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Organisational Commitment Impact on Job Satisfaction among Engineering College Teachers in Andhra Pradesh

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Abstract

Commitment "is a term that the faculty frequently uses to describe themselves and others. It is a word they use to distinguish those who are" thoughtful "," dedicated "and who" take work seriously "from those who" put first place their interests. "Some faculties see their commitment as part of their professional identity, define them and their work and" derive much pleasure from this. "Other faculties feel that the teaching needs are significant, they require a great deal personal investment and they see it as a job that can "take control of your life." These faculties often limit their commitment and commitment to the institution as a means of survival. In some cases, these faculties choose to abandon the whole profession. For these reasons, the commitment of the faculties was found to be a critical predictor of the work performance of the teachers, absenteeism, burnout and turnover, as well as to have an important influence on student performance and attitudes towards the institution. In this context, this article examines the impact of organizational commitment on the job satisfaction of the teachers.

Key Words: Organisational Commitment, Job satisfaction, Psychological State, Survival.

Introduction

Organizational commitment is the individual's psychological attachment to the organization. The high level of employee engagement is extremely important and significant. Engaged employees are classified on the basis of the progressive attention and absorption of the action while completing the tasks, the realization when they pursue common objectives, the creativity and the impulse to break the problems of the organization (Saks, 2006). Dedicated employees are also more dynamic (Macey, et. al., 2009), less concerned about financial motivations and more about professional growth (Lehmann, 2009). On an individual level, involvement and obligation reduce the level of stress and the possibility of exhaustion (Sanchez & McCauley, 2006). Organizational commitment is defined as affection for the organization, characterized by the intention to persevere in it, by identification with the organization's standards and objectives and by the inclination to exert efforts on its behalf (Porter, et. al., 1974). Meyer, Allen and Smith (1993) declare that the three types of commitment, regulatory, continuity and emotional commitments, are a psychological state, determining the relationship of employees with organizations or whether employees will remain with organizations.

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The obligation of workers towards an organization increases or decreases according to the personal relationships of the employees with each other and with the leaders, the working group environment and development opportunities (Shuck & Wollard, 2010). Leadership styles also affect the level of commitment (Kleine & Weisenberger, 2014). This means that specific leaders organize and synchronize the work procedures and create the organization's communication, they have all the potential to train and strengthen employees' commitment to an organization.

An obvious theory in organizational effort is the three-component model. The model states that organizational commitment has three distinctive components. The emotional commitment is the passionate attachment to an organization. The continuity commitment is a person's belief that separating the organization would be expensive. Regulatory commitment is the degree to which a person feels indebted to the organization or trusts that staying is the right thing to do.

It is obvious that employees who have a strong emotional commitment to the organization will be happier to stay in the organization with which these employees agree and accept the organization's goals and tend to work for the organization (Mowday et. al., 1982). On the other hand, an employee who is not emotionally attached to the organization may want to stop working for the organization. Therefore, organizational commitment, especially emotional commitment, is more than being passively loyal to the organization.

Chan said that employees' ongoing commitment to an organization can be influenced by factors such as status, benefits, and monitoring rewards. The discovery of the study conducted by Premchandani and Sitlani to examine organizational commitment as a predictive factor for OCB among employees working in the organization of services has shown that OCB is significantly influenced by regulatory commitment, followed by affective commitment, while l Continuous engagement has the weakest effect of organizational citizenship behaviour.

Job Satisfaction and Organisational Commitment

Organizational commitment will mediate the association between perceived alternatives job opportunities and turnover intention and that the relationship is weaker if job satisfaction is high (Abdulmajeed Saad Albalawi, 2019). Factors like length of service and income are

relatively more important in the determination of job satisfaction than in organizational commitment (Tarlika L. Zalawadia, 2019). The servant leadership has a positive effect to the job satisfaction and job satisfaction has a positive effect to the organizational commitment (Ardana I Made DwiWira& Surya Ida BagusKetut, 2019**)**. In case of teachers members of government and Private institutes, for the all dimensions of affective commitment and normative commitment, no significant difference was found. T-test analysis showed a significant difference in the responses on continuance commitment and job Satisfaction (InassSalamah Ali & Vikram Jeet, 2019).

Review of Literature

Abdulmajeed, et.al., 2019 in their article entitled "Perceived organizational support, alternative job opportunities, organizational commitment, job satisfaction and intent of turnover: a moderate mediated model" published on *Organizacija* recommends that top management should favor the POS climate and other related mechanisms to maintain the commitment of employees, as the alternatives perceived as job opportunities are somewhat out of control. Profitable rewards, compensation, recognition and evaluation systems can help retain employees despite the presence of alternatives. Managers are encouraged to initiate and implement policies that raise employee welfare concerns and evaluate their contributions to improving their POS. This result guarantees professionals to engage in open communication with their employees on the expected benefits, this strategy can prevent a mismatch between the practices and the needs and preferences of the employees.

Tarlika L. Zalawadia (2019), The article entitled "A study on professional satisfaction, organizational commitment and Union involvement", published in the *International Journal of Indian Psychology*, concluded that Union involvement is negative in relation to both professional satisfaction and organizational commitment. The more employees participate in union activities, the less positive attitudes towards work and towards the entire organization. It can also be concluded that factors such as length of service and income are relatively more important in determining job satisfaction than in organizational effort.

Ardana I, et.al., (2019), in their article titled "The Effect of Servant Leadership Towards Job Satisfaction and Teacher Organizational Commitment at Dhyana Pura University" published on *RJOAS* found that the greater the values of servant leadership, the greater the commitment. organization of permanent teachers. Staff leadership has a positive and significant effect on

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the professional satisfaction of permanent teachers. This means that the higher the values of staff leadership, the higher the level of professional satisfaction. Professional satisfaction has a positive and significant effect on the organizational commitment of permanent teachers. This means that the higher the level of professional satisfaction of permanent teachers, the higher the level of organizational commitment of permanent teachers.

Nabeeha Zulfiqar and Zafarullah Shaker (2019), the article entitled "Professional satisfaction and organizational commitment of the private college teachers in Pakistan", published in the *UCP Management Review*, concluded that private universities do not meet the physiological needs of the teachers as up to the standard remuneration determination system, for the they no longer provide other financial benefits such as transportation facilities, health and medical insurance which are the elements of Maslow's basic hierarchy of needs theory for their job satisfaction. If the teachers are not satisfied with their work, they will not make an effective contribution to their work, which will affect the performance of the students' achievements and their power of loyalty and dedication will be reduced. On the other hand, if the teachers are satisfied, they will effectively contribute to transmitting knowledge, improvement of skills and talents that will lead to the overall growth and progress of students and to the well-being of the community.

InassSalamah Ali & Vikram Jeet (2019), in their article entitled "A Comparative Study on Organizational Engagement and Professional Satisfaction in Private and Government Professional Vocational Institutions" published in the *International Journal of Human Resource Management and Research* revealed that in government, the regulatory commitment of the educational institution it is the dominant factor and the continuity commitment is moderately high in the member teachers of private institutions. In the dimension of professional satisfaction, members of the teachers of government and private educational institutions show a moderately high level of professional satisfaction. The analogy between organizational commitment and professional satisfaction has been deepened in the context of the third objective. In the case of members of government faculties and private institutions, no significant difference was found for all dimensions of affective and regulatory commitment. The analysis of the T-test showed a significant difference in the responses on the continuity commitment and job satisfaction.

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Niyogi Shyamalendu and Rai Ila (2019),in their article entitled "Emotional Intelligence, Job Satisfaction and Organizational Engagement in Teachers" published in the *International Journal of Scientific Research and Reviews* found that the emotional intelligence of teachers teaching at the UG and PG level is moderate. It was established with the help of previous articles stating that because the teachers' deals with many colleagues and students, they need to have a better understanding of their emotions and those around them. This helps them guide their students better. The professional satisfaction level of the teachers is also moderate. This establishes that the teachers working in the UG and PG level colleges are satisfied in terms of remuneration, promotion, communication, collateral benefits etc. The teachers' organizational commitment has been established as moderate, which means that the teachers doesn't want to leave their organization because they don't want to or because they feel they have to obey the organization or simply because they don't have better options.

Research Gap

From the literature it is found that there is extensive research evidences to establish relationship between organisational commitment and job satisfaction. But very nominal literature is available pertaining to education sector. Though education sector is not same as other sector therefore the present article focuses on organisational commitment impact on job satisfaction among engineering college teachers in private sector.

Objectives

- To examine the Organisational Commitment impact on Job Satisfaction in select Private Sector University Engineering College Teachers.
- To put forth certain suggestions that have that have been derived from the findings of the study.

Hypothesis

H_0: There is no association between Organisational Commitment and Job satisfaction.

H_1: There exists a positive association between Organisational Commitment and Job Satisfaction among Private Sector University Engineering College Teachers

Sample and data collection

A quantitative approach was followed in this exploratory study. The participants selected for this study consisted of engineering teachers working in Deemed to be universities of KL University, SRM University, Vignan University, Gitam University. The sample size of the

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study is confined to 320. Convenience sampling technique was deployed in sample selection. The respondents were solicited to complete the Organisational Citizenship Behaviour Questionnaire. The resultant response rate of useable questionnaires was 93.8% (300).

Data Analysis and Interpretations

Table- 1: Correlation between Job Satisfaction and Organisational Commitment among Private Sector University Engineering College Teachers

Correlations				
		AC	CC	NC
Job itself	Pearson Correlation	.313**	.311**	.291**
	Sig. (2-tailed)	.000	.000	.000
	N	300	300	300
Pay	Pearson Correlation	.368**	.367**	.305**
	Sig. (2-tailed)	.000	.000	.000
	N	300	300	300
HOD	Pearson Correlation	.431**	.331**	.289**
	Sig. (2-tailed)	.000	.000	.000
	N	300	300	300
Colleagues	Pearson Correlation	.351**	.317**	.254**
	Sig. (2-tailed)	.000	.000	.000
	N	300	300	300
Promotion& Recognition	Pearson Correlation	.346**	.357**	.272**
	Sig. (2-tailed)	.000	.000	.000
	N	300	300	300
Students	Pearson Correlation	.347**	.311**	.215**
	Sig. (2-tailed)	.000	.000	.000
	N	300	300	300
Physical Environment	Pearson Correlation	.349**	.295**	.199**
	Sig. (2-tailed)	.000	.000	.001
	N	300	300	300
**. Correlation is significant at the 0.01 level (2-tailed).				

(Source: Primary Data/ Structured Questionnaire)

From the above table it is understood that AC, CC, NC are significantly correlated with Job itself, Pay, HOD, Colleagues, Promotion, Students and Physical Environment.

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Where AC: Affective Commitment; CC: Continuous Commitment; NC: Normative Commitment

Table- 2: Regression Model of Job itself and OC among Private Sector University Engineering College Teachers

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.389[a]	.151	.143	1.05054
a. Predictors: (Constant), NC, AC, CC				

(Source: Primary Data/ Structured Questionnaire)

From the above table it is observed that the correlation coefficient R= .389. It indicates the relation between Job itself of job satisfaction and organisational commitment is constructive and both alter in the identical path. The coefficient of variation R^2 shows that 15.1% of the deviation in the dependant factor (Job itself) is explained by the independent factor (Organisational commitment). The adjusted R^2 mentioned in the above table shows the generalizability of the model. It enables generalising the result obtained from the engineering teachers to the sample universe. It is observed that the value of the adjusted R^2 =.143 is close to the value of R^2= .151. If the adjusted R^2 is expelled from the R^2 the value will be (.151-.143=.008). This sum of decrease means that if the sample universe participates in the research and the model has been fitted then, there will be 0.8% less difference in the outcome.

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	58.153	3	19.384	17.564	.000[b]
	Residual	326.676	296	1.104		
	Total	384.829	299			
a. Dependent Variable: Job Itself						
b. Predictors: (Constant), NC, AC, CC						

(Source: Primary Data/ Structured Questionnaire)

The analysis of variance (ANOVA) allows researchers to test the null hypothesis statistically. The above table shows the outcome of the ANOVA test, where the F-ratio= 17.564 and the P-value<0.05, this outcome indicates that there is less than 5% change that an F-ratio of this value would be occur only coincidentally. Since the P-value is lesser than the significant level (0.05), the null hypothesis is rejected and the alternate hypothesis is accepted signifying that

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organisational commitment factors significantly affects engineering teachers job itself factor of job satisfaction.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.217	.234		9.463	.000
	AC	.211	.061	.219	3.448	.001
	CC	.094	.076	.091	1.231	.219
	NC	.172	.059	.187	2.905	.004
a. Dependent Variable: Job Itself						

(Source: Primary Data/ Structured Questionnaire)

The results in the above coefficient table revealed that the organisational commitment factors are predicting engineering teachers job itself factor of job satisfaction.

Where AC: Affective Commitment; CC: Continuous Commitment; NC: Normative Commitment

Table- 3: Regression Model of Pay and OC among Private Sector University Engineering College Teachers

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.441[a]	.195	.187	1.09376
a. Predictors: (Constant), NC, AC, CC				

(Source: Primary Data/ Structured Questionnaire)

From the above table it is observed that the correlation coefficient R= .441. It indicates the relation between Pay of job satisfaction and organisational commitment is constructive and both alter in the identical path. The coefficient of variation R^2 shows that 19.5% of the deviation in the dependant factor (Pay) is explained by the independent factor (Organisational commitment). The adjusted R^2 mentioned in the above table shows the generalizability of the model. It enables generalising the result obtained from the engineering teachers to the sample universe. It is observed that the value of the adjusted R^2 =.187 is close to the value of R^2= .195. If the adjusted R^2 is expelled from the R^2 the value will be (.195-.187=.008). This sum of decrease means that if the sample universe participates in the research and the model has been fitted then, there will be 0.8% less difference in the outcome.

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ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	85.732	3	28.577	23.888	.000[b]
	Residual	354.109	296	1.196		
	Total	439.842	299			
a. Dependent Variable: Pay						
b. Predictors: (Constant), NC, AC, CC						

(Source: Primary Data/ Structured Questionnaire)

The analysis of variance (ANOVA) allows researchers to test the null hypothesis statistically. The above table shows the outcome of the ANOVA test, where the F-ratio= 23.888 and the P-value<0.05, this outcome indicates that there is less than 5% change that an F-ratio of this value would be occur only coincidentally. Since the P-value is lesser than the significant level (0.05), the null hypothesis is rejected and the alternate hypothesis is accepted signifying that organisational commitment factors significantly affects engineering teachers Pay factor of job satisfaction.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.006	.244		8.224	.000
	AC	.260	.064	.252	4.087	.000
	CC	.156	.079	.141	1.964	.050
	NC	.162	.062	.165	2.627	.009
a. Dependent Variable: Pay						

(Source: Primary Data/ Structured Questionnaire)

The results in the above coefficient table revealed that the organisational commitment factors are predicting engineering teachers Pay factor of job satisfaction.

Where AC: Affective Commitment; CC: Continuous Commitment; NC: Normative Commitment

Table- 4: Regression Model of HOD and OC among Private Sector University Engineering College Teachers

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.472[a]	.223	.215	1.07979
a. Predictors: (Constant), NC, AC, CC				

(Source: Primary Data/ Structured Questionnaire)

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From the above table it is observed that the correlation coefficient R= .472. It indicates the relation between HOD of job satisfaction and organisational commitment is constructive and both alter in the identical path. The coefficient of variation R^2 shows that 22.3% of the deviation in the dependant factor (HOD) is explained by the independent factor (Organisational commitment). The adjusted R^2 mentioned in the above table shows the generalizability of the model. It enables generalising the result obtained from the engineering teachers to the sample universe. It is observed that the value of the adjusted R^2 =.215 is close to the value of R^2= .223. If the adjusted R^2 is expelled from the R^2 the value will be (.223-.215=.008). This sum of decrease means that if the sample universe participates in the research and the model has been fitted then, there will be 0.8% less difference in the outcome.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	98.807	3	32.936	28.248	.000[b]
	Residual	345.120	296	1.166		
	Total	443.927	299			

a. Dependent Variable: HOD

b. Predictors: (Constant), NC, AC, CC

(Source: Primary Data/ Structured Questionnaire)

The analysis of variance (ANOVA) allows researchers to test the null hypothesis statistically. The above table shows the outcome of the ANOVA test, where the F-ratio= 28.248 and the P-value<0.05, this outcome indicates that there is less than 5% change that an F-ratio of this value would be occur only coincidentally. Since the P-value is lesser than the significant level (0.05), the null hypothesis is rejected and the alternate hypothesis is accepted signifying that organisational commitment factors significantly affects engineering teachers HOD factor of job satisfaction.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.779	.241		7.388	.000
	AC	.382	.063	.368	6.068	.000
	CC	.039	.078	.036	.503	.615
	NC	.177	.061	.180	2.920	.004

a. Dependent Variable: HOD

(Source: Primary Data/ Structured Questionnaire)

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The results in the above coefficient table revealed that the organisational commitment factors are predicting engineering teachers HOD factor of job satisfaction.

Where AC: Affective Commitment; CC: Continuous Commitment; NC: Normative Commitment

Table- 5: Regression Model of Colleagues and OC among Private Sector University Engineering College Teachers

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.399[a]	.159	.151	1.06975
a. Predictors: (Constant), NC, AC, CC				

(Source: Primary Data/ Structured Questionnaire)

From the above table it is observed that the correlation coefficient R= .399. It indicates the relation between Colleagues of job satisfaction and organisational commitment is constructive and both alter in the identical path. The coefficient of variation R^2 shows that 15.9% of the deviation in the dependant factor (Colleagues) is explained by the independent factor (Organisational commitment). The adjusted R^2 mentioned in the above table shows the generalizability of the model. It enables generalising the result obtained from the engineering teachers to the sample universe. It is observed that the value of the adjusted R^2 =.151 is close to the value of R^2= .159. If the adjusted R^2 is expelled from the R^2 the value will be (.159-.151=.008). This sum of decrease means that if the sample universe participates in the research and the model has been fitted then, there will be 0.8% less difference in the outcome.

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	64.133	3	21.378	18.681	.000[b]
	Residual	338.729	296	1.144		
	Total	402.863	299			
a. Dependent Variable: Colleagues						
b. Predictors: (Constant), NC, AC, CC						

(Source: Primary Data/ Structured Questionnaire)

The analysis of variance (ANOVA) allows researchers to test the null hypothesis statistically. The above table shows the outcome of the ANOVA test, where the F-ratio= 21.378 and the P-value<0.05, this outcome indicates that there is less than 5% change that an F-ratio of this value would be occur only coincidentally. Since the P-value is lesser than the significant level

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(0.05), the null hypothesis is rejected and the alternate hypothesis is accepted signifying that organisational commitment factors significantly affects engineering teachers Colleagues factor of job satisfaction.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.038	.239		8.543	.000
	AC	.261	.062	.264	4.191	.000
	CC	.108	.077	.102	1.392	.165
	NC	.125	.060	.133	2.076	.039
a. Dependent Variable: Colleagues						

(Source: Primary Data/ Structured Questionnaire)

The results in the above coefficient table revealed that the organisational commitment factors are predicting engineering teachers Colleagues factor of job satisfaction.

Where AC: Affective Commitment; CC: Continuous Commitment; NC: Normative Commitment

Table- 6: Regression Model of Promotion& Recognition and OC among Private Sector University Engineering College Teachers

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.415[a]	.172	.164	1.09835
a. Predictors: (Constant), NC, AC, CC				

(Source: Primary Data/ Structured Questionnaire)

From the above table it is observed that the correlation coefficient R= .415. It indicates the relation between Promotion& Recognition of job satisfaction and organisational commitment is constructive and both alter in the identical path. The coefficient of variation R^2 shows that 17.2% of the deviation in the dependant factor (Promotion& Recognition) is explained by the independent factor (Organisational commitment). The adjusted R^2 mentioned in the above table shows the generalizability of the model. It enables generalising the result obtained from the engineering teachers to the sample universe. It is observed that the value of the adjusted R^2 =.164 is close to the value of R^2= .172. If the adjusted R^2 is expelled from the R^2 the value will be (.172-.164=.008). This sum of decrease means that if the sample universe participates

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in the research and the model has been fitted then, there will be 0.8% less difference in the outcome.

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	74.343	3	24.781	20.542	.000[b]
	Residual	357.087	296	1.206		
	Total	431.430	299			
a. Dependent Variable: Promotion& Recognition						
b. Predictors: (Constant), NC, AC, CC						

(Source: Primary Data/ Structured Questionnaire)

The analysis of variance (ANOVA) allows researchers to test the null hypothesis statistically. The above table shows the outcome of the ANOVA test, where the F-ratio= 20.542 and the P-value<0.05, this outcome indicates that there is less than 5% change that an F-ratio of this value would be occur only coincidentally. Since the P-value is lesser than the significant level (0.05), the null hypothesis is rejected and the alternate hypothesis is accepted signifying that organisational commitment factors significantly affects engineering teachers Promotion& Recognition factor of job satisfaction.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.112	.245		8.620	.000
	AC	.232	.064	.227	3.625	.000
	CC	.183	.080	.168	2.306	.022
	NC	.120	.062	.124	1.940	.053
a. Dependent Variable: Promotion& Recognition						

(Source: Primary Data/ Structured Questionnaire)

The results in the above coefficient table revealed that the organisational commitment factors are predicting engineering teachers Promotion& Recognition factor of job satisfaction.

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Where AC: Affective Commitment; CC: Continuous Commitment; NC: Normative Commitment

Table- 7: Regression Model of Students and OC in Private Sector Universities

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.384[a]	.147	.139	1.14806
a. Predictors: (Constant), NC, AC, CC				

(Source: Primary Data/ Structured Questionnaire).

From the above table it is observed that the correlation coefficient R= .384. It indicates the relation between Students of job satisfaction and organisational commitment is constructive and both alter in the identical path. The coefficient of variation R^2 shows that 14.7% of the deviation in the dependant factor (Students) is explained by the independent factor (Organisational commitment). The adjusted R^2 mentioned in the above table shows the generalizability of the model. It enables generalising the result obtained from the engineering teachers to the sample universe. It is observed that the value of the adjusted R^2 =.139 is close to the value of R^2= .147. If the adjusted R^2 is expelled from the R^2 the value will be (.147-.139=.008). This sum of decrease means that if the sample universe participates in the research and the model has been fitted then, there will be 0.8% less difference in the outcome.

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	67.375	3	22.458	17.039	.000[b]
	Residual	390.140	296	1.318		
	Total	457.516	299			
a. Dependent Variable: Students						
b. Predictors: (Constant), NC, AC, CC						

(Source: Primary Data/ Structured Questionnaire)

The analysis of variance (ANOVA) allows researchers to test the null hypothesis statistically. The above table shows the outcome of the ANOVA test, where the F-ratio= 17.039 and the P-value<0.05, this outcome indicates that there is less than 5% change that an F-ratio of this

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value would be occur only coincidentally. Since the P-value is lesser than the significant level (0.05), the null hypothesis is rejected and the alternate hypothesis is accepted signifying that organisational commitment factors significantly affects engineering teachers Students factor of job satisfaction.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.315	.256		9.043	.000
	AC	.273	.067	.259	4.079	.000
	CC	.145	.083	.129	1.741	.083
	NC	.080	.065	.080	1.239	.216
a. Dependent Variable: Students						

(Source: Primary Data/ Structured Questionnaire)

The results in the above coefficient table revealed that the organisational commitment factors are predicting engineering teachers Students factor of job satisfaction.

Where AC: Affective Commitment; CC: Continuous Commitment; NC: Normative Commitment

Table- 8: Regression Model of Physical Environment and OC in Private Sector Universities

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.377[a]	.142	.134	1.11346
a. Predictors: (Constant), NC, AC, CC				

(Source: Primary Data/ Structured Questionnaire)

From the above table it is observed that the correlation coefficient R= .377. It indicates the relation between Physical Environment of job satisfaction and organisational commitment is constructive and both alter in the identical path. The coefficient of variation R^2 shows that 14.2% of the deviation in the dependant factor (Physical Environment) is explained by the independent factor (Organisational commitment). The adjusted R^2 mentioned in the above table shows the generalizability of the model. It enables generalising the result obtained from the engineering teachers to the sample universe. It is observed that the value of the adjusted

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R^2 =.134 is close to the value of R^2= .142. If the adjusted R^2 is expelled from the R^2 the value will be (.142-.134=.008). This sum of decrease means that if the sample universe participates in the research and the model has been fitted then, there will be 0.8% less difference in the outcome.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	60.855	3	20.285	16.362	.000[b]
	Residual	366.981	296	1.240		
	Total	427.836	299			

a. Dependent Variable: Physical Environment

b. Predictors: (Constant), NC, AC, CC

(Source: Primary Data/ Structured Questionnaire).

The analysis of variance (ANOVA) allows researchers to test the null hypothesis statistically. The above table shows the outcome of the ANOVA test, where the F-ratio= 16.362 and the P-value<0.05, this outcome indicates that there is less than 5% change that an F-ratio of this value would be occur only coincidentally. Since the P-value is lesser than the significant level (0.05), the null hypothesis is rejected and the alternate hypothesis is accepted signifying that organisational commitment factors significantly affects engineering teachers Physical Environment factor of job satisfaction.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.412	.248		9.713	.000
	AC	.278	.065	.273	4.283	.000
	CC	.120	.081	.111	1.489	.137
	NC	.069	.063	.072	1.104	.270

a. Dependent Variable: Physical Environment

(Source: Primary Data/ Structured Questionnaire)

The results in the above coefficient table revealed that the organisational commitment factors are predicting engineering teachers Physical Environment factor of job satisfaction.

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Findings

- From the analysis it is found that there is significant impact of organisational commitment on the all the factors of Job satisfaction in the study area.
- 15.1% of variation in the Job-itself is explained by organisational commitment
- 19.5% of variation in the Pay is explained by organisational commitment
- 22.3% of variation in the HOD is explained by organisational commitment
- 15.9% of variation in the Colleagues is explained by organisational commitment
- 17.2% of variation in the Promotion& Recognition is explained by organisational commitment
- 14.7% of variation in the Students is explained by organisational commitment
- 14.2% of variation in the Physical Environment is explained by organisational commitment

Suggestions

Organisational Commitment is significantly explaining variance in all the factors of job satisfaction significantly. But majority of variance can be explained for the HOD and Pay. In private engineering colleges the employee pay packages are different from each other and the teachers pay is purely based on the management discrimination. The employees with strong teaching commitment are happy with their pay packages. Therefore, management should revise pay packages of teachers time to time as the teachers improves their knowledge, teaching skills and research contributions.

Conclusion

The present research is conducted to examine the organisational commitment impact on job satisfaction in the select private universities. For this purpose R.D.Sherma& Jeevan Jyothi (2009) seven factor job satisfaction scale is adopted and Abdulmajeed et., al (2019) three factor scale of organisational commitment is considered for the study. From the analysis it is observed that all the job satisfaction factors are significantly influenced by organisational commitment. From the analysis it is also found that HOD and Pay factor changes are explained by organisational commitment precisely. The reason is that some faculty members are handling six to seven classes per day and giving leave is a difficult job and the decision is taken by HOD and principal. Adjusting class work and getting leave become stressful job than reason for leave (Health issues, family problems etc). Therefore, management should

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make HOD such a person who can satisfy teachers needs as well as upkeep organisational policies.

Scope for Future Research

The present research (organisational commitment) is explaining a part of differences in job satisfaction. In future researchers can create a model with organisational commitment adding some other construct impacting job satisfaction of teachers.

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