



A study of Organisational Commitment of Teachers working in Self- Finance Colleges of Education in Context of Gender, Age and Proactive Personality

* Mr. Hari Singh

** Dr. S. K. Saharan

Abstract

The purpose of this research is to identify the role of gender, age and proactive personality in organisational commitment of teacher educators working in self financed Colleges of Education, Haryana. Total 546 (268 male and 278 female) teacher educators were selected from self-financed Colleges of Education. The data was collected by using a descriptive survey method from the randomly selected 63 Colleges of Education in Haryana using the Organisational Commitment Questionnaire (OCQ) and Proactive Personality Scale (short form). The tabulated data was analysed and interpreted through the use of Statistical Techniques like mean, SD., 't' test and 'F' ratio. The study affirms the distinction of organisational commitment of male and female teacher educators and age groups (high age, average age and low age) which also differ significantly. In this study, organisational commitment of higher proactive personality teacher educators was found to be higher than their counterpart with regard to the low proactive personality teacher educators in Colleges of Education.

Keywords- Organisational Commitment, Teacher Educators, Self-Financed Colleges, Proactive Personality etc.

Introduction

Organisational commitment is the feelings and attitudes about the entire work organisation. It is also referred to as organisational loyalty, associated with an acceptance of the organisational goals and values, a willingness to exert effort on behalf of the organisation and a desire to remain with the organisation (Porter, Steers, Mowday and Boulian 1974). It has been theorized that commitment is a multidimensional construct and that the antecedents, correlates, and consequences of commitment vary across many dimensions (Meyer, 2001). A widely used model of organizational commitment as a multi-dimensional construct is (Meyer J P and Allen N, 1997) "Three-Component Model of Commitment." This model refers to the three forms of commitment that is affective, continuance, and normative commitment. Affective commitment is explained as an emotional attachment to the organization. Continuance commitment is the perceived costs associated with leaving the organization. Normative commitment refers to the perceived obligation to remain in the organization (Meyer, 2001).

If you think of doing something new and good which no one has done till now, then you can do that too. For this, you have to be proactive. As a narrowly defined personality trait, proactive personality describes a behavioural tendency to identify opportunities to change things at work and to act on those impulses (Crant; 2000). Compared to more passive workers, proactive employees are more likely to actively shape and manipulate the environment in order to accomplish their goals.

Organisational Commitment

If teacher educators are committed to their colleges, they can uplift the standard of teacher education and in turn raise the level of school education in India. Therefore it is essential to examine these in the context of self-financed colleges of education and to ascertain the role of gender, age and personality in improving them. NCTE, which is a statutory body of national level, has been trying to improve the quality of teacher education at all levels (nursery, elementary and secondary) but conditions of self-financed colleges of education in the country remain dismal. It requires intensive and extensive studies on teacher educators so that the quality of teacher education may be enhanced to great extent. In this research, an attempt has been made to expand the scope of organisational commitment by considering other relevant dimensions like gender, age and proactive personality etc.

Proactive Personality

It refers to a tendency to identify opportunities to change things as work and to act on those impulses. Proactive peoples are more likely to actively shape and manipulate the environment in order to accomplish their goals. They prefer not to passively wait for information and opportunities to come to them. Rather their initiative leads to a number of cognitions and behaviours such as identifying new ideas for improving work processes, updating their skills and seeking to better understand organisational politics.

Proactive Personality is an independent variable being examined in the study and found to have an impact on job satisfaction. Proactive behaviour is defined as taking initiative to improve current circumstances and create new ones, challenging the status quo rather than passively adapting to present conditions (Crant & Bateman, 2000).

Rationale of the Study

Organisational commitment is one of the most widely discussed topics in organisation behaviour and human resource management. It portrays the perception of the person towards his or her organisation, organisation related activities and environment. It is a combination of psychological and emotional experience at work. Locke has defined it as a pleasurable emotional state resulting from the appraisal of one's organisation experience. Employee commitment is essential for the success of any business or organisation. A high rate of employee contentment is directly related to lower turnover rate.

Thus, keeping employees committed to their success should be a major priority for every employer. While this is a well known fact in management practices, economic downturns like the current one seem to cause employers to ignore it. There are countless factors which influence teachers. But, in the current study, the investigator has made efforts to study the organisational commitment of the teacher educators working in educational colleges. The above discussion directs the researcher to state the research problem as 'A Study of Organisational Commitment of Teachers Working in Self- Finance Colleges of Education in Context of Gender, Age and Proactive Personality.'

Objectives

- i) To study the impact of gender on organizational commitment of teachers working in self-financed colleges of education.
- ii) To investigate the impact of age on organizational commitment of teachers working in self-financed colleges of education.
- iii) To study the impact of personality on organizational commitment of teachers working in self-financed colleges of education.

Hypotheses

- i) There will be a significant difference in organizational commitment of male and female teachers working in self financed colleges of education.
- ii) There will be a significant difference in organizational commitment of teachers working in self-financed colleges of education belonging to different age groups (high, average and low).
- iii) There will be a significant difference in organizational commitment of teachers of self- financed colleges of education having high and low levels of proactive personality.

Review of Related Literature

Aydin, Sarier and Usal (2011). Conducted a meta analytical study to ascertain commitment of teachers. The findings indicated that the effect of gender was in favour of male at the level of identification and internalization and male teachers were more likely to adopt the norms and values of the organization than female teachers.

Mishra (2011). Made an attempt to investigate the teacher effectiveness, job satisfaction and institutional/organisational commitment among secondary school teachers. Male and female teachers differed significantly with respect to their organisational commitment.

Ali (2020). Studied professional commitment among teacher educators in the colleges of education in Jammu district of Union Territory of J&K. The data was collected from 110 teacher educators. Commitment was compared based on several demographic variables including gender. The results indicated that female teacher educators teaching in colleges of education are better than male teacher educators with respect to professional commitment. But it was not statistically significant. Karsh et al. (2005). In their investigation of 6584 nursing home employees found that unlike younger employees, older employees displayed a higher continuous commitment.

Turhan, Demrip and Nazik (2012). Investigated factors affecting the level of teacher's commitment to occupation. They concluded that clan teachers aged 51 and over have higher commitment to the profession than does clan teachers in other age groups. Celik and Oral (2016). Examined the association between personality traits, demographic characteristics, and organisational commitment of construction professionals. The data was collected from 922 Turkish professionals. The results revealed that when age factor was analyzed it was seen that Affective Commitment (AC) and Normative Commitment (NC) are the highest for the oldest while continuance commitment was the highest for the middle aged professionals.

Fuller and Marler (2009) in a meta-analytic review of proactive personality literature stated that many studies contended that managers who are proactive at work, exhibited greater job performance and organizational commitment (OC). Joo and Bennett (2018). Investigated the influences of proactive personality on three key outcomes in the workplace, namely the level of

employee creativity, level of organizational commitment, and in-role job performance. The study also examined whether the contextual factors of quality of leader-member exchange (LMX) and the level of job autonomy affected the influence of proactive personality on the three employee outcomes. The sample large enough was taken from a well known and successful Korean multinational employee. The findings revealed that productive personality was found to be highly correlated with creative behaviour and organizational commitment and in role job performance. Overall, the results suggest that proactivity along with LMX quality & job autonomy accounted for 38% of the observed variation in employee organizational commitment, 53% variance in creative behaviour and 23% in role performance.

Methodology

Method

The method chosen in the current study was a descriptive survey method.

Population

All the teacher educators who taught in self-financed colleges of education, Haryana, selected as population in the current study.

Sampling

In the current study 546 teacher educators are selected by random sampling method as the sample of the study. The investigator collected data of 63 self-financed colleges of education, Haryana from which 268 male and 278 female were selected as a sample.

Tools

Organizational Commitment Questionnaire (OCQ) was developed by Mowday, Steer and Porter (1979). This consists of fifteen (15) items. Hindi version with five point Likert scale was employed to assess the organisational commitment of teachers of self-financed College of Education. The Hindi version of Proactive Personality Scale (short form) developed by Batsman and Crants (1993) was used for assessment of the proactive personality of teachers.

Statistical Techniques

In this study mean, SD., 't' test and 'F' ratio have been used for data analysis.

Analysis and Interpretation of Data

Hypothesis 1. There will be a significant difference in organisational commitment of male and female teachers working in self-financed colleges of education.

Significance of difference in Mean Scores of Organizational Commitment of Male and Female Teachers Educators

Group	N	Mean	S.D	d.f	't' value	Level of Significant
Male	268	56.71	7.47	544	4.99	**
Female	278	59.44	5.71			

** = Significant at 0.01 level

It is evident from Table -1 that the obtained value of 't' (4.99) exceeds the table value at 0.01 level of significance with df 544. It means that male and female groups of teacher educators differ significantly from each other with reference to their level of organisational commitment and there may be only one chance of error out of hundred in interpreting so.

Since, the mean score of organizational commitment of male group of educators (M=56.71) is less than that of female group of teacher educators (M=59.44), it may be said that female teacher educators rate themselves to be higher on organizational commitment as compared to their counterparts male teacher educators. Hence the null hypothesis is rejected and the research hypothesis Number 4 which states that there will be a significant difference in organisational commitment of teachers working in self financed colleges stands accepted. This further confirms the significant impact of gender on organisational commitment of teacher educators.

Figure-1 shows the difference in organisational commitment of male and female teacher educators.

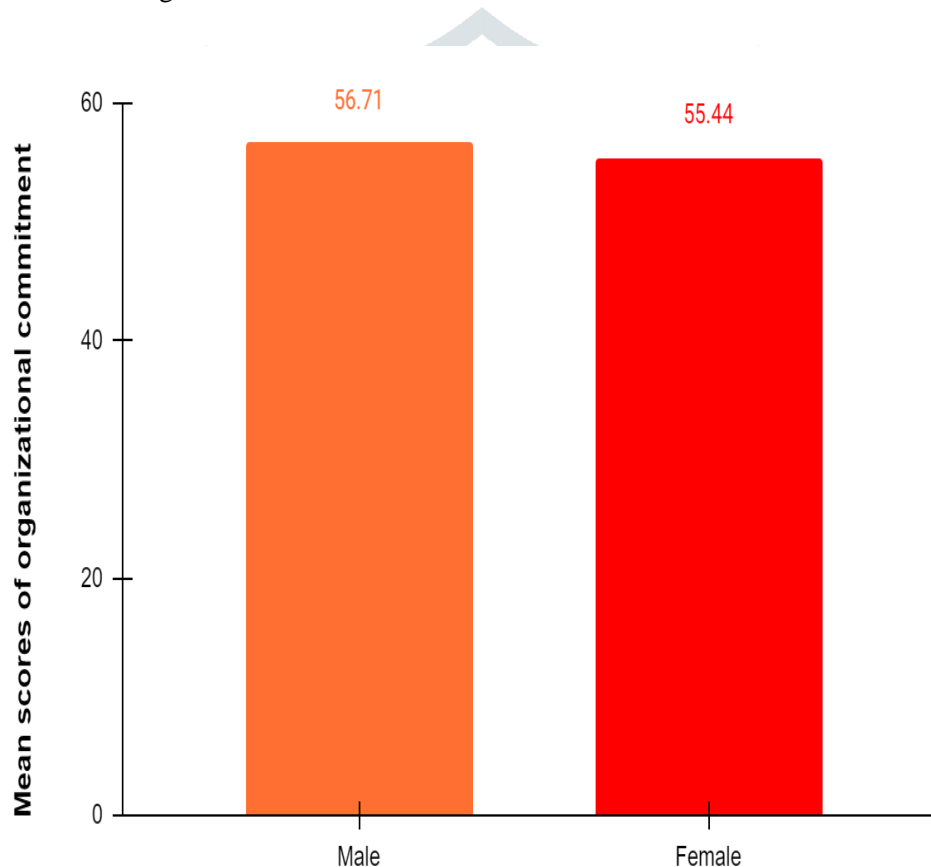


Figure-1

Hypothesis 2. There will be a significant difference in organizational commitment of teachers working in self-financed colleges of education belonging to different age groups (high, average and low).

Summary of one-way ANOVA of organisational commitment scores in respect of High, Average and Low Age groups of Teacher Educators.

Source of variance	Sum of Squares (S.S)	df	Mean Squares (M.S)	F-ratio	Significant level
Between sum of squares (BSS)	509.98	2	254.99	5.66	**
Within sum of squares (WSS)	24463.06	543	45.05		
Total	24973.04	545			

** = Significant at 0.01 level

It may be noticed in Table - 2 that F-ratio (5.66) came out to be highly significant ($p < 0.01$, $df = 2$ and 543) as it exceeded the table value of 'F'. This led to the inferences that there was a significant difference in organisational commitment of teacher educators belonging to high, average and low age groups, in other words age proved to be a significant factor in organisational commitment of teacher educators belonging to high, average and low age groups.

In other words, age proved to be a significant factor in organizational commitment of teacher educators so far the impact of age is concerned. Hence the null hypothesis was rejected and research hypothesis stating that there will be a significant difference in organisational commitment of teachers working in self financed colleges of education was accepted.

Since 'F' gives a global value and does not specify the exact source of mean difference, post - hoc analysis was done by 't' test.

Significance of difference in mean scores of organisational commitment in respect of high, average and low age group of teacher educators.

Group	N	Mean	SD	df	Comparison	t-value	Significant level
High Age	102	59.63	5.97	464	High-Average	2.90	**
Average Age	364	57.42	7.00	180	High-Low	0.44	NS
Low Age	80	59.23	6.21	442	Average-Low	2.13	*

** = $P < 0.01$, NS = $P > 0.05$, * = $P < 0.05$

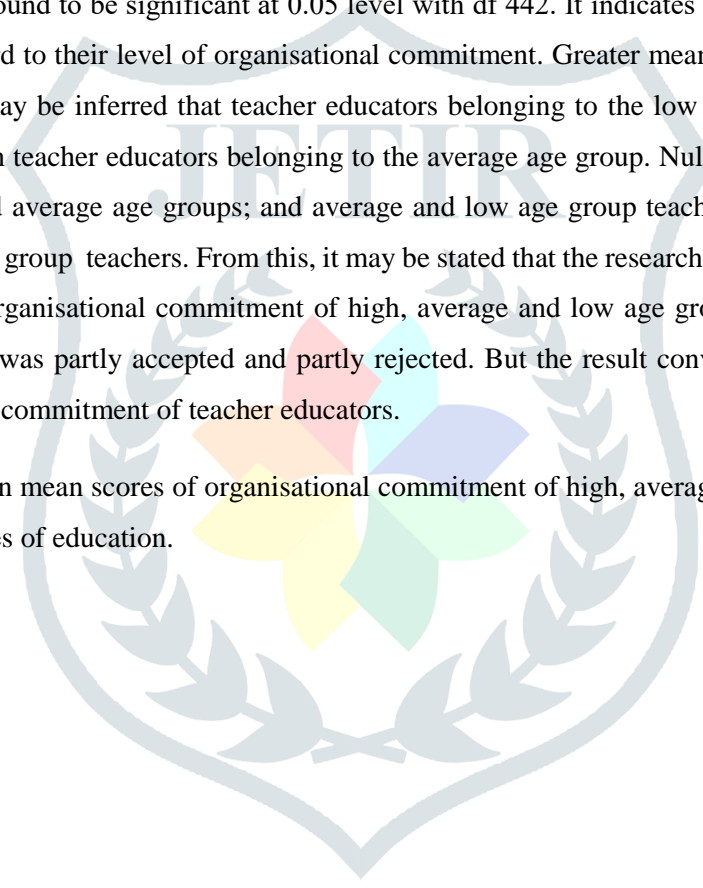
Table -3 exhibits that out of three, two 't' values come out to be significant at 0.01 and 0.05 respectively.

The first 't' value (2.90) compared organisational commitment of high and average age groups of teacher educators. It was found to be significant at 0.01 level. It implies that high and average age educators had significant differences in their organisational commitment. Because the mean score of high age groups was greater than average groups, it may be stated that high age group teachers had higher levels of organisational commitment as compared to average age teacher educators.

The second 't' value of (0.44) corresponding to mean difference in organisational commitment of high and low age groups did not reach the level of significance (i.e. 0.05). Therefore, it may be inferred that there were not significant differences between high and low age groups of teacher educators with reference to the level of organisational commitment. The mean scores were also similar.

The third 't' value (2.13) was found to be significant at 0.05 level with df 442. It indicates that average and low age groups differed significantly with regard to their level of organisational commitment. Greater mean value may be seen in favour of low age groups. From this it may be inferred that teacher educators belonging to the low age group had a higher level of organisational commitment than teacher educators belonging to the average age group. Null hypothesis thus was rejected in case of comparison of high and average age groups; and average and low age group teachers and was accepted in case of comparison of high and low age group teachers. From this, it may be stated that the research hypothesis stating that there will be a significant difference in organisational commitment of high, average and low age group teachers working in the self financed colleges of education was partly accepted and partly rejected. But the result conveys that there was a significant impact of age on organisational commitment of teacher educators.

Figure 2. shows the difference in mean scores of organisational commitment of high, average and low age groups of teachers working in self financed colleges of education.



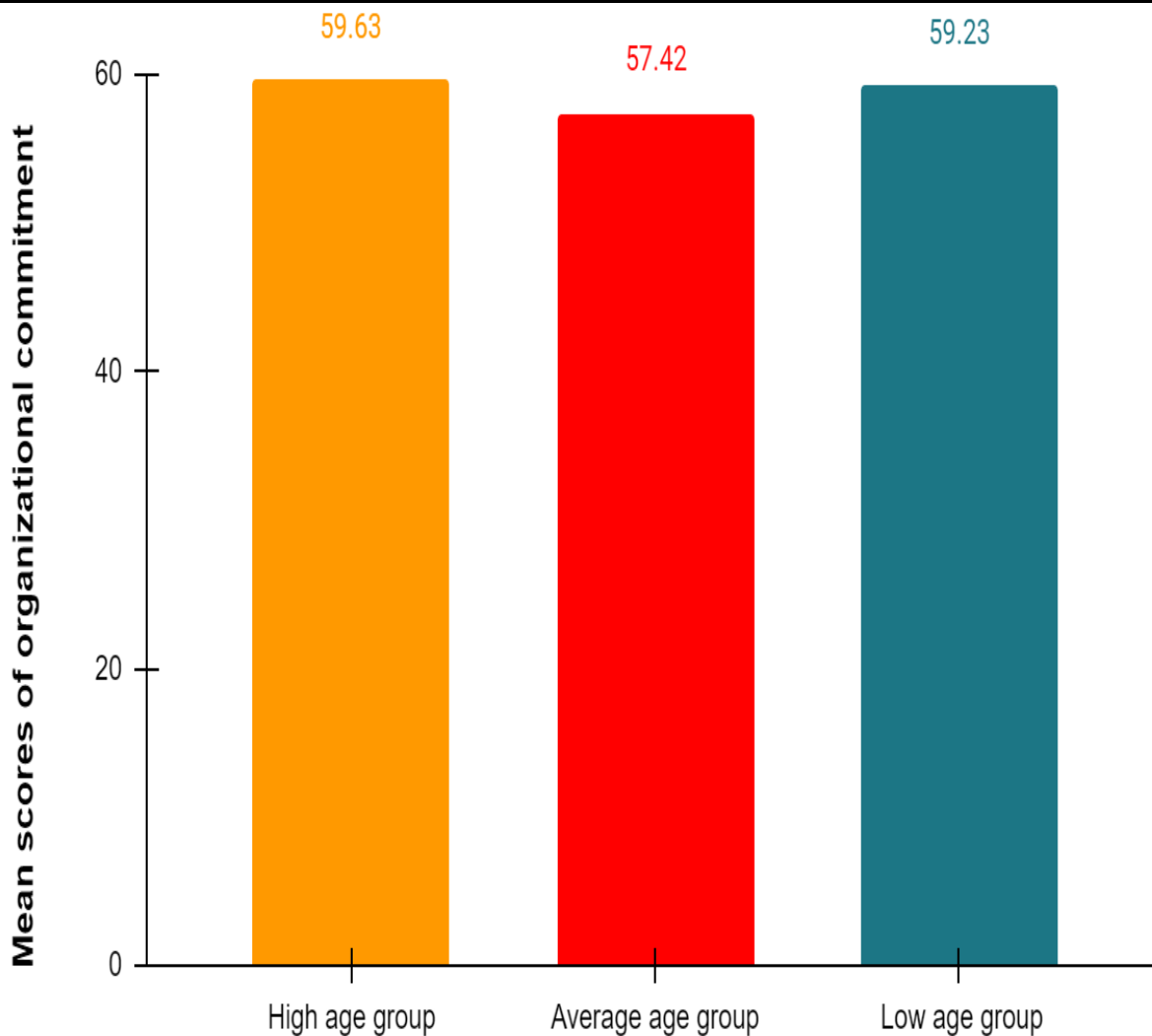


Figure-2

Hypothesis 3. There will be a significant difference in organizational commitment of teachers of self- financed colleges of education having high and low levels of proactive personality.

Significance of difference in mean scores of organizational commitment of Teacher Educators having High and Low Proactive Personality

Group	N	Mean	S.D	df	‘t’ value	Level Significant of
High Proactive	106	61.58	4.25	189	12.64	**
Low Proactive	85	51.30	6.89			

**=Significant at 0.01 Level

Table - 4 depicts that the obtained value of 't' comes out to be 12.64 which is highly significant ($P < 0.01$, $df = 189$). It points to the fact that proactive personality had a significant impact on organisational commitment of teacher educators; meaning thereby, significant differences existed between high and low proactive personality groups of teacher educators with respect to their organisational commitment. As inspection of both the means make it clear that teacher educators having high proactive personality exhibited higher levels of organisational commitment than their counterpart teacher educators having low proactive personality ($M = 61.58 > M = 51.30$). Hence the null hypothesis was rejected and the research hypothesis stating that there will be a significant difference in organisational commitment of teachers having high and low proactive personality was accepted.

Figure-3 shows significant differences in organizational commitment of teacher educators having high and low proactive personality.

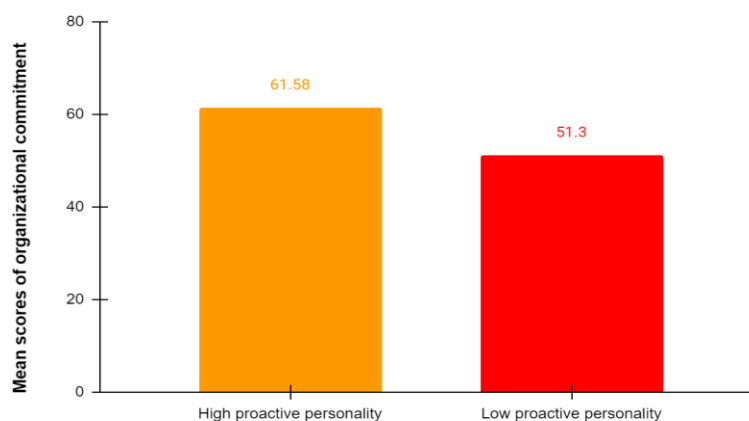


Figure-3

Main Findings

1. In Hypothesis-1, it is clear that the organisational commitment of male teacher educators is better than their female counterpart teacher educators of self- financed Colleges of Education, Haryana.
2. In Hypothesis-2, it has been found that high age group teachers had higher levels of organisational commitment as compared to average age teacher educators. It can be inferred that there were not significant differences between high and low age groups of teacher educators with reference to the level of organisational commitment. It can be inferred that teacher educators belonging to the low age group had a higher level of organisational commitment than teacher educators belonging to the average age group. The result conveys that there is a significant impact of age on organisational commitment of teacher educators.
3. In Hypothesis-3, it is clear that high proactive personality groups of teacher educators have a higher level of organisational commitment than that of low proactive personality groups of teacher educators of self-financed College of Education, Haryana.

Educational Implications

The objective of an educational research is to explore the paradigms of education by implementing the outcomes of the research studies. It is recommended to the administrators of the colleges of education that he/she understands the commitment

level of their employees. In the current study, considerable variation has been found that gender, age and proactive personality significantly differ from organisational commitment. So, the administrators of the self-financed colleges of education should encourage and motivate the female teacher educators and low proactive personality teacher educators.

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