

Factors Affecting Organizational Commitment of Faculty Members of Higher Educational Institutions of India

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Abstract:

The biggest challenge in management of human resource lies in identifying the strategies for enhancing the performance of the employees and engaging them in such a way that they stay committed to the organization for a long time. Employees are important for the growth and success of the organization. Commitment of employees towards organization plays a vital role in the success and growth of the organization. Therefore it is very important for the organizations to keep the employees satisfied so that they exhibit greater levels of commitment at workplace. The main intention of this study is to review various factors affecting organizational commitment of faculty members working higher educational institutions in India. Factors selected for review in this study are job satisfaction, compensation and incentives, employee engagement and years of teaching experience. From the review it has been observed that experienced faculties can produce better outcomes and the faculties whom the organization keeps engaged the most, exhibit better commitment towards that organization.

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I. INTRODUCTION

Organizational commitment is main factor that determines the outcomes of an organization. It plays a vital role in organizational performance, quality and productivity. Workers who are committed with their institutions have strong wish to stay as a member of a specific institutions (Shah et al, 2012). Organizational commitment has been recognized as a significant human factor and the main determinant of the effectiveness of the organization (Alsiewi and Agil, 2014), and effectiveness of academic institutions (Dou et al, 2017) as well a factor in motivating university faculties for performing actions to achieve desired outcomes (Ahulwalia and Preet, 2017). It has become the current topic in theatmosphere where there is scarcity of resource. The scarcity of resources have forced organizations in working towards retaining and attracting high quality workers and sustaining the morale of the employees (Chordiya et al, 2017). Commitment in the organization is one of the main aspects that are

associated with workforce productivity and motivation (Tolentino, 2015). Commitment of employees in educational institutions is understood based on readiness to work more and their performance (Jing and Zhang, 2014); achievement and learning of the student (McInerney et al, 2015), success of goals in the organization (Khalili and Asmawi, 2012) and overall success of institution (Lovakov, 2016). Commitment towards organization is negatively linked with turnover intentions as argued by Rasheed et al, 2013.

Institutions in education field all over the globe fight like corporate companies and such transformation influence the outlook of faculties and overall nature of the workplace. Because of this faculties are under pressure to stay and strive at their educational institutions. Teaching is considered as a noble career. Until and unless a faculty derives job satisfaction as well as generates optimistic attitude towards their students and institutions, they would not be able to give justice to their teaching career

(Chandel, 2017). The enrolment rate in Indian higher educational institution is 21.1 percent which is minimal than global average rate of enrolment (26%), Chinese average rate of enrolment (26%) and Brazilian average rate of enrolment (36%). Therefore there is high need for enrolment at higher educational institutions which is not achieved till date. By 2030, Indian government aims at maximizing the gross enrolment up to 30 percent for which India needs an enormous raise in the quantity of higher educational institutions as well as high quality faculties (British Council, 2014 as cited in Ahuja and Gupta, 2018)

II. LITERATURE REVIEW

This research intends to study the factors affecting organizational commitment of faculty members of higher educational institutions with specific reference to India. Factors that have been taken into consideration for studying the organizational commitment are job satisfaction, compensation and incentives, employee engagement and years of teaching experience. .

2.1 Job satisfaction

Job satisfaction is main predictor of organizational and employee effectiveness and performance in organizational and industrial settings (Asar-ul-Haq et al, 2017 and Bhati et al, 2014). Satisfied workers are committed towards their institutions, committed and satisfied workers indicate an optimistic attitude towards their work, better productivity or performance at job, less turnover and absenteeism and so on (Robbins and Coulter, 2012 and Malik et al, 2017). On the other hand, Ahmad et al (2015) have stated that the faculties quit their job if there are any conflicts between family and work. Therefore it is clear that satisfaction of job assists in evaluating the individual performance towards their work within the institution. Positive perceptions of the employees towards their work and degree which entails working environment, nature of the job,

opportunities in growth of the career, compensation and assessment related hike in arrangement are associated with job satisfaction (Khan et al, 2013 and Khan et al, 2014).

Saifuddin et al (2014) found that satisfaction of job is a significant predictor of commitment in the organization and it is consistent with the findings of Irfan et al, 2013 and Saqib et al, 2014 as cited in Khan et al, 2014a, Li et al, 2017, Mangaleswarasharma, 2017, Agyemang and Ofei, 2013, Mohammed and Eleswed, 2013, Ismail and Razak, 2016, Rehman et al, 2016, Fu and Deshpande, 2014, Arif and Farooqi, 2014 and Aydin et al, 2013. . Workers are actual resources for any institutions and to fulfil the students, institutions have to fulfil the needs of the employee. Satisfaction of students and performance of the institution is the outcome of the satisfaction of employee (Khan et al, 2013a). Commitment of the teachers towards teaching career plays a vital role to determine whether they stay in this career or not. Commitment of the teachers is the outcome of personal characters such as marital status, educational level, gender, job oriented characteristics such as perceived support in the organizations, job, satisfaction of work, relations with co-workers and involvement of job as mentioned by Choong et al, 2012

2.2 Compensation and Incentives

Khan (2014) indicated that compensation provided to workers whether nonfinancial or financial as a reward for dedication of workers towards the organization. Appropriate compensation would motivate workers to remain within the institution and subconsciously would get the feeling of belonging towards the institution or workplace. Weldeyohannes (2016) mentioned that employee who are satisfied remain in the organization whereas unsatisfied workers will decide to quit from organization. Increase in satisfaction of employees towards salary or compensation acquired would raise the commitment

in the organization and minimize the turnover intention (Silban and Syah, 2018). From the findings of the research, it was found that there is association between employee commitment and compensation. It was also found that the pay level as a factor influences the commitment of the employees towards their job (Alamelu et al, 2015). On the other hand, compensation and incentives have minimal impact on organizational commitment (Parangat and Edano, 2017). Markovits et al (2013) claimed that organizations could make their workers committed towards institutions if they focus on factors significant for the workers. Siegel et al (2015) pointed out that workers would remain in the organization if they receive compensation adequately and fairly. Generally such packages of compensation are related with the strategies of the institutions and mostly known to workers.

Stephenson (2012) studied about performance oriented compensation for the faculty members of the institutions and execution based system of pay model was accepted strongly. In addition to these, it was noted that all aspects related to performance oriented rewards, compensation and rewards, communicating penalties and rewards, policy of compensation indicated positive and significant correlation towards organizational commitment (Mohammed and Eleswed, 2013 and Keramati et al, 2013). Psychological contract of employment was broken by casualization, restructuring and downsizing and at the same time workers expect managers to contribute their commitment namely pleasant environment for working where there is equitable, fair and just compensation and reward system. This could improve productivity and commitment since workers consider pleasant compensation and reward as a method that their efforts and dedication are valued and provided significance in similar method they would value their work and job towards finishing the goals assigned (Milgo et al, 2014). The direct and indirect impact of organizational commitment towards performance of employee indicates positive and significant correlation (Rizal et al, 2014).

2.3 Employee Engagement

Jena et al (2017) affirmed that the voice of the employee plays a moderating role in relationship between engagement of employee and affective commitment in the organization. Jones (2018) confirmed that there is a relationship between engagement of the employee and commitment in the organization. It could also be stated that engagement of employee is statistically important predictors of commitment in the organization. Albdour and Altarawneh (2014) reported that affective commitment is optimistically linked with high engagement of job and organizational commitment. From the outcomes of the research, it was obvious that high levels of engagement among employee would result in enhanced commitment of the employee towards its institutions thus generating a sustainable and motivated workforce that would perform together for achieving the general goals of the workers and organizations. Faculty plays an important role in the success of organization and life of the student (Chandel, 2019).

Engagement of employee and commitments between employee and organization are main organizational needs (Andrew and Sofian, 2012). It was noticed that commitment in the organization significantly linked with satisfaction of job and engagement of employee (Khalid et al, 2015). Furthermore, Carnegie (2012) added that administrative workers in the institutions were highly satisfied with job when compared with non-administrative workers involved in their job. This is because they are given more job opportunities, constructive feedback and learning culture than counterparts. It enhances their organizational commitment and they are more satisfied and engaged with their job since their demands and requirements are accomplished by institutions. As an outcome, workers perform with motivation to maximize the success of the organization. Organizational commitment is linked with job satisfaction which assists in maximizing their

growth. Job satisfaction is impacted by the success achieved in terms of extrinsically and intrinsically through professional and mentoring associations. As an outcome of raise in satisfaction of job and engagement of employee, commitment towards institutions becomes strong (Ganiron, 2013 and Khalid and Khalid, 2015). Thus it was clear that engaged teachers are highly focused towards the students learning and outcomes.

2.4 Years of Teaching Experience

Peters et al (2011) stated that professional experience, ability of teaching, credibility and commitment in the organization are related with adjunct faculty responsibility. Full time teacher viewpoint of adjunct faculty is all about they have professional experience and credibility. At the same time, it was noticed that some view adjunct teachers lack skills in teaching and confidence in the classroom. On the other hand Ekinici and Yildirim (2015) claimed that teachers with more experience have less level of commitment and this findings similar to results of Cengiz et al (2014). Gedefaws (2012) stated that organizational commitment of teachers is mostly associated with these concepts which are intrinsic to work of teaching in terms of development, efficacy of teacher and more. If the experienced teachers were not satisfied with their job and it affect the relationship with the

organization. Low satisfaction level of employees are caused due to poor choices for promotion and fringe advantages, principals management style, lack of choice for developing a personality, lack of choices for teachers to make decision and poor association of teachers with parents and principals as cited in Tadasse, 2019.

From the findings of the research, it was clear that there exist a significant optimistic link between years of experience in the teaching profession and types of commitment in the organization. It was also noted that experience in teaching are significantly associated with the continuance commitment and affective commitment. Experience in the teaching is significantly associated with affective commitment (Hickey, 2013). It was recommended that headmasters or principals intervention for encouraging collegial link and deject adversarial relations among faculties is needed for professional standards. Incentives must be given to faculties for retaining and supporting best and experienced faculties in the career. Associations with faculties are harnessed to play their part to improve the professional growth and teachers' commitment. Faculties concerns are promoted for discussing issues between teaching and learning in educational institutions instead of non-school problems or politics (Ibrahim et al, 2015).

III. DISCUSSION

Table 1. Factors influencing organizational commitment of faculties of higher educational institutions

S.No	Author and Year	Relationship between constructs	Findings
1	Asar-ul-Haq et al, 2017 and Bhati et al, 2014)	Job satisfaction	Job satisfaction is main predictor of organizational and employee effectiveness and performance in organizational and industrial settings
2	Saifuddin et al (2014), Irfan et al, 2013 and Saqib et al, 2014, Li et al, 2017, Mangaleswarasharm a, 2017, Agyemang	Job satisfaction	satisfaction of job is a significant predictor of commitment in the organization

	and Ofei, 2013, Mohammed and Eleswed, 2013, Ismail and Razak, 2016, Rehman et al, 2016, Fu and Deshpande, 2014, Arif and Farooqi, 2014 and Aydin et al, 2013		
3	Khan et al, 2013 and Khan et al, 2014.	Job satisfaction	Positive perceptions of the employees towards their work and degree which entails working environment, nature of the job, opportunities in growth of the career, compensation and assessment related hike in arrangement are associated with job satisfaction
4	Khan (2014)	Compensation and incentives	Appropriate compensation would motivate workers to remain within the institution and subconsciously would get the feeling of belonging towards the institution or workplace.
5	Weldeyohannes (2016) and Silban and Syah, 2018	Compensation and incentives	Increase in satisfaction of employees towards salary or compensation acquired would raise the commitment in the organization and minimize the turnover intention
6	Alamelu et al, 2015	Compensation and incentives	There is association between satisfaction of employee towards commitment and compensation and also pay model factor influence commitment of the employee towards their job.
7	Parangat and Edano, 2017	Compensation and incentives	Compensation and incentives have minimal impact on organizational commitment.
8	Stephenson (2012)	Compensation and incentives	Performance oriented compensation for the faculty members of the institutions and execution based system of pay model was accepted strongly
9	Jena et al (2017)	Employee engagement	voice of the employee plays a moderating role in relationship between engagement of employee and affective commitment in the organization
10	Chandel (2019).	Employee engagement	High levels of engagement among employee would result in enhanced commitment of the employee towards its institutions thus generating a sustainable and motivated workforce that would perform together for achieving the general goals of the workers and organizations
11	Ganiron, 2013 and Khalid and Khalid, 2015	Employee engagement	As an outcome of raise in satisfaction of job and engagement of employee, commitment towards institutions becomes strong
12	Jones (2018)	Employee engagement	There is relationship between engagement of the employee and commitment in the organization. It could also be stated that engagement of employee is statistically important predictors of commitment in the organization
13	Gedefaws (2012)	Years of teaching experience	Organizational commitment of teachers is mostly associated with these concepts which are intrinsic to work of teaching in terms of

			development, efficacy of teacher and more.
14	Ekinçi and Yildirim (2015) and Cengiz et al (2014).	Years of teaching experience	teachers with more experience have less level of commitment
15	Peters et al (2011)	Years of teaching experience	Professional experience, ability of teaching, credibility and commitment in the organization are related with adjunct faculty responsibility.
16	Hickey, 2013	Years of teaching experience	Experience in teaching is significantly associated with the continuance commitment and affective commitment. Experience in the teaching is significantly associated with affective commitment.
17	Ibrahim et al, 2015	Years of teaching experience	Incentives must be given to faculties for retaining and supporting best and experienced faculties in the career.

Table 1 depicts various factors influencing organizational commitment of faculties of higher educational institutions. From the findings of the literature, it was clear that job satisfaction is found to be predictor for organizational commitment of faculties in the higher educational institutions. All factors influencing the organizational commitment of faculties namely years of teaching experience, employee engagement, compensation and incentives are correlated with the satisfaction of job. If the teachers are highly engaged, satisfied and motivated by the benefits provided by the organizations are highly associated with the organizational commitment. In addition to these, it was also noted that employee turnovers is reduced when the employees or faculties are committed towards the institutions. Moreover it was obvious from the findings that highly committed teachers show more interest to perform the goals of achieving the organizational goals and mission. Commitment of the teachers to effectiveness, productivity and efficiency in learning and teaching would result in better outcomes in the examination.

3.1 Conceptual Model and Research Proposition

The Figure 1 illustrates the conceptual model that could be developed as a result of the review.



Figure 1. Conceptual Model on factors affecting Organizational commitment of faculties of Indian higher educational institutions

Source: Author

The following propositions could be arrived at from the conceptual framework

P1: Relationship between organizational commitment and employee engagement

P2: Relationship between Job satisfaction and employee engagement

P2: Relationship between Compensation and Incentives and employee engagement

P2: Relationship between Year of teaching experience and employee engagement

IV. CONCLUSION AND FUTURE WORK

Organizational commitment plays a vital role in the field of higher educational institutions better organizational commitment value or behaviour of the faculties would result in rendering better quality of education and better quality students to the nation. This study has reviewed the factors affecting

organizational commitment of faculty members with respect to higher educational institutions in India. After an extensive review the factors identified were job satisfaction, compensation and incentives, employee engagement and years of teaching experience. Employees are important for growth and success of the organization. Therefore it is very important for the organization to satisfy the employees so that they are automatically committed towards the organizations. If they are encouraged by compensation and incentives they feel happy and satisfied and committed towards the organizations. At the same time, it was also noticed that if the employees are engaged with motivation they work towards enhancing the effectiveness of the organization. Experienced faculties are able to produce better outcome as well as they are more committed towards organization. This research will be eye opener for academicians, practitioners and researchers to understand various factors which influence organizational commitment of faculty members with specific reference to higher educational institutions. Further this research can be extended by collecting quantitative data and testing the propositions arrived at in this research on the factors influencing organization commitment of faculty members with respect to any specific university or educational organization and analyzing the same using appropriate statistical techniques.

Conflicts of Interest: The authors declare no conflict of interest.

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