DIRECTORIAL CLIMATE AND PROFESSIONAL COMMITMENT: A STUDY OF SELF- FINANCING COLLEGE TEACHERS IN KERALA

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Abstract

One of the dominant problems facing by almost all organizations presently is how to motivate their employees for the better productivity and accelerating prosperity through a constant level of work satisfaction. The purpose of this study is to identify the relationship between college working culture and organizational commitment. The study focused on twenty self-financing colleges in Kerala. 115 teachers were randomly selected to be the respondents where they were asked to complete the questionnaire to test the collegiate culture while Organizational Commitment (OC) (Meyer &Allen, 1990) to examine teachers 'commitment. The factors which are apparent on the overdue of job satisfaction can be differentiated in to two categories: Professional commitment and environmental factors. To test the college working culture and organizational commitment, statistical methods, descriptive and inferential statistics were used. This paper aims on all of these dimensions and trying to discover the association between these factors with employee job satisfaction among self-financing college teachers.

Keywords: College working culture, Organizational commitment, Job satisfaction

1. Introduction

Many researchers perceived a different variable which has been mentioned several dimensions of job satisfaction and commitment. We know, every organization wants to recognize the job satisfaction of their employees and the subsidizing variables associated

with that. Institutional culture, workers satisfaction, workers commitment are certain important variables that must be identified in order to evaluate how culture affects the overall performance of organization and employees well-being. The development and maintenance of job culture had derived through leadership. Proper maintenance of code of conduct regarding employment leads to employee's commitment. Successful organizational change can be possible only through an influential job satisfaction.

1.1 Objectives

The objectives of the study are as follows;

1) To identify college work culture dimensions of self-financing colleges in Kerala.
2) To identify the relationship between professional commitment and environmental factors (College work culture) towards job satisfaction.

2. LITERATURE SURVEY

Many researchers have been pointed different views about job satisfaction and professional commitment. In other words, **(Schneider, 1970)** described that when the objective of the organization and employees of the organization are mutually participated or congruent, emotional commitment occurs. So emotional commitment characterizes a state in which an employee identifies with a particular organization and their aims, and gathering its membership in order to facilitate these goals **(Spector, 1997)**demonstrated, in an organizational behavior job satisfaction is the most prominent investigated variable. According to **EngIhardt, V (1973)** observed that, teachers" job satisfaction diminutions as the size of the work load and class increases. Satisfaction also has a direct association to the superior attention and apprehension to the teaching staff.

Fledvebel & Andrews (1998) discovered the relationship between the organizational climate and student accomplishment and found a positive and significant relationship between the two. On the other hand, **Kallestad Dan (1999)** explored functional issues connected to educational climate. According to him collegial communication, orientation to change and teacher stimulus over classroom practices were the three factors that affected organizational climate.

(Morrow 1983) observed the relationship between organisational climate and organisational commitment are specified that organisational climate has a significant and positive relationship with employee's organisational commitment. **Porter, Steer, Mowday and Boulian (1974)** detected that employees highly committed to an organisation were willing to devote a great amount of their energy and persuaded to remain with the organisation.

Angle & Perry (1981) identified that organisational commitment was positively associated to some measurements of organisational outcomes such as organisational adaptability, turnover and tardiness rate. On the other hand, **Welsch & Lavan (1981)** stated that organisational commitment is an essential behavioral dimension which can be used to appraise the strength of an employee's affection to his organisation. According to **Amsa (1982)** establish that individuals performed well and shown commitment only when an employee's expectations from his job are reasonably fulfilled by the organisation.

Balaji (1984) reported that managers at the higher levels of the organisational hierarchy were more committed to their organisation than those at the lower levels. In the words of **Oliver (1984)** revealed that the founder members of the co-operatives in Scotland showed significantly higher organisational commitment, involvement and loyalty than other members.

3. RESEARCH DESIGN

Since this study involved a huge number of respondents therefore Stratified random sampling was appropriate for mixed populations because this method could reduce the sample error, decrease variants, and give correct assumptions **(Gorard, 2001)**. Size Determinant Table for educational research activities built by **(Krejcie and Morgan 1970)** was used to determine the research sample and 115 teachers chosen from among several self-financing colleges through simple random sampling were used as research sample. A- Part consisted of teacher's personal information such as gender, marital status, age, specialized group, years of teaching experience and years of teaching in the college and educational qualification. Part-B involved 4 college working culture dimensions which contained 10 to 11 items for each dimension (Psychological relationship (1-11), Behavioral system (12-21), Cognitive aims (22-31), internal systems (32-42) and five options were given; Never, Rarely, Sometimes,

Often, Always . Section C dealt with teachers' commitment which involved 25 items based on Organizational Commitment (5 Likert scale was given; 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree).

3.1 Data Collection

The researcher distributes the research instrument to college teachers in twenty self-financing colleges in Kerala. The respondents were given two weeks for complete the questionnaire. Data collected was analysed by using SPSS (Statistical Package for Social Science) version 19. 0. To describe sample characteristics and college working culture dimensions, frequency, average, standard deviation, and percentage were used. Spearman Correlation test were used to identify the relationship between college culture and teachers' commitment.

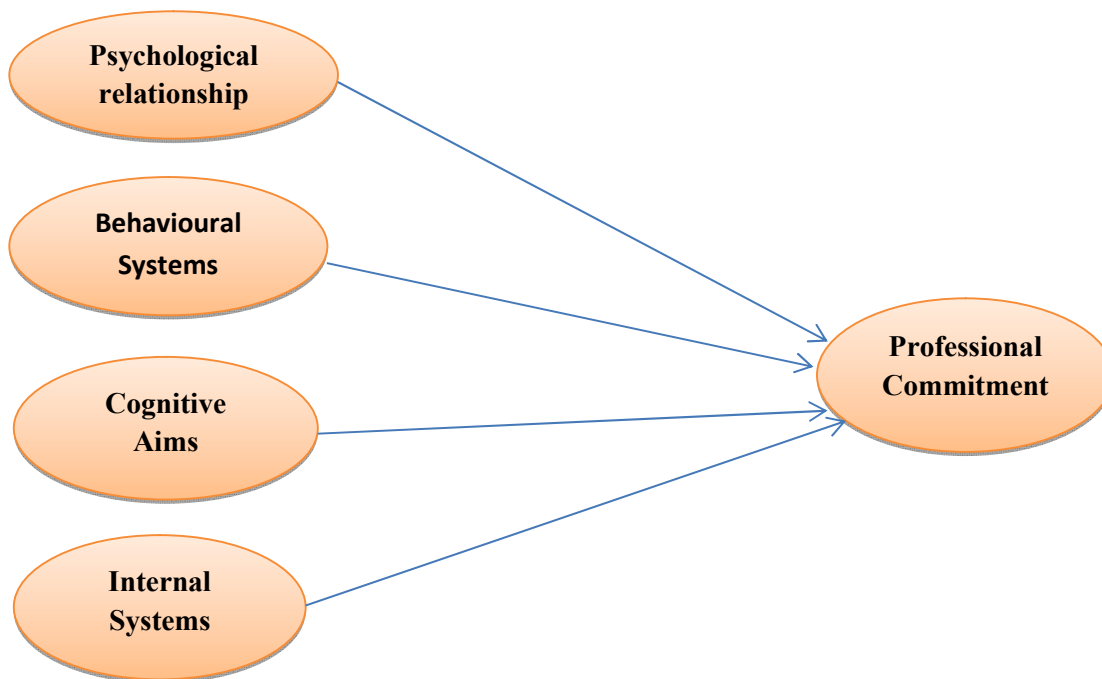### 3.2 Research Model developed based on literature survey

Fig: 1 Research Model

4. RESULTS

4.1 Demographic Information

Descriptive analysis was used to explain the respondents' information in terms of gender and marital status. Based on Table 1, there were 12 male teachers (10. 43%) and 103 female teachers (89. 56%) involved.

Table1. Respondents' distribution based on gender

Gender	No. of Respondents	Percentage (%)
Male	12	10.43
Female	103	89.56
Total	115	100.00

Table 2 shows the mean result of the overall culture which is 3. 31. Psychological relationship has the highest mean value which is 3. 38. The mean for other dimensions are high; with Human relationship (3. 38) the highest, Behavioral system (3. 12), Cognitive aims (3. 05), Internal process (3.32).

Table2. Mean and Standard Deviation for school culture

College Working Culture Dimensions	Mean	SD
Psychological relationship	3.38	0.40
Behavioral system	3.12	0.26
Cognitive aims	3.05	0.34
Internal systems	3.32	0.63
Overall	**3.31**	**0.42**

4.2 Hypothesis Testing

H01: There is no significant relationship between school culture and teachers' commitment.

Based on Table 4, the correlation analysis using Spearman test finding showed positive significant relationship between college culture and teachers' commitment (r = . 501, $p<$. 05). This result rejected Ho1. The analysis finding showed that a high practice of college culture will result in high level of teachers' commitment. The

correlation value between college culture and teachers' commitment was averagely high.

Table 4: Spearman Correlation - college culture and teachers' commitment

Variables	Teachers Commitment	
	Correlation Value (r)	Significant
College Culture	0.501**	.000

Table: 5 Correlation Analysis

Hypotheses	Hypotheses Statements	Method of Testing	Correlation Value	Test Findings
H02	There is no significant relationship between Psychological relationship dimension and teachers' commitment at self-financing colleges in Kerala.	Spearman correlation	.996	Rejected
H04	There is no significant relationship between behavioral system dimension and teachers' commitment at self-financing colleges in Kerala	Spearman correlation	.498	Rejected
H05	There is no significant relationship between cognitive aims dimension and teachers' commitment at self-financing colleges in Kerala	Spearman correlation	.500	Rejected
H06	There is no significant relationship between internal systems dimension and teachers' commitment at self-financing colleges in Kerala	Spearman correlation	.500	Rejected

Note: P≤0.05

Correlation analysis result using Spearman test in Table 5 showed positive significant relationship between Psychological relationship dimension and teachers' commitment (r = . 996, p<. 05) statistically. This result failed to accept Ho2. The high positive relationship showed that a high level of human relationship was able to increase the level of teachers' commitment and vice versa. The relationship between behavioural system dimension and teachers' commitment was also positive and significant (r = .498, p<. 05) which also rejected Ho3. The result showed that high level of behavioural system practice resulted in high level of teachers' commitment and vice versa. Similarly with Ho4, there was positive significant relationship between cognitive aims and teachers' commitment (r =. 500, p>. 05) which

failed to accept Ho4. With this, there was an averagely high relationship between both variables. The positive significant relationship showed that high cognitive aims brought about high teachers' commitment. Finally, the result for Ho5 was also significantly positive ($r =. 500$, $p<. 05$) which showed an averagely high positive relationship between internal systems dimension and teachers' commitment. This result failed to accept Ho5. The positive significant relationship showed that an effective internal system resulted in high teachers' commitment and vice versa. Overall, psychological relationship dimension showed a high correlation value $r =. 996$ compared to other dimensions which gained r value, $r = .498$.

5. DISCUSSION

This study was aims to find out the relation between college work culture and its professional commitment towards job satisfaction. There are four college culture dimensions namely psychological relationship, behavioural system, cognitive aims and internal systems in this study. Overall, the mean score for all the four dimensions were high which exceeded 4 in the 5 Likert scale. The result finding showed that psychological relationship dimension is the dominant culture in self-financing colleges in Kerala with the mean value of 3.38.

Small size colleges can produce good working culture and which will produce a high quality educational output. This happened due to the healthy relationship of teachers towards parents of their students. Small size institution could monitor their children individually. Overall performance of the students can evaluate as per academic scaling.

Colleges with high culture practice will increase the level of teaching and professional commitment along with this will lead to job satisfaction and vice versa. Colleges in Kerala practices more importance for academic excellence than other cognitive aims of the institution. The findings of the study revealed that psychological relationship dimension is the most dominant college culture. So the parental oriented programs along with academic strategies must be introduced and this will accelerate the professional commitment of the teachers in the self-financing colleges in Kerala.

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