for the items X6.

H2(X7): Age of faculty will create significantly different opinions for the items X7.

H2(X8): Age of faculty will create significantly different opinions for the items X8.

### **H3: Years of Experience of faculty will create significantly different opinions for the items X1 to X8.**

H3(X1): Years of Experience of faculty will create significantly different opinions for the items X1.

H3(X2): Years of Experience of faculty will create significantly different opinions for the items X2.

H3(X3): Years of Experience of faculty will create significantly different opinions for the items X3.

H3(X4): Years of Experience of faculty will create significantly different opinions for the items X4.

H3(X5): Years of Experience of faculty will create significantly different opinions for the items X5.

H3(X6): Years of Experience of faculty will create significantly different opinions for the items X6.

H3(X7): Years of Experience of faculty will create significantly different opinions for the items X7.

H3(X8): Years of Experience of faculty will create significantly different opinions for the items X8.

## 6. RESEARCH METHODOLOGY

Research methodology is a method of systematically solving the research problem. To do any research in a scientific manner, the investigator generally adopts various steps in a very logical way. The investigator has to be certain which techniques and procedures will be applicable to the problem undertaken in the research work. In this study also investigator has taken into consideration the above aspects before deciding how to go about solving the research problem. The investigator has in a very logical manner decided the method to be used.

### 6.1 Research design

It can be said that the design of a research is the conceptual framework within which research should be conducted. It is the blue print for the collection measurement and analysis of the data collected. Design gives an outline of what the investigator will have to do from formulating the hypothesis along with its operational implication to final analysis of data. This research work has four main variables in its periphery gender, Age, designation, experience to study the significant difference between different groups of variables; F-ratio will be computed by applying one way ANOVA.

### 6.2 Descriptive Statistics

**Table A: Gender**

	Frequency	Percent	Valid Percent	Cumulative Percent
F	38	50.0	50.0	50.0
M	38	50.0	50.0	100.0
Total	76	100.0	100.0	

The above table A shows the four columns of frequency, percentage, valid percentage and the cumulative percentage of gender factors i.e. male and female equal in number and a total of 76

**Table B: Age**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-24	5	6.6	6.6	9.2
	25-40	62	81.6	81.6	90.8
	41-60	7	9.2	9.2	100.0
	>60	2	2.6	2.6	2.6
	Total	76	100.0	100.0	

In the table B age is being taken into consideration where age of the teachers was divided into four categories comprising of age starting from 0 to 24 where the cumulative percent was calculated to be 2.6, 25 to 40 which comprised of 62 teachers n calculated the cumulative percent to be 9.2, age from 41-60 with 7 teachers n cumulative percent being 90.8 finally group greater than age of 60 with 7 teachers n cumulative percent being 100.0.

**Table C: Experience**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5	42	55.3	55.3	61.8
	6-10'	24	31.6	31.6	100.0
	11-15'	5	6.6	6.6	68.4
	>15	5	6.6	6.6	6.6
	Total	76	100.0	100.0	

From the table C we can see that there has been a categorization of years of experience into four categories comprising of 0 to 5 years where the frequency was found to be maximum i.e. 42 hence the cumulative percent being 61.8, 6-10 years with frequency 24 and cumulative percent being 100.0, 11-15 years with frequency 5 and cumulative percent 68.4 lastly group having an experience more than 15 years where the frequency was found to be 5 and cumulative percent being 6.6.

The obtained data will now be analyzed hypotheses wise:

Table 1 Analysis of Variance Summary Table

**Gender Score**

		Sum of Squares	Df	Mean Square	F	Sig.
X1	Between Groups	.329	1	.329	.797	.375
	Within Groups	30.553	74	.413		
	Total	30.882	75			
X2	Between Groups	.211	1	.211	.402	.528
	Within Groups	38.737	74	.523		
	Total	38.947	75			
X3	Between Groups	.053	1	.053	.058	.810
	Within Groups	66.684	74	.901		
	Total	66.737	75			
X4	Between Groups	2.961	1	2.961	2.397	.126
	Within Groups	91.395	74	1.235		
	Total	94.355	75			
X5	Between Groups	.118	1	.118	.151	.699
	Within Groups	58.132	74	.786		

	Total	58.250	75			
X6	Between Groups	7.579	1	7.579	5.249	.025
	Within Groups	106.842	74	1.444		
	Total	114.421	75			
X7	Between Groups	1.316	1	1.316	2.259	.137
	Within Groups	43.105	74	.583		
	Total	44.421	75			
X8	Between Groups	5.263	1	5.263	4.970	.029
	Within Groups	78.368	74	1.059		
	Total	83.632	75			

**H1: Male and female faculty will have significantly different opinions for the items X1 to X8.**

***H1(X1): Male and female faculty will have significantly different opinions for the items X1.***

From the table (1) F-ratio was found to be insignificant (F=0.797; P=0.375) indicating an insignificant difference between the two groups with respect to their X1 item (I feel bad if this organization is making a loss) hence the above hypothesis is rejected.

***H1(X2): Male and female faculty will have significantly different opinions for the items X2.***

From the table (1) F-ratio was found to be insignificant (F=0.402; P=0.528) indicating an insignificant difference between the two groups with respect to their X2 item (I am contributing to the achievement of goals of this organization) hence the above hypothesis is rejected.

***H1(X3): Male and female faculty will have significantly different opinions for the items X3***

From the table (1) F-ratio was found to be insignificant (F=0.058; P=0.810) indicating an insignificant difference between the two groups with respect to their X3 item (I do not like somebody tarnishing the image of this organization) hence the above hypothesis is rejected

***H1(X4): Male and female faculty will have significantly different opinions for the items X4.***

From the table (1) F-ratio was found to be insignificant (F=2.397; P=0.126) indicating an insignificant difference between the two groups with respect to their X4 item (I have been working even on holidays in this organization) hence the above hypothesis is rejected

***H1(X5): Male and female faculty will have significantly different opinions for the items X5.***

From the table (1) F-ratio was found to be insignificant (F=0.151; P=0.699) indicating an insignificant difference between the two groups with respect to their X5 item (An employee should be concerned about the image of his/her organization) hence the above hypothesis is rejected

***H1(X6): Male and female faculty will have significantly different opinions for the items X6.***

From the above table (1) F-ratio was found to be significant (F=5.249; P=0.025) indicating a significant difference between the means (male=3.37; female=4.00) of the two groups with respect to their X6 item (I do not stay back in the organization after office hours even if required) hence the above hypothesis is accepted. It can be further inferred that females do not like to stay back in the organization after office hours even if required) which indicates females have lower level in the aspect of identification with the organization.

***H1(X7): Male and female faculty will have significantly different opinions for the items X7.***

From the table (1) F-ratio was found to be insignificant (F=2.259; P=0.137) indicating an insignificant difference between the two groups with respect to their X7 item (I am committed to the welfare of my organization) hence the above hypothesis is rejected

***H1(X8): Male and female faculty will have significantly different opinions for the items X8.***

From the above table (1) F-ratio was found to be significant (F=4.970; P=0.029) indicating a significant difference between the means (male=3.37; female=4.00) of the two groups with respect to their X8 item (I do not like the goals of this organization) hence the above hypothesis is accepted. It can be further inferred that females do not like the goals of the organization which indicates females have lower level in the aspect of identification with the organization.

Table 2: Analysis of Variance Summary Table

		<b>Age Score</b>				
		Sum of Squares	Df	Mean Square	F	Sig.
X1	Between Groups	1.012	3	.337	.814	.491
	Within Groups	29.869	72	.415		
	Total	30.882	75			
X2	Between Groups	.577	3	.192	.361	.781
	Within Groups	38.371	72	.533		
	Total	38.947	75			
X3	Between Groups	1.048	3	.349	.383	.766
	Within Groups	65.688	72	.912		
	Total	66.737	75			
X4	Between Groups	.307	3	.102	.078	.971
	Within Groups	94.048	72	1.306		
	Total	94.355	75			
X5	Between Groups	2.365	3	.788	1.016	.391
	Within Groups	55.885	72	.776		

	Total	58.250	75			
X6	Between Groups	5.251	3	1.750	1.154	.333
	Within Groups	109.171	72	1.516		
	Total	114.421	75			
X7	Between Groups	1.636	3	.545	.918	.437
	Within Groups	42.785	72	.594		
	Total	44.421	75			
X8	Between Groups	4.535	3	1.512	1.376	.257
	Within Groups	79.096	72	1.099		
	Total	83.632	75			

**H2: Age of faculty will create significantly different opinions for the items X1 to X8.**

***H2(X1): Age of faculty will create significantly different opinions for the items X1.***

From the table (2) F-ratio was found to be insignificant (F=0.814; P=0.491) indicating an insignificant difference between the four groups with respect to their X1 item (I feel bad if this organization is making a loss.) hence the above hypothesis is rejected

***H2(X2): Age of faculty will create significantly different opinions for the items X2.***

From the table (2) F-ratio was found to be insignificant (F=0.361; P=0.781) indicating an insignificant difference between the four groups with respect to their X2 item (I am contributing to the achievement of goals of this organization.) hence the above hypothesis is rejected

***H2(X3): Age of faculty will create significantly different opinions for the items X3.***

From the table (2) F-ratio was found to be insignificant (F=0.383; P=0.766) indicating an insignificant difference between the four groups with respect to their X3 item (I do not like somebody tarnishing the image of this organization) hence the above hypothesis is rejected.

***H2(X4): Age of faculty will create significantly different opinions for the items X4.***

From the table (2) F-ratio was found to be insignificant (F=0.078; P=0.971) indicating an insignificant difference between the four groups with respect to their X4 item (I have been working even on holidays in this organization ) hence the above hypothesis is rejected.

***H2(X5): Age of faculty will create significantly different opinions for the items X5.***

From the table (2) F-ratio was found to be insignificant (F=1.016; P=0.391) indicating an insignificant difference between the four groups with respect to their X5 item (An employee should be concerned about the image of his/her organization) hence the above hypothesis is rejected.

***H2(X6): Age of faculty will create significantly different opinions for the items X6.***

From the table (2) F-ratio was found to be insignificant (F=1.154; P=0.333) indicating an insignificant difference between the four groups with respect to their X6 item (I do not stay back in the organization after office hours even if required) hence the above hypothesis is rejected.

***H2(X7): Age of faculty will create significantly different opinions for the items X7.***

From the table (2) F-ratio was found to be insignificant (F=0.918; P=0.437) indicating an insignificant difference between the four groups with respect to their X7 item (I am committed to the welfare of my organization) hence the above hypothesis is rejected.

***H2(X8): Age of faculty will create significantly different opinions for the items X8.***

From the table (2) F-ratio was found to be insignificant (F=1.376; P=0.257) indicating an insignificant difference between the four groups with respect to their X8 item (I do not like the goals of this organization) hence the above hypothesis is rejected.

Table 3: Analysis of Variance Summary Table

**Experience Score**

		Sum of Squares	Df	Mean Square	F	Sig.
X1	Between Groups	4.229	3	1.410	3.808	.014
	Within Groups	26.652	72	.370		
	Total	30.882	75			
X2	Between Groups	3.056	3	1.019	2.043	.115
	Within Groups	35.892	72	.498		
	Total	38.947	75			
X3	Between Groups	4.918	3	1.639	1.909	.136
	Within Groups	61.819	72	.859		
	Total	66.737	75			
X4	Between Groups	1.746	3	.582	.452	.716
	Within Groups	92.610	72	1.286		
	Total	94.355	75			
X5	Between Groups	5.020	3	1.673	2.264	.088
	Within Groups	53.230	72	.739		
	Total	58.250	75			
X6	Between Groups	3.202	3	1.067	.691	.561
	Within Groups	111.219	72	1.545		
	Total	114.421	75			
X7	Between Groups	3.820	3	1.273	2.258	.089
	Within Groups	40.601	72	.564		
	Total	44.421	75			
X8	Between Groups	1.727	3	.576	.506	.679
	Within Groups	81.905	72	1.138		
	Total	83.632	75			

**H3: Years of Experience of faculty will create significantly different opinions for the items X1 to X8.**

***H3(X1): Years of Experience of faculty will create significantly different opinions for the items X1.***

From the above table (4) F-ratio was found to be significant ( $F=3.808$ ;  $P=0.014$ ) indicating a significant difference between the means (0-5=4.2619; 6-10=4.6667; 11-15=4.6000 ;> 15=5.000) of four groups with respect to X1 item (I feel bad if this organization is making a loss). Hence the above hypothesis is accepted it can be further inferred that as the experience increases the concern for the organization decreases.

***H3(X2): Years of Experience of faculty will create significantly different opinions for the items X2.***

From the table (4) F-ratio was found to be insignificant ( $F=2.043$ ;  $P=0.115$ ) indicating an insignificant difference between the four groups with respect to their X2 item (I am contributing to the achievement of the goals of this organization) hence the above hypothesis is rejected.

***H3(X3): Years of Experience of faculty will create significantly different opinions for the items X3.***

From the table (4) F-ratio was found to be insignificant ( $F=1.909$ ;  $P=0.136$ ) indicating an insignificant difference between the four groups with respect to their X3 item (I do not like somebody tarnishing the image of this organization) hence the above hypothesis is rejected.

***H3(X4): Years of Experience of faculty will create significantly different opinions for the items X4.***

From the table (4) F-ratio was found to be insignificant ( $F=0.452$ ;  $P=0.716$ ) indicating an insignificant difference between the four groups with respect to their X4 item (I have been working even on holidays in this organization) hence the above hypothesis is rejected.

***H3(X5): Years of Experience of faculty will create significantly different opinions for the items X5.***

From the table (4) F-ratio was found to be insignificant ( $F=2.264$ ;  $P=.088$ ) indicating an insignificant difference between the four groups with respect to their X5 item (An employee should be concerned about the image of his/her organization) hence the above hypothesis is rejected.

***H3(X6): Years of Experience of faculty will create significantly different opinions for the items X6.***

From the table (4) F-ratio was found to be insignificant ( $F=0.691$ ;  $P=0.561$ ) indicating an insignificant difference between the four groups with respect to their X6 item (I do not stay back in the organization after office hours even if required) hence the above hypothesis is rejected.

***H3(X7): Years of Experience of faculty will create significantly different opinions for the items X7.***

From the table (4) F-ratio was found to be insignificant ( $F=2.258$ ;  $P=.089$ ) indicating an insignificant difference between the four groups with respect to their X7 item (I am committed to the welfare of my organization) hence the above hypothesis is rejected.

***H3(X8): Years of Experience of faculty will create significantly different opinions for the items X8.***

From the table (4) F-ratio was found to be insignificant (F=0.506; P=0.679) indicating an insignificant difference between the four groups with respect to their X8 item (I do not like the goals of this organization) hence the above hypothesis is rejected.

## **7. FINDINGS & DISCUSSIONS**

The purpose of this study was to predict affective organizational commitment from a series of demographic work characteristics among staff in the technical institutes in Bhilai and Durg from.

- Hypothesis H (1) there were eight items on gender wherein there was a significant difference in the statistics in item X6 and X8 which were for factors identification with the organization. There has been a considerably less commitment in terms of identification with the organization. In females than males. While items X1, X2, X3, X4, X5 and X7 show no significant difference in commitment level.
- Hypothesis H (2) taking into consideration age factor there was no significant difference in the opinions of the individuals with respect to all items i.e. X1, X2, X3, X4, X5, X6, X7 and X8. Hence the concern for the organization and the identification with the organization was similar in all four age groups.
- Hypothesis H(3) taking into consideration experience factor there was a significant difference in the opinions of the individuals in item X1 i.e. concern for the organization was observed to be getting lesser as the experience increases while rest of the items X2, X3, X4, X5, X6, X7 and X8 showed no significant difference. Hence the concern for the organization and the identification with the organization was similar in four categories of years of experience except for X1.

## **8. CONCLUSION**

As it has been observed from the above findings that there is a comparatively lower level of commitment in females as compared to male only in the aspect of identification of the organisation. Hence females must adopt ways through which they can bring equilibrium in their personal and family life and the organization they are working with. The giving of attractive financial incentives to the faculty should be studied and implemented to keep a loyal and valued workforce since it can develop a sense of identification with the organization even after years of working with it.

The Institutes policy of inspiring faculty members who have proven their loyalty to the institution, like the giving of plaques, medals cash bonuses and loyalty rings should be maintained or improved. The faculty should review the mission/vision of the institution in order to internalize once more their roles as educators.

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