

# Teacher Engagement and Commitment towards the Organization, Teaching and Work group in Engineering Colleges in Hyderabad



Anuradha Chavali, Vijayalaxmi Biradar

**Abstract:** The advent of liberalisation, privatisation and globalisation has made it indispensable for the organizations to focus on using their human resources in a way that would be in the best interest of the individual as well as the organization. One such issue that is seriously being looked into by the organizations to steer through the cut-throat competition is the levels of engagement of the employees and the way elevated engagement levels contribute towards the increased organization commitment. The same holds true for educational institutions as well. The educational institutions in any country have a societal responsibility along with the responsibility of creating young intellectual minds capable of contributing towards economic growth and development. This research paper aims at investigating into the relationship of engagement of employee with commitment as is measured from three dimensions namely-commitment towards the organization, commitment towards teaching and commitment towards the workgroup they are associated with. The current research focuses on the teachers of 10 engineering colleges in Hyderabad, Telangana State. Employee engagement was taken to be the independent variable and employee commitment is taken to be the dependent variable. The researcher made use of descriptive research design and a structured questionnaire was administered to 250 teachers of the above said engineering colleges. Chi-square tests were used to examine the association between the variables in question and T-test and F-test and MANOVA were resorted to for examining the extent of relationship between engagement and various dimensions of commitment. The research findings indicate notable association between gender, marital status and present experience on employee engagement. However, it is found that there is no association between the level of functioning and engagement and commitment of teachers. The output of MANOVA indicate a positive connection between engagement and commitment of teachers in the educational institutions.

**Keywords:** Employee Engagement, Commitment towards organization, commitment towards teaching, commitment towards workgroup, pattern maintenance

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## I. INTRODUCTION

In the recent times, thanks to the ever increasing competition, availability of highly engaged and committed human resources is considered as the most important competency for any organization and has been instrumental not only to the survival but also for expansion (Agarwal and Bhargava, 2013). In today's world, the parameters like natural resources, financial resources, technological resources etc. that one assumed as the determining factors for the economic progress of any country has become insignificant and more impetus is being laid on improving the knowledge, technical and behavioural skills and proficiencies of the employees so as to bring about a harmonious blend between the organisation with its environment. It is now accepted that the utilization of the acquired resources in the best possible manner paves way for long-term sustainability and competitive edge (Arokiasamy, 2009). The people resources are the most crucial assets for any organization especially so for educational organizations where there is lot of importance attached to up gradation of skills, knowledge and capabilities (Rastogi, 2000). According to Abidin et al., 2010, absenteeism and attrition along low levels of performance and productivity not only effects the organization but also brings down the levels of motivation and esteem in the organization, thus making things ever worse. Since ages, education has by far been the most crucial factor for determining the affluence of any country (Malik and Naeem, 2011). This time in history, is witnessing a lot of social, economic and political transformations, thus making it indispensable for the organizations to come up with tailor fit interventions for coping up with the ever increasing competition (Erdogan, 2004). So is the case with the educational institutions. It is a known fact that educational institutions which are the hubs of learning are instrumental in setting up an order and pattern in the society by imbibing the necessary skills that prepare the young minds to take up the future challenges that they come across due to the transformations and adopt and devise better strategies to cope up with the competitiveness. All this cannot be achieved without having devoted and out-and-out engaged teachers (Alas and Mousa, 2016). Off late, India is witnessing a paradigm shift in the higher education section, giving rise to newer and unique unknown challenges. As has been propounded by many researchers that teaching involves more of psychological intentions of the teacher than intellectual (Barman A. Saikat R, 2011).

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Thus one can opine that the engagement and commitment of teachers is an inevitable prerequisite for the effectiveness of any academic institution

The policy makers and the legislators of the developing economies have started assigning lot of importance to the development of educational institutions as they have realised the role of such institutions in economic growth. Good amount of financial resources are being spend on improving higher education with the Asian countries being no exception (Glewwe et al.,2011). All the nations worldwide have internalised that it is the investment in quality education that would realise the reaching of the progress milestones by them in the modern times ( Shukla A. and Trivedi.T, 2008)

It has been observed by the researcher that most of the studies in this direction has been carried out in manufacturing sector (Rajendran&Radnan, 2005; Ortiet.al., 2015). Further almost all of the try to seek the association between organizational commitment and job variables like performance, absenteeism and labour turnover along with psychological concepts like Organizational Citizenship Behaviour (Abraham Sagie, 1998) and other organizational determinants like leadership, spiritualism, authority etc (Uma Maheswari. S; Jayashree Krishnan, 2016). Moreover a lot of research is done in the direction of assessing the levels of engagement of the employees (Dr. D.S. Yadav, 2016) but there is very insignificant empirical work done in academic set ups (Dr.Janetius, 2013).

Review of Literature

Recent Works on Engagement

Finding one universally accepted definition of employee engagement and commitment is very difficult as different researchers has put forth different dimensions ( Shuck&Wolland, 2010). Kahn, 1990 is considered to be the pioneer in this area of organizational behaviour (Avery et.al.,2007;Stairs and Galpin, 2010). Similarly, Bhatnagar, 2007 andSrivatsava&Bhatnagar, 2008 in their study advocated that high engagement levels lead to better chances of acquisition and retention of people in the organization. Further Ramadevi, 2009 in her work opined that group cohesiveness, fair terms of employment and opportunities for growth and development enhance engagement. According to Swarnalatha and Prasanna, 2010 one of the drivers for the success of organizations is engagement. In his research work, Krishnan, 2011 examined the influence of engagement on HR policies. In her study, Mani, 2011 explained that empowerment, free flow of communication and fringe benefits elevate the levels of engagement of the employees. In a study carried out by Abraham, 2012 employee engagement was contributed to organizational factors. On the other hand, Biswas et al., 2013, put forth the conclusion that the support and facilitation provided by the organization leads to higher levels of engagement. In their study, Gupta and Kumar, 2013 concluded that employee engagement is influenced by just performance appraisal system in the organization. It has been observed by Anitha, 2014 in her research work that a proper organisational culture has a positive effect on increasing the engagement levels.It has been concluded by Bedarkar and Pandita, 2014 in their study that there is an impact of leadership, interventions for work-life balance on engagement levels in the organization. Similarly Choudhary et al., 2014 established the importance of organizational climate and quality in understanding the engagement levels in the organization. According to Popli

and Rizvi, 2015 transformational leadership is one of the most important determinant of employee engagement. Similarly, Tiwari and Lenka, 2016 found that a sense of physical safety and job security has an effect on degrees of engagement. In the study taken up by Ghosh et.al., 2016 in banks, it was concluded that financial and non-financial benefits and incentives lead to increased engagement. In their research study, Jena et al.; 2017 investigated into the association between trust and engagement. Similar studies were carried out by Nazir&Islam, 2017 for investigating the relationship between facilitation and support and engagement.Similarly, extensive research was taken up by Devendhiran et al.,2017for understanding the association between spirituality and employee engagement. Transformational leadership has an impact on the engagement levels of the employees(Sahu et al., 2018).

As is evident from the above review of the literature on employee engagement, the following factors that affect the engagement levels in the organization have been identified and enumerated:

- Organizational Culture
- Democratic Decision Making
- Incentives and Fringe Benefits
- Training opportunities
- Facilitation and support of the organization
- Organizational policies
- Top Management
- Informal Relationships
- Infrastructure and amenities

Recent research works on commitment

The study conducted by Addae, H.M, Parboteeah, K.P. &Velinor, N. 2008 tried to establish the relationship between role identity and commitment. Further in the research carried out by Fisher, R., Boyle, M.V. Fulop, L.(2010) it is found that there are gender parameters when the commitment is measured in educational institutions.In the study carried out by Filstad, C., 2011, the focus is on affective commitment only. Sowmya, K.R. &Panchanatham.N, 2011 in their quantitative study on factors affecting commitment towards the organization in India highlighted on the items that affected the different dimensions of commitment-affective and normative. Another work with mentioning in this area is that of Khanifar. H; Hajlou.M.H;Abdolhosseini.B.;Soltani.H, 2012 who carried out their study in Iran and found that there is considerably very high association between personal characteristics and organizational commitment. In the quantitative study by Koslowsky.M;Weisberg.J;Yanif.E and Speiser.Z, 2012, it was asserted that there was a high correlation between the organizational commitment and the turnover rate of the organisations in Israel. In a similar study conducted in Bangladesh, Ahmed.M.A, 2013 concluded that group norms and cohesiveness have an impact on the various outcomes of commitment. Khan.H, Shah.B, Hassan.F.S, 2013 took up a research in Pakistan to assess the interrelationship between demographic factors and various types and degrees of commitment.Interestingly, it was found in the study of Cohen.A; Abedallah.A, 2013 that working hours have a very little influence on commitment of teachers but what really affects it is the amenities that are provided in the organizations and the treatment that is showed affects the commitment.

In a study undertaken by Raziq.A; Ahmed.M&Tahir.M.A, 2014 in India, it was found that in developing countries there are altogether different parameters which increase commitment and hence what applies in developed economies may not work in underdeveloped and developing economies. Albodour.A; Altarawneh.I, 2014, in their study in Jordan examined the association between engagement and different types of commitment across various sectors in the economy. In the research work conducted by Nguyen.T.N; Mai.K.N and Nguyen.P.V, 2014 in Vietnam it was found that job design has a significant impact on commitment of the employees and hence the emotional aspect of human beings need to be kept in consideration while designing and re-designing the job and structure in the organization. Khan.F and Zafar.S, 2014 in Pakistan tried to look into the association between collective work, group harmony, and effective communication mechanism on various types of commitment. Similarly, Yousaf.A; Sanders.K.; Abbas, 2015 carried out a study in Netherlands for understanding the relationships between rate of turnover and commitment and found that they are not correlated. Njenga.G; Kamau.C ;Njenga.S, 2015 involved in a study for examining the various determinants of commitment and found job related factors tend to have high impact on the commitment of the people in the organization. In a study conducted in Germany, Mory. L, Wirtz.B.W; Gittel.V, 2015 made an attempt to explore the role of social responsibility activities of the organization on the normative commitment of the employees and found that there was very weak association. In his study in India, Jena.R.K, 2015 investigated the impact of personal characteristics on various perspectives of commitment and also tried to look into the influence of organizational factors. In Malaysia, Sze.C; Woon.V.S; Chong Fern.s; Wei.K.Pe, 2015 carried out a study to validate the relationship between the policies and procedures followed in organization has an impact on the commitment levels of the employees. In the study that Bashir.N; Long.C.S, 2015 adopted in the schools of Malaysia, it was asserted that opportunities for acquiring new skills, using one's potential and career advancement ladder etc would have a positive impact on the commitment of the employees towards their organization. A study was carried out by Jain.T; Duggal.T, 2016 in IT companies and it was concluded that participative leadership style in the organization would fulfil the esteem needs of the people in the organization and would lead to high levels of commitment towards the organization. In a study conducted by Khalq.I.H; Naeem.B; Khalid.S, 2016 in Pakistan, it was concluded that different parameters exist in different countries that affect the commitment levels of the employees. Hence cross-cultural influences do impact commitment. Nazir.S; Shafir.A; Nazir.N, 2016 tried to examine the outcome of rewards and reinforcement on the commitment of public and private sector organizations in China. In their research study, Jernigan.E; Beggs.J.M; Kohut.G.F, 2016 examined the association between working conditions and commitment towards the organization and found to have positive association between the two variables. Structural Equation Modelling was used by Sabella.A.R; El-Far.M.T; Eid.N.L, 2016 for studying affective commitment in Palestine. A study on motivation and its impact on employee commitment among the college teachers yielded positive correlations (C.M.J. Buela; RajyaLakshmi.V.R, 2017)

The various factors that determine and influence the commitment of the employees can be enumerated as:

- Demographic factors like age, gender, marital status
- Job satisfaction
- Role Identity
- Autonomy
- Employment conditions
- Mechanism of appraisal
- Leadership
- Work-life balance

**1. Research Methodology and Hypothesis Development**

The principal aim or objective of this research is to examine the relationship between demographic factors like gender and marital status and work factors like level of functioning and experience in the present organization on people engagement and the three dimensions of commitment i.e. organizational, teaching and workgroup commitment. Further the study intends to examine the relationship between employee engagement and commitment as is measured from three dimensions namely organizational, teaching and workgroup.

**Section- A Profile**

The respondents were categorised as follows:

**Table 1 Demographic Variables**

Variable	Type	Percentage
Gender	Male	52.8
	Female	47.2
Marital Status	Single	44.00
	Married	56.00
Level of Functioning	Senior	29.6
	Middle	31.6
	Junior	38.8
Experience in the present organization	Less than 3 years	31.6
	4 -6	23.2
	7-10	20.4
	More than 10	24.8

**Section-B**

Association between the personal characteristics and job characteristics and engagement and commitment

**Hypothesis Testing**

H01: There is no association between gender, marital status, level of functioning and present experience on engagement and organizational commitment, teaching commitment and workgroup commitment.

H02: There is no association between employee engagement and commitment towards the organization, teaching and workgroup. The researcher made use of Chi-square test to establish the association.

**Table 2 entitled Association between the Variables presents a consolidated data:**

Sl. No	Variables	Chi-square test	t-test	f-test	MANOVA
1.	Gender Vs. a)Engagement b)organizational commitment c)teaching commitment	Null hypothesis rejected	Null hypothesis is rejected		



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2.	Marital Status Vs. a)Engagement b)Organisational commitment c)Teaching commitment	Null hypothesis rejected	Null hypothesis is rejected		
	Marital Status Vs. workgroup commitment	Null hypothesis accepted	Null hypothesis is accepted		
3.	Level of Functioning Vs. a)Engagement b)Organisational commitment c)Teaching commitment d)Workgroup commitment	Null hypothesis accepted		Null hypothesis accepted	
4.	Experience in the present organization Vs. a)Engagement b)Organisational Commitment c)Teaching Commitment d)Workgroup Commitment	Null hypothesis rejected		Null hypothesis rejected	
5.	Engagement Vs. a)Organisational commitment b)Teaching Commitment c)Workgroup Commitment	Null hypothesis rejected			Null hypothesis is rejected

Table 3: t-test 1

As is evident from the above table, the difference in the mean scores among men and women is 3.64 in case of engagement and 2.07, 3.26 and 1.51 in case of commitment towards the organization, teaching and workgroup respectively. It is concluded that male teachers have a higher level of engagement as well as commitment.

### Independent Samples Test

Table 4:

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
EMPEN G	Equal variances assumed	6.127	.014	-2.924	248	.004	-3.64471	1.24652	-6.09982	-1.18960
	Equal variances not assumed			-2.945	247.934	.004	-3.64471	1.23757	-6.08219	-1.20723
EMPCO M Organization	Equal variances assumed	.328	.568	-3.521	248	.001	-2.07884	.59045	-3.24178	-.91590
	Equal variances not assumed									

### Section C

Variance among the groups

The researcher made use of t-test and f-test for assessing the variance among the groups.

Table 3 Association between the various variables

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
EMPEN G	Female	118	51.1356	9.15387	.84268
	Male	132	54.7803	10.41308	.90634
EMPCO M Organization	Female	118	22.0424	4.64904	.42798
	Male	132	24.1212	4.67089	.40655
EMPCO M Teaching	Female	118	43.4576	8.49600	.78212
	Male	132	46.7273	8.85945	.77112
EMPCO M Workgroup	Female	118	19.4576	3.75225	.34542
	Male	132	20.9773	4.05584	.35302

E M P C O M T e a c h i n g	Eq u a l v a r i a n c e s n o t a s s u m e d			-3.522	245143	.001	-2.07884	.59029	-3.24154	-.91614
	Eq u a l v a r i a n c e s a s s u m e d	1.343	.248	-2.970	248	.003	-3.26965	1.1092	-5.43799	-1.10130
E M P C O M W o r k g r o u p	Eq u a l v a r i a n c e s n o t a s s u m e d	2.268	.133	-3.063	248	.002	-1.51965	.49606	-2.49667	-.54262
	Eq u a l v a r i a n c e s a s s u m e d			-3.077	24771	.002	-1.51965	.49390	-2.49242	-.54687

Table 3.1 t-test 1\*

**H0:** There is no significant difference in the average engagement and commitment scores of male and female teachers

As the Sig (2-tailed) scores are .004, .001, .003 and .002, the hypothesis is rejected. Thus the study establishes that there is significant differences in the engagement and commitment scores of male and female teachers.

**Group Statistics**

**Table 5:**

	Marital	N	Mean	Std. Deviation	Std. Error Mean
EMP ENG	Single	110	50.7545	8.90334	.84890
	Married	140	54.8714	10.44054	.88239
EMP COM Orgnization	Single	110	21.8636	4.10298	.39120
	Married	140	24.1429	5.01877	.42416
EMP COM Teaching	Single	110	42.2727	7.53452	.71839
	Married	140	47.4714	9.11197	.77010
EMP COM Workgroup	Single	110	19.8455	3.49623	.33335
	Married	140	20.5857	4.30824	.36411

**Table 4 t-test 2**

As is seen in the above table, the difference in the mean scores among married and single teachers is 4.11 in case of engagement and 2.27, 5.19 and 0.74 in case of commitment towards the organization, teaching and workgroup respectively. It is concluded that married teachers have a higher level of engagement as well as commitment.

**Independent Samples Test**

Levene's Test for Equality of Variances	t-test for Equality of Means								
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

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EMP ENG	Equal variances assumed	9.277	.003	-3.299	248	.001	-4.1688	1.2479	-6.5748	-1.6589
	Equal variances not assumed			-3.362	246.307	.001	-4.1688	1.2244	-6.5285	-1.7051
EMP COM Orgnization	Equal variances assumed	9.123	.003	-3.856	248	.000	-2.2792	.5910	-3.4432	-1.1151
	Equal variances not assumed			-3.950	247.593	.000	-2.2792	.5770	-3.4157	-1.1427
EMP COM Teaching	Equal variances assumed	14.799	.000	-4.826	248	.000	-5.1987	1.0772	-7.3204	-3.0769
	Equal variances not assumed			-4.936	247.333	.000	-5.1987	1.0531	-7.2730	-3.1244
EMP COM Work group	Equal variances assumed	3.910	.000	-1.463	248	.145	-.74026	.50606	-1.7369	.25646

Equal variances not assumed				-1.500	247.727	.135	-.74026	.49366	-1.7125	.23205
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**Table 4.1 t-test 2\***

**H0:** There is no significant difference in the average engagement and commitment scores of married and unmarried teachers.

As the Sig (2-tailed) scores are .001, .000, .000 and .000, the hypothesis is rejected. Thus it is concluded that there is significant differences in the engagement and commitment scores of married and unmarried teachers

	Sum of Squares	Df	Mean Square	F	Sig.
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EMP ENG	Between Groups	1055.687	3	351.896	3.640	.013
	Within Groups	23780.413	246	96.668		
	Total	24836.100	249			
EMP COM Orgnization	Between Groups	58.035	3	19.345	.850	.468
	Within Groups	5598.065	246	22.756		
	Total	5656.100	249			
EMP COM Teaching	Between Groups	266.076	3	88.692	1.141	.333
	Within Groups	19127.460	246	77.754		
	Total	19393.536	249			
EMP COM Work group	Between Groups	35.434	3	11.811	.743	.527
	Within Groups	3910.666	246	15.897		
	Total	3946.100	249			

**Table 5- f-test 1**

	Sum of Squares	Df	Mean Square	F	Sig.	
EMPENG	Between Groups	782.700	3	260.900	2.668	.048
	Within Groups	24053.400	246	97.778		
	Total	24836.100	249			
EMPCOM Orgnization	Between Groups	194.743	3	64.914	2.924	.035
	Within Groups	5461.357	246	22.201		

	Total	5656.100	249			
EMPCOM Teaching	Between Groups	1483.285	3	494.428	6.791	.000
	Within Groups	17910.251	246	72.806		
	Total	19393.536	249			
EMPCOM Workgroup	Between Groups	253.387	3	84.462	5.627	.001
	Within Groups	3692.713	246	15.011		
	Total	3946.100	249			

Table 5- f-test 2

The researcher made use of Multivariate analysis to find out the variance between engagement and different dimensions of commitment.

Between-Subjects Factors		
		N
EMPENG Group	1.00	85
	2.00	82
	3.00	83

Descriptive Statistics				
	EMPENG Group	Mean	Std. Deviation	N
EMPCOMOrganization	1.00	20.8706	3.84456	85
	2.00	21.9268	3.15360	82
	3.00	26.6627	4.96396	83
	Total	23.1400	4.76605	250
EMPCOMTeaching	1.00	40.8118	6.03066	85
	2.00	41.8049	6.27643	82
	3.00	53.0000	8.20172	83
	Total	45.1840	8.82529	250
EMPCOMWorkgroup	1.00	18.1294	2.96723	85
	2.00	19.5976	3.05044	82
	3.00	23.0964	4.07735	83
	Total	20.2600	3.98093	250

Box's Test of Equality of Covariance Matrices <sup>a</sup>	
Box's M	84.300
F	6.901
df1	12
df2	295073.213
Sig.	.000

Multivariate Tests <sup>a</sup>								
Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power <sup>d</sup>

EMPENG Group	Pillai's Trace	.483	26.099	6.000	492.000	.000	.241	156.591	1.000
	Wilks' Lambda	.525	31.036 <sub>b</sub>	6.000	490.000	.000	.275	186.214	1.000
	Hotelling's Trace	.889	36.167	6.000	488.000	.000	.308	217.002	1.000
	Roy's Largest Root	.872	71.505 <sub>c</sub>	3.000	246.000	.000	.466	214.514	1.000

**Based upon the results obtained after conducting MANOVA,**

HO: There is no significant difference between the levels of engagement and commitment.

The null hypothesis is rejected and it is established that there is a significant difference between the levels of engagement and commitment.

For making use of multivariate analysis, one of the prerequisite if homoscedasticity between the groups of independent variable. The data analysis clearly indicate that in this study the assumption of homogeneity is met across the groups. Similarly, the Bartlett's test of sphericity is used to find out the correlation among the dependent variables and their collective inter-correlations as well. The Multivariate Test Table comprises of very much used test- Pillai's Criterion, Wilks' Lambda, Hotelling's Trace and Roy's Largest Roots and incidentally all of them exhibit significant difference among the three groups. The results of the Univariate tests also showed the same. Further the researcher tried to investigate if there is any significant differences in the three dimensions of employee commitment across the high, moderate and low levels of employee engagement which reiterate the fact that each variable has notable difference across the levels of teacher engagement.

**Discussion:**

**Gender Vs. Employee Engagement**

The study reveals that gender has an influence on employee engagement. This result is consistent with the conclusions of the studies carried out by Huberman, 1993, MacMilan, 1993 and Ma, 1999, Kong, 2009, Sanwar and Arwan, 2010. But the results do not go well with that of Shuk, Reio and Rocco, 2011 and Gladies. J. Kennedy V, 2013.

Contrary to the results of the study initiated by Johnson, 2004, this study establishes that the male teachers have higher levels of engagement as compared to the female teachers. This reiterates the conclusion of Kong, 2009 that undoubtedly, there is difference in engagement. There definitely a difference between engagement levels of men and women (Kong, 2009).

It is therefore concluded that conducive organizational culture needs to be propagated free of gender discrimination for elevating the engagement levels of the teachers.

**Marital Status Vs. Employee Engagement**



This study concludes that the teachers who are single tend to have comparatively less engagement as compared to their married counterparts. The same has been supported by Gallup Observations. According to Johnson, 2004 married people tend to look for settlement both in their domestic as well as personal lives.

#### **Level of Functioning vs. Employee Engagement**

Here it has been concluded that engagement and level of functioning are not correlated. This is in line with the work of Shuck, Reio and Rocco, 2011 and contradictory with those of Robinson et al., 2004; Schaufeli and Bakker, 2003 who opined that employees in upper cadre are more engaged relative to the ones at lower levels. The work of Ravichandran, 2011; Bashir M. et al., 2011, Gladies J. and Kennedy V., 2013 further validate it.

#### **Experience in the present organization Vs. Employee Engagement**

The researcher established considerable association between experience and engagement as done by the studies carried out by Kanungo, 1982, Cohen, 1999, Laskk et al., Barbara, 2003 and Blessing White's Engagement Model.

#### **Result 2**

##### **Gender Vs. Commitment towards the organization**

This study concludes that there is a significant relationship between gender as well as marital status and organizational commitment as contrary to that of Ezkandaricharati et al., 2009. However, the studies carried out by Cohen, 1994; Karakus and Aslan, 2009; and Gautam et al., 2004 coincide with our findings.

##### **Level of functioning Vs. Organizational Commitment**

This results of this study indicate that there is no relationship between organizational commitment and level of functioning as opposed to the result of the studies conducted by Ojha and Pradeep, 1999 who found that as the employees went to the higher cadre, their commitment also elevated.

##### **Experience Vs. Organizational Commitment**

The findings of the study indicate that there is a significant relationship between present experience in the organization and organizational commitment. This result is the same as that of the studies conducted by Herscovitch, 2002; Jafarzadeh, 2005 and Yaqoubi, 2007. But it is contrary to the studies conducted by Gholipur and Razaeei, 2010 and Emami, 2004.

#### **Result 3:**

##### **Gender Vs. Teaching Commitment**

The study reveals that there is an influence of gender and marital status on commitment towards teaching. The results of our data analysis indicate that male teacher have more commitment towards the profession. This is contrary to the conclusions of the studies conducted by Mishra, 2011 and Goyal, 2012. However, the studies conducted by Tella, 2007 and Choi and Tang, 2011 support this finding as they concluded in their studies that men are more committed towards their profession as compared to the female teachers. Similarly married teacher exhibited more commitment towards teaching as compared to single ones. This is against the findings of Wafula, 2010 and Nginah, 2012 who found the variables to be insignificant. But our conclusion is supported by the results of Adio and Popola, 2010 and Islahi and Nasreen, 2013. However the studies carried out by Akintayo, 2010 and Tyagi, 2013 put forth the conclusion that single teachers had more commitment towards the teaching profession.

##### **Level of functioning Vs. Teaching Commitment**

This results of this study indicate that there is no association between the level of functioning and teaching commitment. Moreover, the researcher could not find any supporting literature to substantiate this.

##### **Experience Vs. Teaching Commitment**

The data analysis of this research indicate that there exists a correlation between present experience and commitment towards teaching. It is really astonishing that the researcher found that employees with less than 3 years experience had more commitment towards teaching. On further review of other researchers work, it is found that the result of this study is consistent with the work of Hawkins, 1998 and Shamina, 2014.

#### **Result 4:**

##### **Gender Vs. Workgroup Commitment**

This study reveals that there is an association between gender as well as marital status with the commitment towards the workgroup. It is evident from the tables that male teachers area more committed to their workgroup relative to female teachers. However this goes against the finding of the studies carried out by Gladies J. and Kennedy V, 2013. But the research by Sarwar and Arwan, 2010 support our conclusion. Similarly married teachers tend to have more workgroup commitment from our data analysis in the same way as has been studied by Cohen, 1994; Amini, 2004.

##### **Level of functioning Vs. Workgroup Commitment**

This study concludes that there is no correlation between level of functioning and workgroup commitment and this conclusion is contrary to that of Laskk et al, 2001 and Barbara, 2003.

##### **Experience in the current organization Vs. Workgroup Commitment**

This study establishes significant relationship between experience and workgroup commitment and found that employees with less than 3 years of experience tend to have greater affiliation towards their workgroup and the finding is consistent with that of Bashir M et.al., but does not go in line with that of Shuck, Rio and Rocco, 2011.

#### **Result 5**

##### **Employee Engagement Vs. Employee Commitment towards the Organization**

This study put forth the conclusion that there is a significant association between employee engagement and organisational commitment. This is consistent with the findings of Mowday et al., 1979, Erickson, 2005 and Kataria et al., 2013

#### **Result 6**

##### **Employee Engagement Vs. Commitment towards Teaching**

One can find that there is a considerable effect of employee engagement on the commitment of teacher towards teaching profession as has been advocated by Johnson and Johnson and Vodaphone (Catteeuw et al., 2007) and others like Blessing White, 2008 Macey and Schneider, 2008 and Kataria et al., 2013.

#### **Result 7**

##### **Employee Engagement Vs. Employee Commitment towards the workgroup**

This study depicts significant relationship between engagement and commitment of teachers towards their workgroup as supported by the works of Maslach et al., 2001;



Schaufeli and Bakker, 2004; and Schaufeli and Salanova, 2007).

### Result 8

When we look into the t-test results, there is a visible differences in scores of commitment and engagement in case of gender and marital status. The f-test taken here indicate that there no significant difference in the average engagement and commitment scores across various levels of functioning but no so in case of experience which shows significant difference. Point to be noted here is that there exists a significant difference in the average scorers of engagement and different dimensions of commitment.

### Managerial Implications

The educational sector in India like any other service or manufacturing sector, is moving that extra mile to provide quality education that is considered to be a blend of knowledge, technology, innovation, creativity on one hand and values and ethics on the other so as to ensure holistic development of the individual and attainment of competitive advantage for the firm. Thus this study on engagement and commitment of the teachers has become imperative for assessing the determinants of economic growth and sustainability. This deliverables of this study add to the existing literature on the topic in question on one hand and provide a framework for formulating strategies for elevating the engagement and commitment levels in the educational institutions on the other hand. This study enumerates the different dimensions of teacher commitment and also reviews the various conceptual and quantitative studies that are carried out in diverse sectors across the globe. The research paper provides necessary inputs that come handy to the employers for formulating interventions that would increase the levels of engagement in the organization and would translate further into commitment towards the organization, teaching and workgroup.

## II. CONCLUSION

The present research study explores the relationship between the engagement of the teachers and their commitment towards their organization, teaching occupation along with the team they are associated with. The extent of interdependency between employee engagement which is the independent variable and employee commitment which is the dependent variable in this study has been explored. This findings of this research indicate profound link between the factors like gender, marital status and number of years spent in the present organization with employee engagement. Moreover, it is found that level of functioning has no association with either engagement or commitment. Further, the study puts forth the notion that there is a positive relationship between engagement and commitment in the organization. Thus from the analysis of the primary data it can be advocated that there should not be gender discrimination in the educational organizations and the workplaces need to be made more women friendly, equitable and at the same time conducive leading to better work-life balance so as to elevate the engagement and commitment levels of the women faculty members of the organizations. There is a need for empowering the employees by giving them autonomy in decision making to use their potential to the best possible extent and contribute towards individual fulfilment and organizational productivity. Similarly this

study reveals that experience is a determinant that can be ignored by the academic institutions at their own risk. This research work not only provides valuable insights to the educational institutions for devising better engagement strategies but also enumerate the prerequisites for policy making and legislations.

### Limitations of the Study and Scope for Future Research

This work is restricted to the employee engagement and different types of commitment levels of the teaching fraternity only. But, future research can be done in other areas in the service sector. This study encompasses the teaching faculty of 10 engineering colleges affiliated to Jawaharlal Nehru Technological University, Hyderabad. Further research work can be initiated with with higher sample size and can cover other universities in different states. In this study, the researcher tried to measure commitment in three dimensions- organizational commitment, workgroup commitment and teaching commitment. There is a need for exploration of other dimensions of commitment consistent with the teacher's engagement in future studies. There is a need for more extensive research on employee engagement in educational institutes. Also there exists dearth of engagement models that are perfect for educational institutions. Hence new models measuring the teacher's engagement need to be developed and empirically tested in further research. In the research in question, what has been attempted is understanding the link between engagement and different dimensions of commitment without evaluating the student satisfaction and effectiveness of teaching. Hence it is desirable to have subsequent research that would address the impact of teacher engagement levels on performance of teachers and students as well. Hopefully subsequent works can make attempts to understand the curvilinear relationships between stress and levels of engagement.

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