

# Measure of Affective Commitment towards Technical Education Teachers in Arunachal Pradesh

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**Abstract** - Commitment in the workplace viewed as a beneficial, effectual and affective-inspirational state of work-related well-being. Javier (2011), states that leaders and managers must discover new strategies in the very challenging world, that will make their organization achieve growth and success. Work engagement delivers a tremendous practical utility since its inception in organizational sciences apart from lots of discussions and logic that enable the well-being of employees at the workplace. Simpson (2003), brought out that the link between active work engagement and enhanced productivity and diminished turn-over attends to several concerns, accepting increased attention by both public and private shareholders. Employees who do not fully engage themselves in their job indicates a kind of mismanagement of human resources (Kane-Frieder et al., 2014).

This study has similar limitations as most cross-sectional studies. The findings can be limitedly generalized over a broader population. Future research should address this limitation by conducting a longitudinal study instead. To identify the gaps in Affective commitment of faculty of higher and technical institutions of Arunachal Pradesh and to suggest remedial measures, if any. The sample responses in most of the cases do not reflect the exact things, which causes much distortion in analyzing the data and the participants should be concerned about the issue and should change the approach while filling the surveys.

**Index Terms** - Technical teachers, Affective Commitment, Confirmatory Factor Analysis.

## I. INTRODUCTION

Affective commitment is the employee's longing to maintain long-term organizational membership. In fact, in the affective commitment, the emotional attachment, identification, and involvement of the employee with organizations goal is the primary focus. As demonstrated by Hawkins (1998), that affective commitment improves job satisfaction because

employees agree with the objectives and principles of the organization, employees feel they are treated reasonably fair regarding equity, and obtain organizational care, concern, and support. There is a happy and sound relationship between affective commitment and positive work-related behaviors like being regular to the job and organizational citizenship behavior. An employee with affective commitment displays that the problem of the organization is his own and he identifies himself with the upon and down of the organization.

## II. LITERATURE REVIEW

### Affective Commitment

Affective commitment induced through emotional attachment to the organization. The individual's identification and involvement with (Porter et al., 1974) and emotional attachment to the organization can, therefore, be said to constitute the concept of Affective commitment. (Meyer and Allen, 1991) brought out that employees with an affective commitment to the organization continue with their employment because they *want to* stay with the organization.

Affective commitment develops when the employee meets the expectations and fulfill the needs of employees, within the organization (the employee wants to stay in the organization). Affective commitment reflects the integration level of an employee with the organization's goals and values. It is a psychological attachment to the organization. Cohen (2003) refers to it a "positive affection towards the organization, reflected in a desire to see the organization to succeed in its goals and a feeling of pride at being part of the organization.

Empirical evidence indicates that transformational leadership has a positive relationship with affective commitment (Allen and Meyer, 1996; Meyer et al.,

2002; Essounga-Njan et al., 2010). Schaufeli and Bakker (2004), based on job demands and resources model found that engagement was negatively related to turning over intention. Taking this as a lead, Saks (2006), conceptualized that those high on engagement would be more attached to their job. Porter, Steers and Mod way (2005), defines organizational commitment as “the relative strength of an individual’s identification with a particular organization.” The dynamic relationship between employees and the organization will always be prone to give something of themselves to improve organizational welfare. According to Bastos, Brando, and Pinho (1997), organizational commitment positively linked to the exertion and concern that individuals put into carrying out a given task and activity.

III. INSTRUMENT

Affective commitment, Five items from Meyer and Allen’s Affective commitment scale (Meyer and Allen, 1997; Meyer, Allen and Smith, 1993) and one item from Organizational commitment scale (Mow Day, Steers and Porter, 1993), with a total of 06 items.

IV. DESCRIPTIVE STATISTICS

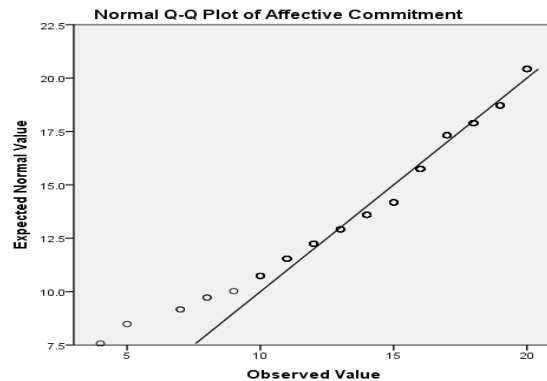
Descriptive statistics are ways of summarizing large sets of quantitative information and is used to enumerate the essential characteristics of the data in a study. They feed and display simple summaries about the sample collected and tested, and the statistical measures describe merely what is or what the data shows, is used to present quantitative descriptions in a natural form. Descriptive statistics help us to simplify the large quantity of data sensibly and reduces lots of data into a more straightforward summary. It indicates whether there is enough variation to include a variable in the analysis and how to recode or collapse categories for further investigation.

Frequency distribution of demographic variables of the sample

Demographic Variables	Characteristics	Frequency	Percent age
Employment type	Permanent	213	70.1
	Contractual	91	29.9
Designation	Professor	55	18.1
	Associate		
	Professor	57	18.8

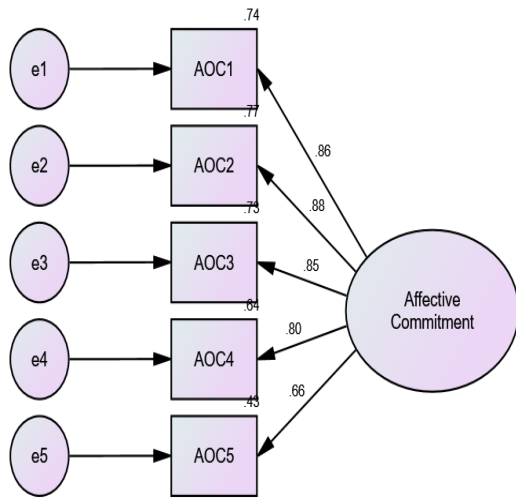
	Assistant Professor	192	63.2
Age group	< 40	162	53.3
	41 - 50	96	31.6
	> 50	46	15.1
Gender	Male	221	72.7
	Female	83	27.3
Appointment	Head of the Departments	45	14.8
	Others	259	85.2
Educational Qualification	UG	55	18.1
	PG	128	42.1
	PhD	121	39.8
Marital Status	Married	233	76.6
	Unmarried	71	23.4
Domicile (Belong to)	Arunachal Pradesh	67	22.0
	Northeast India	79	26.0
	Rest of India	158	52.0
Total experience	< 5 Years	136	44.7
	6 – 10 Years	103	33.9
	> 10 Years	21	21.4

From the above Table, we understand that a majority of higher technical education institutes of Arunachal Pradesh were involved and participated in the study, including both public (Government) and private, professional educational institutions.

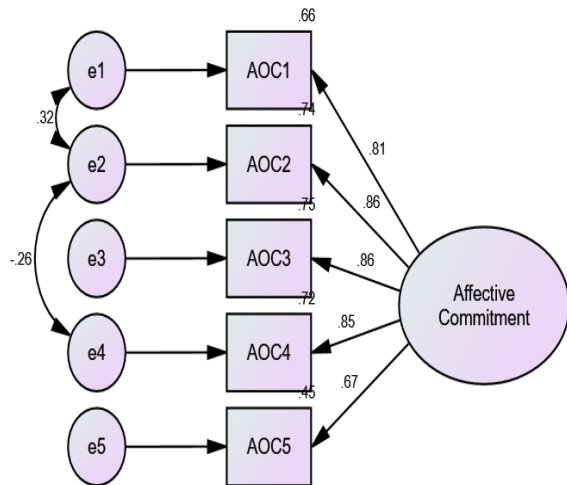


Normality of Affective commitment data Q-Q plot Construct validity (CV) defined as the experimental demonstration that a test is measuring the construct that it claims to be measuring. CV refers to the degree to which inferences legitimately made from the theoretical constructs. In a reflective model, a latent variable posited as the common cause of the item or indicator. Manipulation of the latent variable causes a change in indicator behaviour. After passing through the first stage of data reliability and validity, the next stage of individual construct validity and reliability has to be confirmed using structural equation modeling using AMOS (Analysis of Moment structures trial version).

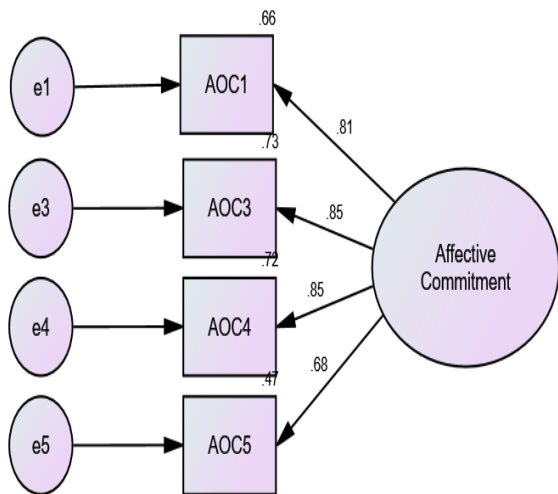
Construct validity of Affective commitment



Subconstruct of Affective commitment



Final valid construct of Affective commitment



Indices	Initial construct	Sub construct	Final construct
Chi-square value	35.206	4.138	2.102
DF	5	3	2
P value	< 0.001	0.247	0.350
C <sub>Min</sub> /DF	7.041	1.379	1.051
GFI	0.955	0.995	0.996
AGFI	0.864	0.973	0.982
NFI	0.965	0.996	0.997
CFI	0.970	0.999	0.991
RMR	0.020	0.009	0.007
RMSEA	0.141	0.035	0.013
No. of items	5	4	4
Cronbach alpha	0.893	0.893	0.861

Reliability table of Affective commitment

It is noted from the table above, that the construct validity of dimension Affective commitment, from five items reduced to four correct items, statistically tested and nearly perfect fit with suggested values. The reduction in number items in the construct indicates that the items are highly correlated and they are not relevant to the sample of respondents.

Affective Commitment	Mean	SD
I feel a strong sense of belonging to my organization	4.06	0.800
I am proud to tell others I work at my organization.	4.02	0.783
Working in my organization has a great deal of personal meaning to me.	4.02	0.738
I would be happy to work at my organization until I retire.	3.75	1.073

Final Instrument considered for analysis

## V. FINDINGS & DISCUSSION

Proposed hypothesis H<sub>1</sub>: - Permanent and Contractual faculty members show no significant difference concerning Factors of Affective commitment

Factor s of research	Employment Type				t Value	p- Value
	Permanent		Contract			
	M	SD	M	SD		
Affective Commitment	16.23	2.64	14.78	3.07	6.029	<0.001**

From the above table, the p-value is less than 0.001\*\* for Affective commitment factors as the p-value is <0.001\*\*, the proposed null hypothesis not accepted at a 1% level of significance concerning Affective commitment. Hence, concluded there is a significant

difference between Permanent and Contractual faculty members about Affective commitment. Based on the mean score, the permanent faculty is better than the contractual faculty concerning Affective commitment. Characteristic of the high level of energy while working is commitment, which is delivered by strong effort and persistent, which is dominant in case of permanent faculty members as compared with contractual ones. Also, the contractual faculty is more averse to organizational handlings than the permanent faculty.

Proposed hypothesis H<sub>2</sub>: - Head of the Departments and other faculty members show no significant difference concerning Factors of Affective commitment

Factor s of resear ch	Appointment				t Valu e	p- Valu e
	HoD		Others			
	M	SD	M	SD		
Affect ive Comm itment	16.92	3.21	15.49	2.76	4.107	<0.001**

From the table above, the p-value is not more than 0.001\*\* for Affective commitment. The p-value is <0.001\*\*, the proposed null hypothesis not accepted at a 1% level of significance concerning Affective commitment. Thus, concluded there is a significant difference between Head of the Departments (HoDs) and other faculty members of the institute about Affective commitment. Based on the mean score, the Head of the Department has higher values than other faculty concerning Affective commitment. Engagement creates an optimal relationship among the employees of an organization. They are dynamic and efficiently more linked to their work, and all of these individual outcomes would benefit the organization as a whole, in a way that the organization may be able to retain its talented and valued employees and would have a positive image in the society (Schaufeli and Salanova, 2007).

Proposed Hypothesis H<sub>3</sub>: Domicile status of faculty members have no significant difference regarding factors of Affective commitment

From the below table, the p-value is not more than 0.001\*\* for Affective Commitment. The p-value is <0.001\*\*, the null hypothesis not accepted at a 1% level of significance concerning Affective

Commitment. Thus, it concluded that there is a significant difference among the Domicile status of the faculty members about Affective Commitment. In the case of Affective commitment faculty belongs to Rest of India have higher mean value than the faculty from North-East India and Arunachal Pradesh.

Factors of research	Domicile			F valu e	p- Value
	Arunac hal Pradesh	North East India	Rest of India		
Affective Committ ent	15.211 <sup>a</sup> (3.011)	15.42 1 <sup>b</sup> (3.24 0)	16.27 7 <sup>c</sup> (2.49 6)	9.2 57	<0.001 **

Note: 1. The value in bracket refers to the standard deviation

2. \*\* notifies significance at 1% level.

Proposed Hypothesis H<sub>4</sub>: Age group of faculties have no significant difference regarding factors of Affective commitment

Factors of research	Age grouping in Years			F valu e	p- Value
	< 40	40– 50	> 50		
Affective Committ ent	15.57 2 <sup>a</sup> (2.86 3)	15.50 0 <sup>a</sup> (2.84 3)	17.01 5 <sup>b</sup> (3.15 6)	8.09 3	<0.001 **

From the above table, the p-value is not more than 0.001\*\* for Affective Commitment. The p-value is <0.001\*\*, the proposed null hypothesis not accepted at 1% level of significance concerning Affective Commitment. Thus, concluded there is a significant difference among Age group status of the faculty members regarding Affective Commitment. Based on the mean score, the faculty above 50 years of age are found highly committed (Affective commitment) to their job followed by the age group of below 40 years and age group of 40-50 years.

Proposed Hypothesis H<sub>5</sub>: Different educational qualification of faculty members has no significant difference concerning factors of Affective commitment

From the below table, the p-value is not more than 0.001\*\* for Affective Commitment. The p-value is <0.001\*\*, the proposed null hypothesis not accepted at a 1% level of significance concerning Affective Commitment. Thus, there is a significant difference among the educational qualification of the faculty

members regarding Affective Commitment. Based on the mean score, the faculty with a Ph.D. qualification are found highly committed (Affective commitment) to their job followed by Postgraduate and graduate level of educational qualification.

Factors of research	Educational Qualification			F value	p-Value
	PhD	PG	Graduate		
Affective Commitment	16.600 <sup>c</sup> (2.230)	15.662 <sup>b</sup> (2.953)	14.977 <sup>a</sup> (3.106)	14.176	<0.001**

Proposed Hypothesis H<sub>6</sub>: Total work experience level of faculty members has no significant difference concerning Factors of Affective commitment

Factors of research	Total Experience in Years			F value	p-Value
	< 5	6 – 10	> 10		
Affective Commitment	15.046 <sup>a</sup> (2.902)	16.106 <sup>b</sup> (2.718)	16.944 <sup>c</sup> (2.590)	21.088	<0.001**

From the above table, the p-value is not more than 0.001\*\* for Affective Commitment. The p-value is <0.001\*\*, the proposed null hypothesis not accepted at a 1% level of significance concerning Affective Commitment. Thus, concluded there is a significant difference among total experience of the faculty members about Affective Commitment. In the case of Affective commitment, faculty above ten years of experience have higher mean value supported by the faculty with 6 – 10 years of experience and faculty with less than five years of experience.

Proposed Hypothesis H<sub>7</sub>: Different designation of faculty members have no significant difference concerning Factors of Affective commitment

Factors of research	Designation			F value	p-Value
	Assistant Professor	Associate Professor	Professor		
Affective Commitment	16.591 <sup>b</sup> (2.313)	15.535 <sup>a</sup> (3.616)	15.576 <sup>a</sup> (2.797)	4.783	0.009**

From the below table, the p-value is not more than 0.001\*\* for Affective Commitment. The p-value is <0.001\*\*, the proposed null hypothesis not accepted

at a 1% level of significance concerning Affective Commitment. Thus, concluded there is a significant difference among designation of the faculty members about Affective Commitment. Based on the mean score, the Assistant professors have a high value of Affective commitment followed by Professors and Associate Professors.

Proposed Hypothesis H<sub>8</sub>: Overall level of Affective commitment of faculty members of technical institutes in Arunachal Pradesh are equally distributed.

Factors		Frequency	Percentage	Chi-square value	p value
Level of Affective Commitment	Low	77	25	28.349	<0.001**
	Mode rate	145	48		
	High	82	27		

Note: \*\* notifies significant at 1% level

From the above table, the p-value is not more than 0.001\*\* for Level of Affective commitment. The p-value is <0.001\*\*, the null hypothesis not accepted at a 1% level of significance concerning Level of Affective commitment.

## VI. CONCLUSION

Our aim has been to strengthen the commitment. This suggests a number of directions through which the understanding of human behaviors in the workplace can be advanced. The bases of commitment affect work behavior and by building the concept of goal regulation and the multidimensional view of Commitment. Social influences, and the nature of work affect behavior and by recognizing distinctions among the bases of commitment, a deeper understanding of goal regulation, choice, and volitional action should be possible. This study has empirically examined the effects of affective commitment among technical teachers in Arunachal Pradesh, India. The results reveal that in the separatist faculty decentralization, compensation, training/development, positional tenure, and career mobility have significant effects. In the hegemonic faculty age, organizational tenure, level of autonomy, working hours, social involvement, and personal importance significantly affect the affective

commitment. Participation, social interactions, and job level are factors that are important in faculties. The results indicate that affective commitment is affected differently among faculties with different identities. In other words, there are distinct sets of factors that are important for influencing organizational commitment. This finding empirically supports the configurational approach as proposed by Demery and Doty (1996) and the ‘bundles fit’ of Guest (1997). Further, as our research demonstrates that a faculty’s academic identity influences the set of HRM practices and antecedents affecting organizational commitment, practitioners in the field of university HRM should be careful in applying ‘generally approved’ human resource management practices. We think it is wise to account for the academic identity while implementing a HRM strategy.

We are aware that the research has some limitations that must be considered in evaluating the study’s findings. Unfortunately, we are unable to compare our results with those from other parts of the country as they are not available. A replication of our study in other parts of the country with either pure continental corporate models could reveal whether our results are region-specific or may be generalized to other parts of the country.

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