Organizational Commitment and Job Satisfaction: A Study of Arts and Science College Teachers in Theni District

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Abstract

This study examines the relationship between organizational commitment and job satisfaction among teachers in Arts and Science colleges in Theni District, Tamil Nadu. Using a quantitative research design, data was collected from 250 faculty members across various colleges. The study employs Allen and Meyer's three-component model of organizational commitment (affective, continuance, and normative) and Spector's Job Satisfaction Survey. Results indicate a significant positive correlation between organizational commitment and job satisfaction, with affective commitment showing the strongest relationship. The findings have important implications for educational administrators seeking to enhance faculty retention and institutional effectiveness.

Keywords: Organizational commitment, job satisfaction, higher education, faculty, Theni District

## 1. Introduction

1.1 Background

Higher education institutions play a crucial role in shaping the intellectual and professional development of society. The quality of education delivered in these institutions is directly influenced by the commitment and satisfaction levels of the teaching faculty. In the context of Arts and Science colleges in Theni District, understanding the relationship between organizational commitment and job satisfaction among teachers has become increasingly important due to rising challenges in faculty retention, workload management, and institutional performance.

Organizational commitment refers to the psychological attachment an employee feels toward their organization, which influences their decision to remain with or leave the institution. Job satisfaction, on the other hand, represents an individual's emotional response to their work environment, responsibilities, and overall employment experience. Both constructs are critical for maintaining a stable, motivated, and productive teaching workforce.

1.2 Significance of the Study

This research is particularly relevant in the Theni District context, where Arts and Science colleges serve as primary avenues for higher education. Understanding the factors that contribute to teacher commitment and satisfaction can help institutional leaders develop effective strategies for:

- Reducing faculty turnover rates
- Enhancing teaching quality and student outcomes
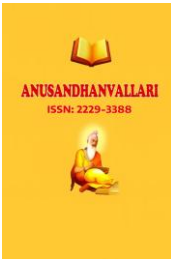
- Improving institutional climate and culture
- Developing targeted retention strategies
- Optimizing resource allocation for faculty development

1.3 Research Objectives

The primary objectives of this study are:

1. To assess the levels of organizational commitment among Arts and Science college teachers in Theni District
2. To examine the job satisfaction levels of faculty members across different dimensions
3. To investigate the relationship between organizational commitment and job satisfaction
4. To identify demographic and institutional factors that influence commitment and satisfaction
5. To provide recommendations for enhancing faculty commitment and satisfaction

2. Review of Literature

2.1 Organizational Commitment

Organizational commitment has been extensively studied across various sectors, including education. Meyer and Allen (1991) proposed a three-component model that has become the dominant framework in commitment research. This model identifies three dimensions: affective commitment (emotional attachment to the organization), continuance commitment (cost-based attachment), and normative commitment (obligation-based attachment).

Studies in the educational sector have consistently shown that organizational commitment influences teacher performance, student outcomes, and institutional effectiveness. Research by Somers and Birnbaum (1998) demonstrated that committed faculty members exhibit higher levels of engagement, innovation in teaching methods, and willingness to go beyond prescribed duties.

In the Indian higher education context, several researchers have examined organizational commitment. Nagar (2012) found that faculty members in private institutions often display different commitment patterns compared to those in government colleges, influenced by job security, compensation, and working conditions.

2.2 Job Satisfaction

Job satisfaction in higher education has been linked to various factors including workload, administrative support, compensation, recognition, and professional development opportunities. Spector (1985) developed a comprehensive Job Satisfaction Survey that assesses multiple facets including pay, promotion, supervision, benefits, rewards, operating procedures, coworkers, nature of work, and communication.

Studies specific to Indian college teachers have revealed that factors such as autonomy in teaching, research opportunities, infrastructure facilities, and collegial relationships significantly impact job satisfaction. Sharma and Jyoti (2006) noted that government college teachers often report higher job security satisfaction but may experience lower satisfaction with promotional opportunities compared to their private college counterparts.

2.3 Relationship Between Organizational Commitment and Job Satisfaction

The relationship between organizational commitment and job satisfaction has been extensively debated in organizational behavior literature. While some researchers view job satisfaction as an antecedent to commitment, others propose a reciprocal relationship. Meta-analytic studies by Mathieu and Zajac (1990) confirmed a significant positive correlation between the two constructs.

In the education sector, Klassen and Chiu (2011) found that job satisfaction mediates the relationship between working conditions and organizational commitment. Teachers who experience higher satisfaction with their
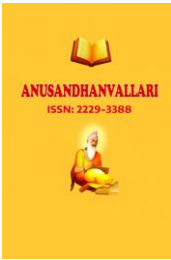
work environment, collegial support, and institutional recognition tend to develop stronger emotional bonds with their institutions.

2.4 Research in the Tamil Nadu Context

Limited research has been conducted specifically in Theni District, presenting an opportunity for this study to contribute valuable insights. Studies in neighboring districts have indicated that factors such as college type (government vs. private), location (urban vs. rural), and infrastructure significantly influence faculty commitment and satisfaction levels.

2.5 Research Gap

While substantial literature exists on organizational commitment and job satisfaction in higher education globally and in India, there is a paucity of research specifically focused on Arts and Science college teachers in Theni District. This study aims to fill this gap by providing localized insights that can inform policy and practice in the region.

3. Research Methodology

3.1 Research Design

This study employs a quantitative research design using a descriptive and correlational approach. The cross-sectional survey method was adopted to collect data at a single point in time, providing a snapshot of current commitment and satisfaction levels among college teachers.

3.2 Population and Sample

Population:

The target population consists of all full-time faculty members teaching in Arts and Science colleges in Theni District, Tamil Nadu.

Sample Size:

Using stratified random sampling, a total of 250 faculty members were selected from various colleges, ensuring representation across government and private institutions, as well as different departments.

4. Results and Analysis

4.1 Demographic Profile of Respondents

The demographic analysis of the 250 respondents revealed the following distribution:

Gender: 58% male, 42% female

Age Distribution:
- Below 30 years: 22%
- 31-40 years: 41%
- 41-50 years: 25%
- Above 50 years: 12%

Educational Qualification:
- Master's degree: 48%
- M.Phil.: 31%
- Ph.D.: 21%

Teaching Experience:
- Less than 5 years: 28%

- 5-10 years: 35%
- 11-20 years: 26%
- More than 20 years: 11%

College Type:
- Government colleges: 35%
- Aided colleges: 28%
- Private self-financing colleges: 37%

Department:
- Arts/Humanities: 54%
- Science: 46%

4.2 Organizational Commitment Levels

The mean scores for organizational commitment components were calculated on a 5-point scale:

Table 1: Organizational Commitment Levels

Component	Mean	SD	Level
Affective Commitment	3.68	0.72	High
Continuance Commitment	3.21	0.84	Moderate
Normative Commitment	3.45	0.79	Moderate-High
Overall Commitment	3.45	0.65	Moderate-High

Source: Primary data

The results indicate that faculty members demonstrate high affective commitment, suggesting strong emotional attachment to their institutions. Continuance commitment was moderate, indicating that cost-benefit considerations play a role but are not the primary driver of commitment.

4.3 Job Satisfaction Levels

Overall job satisfaction and facet-specific satisfaction scores were analyzed:

Table 2: Job Satisfaction Levels by Facet

Facet	Mean	SD	Level
Nature of Work	4.35	0.81	High
Coworkers	4.12	0.87	High
Supervision	3.78	0.95	Moderate-High
Communication	3.65	0.92	Moderate-High
Operating Procedures	3.42	1.02	Moderate
Contingent Rewards	3.28	1.08	Moderate
Fringe Benefits	3.15	1.12	Moderate
Promotion	2.95	1.15	Moderate-Low
Pay	2.78	1.21	Moderate-Low
Overall Job Satisfaction	**3.50**	**0.75**	**Moderate-High**

Source: Primary data

Faculty members reported highest satisfaction with the nature of their work and relationships with coworkers. Satisfaction with pay and promotion opportunities was notably lower, consistent with findings in other educational contexts.

4.4 Relationship between Organizational Commitment and Job Satisfaction

Pearson correlation analysis was conducted to examine relationships between variables:

Table 3: Correlation Matrix

Variables	1	2	3	4
1. Affective Commitment	-			
2. Continuance Commitment	0.34**	-		
3. Normative Commitment	0.52**	0.41**	-	
4. Job Satisfaction	0.68**	0.29**	0.47**	-

Source: Primary data

*Note: ** p < 0.01*

The analysis revealed significant positive correlations between all commitment dimensions and job satisfaction. Affective commitment showed the strongest correlation with job satisfaction ($r = 0.68$, $p < 0.01$), indicating that emotional attachment to the institution is closely associated with overall job satisfaction.

4.5 Demographic Differences in Organizational Commitment

Gender Differences: Independent samples t-test revealed no significant difference in overall organizational commitment between male and female faculty ($t = 1.32$, $p > 0.05$).

Age Group Differences: One-way ANOVA indicated significant differences in organizational commitment across age groups ($F(3,246) = 8.45$, $p < 0.001$). Post-hoc tests showed that faculty above 50 years demonstrated significantly higher commitment compared to those below 30 years.

Experience Differences: Teaching experience significantly influenced organizational commitment ($F(3,246) = 12.67$, $p < 0.001$). Faculty with more than 20 years of experience showed highest commitment levels.

College Type Differences: Significant differences were found across college types ($F(2,247) = 15.89$, $p < 0.001$). Government college teachers reported higher commitment ($M = 3.78$) compared to aided ($M = 3.45$) and private college teachers ($M = 3.18$).

4.6 Demographic Differences in Job Satisfaction

Gender Differences: Female faculty reported slightly higher job satisfaction ($M = 3.62$) compared to male faculty ($M = 3.42$), though the difference was not statistically significant ($t = 1.86$, $p > 0.05$).

Age and Experience: Similar to commitment, older and more experienced faculty demonstrated higher job satisfaction levels.

College Type: Government college faculty reported significantly higher satisfaction ($M = 3.85$) compared to private college faculty ($M = 3.22$), $F(2,247) = 18.34$, $p < 0.001$.

Department: No significant differences were found between Arts and Science faculty in overall satisfaction levels.

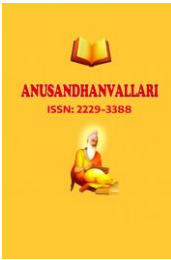### 4.7 Predictors of Organizational Commitment

Multiple regression analysis was conducted with organizational commitment as the dependent variable and job satisfaction facets as predictors:

Table 4: Regression Analysis for Organizational Commitment

Predictor	β	t	p
Nature of Work	0.28	4.65	<0.001
Supervision	0.22	3.78	<0.001
Coworkers	0.19	3.21	<0.01
Communication	0.15	2.54	<0.05
Contingent Rewards	0.12	2.03	<0.05

Source: Primary data

$R^2 = 0.54$, $F(9,240) = 31.78$, $p < 0.001$

The regression model explained 54% of the variance in organizational commitment. Nature of work, supervision quality, and collegial relationships emerged as the strongest predictors.

4.8 Additional Findings

Work-Life Balance: 62% of respondents reported moderate to high satisfaction with work-life balance, though private college faculty reported more challenges.

Professional Development: 58% of faculty expressed desire for more professional development opportunities. Access to research facilities and conference participation was limited, particularly in private colleges.

Infrastructure and Resources: Faculty in government and aided colleges reported better satisfaction with library facilities and teaching resources compared to private college faculty.

5. Discussion

5.1 Organizational Commitment Among College Teachers

The findings reveal that Arts and Science college teachers in Theni District demonstrate moderate to high levels of organizational commitment, with affective commitment being the strongest component. This suggests that teachers develop emotional bonds with their institutions, finding meaning and identity in their organizational membership. The relatively high affective commitment is encouraging, as research consistently shows this form of commitment is most strongly associated with positive organizational outcomes including performance, citizenship behaviors, and retention.

5.2 Job Satisfaction Patterns

The job satisfaction findings present a nuanced picture. Faculty members reported high satisfaction with intrinsic aspects of their work, particularly the nature of teaching itself and relationships with colleagues. This aligns with research suggesting that individuals who choose teaching careers are often motivated by intrinsic factors such as love of learning, desire to impact student lives, and intellectual engagement.

5.3 Relationship between Commitment and Satisfaction

The strong positive correlation between affective commitment and job satisfaction ($r = 0.68$) confirms that emotional attachment to the institution and overall satisfaction with the work experience are closely intertwined.

5.4 Impact of Demographic and Institutional Factors

The finding that age and experience positively influence commitment and satisfaction is consistent with career stage theories. Younger faculty may experience more stress related to establishing themselves professionally, managing multiple responsibilities, and navigating organizational cultures.

6. Implications and Recommendations

6.1 Implications for Theory

This study contributes to organizational behavior theory by:

- Confirming the applicability of Meyer and Allen's three-component model in the Indian higher education context
- Demonstrating the primacy of affective commitment in educational settings
- Highlighting the complex relationship between commitment and satisfaction, where intrinsic factors play a more significant role than extrinsic ones
- Extending understanding of how institutional factors (college type) moderate commitment and satisfaction in culturally specific contexts

6.2 Recommendations for Future Research

Based on the findings and limitations of this study, several avenues for future research are suggested:

1. **Longitudinal Studies:** Conduct longitudinal research to track changes in commitment and satisfaction over time and identify causal relationships
2. **Qualitative Exploration:** Employ qualitative methods (interviews, focus groups) to gain deeper insights into the lived experiences of college teachers and factors influencing their commitment
3. **Expanded Geographical Scope:** Replicate the study across multiple districts in Tamil Nadu to enable comparisons and identify regional patterns

7. Limitations of the Study

While this study provides valuable insights, several limitations should be acknowledged:

Geographical Scope: The study is limited to Theni District, which may limit generalizability to other regions with different socio-economic and educational contexts.

Cross-Sectional Design: The cross-sectional nature of data collection captures a snapshot in time but cannot establish causal relationships between variables.

Self-Report Measures: Both organizational commitment and job satisfaction were measured through self-report questionnaires, which may be subject to social desirability bias and common method variance.

Sample Representation: While stratified random sampling was used, some colleges may be underrepresented, and non-response bias cannot be entirely ruled out.

Conclusion

This study set out to examine the relationship between organizational commitment and job satisfaction among Arts and Science college teachers in Theni District, Tamil Nadu. The findings reveal that faculty members demonstrate moderate to high levels of organizational commitment, with affective commitment being strongest, and moderate to high levels of overall job satisfaction, though satisfaction varies significantly across different job facets.

The strong positive correlation between affective commitment and job satisfaction confirms that emotional attachment to one's institution and satisfaction with work are closely linked. Faculty who find their work meaningful, who have positive relationships with colleagues, and who feel supported by their supervisors develop stronger organizational commitment. Conversely, those committed to their institutions tend to experience higher job satisfaction.

Demographic and institutional factors significantly influence both commitment and satisfaction. More experienced faculty demonstrate higher levels of both constructs, while significant disparities exist between government, aided, and private colleges, with government college faculty reporting the highest levels. These differences reflect underlying structural issues in the higher education system, including variations in job security, compensation, working conditions, and career advancement opportunities.

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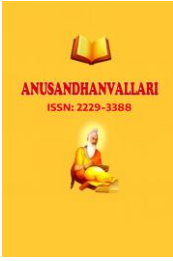
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