

Effect of Work Motivation and Tenure on Organizational Commitment of College Teachers in India

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Organizational commitment of teachers is crucial for overall effective functioning of educational institutions. To understand organizational commitment, it is important to first understand the forces that influence organizational commitment. The present study assesses the effects of work motivation and work tenure on organizational commitment of college teachers in India. The sample consisted of 120 college teachers who were selected randomly from four different colleges of Patiala and Malerkotla (Punjab). The subjects were administered the Work Motivation and Organizational Commitment Scales. Two-way ANOVA was used to analyze the results. Main effects of work motivation and tenure for organizational commitment were found to be statistically significant. This means that college teachers who are highly motivated exhibit more organizational commitment as compared to those who are less motivated. Similarly, for work tenure, teachers who have been working in the same institution for the last more than 6 years showed more organizational commitment compared to those with less than six years' experience in the same educational institution. The findings have implications for the policy makers in the area of education.

Keywords: organizational commitment, work motivation, tenure, teachers

The capability and quality of the teacher determines the success of any educational system (Joolideh & Jashodhara, 2008). Since teaching is a demanding profession, commitment and perseverance have been identified as critical factors for the success of educational institutions (Hueberman, 1993). In particular, a teacher's commitment is deemed instrumental in reaching out to this degree of success. Teachers need to engage in their work daily with their heads and their hearts (Day, 2004; Elliott & Crosswell, 2001; Fried, 1995; Nias, 1996). Thus, previous studies have focused on administrators and teachers in private and public secondary schools (Balay, 2000) to document organizational commitment and school's environmental robustness (Hart & Willower, 1994). As teachers are the central element in the educational system understanding their behaviour and attitudes needs more attention in organizations (Tsui & Cheng, 1999).

There is a gap in research on organizational commitment in the educational domain in India, and therefore, the present study was proposed to investigate the effects of work motivation and work tenure on organizational commitment of college teachers in India. Organizational commitment refers to the employee's emotional attachment to, identification and involvement with the organization. Porter, Steers, Mowday and Boulian (1974), defined it as "strong belief in and acceptance of the organizational goals and values, willingness to exert considerable efforts on behalf of the organization and a definite desire to maintain organizational membership" (Porter et al., 1974, p.604) It is generally considered as a three-dimensional construct comprising of affective commit-

ent, continuance commitment and normative commitment (Allen & Meyer 1996; Boehman, 2006; Canipe, 2006; Greenberg, 2005; Karrasch, 2003). Researchers have found organizational commitment to be negatively related to turnover (Cooper-Hawkin & Viswasvaarn, 2005), counterproductive behaviours (Dalal, 2005) and absenteeism (Farrel & Stam, 1988). On the other hand, organizational commitment is positively related to job satisfaction (Cooper-Hawkin & Viswasvaarn, 2005), organizational citizenship behaviours (Riketta, 2002) and motivation (Mathieu & Zajac, 1990).

Work Motivation: For the overall effective functioning of an educational institution, a teacher's motivation appears to be a crucial factor, as it predicts not only the teacher's engagement and well-being but also the students' outcomes, such as motivation and learning. Motivation aims to push workers towards improved performance and high productivity (Tung, 1981). Work motivation is the psychological force within a person that determines the direction of the person's behaviour in an organization, their level of effort and the level of persistence they display in the face of obstacle. It is typically determined by the individual's motivation to work hard. High motivation implies that greater efforts are exerted and higher performance is gained (Mitchell, 1982). Luthans (1998) proposed that motivation is a process that arouses, energizes, directs and sustains behaviour and performance. Thus keeping employees motivated is a must in order to make them satisfied and committed to their jobs.

Work Tenure: A review of existing literature shows that tenure i.e., the number of years in a job, is one of the most important antecedents of organizational commitment (Becker, 1960; Mathieu & Zajac, 1990; Meyer & Allen, 1977; Shoemaker, Snizek & Bryant, 1977; Sheldon, 1971). Becker (1960), argued that over a period of time, certain costs accrue that make it difficult for the person to disengage from a consistent line of activity, namely, maintaining membership in the organization, so that employees who have a

greater tenure within an organization feel a deeper commitment. Contradictory, Meyer and Allen (1984) have demonstrated a weak relationship between organizational commitment and tenure. According to them younger employees may be more committed because of their awareness that, with less work tenure, they often have fewer job opportunities. As they gain tenure alternate employment opportunities may increase, this decreases the magnitude of one important cost of leaving.

The objectives of the present study were to assess the effect of work motivation and tenure on organizational commitment of college teachers.

Hypothesis

Keeping in mind the aims of the study it was hypothesised that teachers with a higher level of work motivation and tenure would exhibit more organizational commitment when compared to their counterparts.

Method

Sample

The sample comprised of 120 college teachers (78 females and 42 males) in the age range of 25-45 years was drawn randomly from four different colleges of Patiala and Malerkotla, Punjab, India. There were equal numbers of teachers in both more and less category of tenure. In the 'less tenure category' teachers with an work experience of 1 year to 6 years were included. In 'more tenure category' teachers having tenure greater than 6 years were included. A total of 160 questionnaires were distributed out of which 130 were obtained. 10 incomplete questionnaires were discarded, leaving a total 120 questionnaires available for analysis, representing a response of rate of 81%.

Measures

Organization Commitment Scale. Developed by Allen and Meyer, (1993) was used to assess commitment which consists of 24 items based on three dimensions (i) affective commitment (ii) continuance commitment (iii) normative commitment to be answered on 7 point likert scale. Coefficient alphas for the affective, normative and continuance commitment were 0.85, 0.73 & 0.79 respectively. Sample items of the scale are given as below:

"I would be very happy to spend the rest of my career in this organization."

"I owe a great deal to my organization."

Work Motivation Scale. Developed by Aggrawal (1988) was used to measure work motivation. It is a 26-items questionnaire, with each item measured on a five point rating scale, ranging from 1 (not at all) to 5 (to a great extent). The reliability co-efficient of the scale by Spearman Brown formula is 0.994. All respondents were asked to report the total number of years they worked in the same institution to measure their work tenure. Sample items of the scale are given as below:

"All in all how satisfied are you with your job?"

"How often your immediate superior talks to you in giving direction and suggestions?"

Factorial Design

A Two Way Analysis of Variance was used to assess the effect of work motivation with two levels (high work motivation and low work motivation) and tenure with two levels (0 to 6 years and above 6 years) on organizational commitment of college teachers in India.

Procedure

A total of 200 teachers from various colleges were listed, out of which only 186 were asked to take part in the study. Written consent of the participants was sought. Only 160 teachers gave consent to fill the questionnaires. Consent was followed by rapport building and administration of tools. The purpose of the study was explained briefly to the participants. The participants were assured of confidentiality of their responses. 130 teachers returned the questionnaires out of which 10 were incomplete. A total of 120 questionnaires were included in the study.

Results

Table 1:
Descriptive Statistics of Organizational Commitment scores for work motivation and work tenure.

Variables		M	SD
Work Motivation	Low Work Motivation	100.15	13.1
	High Work Motivation	111.73	14.42
Work Tenure	Up to 6 years	100.5	12.9
	Above 6 years	111.38	14.37

Table 2:
Summary Table of Two-Way ANOVA

Source of Variance	SS	df	MS	F
Work Motivation	3520.84	1	3520.84	49.70**
Work Tenure	4036.81	1	4036.81	56.99**
Work Motivation X Work Tenure	56.01	1	56.01	.79
Error	8220.21	116	70.84	
Total	15833.87	119		

$df(1,116) = 6.88, p < .01$ level

The means and standard deviation of organizational commitment for work motivation and tenure are depicted in Table 1. As shown, organizational commitment was more in individuals high on work motivation as compared to their counterparts. Thus, the main effect of work motivation was significant as shown in Table 2, $F(1,116) = 49.70, p < .01$. The individuals with more tenure also showed higher organizational commitment as compared to those with less tenure. Summary of ANOVA (table 2) shows that the main effect of work tenure was significant $F(1,116) = 56.99, p < .01$. The interaction of work motivation and work tenure did not reach the level of statistical significance.

Discussion

The findings of the present study showed that teachers with high work motivation displayed a greater degree of organizational commitment. Similarly greater tenure was related with higher organizational commitment. These findings are supported by previous studies (Cheng, 1990; Hoy & Miskel, 1991; Mathieu & Zajac, 1990; Owens, 1991; Sergiovanni, 1991). Previous literature indicates that motivation is a human psychological characteristic that contributes to a person's degree of commitment (Stoke in Adeyemo, 1999). Teachers who are motivated feel good about themselves, which helps them to enhance their performance (Adeyemo, 1999). They feel encouraged to perform their jobs and feel a greater commitment towards their organization. The more the teachers are committed to their educational organizations, the more they feel passionate about their work (Day, 2004). The finding can also be explained on the basis of research done by Mowday, Porter & Steer (1982), who have described willingness to display effort on behalf of the organization as one of the components of organizational commitment. Another explanation for the finding comes from the research done by Chughtai and Zafar (2006) who have reported that teachers who are not committed to their work place are likely to put less effort in the classroom as compared to teachers with high levels of commitment and teachers who are committed to their respective institutions are more likely to remain and exert a greater degree of effort on the behalf of the organization and work towards its success and are resultantly better performers than uncommitted teachers. Teachers who showed more work motivation in the present sample also reported more organizational commitment.

The other variable taken up for the present study was tenure, which was assessed on the basis of number of years a teacher has spent in an organization. The findings are supported by researches that report tenure in an organization as one of the determinant factors of organizational commitment (Nortcraft & Neale, 1996). The finding can also be explained on the basis of assertions made by Becker (1960), who argues that over a period of time certain costs accrue that make it more difficult for the person to disengage from a consistent line of activity, namely, maintaining membership in the organization. Working in the organization increases an individual's investment; hence, the costs of leaving can lead to higher levels of organizational commitment (Becker, 1960). Existing literature have also found that employees with a longer tenure had a higher degree of organizational commitment than that of their counterparts (Colbert & Kwon, 2000; Hawkins, 1998). This could be the reason as to why teachers with more work tenure showed more organizational commitment in the present study.

Conclusion

The findings reveal that organizational commitment was more in teachers with high work motivation and greater tenure as compared to their counterparts. The main effects of tenure and work motivation were found to be significant. Committed teachers exert great efforts to accomplish their work and are always willing to take responsibilities for the achievement of colleges. The level of

teachers' commitment work as a key factor in the success of colleges as it helps in heavily influencing teachers' willingness to engage in critical, reflective and cooperative practice.

Limitations and Suggestions

Gender differences were not assessed, so it is suggested that difference in the level of work motivation and tenure of male and female teachers should be assessed to see its effect on organizational commitment. The sample of the study of the study was limited to only 4 colleges, so it is suggested that the study may be repeated involving more colleges.

Implications

The findings have significant implications for Indian educational institutions. These findings can work as guidelines for the policy makers in the field of education to come up with plans that can keep the employees motivated and also make arrangements for such orientation programmes for newly recruited teachers to inscribe feeling of oneness in them. Moreover, if the policy makers know what drives the people who are working for them, they can make job related assignments in such a way that may make these people to stay

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