PROJECT REPORT

ON

A STUDY ON JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT AMONG TEACHING STAFF WITH SPECIAL REFERENCE TO M.E.S ASMABI COLLEGE, P. VEMBALLUR

Submitted in partial fulfilment of the requirements for the award of degree of Master of Commerce of the University of Calicut

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MES ASMABI COLLEGE

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2021-2023

CERTIFICATE ON PLAGIARISM CHECK

MES ASMABI COLLEGE, P VEMBALLUR

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2.	Title of the Thesis/paper	A Study on Job Satisfaction and Organizational Commitment Among Teaching Staff with Special Reference to M.E.S Asmabi College, P. Vemballur		
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4.	Category	Master's Thesis		
5.	Department/institution	Commerce		
6.		Introduction / Review of literature	Materials and Methods	Results/ Discussion/summary Conclusion
7.	Similar content (%) identified	-	-	-
	In case Overall similarity (%)	0%		
8.	Acceptable Maximum limit	25/35	25	10
9.	Revised Check			
10.	Similar content (%) identified	0%		
11	Acceptable Maximum limit			
12	Software used	**Checker X**		
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This is to certify that the project report entitled **"A Study on Job Satisfaction and Organizational Commitment Among Teaching Staff with Special Reference to M.E.S Asmabi College, P. Vemballur"** is a bona-fide record of project work carried out by **SANDRA E S,** in partial fulfilment of her Degree in Master of Commerce of the University of Calicut.

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This is to certify that the project report **"A Study on Job Satisfaction and Organizational Commitment Among Teaching Staff with Special Reference to M.E.S Asmabi College, P. Vemballur"** is a bona-fide record of project work carried out by **SANDRA E S,** in partial fulfilment of his Degree of Master of Commerce of the University of Calicut. Certified that this is an independent work carried under my guidance and supervision.

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DECLARATION

I, **SANDRA E S** hereby declare that the project report report **"A Study on Job Satisfaction and Organizational Commitment Among Teaching Staff with Special Reference to M.E.S Asmabi College, P. Vemballur"** is a bona-fide record of project work carried out by me under the supervision and guidance of Smt. **THANZEELA EBRAHIM.K**, Assistant Professor, M. E. S Asmabi College, P. Vemballur. The information and data given in the report is authentic to the best of my knowledge.

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ACKNOWLEDGEMENT

*First of all, I am thankful to **GOD**, the almighty for all his blessings showered upon me throughout my life and with his grace, I could successfully complete the project work.*

*I am especially thankful to my project guide **Smt. THANZEELA EBRAHIM.K.**, Assistant Professor of Research Department of Commerce, M.E.S Asmabi College, for her timely advice & far- sighted and reflective supervision throughout the study and for the preparation of the project report.*

*I express my sincere gratitude to **Dr. A. BIJU**, the principal of M.E.S Asmabi College, P. Vemballur, for the supportive research environment he always sustained in the department.*

*I wish to express my sincere gratitude to **Smt CHITRA. P**, Head of the Research Department of Commerce, M.E.S Asmabi College for the valuable suggestions and help.*

*I express my gratitude to **Mrs. SALIHA P. I**, the librarian of M.E.S Asmabi College, P. Vemballur, for her support and timely guidance.*

I am grateful to the selected respondents who cooperated with me at the time of the survey.

I wish to express my sincere gratitude to all my teachers and the non- teaching staff, for their motivation, support and guidance throughout the preparation of this project.

Finally, I express my sincere thanks to my parents, friends and relatives for their constant support and encouragement throughout the preparation of this project report.

SANDRA E.S

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WEBSITES

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1.1 INTRODUCTION

In the dynamic and competitive landscape of higher education, the role of teaching staff has a significant importance in changing the student's life and institutional goals. Job satisfaction and organizational commitment are crucial aspects that significantly impact the effectiveness and overall performance of teaching staff in educational institutions. As the backbone of any educational system, teaching staff's contentment and commitment have far-reaching implications for students' learning outcomes, institutional success, and the fulfillment of organizational goals. Understanding and enhancing these factors are of utmost importance in ensuring a thriving educational environment.

Job satisfaction refers to the level of contentment, fulfillment, and gratification that employees experience in their work roles. It encompasses various facets, such as the work itself, remuneration, job security, work-life balance, and opportunities for growth and advancement. Satisfied teaching staff are more likely to be motivated, engaged, and invested in their roles, leading to improved classroom dynamics and enhanced student learning experiences.

On the other hand, organizational commitment pertains to the extent of an employee's emotional attachment, loyalty, and identification with the educational institution they serve. It reflects the willingness of teaching staff to stay with the organization, support its objectives, and exert extra effort to achieve organizational success. A high level of organizational commitment among teaching staff fosters a sense of unity, teamwork, and mutual support, creating a positive work environment that can ultimately benefit students' academic progress.

But now a days they are dissatisfied to their job and lack in organizational commitment due to several reasons. Given the challenges faced by educational institutions, including increasing student diversity, evolving technology integration, and changing societal expectations, the relationship between job satisfaction and organizational commitment becomes even more critical. A content and committed teaching staff is more likely to embrace innovation, adapt to changing circumstances, and collaborate effectively to address these challenges, ultimately contributing to the overall success and reputation of the institution. This research aims to study the job satisfaction and organizational commitment among the teaching staff in M.E.S Asmabi College, P. Vemballur.

1.2 SIGNIFICANCE OF THE STUDY

Satisfaction of job and commitment towards the organisation among the college teaching staff can bring significant changes in the society. Now a days they are dissatisfied to their job and lack commitment towards the organization due to several reasons. Understanding the dynamics in the job satisfaction and organizational commitment among the teaching staff is crucial for making a supportive environment, enhancing productivity, excellence within the organization. This study conducted in M.E.S Asmabi College, P. Vemballur among the teaching staff and the findings of the study is useful for both academic community and college.

1.3 STATEMENT OF THE PROBLEM

Job satisfaction and organizational commitment among the college teaching staff is relatively new concept in India. The satisfaction towards job and commitment towards their organization is different from college to college. This study is conducted to know the level of job satisfaction and relationship between job satisfaction and organizational commitment among the teaching staff . The study also examine the level of commitment towards the organization based on the age of teaching staff with a special reference to M.E.S Asmabi College, P. Vemballur.

1.4 SCOPE OF THE STUDY

The scope of the study is to investigate the job satisfaction and organizational commitment among teaching staff in M.E.S Asmabi College, P. Vemballur. The project aims to understand the level of job satisfaction experienced by the college teaching staff, determining if there is a significant difference in organizational commitment among teaching staff based on the age. By examining the relationship between job satisfaction and organizational commitment, the research aims to identify whether there is a correlation exists between these two keywords among teaching staff. The findings of this study can provide valuable insights for educational institution to improve the retention of college teaching staff and overall job satisfaction, leading to a more committed and content teaching workforce.

1.5 OBJECTIVES OF THE STUDY

1. To examine the level of job satisfaction among the teaching staff.
2. To assess whether there is any significant difference in the level of organization commitment among teaching staff.
3. To explore the relationship between job satisfaction and organisational commitment among teaching staff.

1.6 HYPOTHESIS

H_{01}: Length of experience does not influence the level of job satisfaction.

H_{02}: Age does not influence the level of organizational commitment.

H_{03}: There is no correlation between job satisfaction and organizational commitment.

1.7 RESEARCH METHODOLOGY

1.7.1 Research design

This study adopted descriptive research design based on primary data. A detailed study is done through questionnaire by using google form application.

1.7.2 Sources of data

Both primary data and secondary data is used for the study.

Primary data

The primary was collected through questionnaire by using google form application in M.E.S Asmabi College, P. Vemballur.

Secondary data

The secondary data were collected from internet, journals, articles.

1.7.3 Sample design

Convenience sampling method is used for the study with a sample size of 50 teaching staff in M.E.S Asmabi College, P. Vemballur.

1.7.4 Tools for data analysis

Correlation and ANOVA were used in this study. IBM SPSS version 26 used for analysing data.

1.7.5 Tools for data presentation

Data has been presented using tables, pie charts.

1.7.6 Period of the study

The study is conducted during the in between February 2023 to June 2023

1.8 LIMITATIONS OF THE STUDY

1. Lack of time is another limitation of the study.

2. Reliability and accuracy of the data depends on the respondent's response.

3. This study is targeted only few teaching staff.

1.9 CHAPTERISATION

This study is divided in to five chapters.

- **Chapter 1-**Introduction, Significance of the study, statement of the problem, scope of the study, objectives of the study, Hypothesis, methodology and limitation of the study.
- **Chapter 2-** Review of literature
- **Chapter 3-**Theoretical framework
- **Chapter 4-** Data analysis and interpretation
- **Chapter 5-** Findings, suggestions, conclusion

REVIEW OF LITREATURE

Phuong Ngoc Dug Nguyen, Linh Le Khan Nguyen, Dong Nguyen Thanh LE (2021), the study about to explore the link between job satisfaction and organizational commitment at higher education institutions in the emerging country Vietnam. The result confirms that there was a positive and significant relationship between job satisfaction and organizational commitment. They also establish that the ability utilization and supervisor support can bring more satisfaction to their job.

DR. R. Gopinath (2020), his study aimed to investigate the impact and influence of job satisfaction on organizational commitment among academic leaders of Tamilnadu Universities. The result of the study shows that there was a positive relationship between job satisfaction and Organizational Commitment

Barooj Bashir, Abdul Gani (2020), the purpose of their paper was to examine the impact of Job satisfaction on organizational commitment among the university teachers in India. Structural Equational Model was used for the statistical anlyisis. Sample size is collected from education sector in north India. The result of the study shows that there was a significant impact on job satisfaction and organizational commitment.

Ismail Hussein Ali, Dr.Abdiaziz ahmed Ibrahim (2019),The study was conducted to investigate the relationship between job satisfaction and organizational commitment. The research was conducted in Mogadishu Somalia. The paper investigated the relationship between job satisfaction and normative commitment, job satisfaction and continuance commitment. The study conducted through correlation research design. The result shown that the job satisfaction positively and strongly correlated with organizational commitment

Mz Wenhlanhla Calvin Mabaso (2017), this paper was based on the statistical relationship between employee reward, job satisfaction and organizational commitment. The study conducted two universities namely Central University of Technology and Tshwane University of Technology in South Africa. The result of the study shown that there is a significant statistical relationship between employee reward, job satisfaction and Organizational commitment.

Tekile Abebe, Solomon Markos (2016), their study investigates the relationship between job satisfaction and organizational commitment in terms of academic staff at Arba Minch university, Ethiopia. Findings of the study shown that they are satisfied with their job when they work with their co-workers and the nature of the job. And they commit to their organization when they receive equitable payment and promotion.

Fumani Donald, Mabasa Engetani Luca, Netshidzivabani Mmbegeni victor (2016), the purpose of their study was to investigate the relationship between organizational commitment and Mabasa job satisfaction in higher education institutions in South Africa. T test and ANOVA were used in this study. The result of the study shown a positive relationship between affective commitment as well as continuance commitment, but no relationship between job satisfaction and normative commitment. This study also found that there was no difference in job satisfaction between male and female academic staff members. There was no difference between job satisfaction as well as employee organizational commitment in terms of age.

Rizwan Qaiser Danish, Umar Darz, Hafiz Yasir Ali (2015), their study was conducted among 179 teachers from different colleges and universities of Pakistan. Their study shown that organizational climate has considerable impact on job satisfaction as well as on organizational commitment.

Bushra Arif, Yaair Aftab Farooqi (2014), their study was aimed to examine the impact of work life balance on job satisfaction and organizational commitment among teaching employees of the University of Gujrat. According to their study they founded that the work life balance affects job satisfaction and organizational commitment.

Khalid Rehman, Ziaur Rehman, Naveed Saif, Abdul Sattar Khan, Allah Nawaz, S Rehman (2013), their study committed among the teachers of educational institutions in Pakistan. The purpose of their study explains a conceptual model about job satisfaction and organizational commitment and demographic factors. The result of the study showed that the personal, job, organizational variables are universal. These variables are different from person to person, job to job and organization to organization.

Raluca Rusu (2013), in this study analyses the relationship between organizational commitment on the whole its dimensions (affective, normative, continuance) and the work

satisfaction. The study was conducted in the higher education institution of Romania. The result of the study shown a positive relationship between organization and individual job satisfaction.

Samina nawab, komal khalid Bhatti (2011), their study was based on the understanding regarding the impact of employee compensation on their job satisfaction and employee organizational commitment among Pakistani University Teachers. The study founded that the universities should adapt compensation plans in order to enhance competitiveness. These studies also provided the tools for job satisfaction and organizational commitment.

Prof. Dr. Muhammad Ebsan malik, Dr. Samina Nawab, Basharat Naeem, Rizwan Qaiser Danish (2010), in their study 'job satisfaction and organizational commitment of universities in public sector of Pakistan 'opinion that the satisfaction with work itself, quality of supervision and pay satisfaction had a high degree of organizational commitment and job satisfaction.

Donna Brown, Marcel A Sergeant (2007), their study was conducted in full time workers Akra University. The results of their study suggested that , longer stayed employees in this organization have a high degree of job satisfaction and organizational commitment and also founded that the administrators sector managers had a high degree of job satisfaction and organizational religious commitment.

Tor Busch, Lurs Fallan, Arve pettersen (1998), this study was conducted in faculty teachers in Norwegian. According to this paper, there was a significant difference in the performance indicators such as job satisfaction, self-efficiency, goal commitment and organizational commitment in the college sector.

JOB SATISFACTION

A persons subjective assessment of their work experience and general comfort with their job are referred to as their job satisfaction. Employee feel more satisfied at work when they find it is relevant, challenging and compatible with their talents and interest. Individual typically feels a sense of fulfilment, involvement and happiness in their work when they are experiencing job satisfaction. Their duties and obligation provide them a sense of accomplishment and internal motivation. Higher productivity, dedication are the result of this. Nature of work, connection with co-workers and superiors, chances of growth and development, equitable rewards, work life balance, organizational culture are some important factors that effecting the feelings of a person about their job. For both individual and organization, job satisfaction offers several advantages.

JOB SATISFACTION THEORIES:

Job satisfaction is a complex and multidimensional concept. It has been extensively studied in organizational psychology and human resource Management. The important theories related to job satisfaction are:

- **Need Based Theories:** This theory suggest that a person's ability to meet their own needs has an impact on their level of job satisfaction. The hierarchy needs proposed by Abraham Maslow is the well known need based theories. According to Maslow, offering fair compensation, chances for growth and progress, Supportive work environment leads to job satisfaction.
- **Equity Theory:** Equity theory was developed by John Stacey Adams in 1963.This theory is based on the level of equity and fairness that is received by an employee for their work. It explains that the employee should find a balance between their ratio of input and ratio of output they receive. If the comparison is fair then the employee reaches satisfaction and vice versa.
- **Expectancy Theory:** Victor Vroom is the developer of this theory. Theory says that personal expectations and beliefs affect job happiness. The valence, anticipation and instrumentality are key components of this theory.

- **Job characteristics Model:** The Job Characteristics Model, created by Hackman and Oldham. According to this model, particular job attributes may increase levels of job satisfaction. The model identifies five essential employment characteristics: autonomy, feedback, task relevance, task identity, and skill variety.

- **Social Exchange Theory:** According to the social exchange theory, interactions between employees and their employer have an impact on job satisfaction. This idea holds that staff members interact socially and trade time, effort, and commitment with the company in order to exchange resources. When an organization offers encouragement, acclaim, and chances for advancement, employees are more satisfied with their jobs.

- **Embeddedness theory:** According to the job embeddedness theory, an individual's level of connection to their organization, community, and job influences their level of job satisfaction in addition to their personal traits and professional aspects. It highlights how important it is for aspects like social relationships, organizational fit, and personal sacrifices made for the job to determine job happiness.

FACTORS CONTRIBUTING JOB SATISFACTION:

1. Compensation and Benefits: Fair and competitive pay, including salary, incentives, and benefit packages, can have a big impact on how happy employees are at work. Overall job satisfaction can be influenced by feeling fairly compensated for one's labour and having access to perks like health insurance, retirement plans, and paid time off.

2. Job security: A crucial component of job happiness is feeling secure in one's position at work. Possessing a secure job, possibilities for professional advancement, and job security can boost job satisfaction and lower stress.

3. Supportive Work Environment: Positive and supportive working conditions that encourage cooperation, teamwork, and respect for others can improve job satisfaction. Job happiness can be increased by having helpful co-workers, positive relationships with superiors, and a positive workplace culture.

4. Recognition and Appreciation: Understanding your contributions are respected and appreciated is essential for job satisfaction. Regular praise, acknowledgment of

accomplishments, and chances for career promotion and personal growth can improve morale and job satisfaction.

5. Job Autonomy: Possessing some autonomy and control over one's work might enhance job happiness. Employee happiness is typically higher when given the freedom to solve problems, make decisions, and contribute to the general direction of their job.

6. Challenging and meaningful work: Finding work that is demanding, and consistent with personal values can have a big impact on job happiness. Employees are more likely to report higher levels of satisfaction when they perceive a higher purpose and significance in their work.

7. Workload and Stress Levels: A heavy workload and intense stress can have a detrimental effect on job satisfaction. Manageable workloads, unambiguous objectives, and sufficient resources can all assist to lower stress levels and boost job satisfaction.

8. Opportunities for Growth and Development: Access to learning opportunities, opportunities for skill development, and possibilities for career promotion are crucial for job satisfaction. Access to mentoring, training opportunities, and promotions increases an employee's sense of job satisfaction and motivation.

9. Work-Life Integration: The capacity to incorporate values and interests from one's personal life into one's work might increase job satisfaction. It can be more satisfying overall to be able to follow one's personal interests, passions, or societal issues while working.

IMPORTANCE OF JOB SATISFACTION:

1. Employee Satisfaction and Productivity: Happy employees are more likely to be committed to and interested in their work. When workers are happy in their positions, they are more likely to be motivated, concentrated, and productive. They take pleasure in what they do and are prepared to go above and beyond to further the objectives of the company. The organization's general expansion and development are facilitated by this higher productivity.

2. Employee Retention : Job satisfaction is essential for retaining employees. Employees are less inclined to leave an organization in search of greater possibilities when they are happy in their positions. Organizations can retain knowledgeable and experienced workers by encouraging workplace satisfaction, which results in stability and continuity.

3. Pleasant Work Environment: A pleasant work environment is a result of having a job you enjoy. Relationships between co-workers, managers, and subordinates are more likely to be positive when an employee is satisfied. They are more inclined to work together, communicate clearly, and show support for one another, promoting a positive workplace environment. Employee morale, collaborative efforts, and organizational growth are all improved by a positive work environment.

4. Innovation and Creativity: When workers are content, they feel more at ease sharing their thoughts and opinions. Employees who feel valued and recognised for their efforts have jobs that make them feel safe psychologically. As a result, the organization is encouraged to innovate, be creative, and solve problems. Happy workers are more inclined to share their expertise, suggest fresh concepts, and take calculated risks, all of which can result in enhanced procedures, goods, and services.

ORGANIZATIONAL COMMITMENT

An individual's psychological attachment and loyalty to an organization are referred to as organizational commitment. It shows how much a worker identifies with and is committed to the performance, values, and goals of their company. It is a multidimensional idea that includes different components and degrees of dedication.

Organizational commitment is an essential component of employee engagement and retention. It involves commitments to the organization, emotional attachment, and perceived costs. Organizations can develop a productive work environment by encouraging a commitment culture. It is a crucial aspect of employee engagement and retention. It involves emotional attachment, perceived costs, and obligations towards the organization. By fostering a culture of commitment, organizations can create a positive work environment and reap the benefits of a dedicated and motivated workforce.

IMPORTANCE OF ORGANIZATIONAL COMMITMENT

Organizational commitment has important effects on both employees and organizations. Increased job satisfaction, good corporate citizenship, and lowered turnover intentions are all connected with high levels of commitment. Employees that are committed are more willing to exert discretionary effort, show loyalty, and help the success of the company.

Organizational commitment has significant implications for both employees and organizations. High levels of commitment are associated with several positive outcomes, including increased job satisfaction, organizational citizenship behaviour, and reduced turnover intentions. Committed employees are more likely to engage in discretionary efforts, exhibit loyalty, and contribute to the organization's success. Organizations can foster and enhance organizational commitment through various strategies. These include promoting a positive organizational culture, providing opportunities for employee involvement and participation, offering competitive compensation and benefits, recognizing and rewarding employee contributions, and ensuring fair and transparent practices.

TYPES OF ORGANIZATIONAL COMMITMENT

1. **Affective Commitment:** Affective commitment is a component of commitment that involves an emotional bond with the organization. Employees that have a high level of affective commitment have a strong sense of belonging and can relate to the goals and values of the company. They are driven to help the company succeed and genuinely want to stay a part of it.

2. **Continuance Commitment:** A person's commitment to staying with an organization is based on the perceived costs and investments involved in quitting. Although employees with high continuation commitment may not experience a deep emotional connection, they feel compelled to stay because of things like financial security, benefits, or a lack of other options.

3. **Normative Commitment:** Normative commitment arises from a sense of obligation and duty towards the organization. It is influenced by societal and personal norms and values. Employees with high normative commitment believe that it is their moral responsibility to remain with the organization and fulfil their obligations.

FACTORS INFLUENCING ORGANIZATIONAL COMMITMENT

1.Job Satisfaction: A key factor in determining organizational commitment is job satisfaction. Employee commitment to the company is more likely when they are happy with their employment. Work-life balance, job stability, a positive work environment, opportunity for professional development, and appreciation for one's efforts are all factors that affect job happiness.

2.Organizational Culture: A company's culture has a big impact on how committed its personnel are. Employee commitment is cultivated by a friendly and encouraging culture that values teamwork, open communication, and employee well-being. On the other hand, a bad or poisonous culture might cause lower commitment and greater turnover.

3. Leadership: Promoting organizational commitment requires effective leadership. Employee commitment is often increased by leaders who are competent, encouraging, and create respect and trust in others. They give clear instructions, establish reasonable objectives, collect input, and acknowledge and reward employee contributions.

4. Employee Engagement: The level of excitement and involvement that employees have in their work is referred to as employee engagement. Employees who are engaged are more likely to feel loyal to the company. Engaging job assignments, chances for autonomy and decision-making, participation in decision-making processes, and a sense of purpose are all factors that support engagement.

5. Perceived Organizational Support: Employees are more likely to feel dedicated to their company when they believe that it values and supports them. Fair and equitable treatment, chances for professional advancement, and other indicators of perceived organizational support can be used to illustrate this.

6. Opportunities for Development and Advancement: Employees are more likely to feel committed if they believe that there are opportunities for them to grow, learn, and advance within the organization. Higher levels of dedication are typically promoted by organizations that offer training courses, training opportunities, and clear career routes.

7. Work-life balance: Maintaining a balance between work and personal life is essential for retaining employees. Positive effects on commitment can be seen in organizations that encourage work-life balance through flexible work arrangements, encouraging policies, and a culture that prioritizes individual wellbeing.

8. Organizational Reputation: The reputation of an organization can influences an employee's commitment. Organizations with a positive reputation for ethical practices, social responsibility, and employee satisfaction are more likely to attract and retain committed employees.

TEACHING STAFF

Teaching staff are instrumental in shaping the future of individuals and society as a whole. Their dedication, expertise, and passion contribute to the academic success and personal growth of students, making them indispensable members of the educational community. Teaching staff are vital to the education system as they facilitate learning, provide individualized support, build relationships, contribute to character development, impact society, and engage in continuous improvement. Their dedication and expertise significantly influence students' academic achievements, personal growth, and future success.

IMPORTANCE OF TEACHING STAFF

The effectiveness of the educational system and the general growth and achievement of students are greatly influenced by the teaching staff. Teaching personnel is crucial for the following reasons:

1. Facilitating Learning: It is the duty of educators to promote learning and knowledge transfer. They plan and present lessons, break down challenging ideas, and give pupils advice. A subject can be made attractive and approachable by a skilled instructor, motivating students to learn and investigate new ideas.

2. Individualized Support: Good teachers are aware that every student is different, with individual requirements, learning preferences, and abilities. They give each student their undivided attention and assistance in order to help them overcome challenges, hone their skills, and realize their full potential. To ensure students' progress, teachers can spot potential problem areas and offer extra support or resources.

3. Relationship-building: Teachers have the chance to establish deep connections with their students. Teachers can promote trust, respect, and open communication by creating a good and encouraging learning atmosphere in the classroom. For student engagement, motivation, and general well-being, these connections are crucial. Teachers frequently act as mentors and role models, offering direction and support outside of the classroom.

4. Character Development: Education comprises more than simply academic information; it also involves the development of moral character and the acquisition of practical skills. Teachers are essential in helping children establish their beliefs, encourage moral behaviour,

and foster their social and emotional growth. They provide critical thinking, problem-solving, teamwork, and communication techniques that are crucial for success in the world of today.

5. Impact on Society: By instructing and preparing the next generation, teachers have the ability to influence the future. Teachers' instructed information, abilities, and ideals have a long-lasting effect on students' lives and society at large. The growth of responsible citizens who can actively participate in their communities, favourably impact society, and advance social progress is facilitated by teachers.

6. Continuous Improvement: Effective educators are dedicated to advancing their own professional self. To improve their effectiveness as teachers, they keep up with the most recent research, instructional techniques, and technological advancements. Teachers may give their pupils better learning opportunities by consistently enhancing their knowledge and skills.

**RESPONSIBILITY OF TEACHING STAFF TOWARDS THEIR ORGANIZATION**

- Responsible for delivering quality education.
- Responsible for supporting student's development.
- Responsible for maintaining professional conduct.
- Responsible for collaborating with co-workers.
- Responsible for providing safe and inclusive learning environment.
- Responsible for holding ethical standards in their professional conduct.

Table 4.1 Classification based on gender

Gender	Frequency	Percentage
Male	13	26%
Female	37	74%
Other	0	0%
Total	50	100%

Source: Primary Data

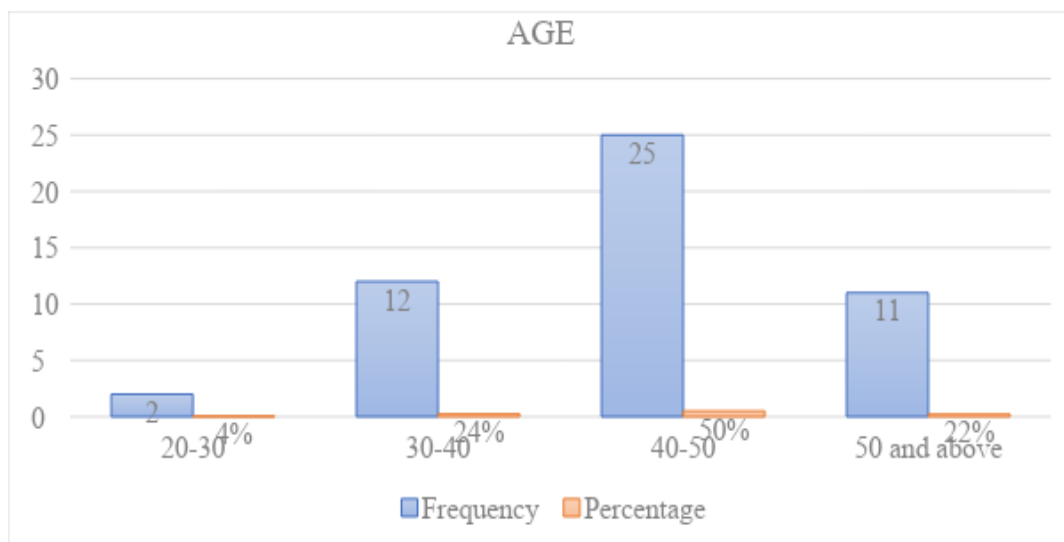**Figure 4.1 Classification based on gender**
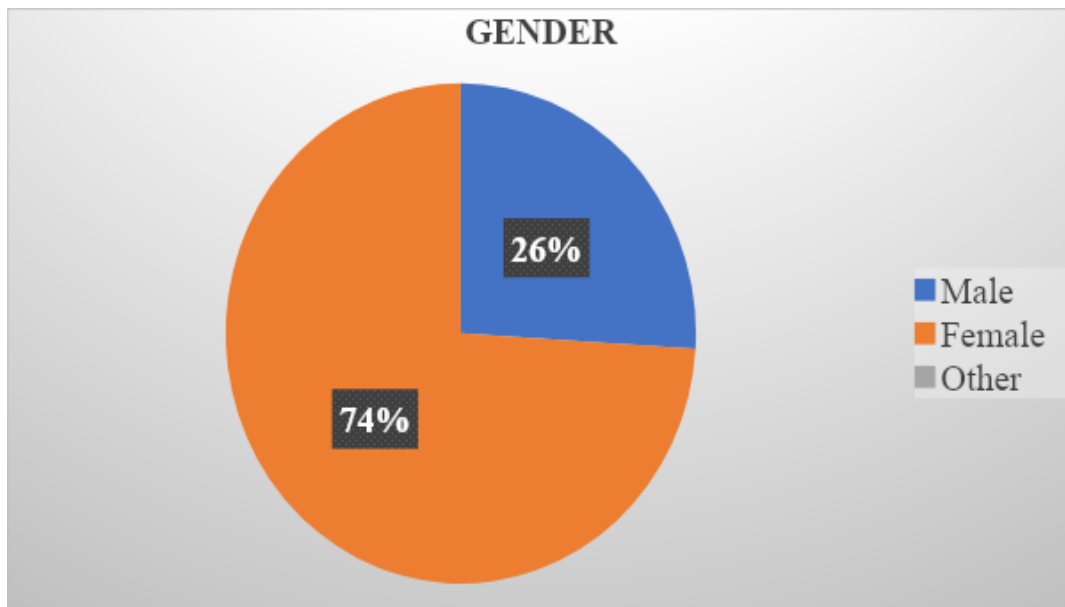
Interpretation

Table 4.1 shows that 74% of the respondents are females and 26% respondents are males.

Table 4.2 Classification based on age

Age	Frequency	Percentage
20-30	2	4%
30-40	12	24%
40-50	25	50%
50 and above	11	22%
Total	50	100%

Source: Primary Data

**Figure 4.2 Classification based on age**

Interpretation

Table 4.2 reveals that 50% of the respondents are belongs to the age group of 40-50. 24% belongs to 30-40 age group. 22% falls under 50 and above group, only 4% belongs to 20-30 age group.

Table 4.3 Classification based on monthly income

Monthly income	Frequency	Percentage
70000-100000	4	8%
100000-150000	0	0%
150000-200000	10	20%
200000-250000	10	20%
Above 250000	26	52%
Total	50	100%

Source: Primary Data

**Figure 4.3 Classification based on monthly income**
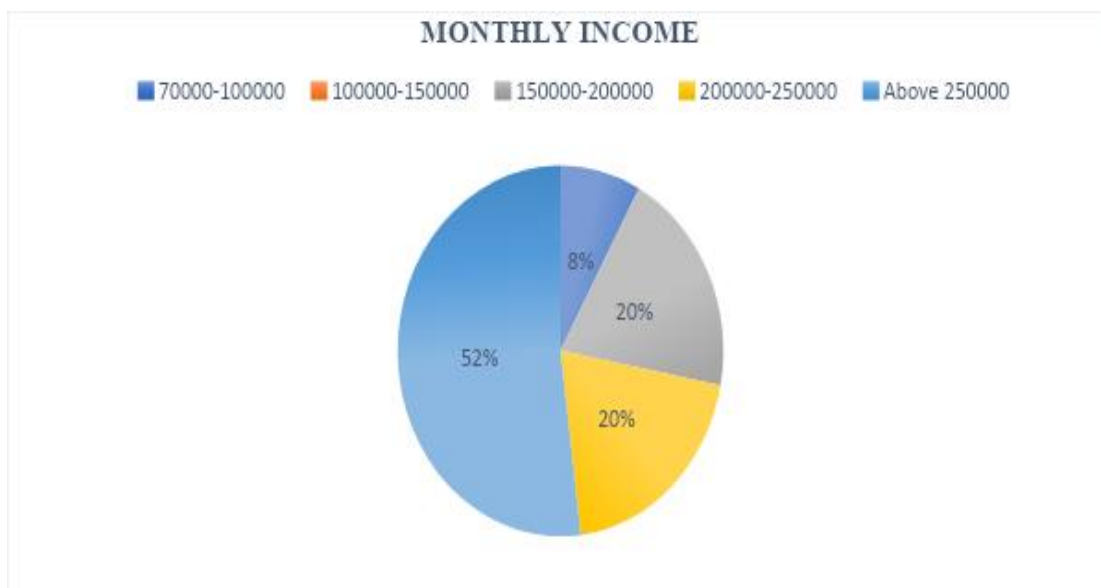
Interpretation

Table 4.3 says that 52% of the respondent's monthly income is above 250000. 20% of the respondents are included in the category of 150000-200000 and 200000 -250000 ,8% of the respondents are included in the category of 70000-100000.

Table 4.4 Classification based on qualification

Qualification	Frequency	Percentage
M. Phil	16	32%
PhD	26	52%
PG only	8	16%
Other	0	0%
Total	50	100%

Figure 4.4 Classification based on qualification
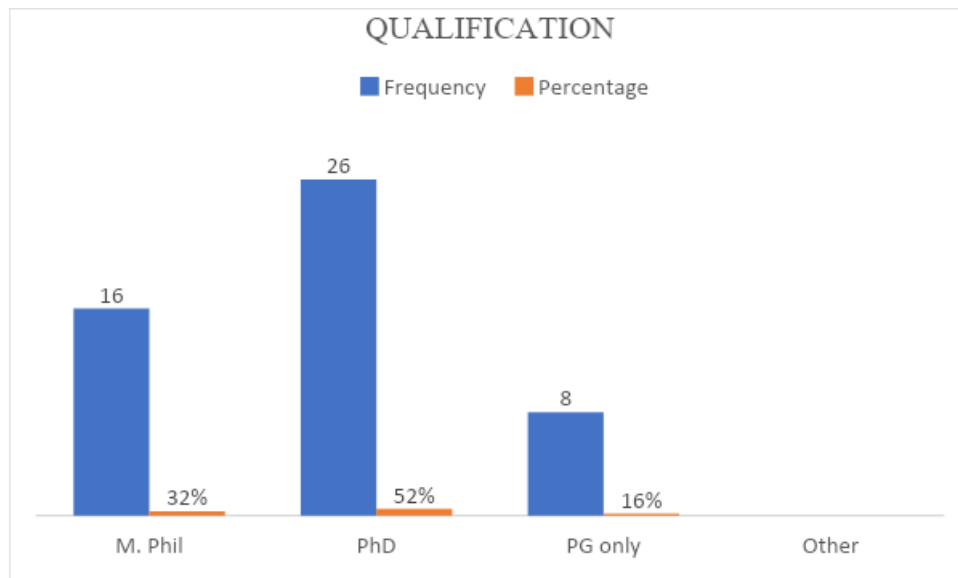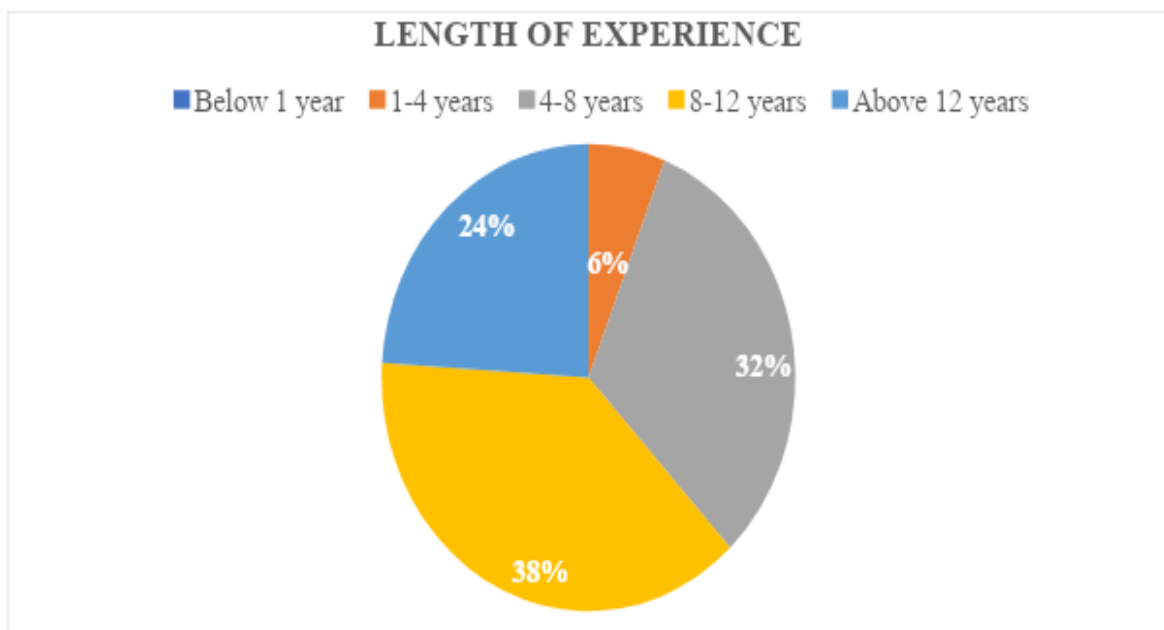

Interpretation

Table 4.4 express that majority (52%) of the respondents have PhD qualification, 32% of the respondents have M. Phil qualification, 16% of the respondents have PG only.

Table 4.5 Classification based on length of experience

Length of experience	Frequency	Percentage
Below 1 year	0	0%
1-4 years	3	6%
4-8 years	16	32%
8-12 years	19	38%
Above 12 years	12	24%
Total	50	100%

Source: Primary Data

Figure 4.5 Classification based on length of experience
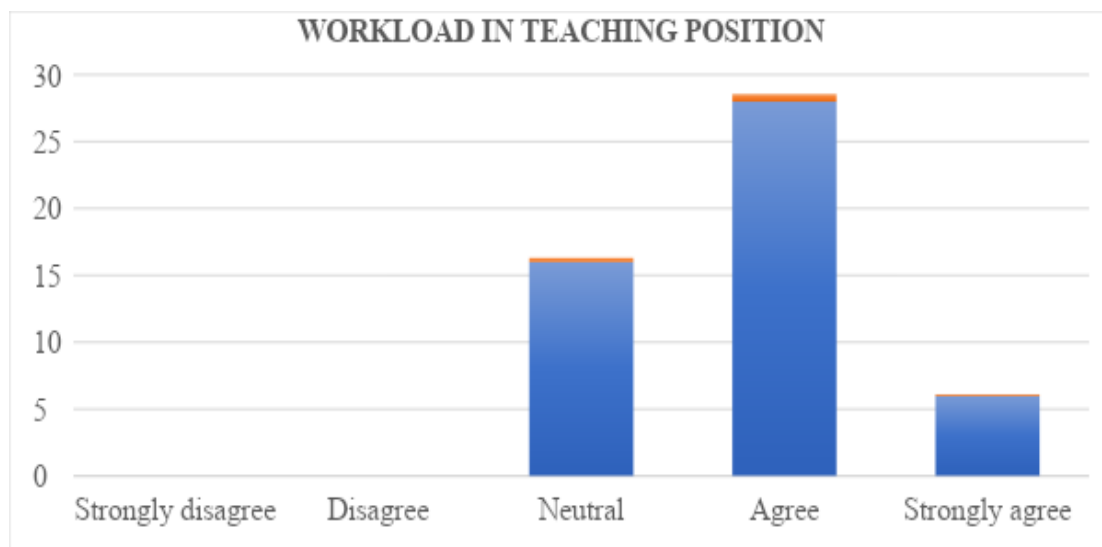

Interpretation

Table 4.5 indicates 38% of the respondents fall under the category of 8 -12 years, 4-8 years category includes 32% of the respondents,24% of the respondents includes in the category of above 12 years and 6 % of the respondents includes in the category of 1-4 years.

Table 4.6 The workload in my teaching position is manageable

Attributes	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neutral	16	32%
Agree	28	56%
Strongly agree	6	12%
Total	50	100%

Source: Primary Data

**Figure 4.6 The workload in my teaching position is manageable**

Interpretation

Table 4.6 explain that a majority of the respondents (56%) agreed that the work load in my teaching position is manageable. 32% of the respondents shows neutral attitude to the statement and 12% of the respondents strongly agree with the statement.

Table 4.7 I feel supported by my colleagues and superiors.

Attributes	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neutral	5	10%
Agree	26	52%
Strongly agree	19	38%
Total	50	100%

Source: Primary Data

Figure 4.7 I feel supported by my colleagues and superiors
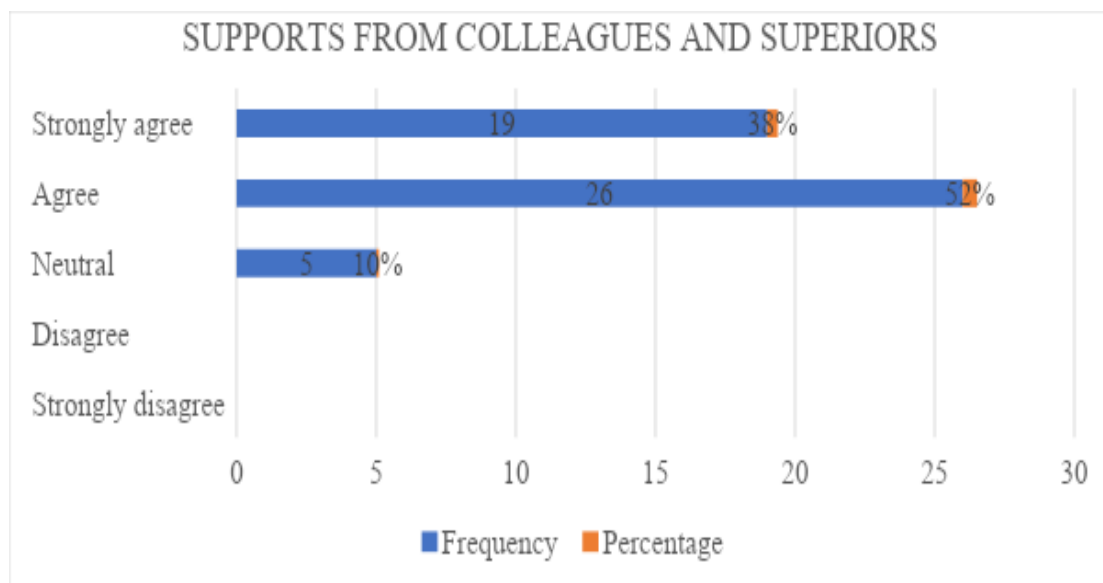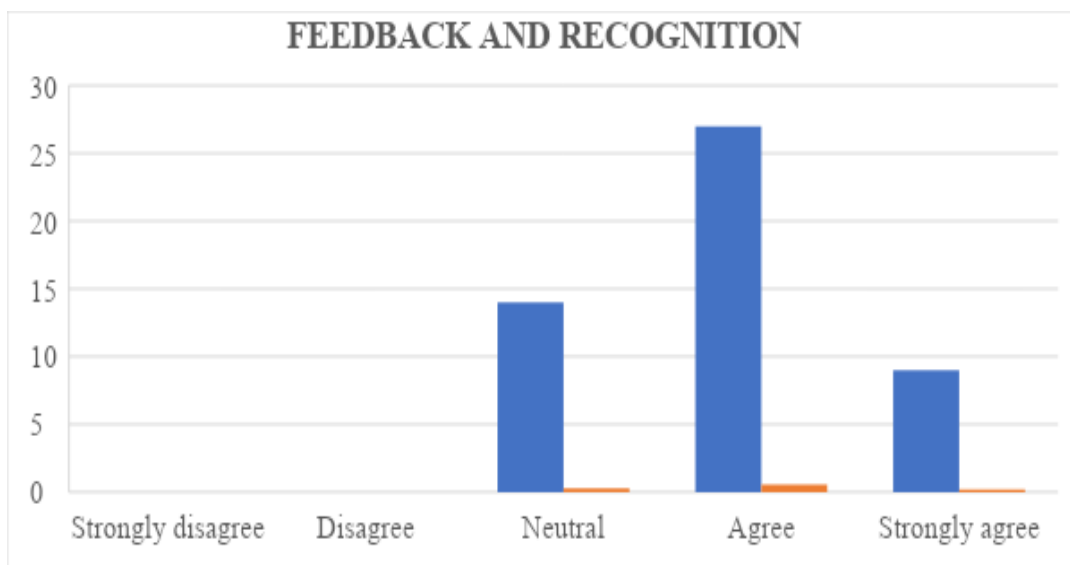

Interpretation

Table 4.7 demonstrates that 52% of the respondents agree that they are supported by their colleagues and superiors. 38% of the respondents express strongly agree with the statement.10% of the respondents maintaining neutral position.

Table 4.8 I receive adequate feedback and recognition for my work

Attributes	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neutral	14	28%
Agree	27	54%
Strongly agree	9	18%
Total	50	100%

Source: Primary Data

Figure 4.8 I receive adequate feedback and recognition for my work


FEEDBACK AND RECOGNITION

Interpretation

Table 4.8 displays that majority (54%) of the respondents agree that they receive adequate feedback and recognition for their work.28% respondents neutral about this statement and 18% of the respondents shows strongly agree with the statement.

Table 4.9 The college provide sufficient resources and materials for teaching

Attributes	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neutral	8	16%
Agree	26	52%
Strongly agree	16	32%
Total	50	100%

Source: Primary Data

Figure 4.9 The college provide sufficient resources and materials for teaching
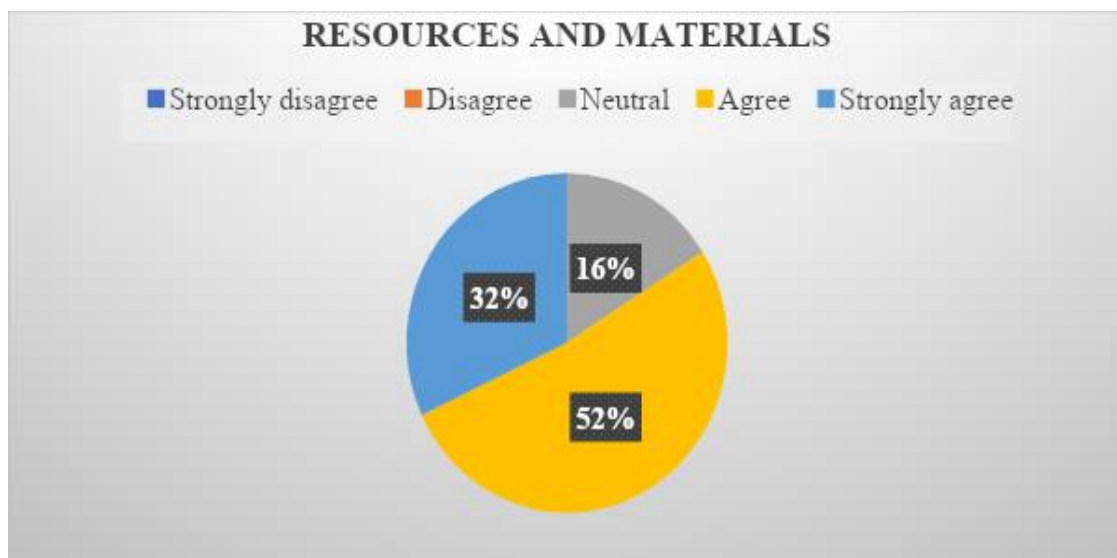
Interpretation

Table 4.9 present that 52% of the respondents agree that they get sufficient resources and materials for teaching from this college. 32% of the respondents maintain strongly agree with the statement,16% of the respondents have neutral attitude.

Table 4.10 I have opportunities for professional development and growth

Attributes	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neutral	13	26%
Agree	22	44%
Strongly agree	15	30%
Total	50	100%

Source : Primary Data

Figure 4.10 I have opportunities for professional development and growth
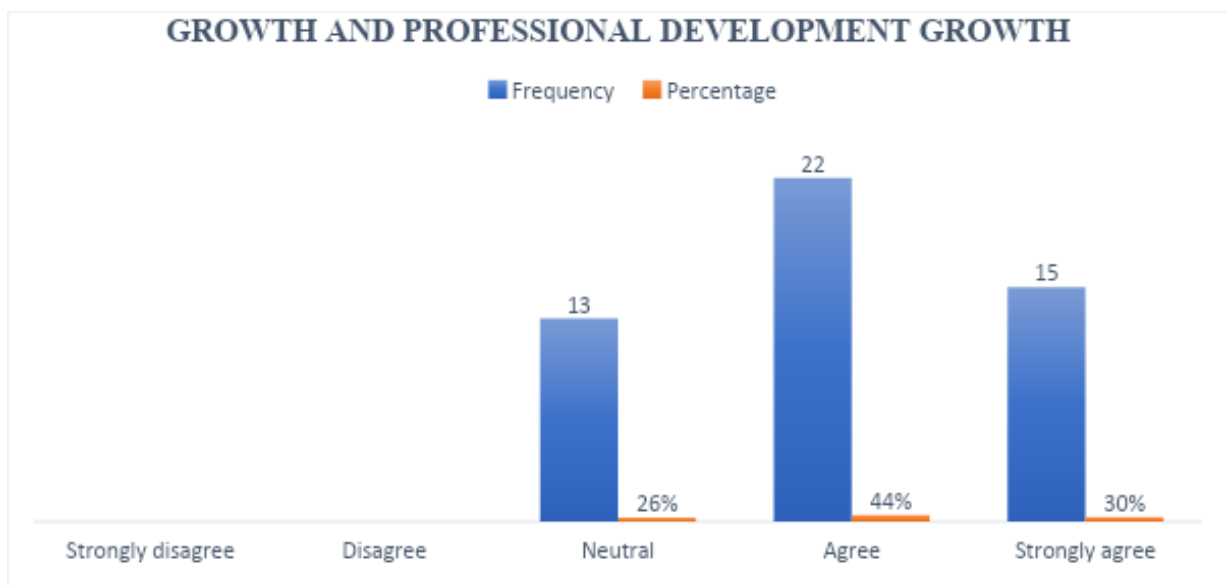
Interpretation

In the table 4.10, 44% of the respondents agrees that they have an opportunity for professional development and growth. 30% of the respondents reports strongly agree with this statement and 26% of the respondents remaining neutral stance.

Table 4.11 I feel valued and respected by students and their parents

Attributes	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neutral	8	16%
Agree	27	54%
Strongly agree	15	30%
Total	50	100%

Source: Primary Data

Figure 4.11 I feel valued and respected by students and their parents
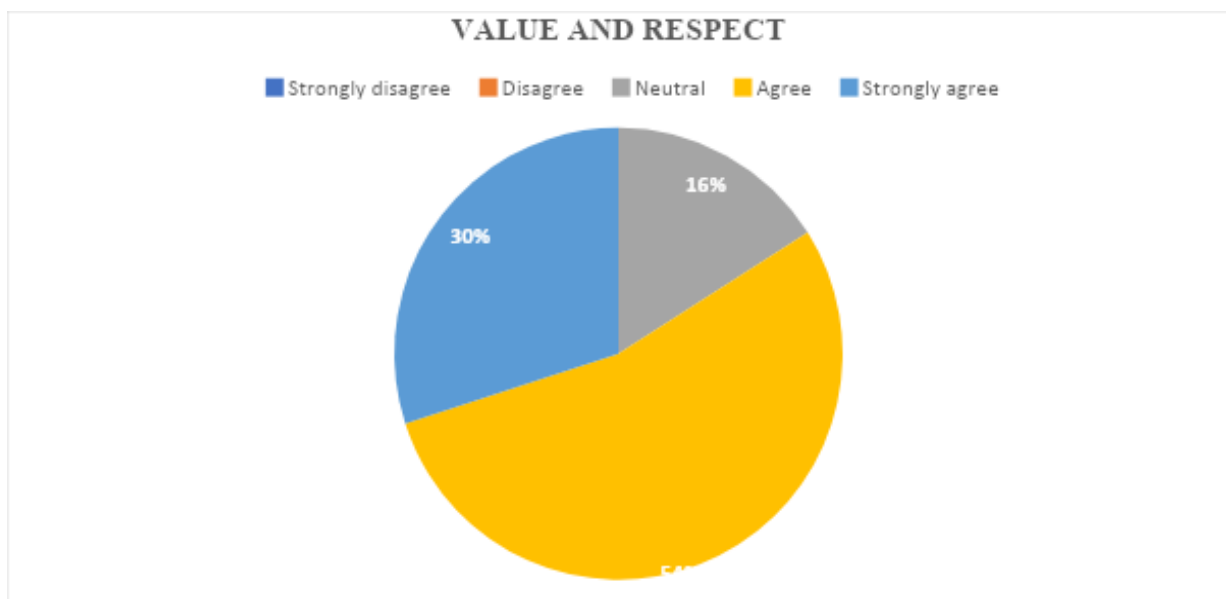
Interpretation:

Table 4.11 shows that 54% of the respondents agree that they feel valued and respected by students and parents. 30% of the respondents display strongly agree with the statement and 16% of the respondents neutral about the statement.

Table 4.12 The college administration effectively addresses concerns and issues raised by teaching staff

Attributes	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neutral	12	24%
Agree	23	46%
Strongly agree	15	30%
Total	50	100%

Source: Primary Data

Figure 4.12 The college administration effectively addresses concerns and issues raised by teaching staff
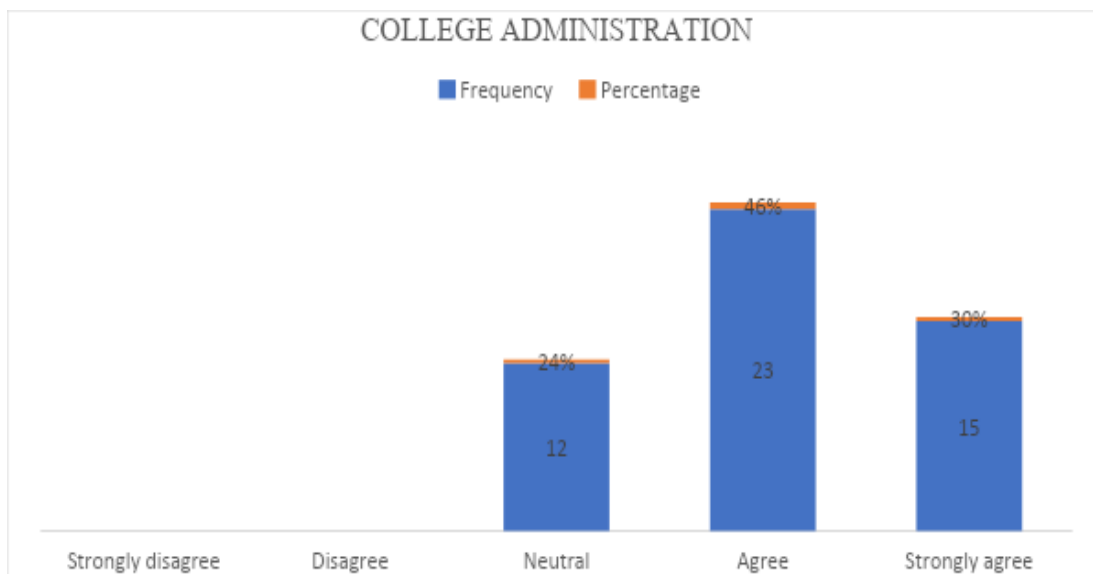
Interpretation

Table 4.12 express, 46% of the respondents agree with statement,30% of the respondents strongly agree and 24 % of the respondents being neither agree nor disagree.

Table 4.13 I have a good work life balance

Attributes	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neutral	19	38%
Agree	23	46%
Strongly agree	8	16%
Total	50	100%

Source: Primary Data

Figure 4.13 I have a good work life balance
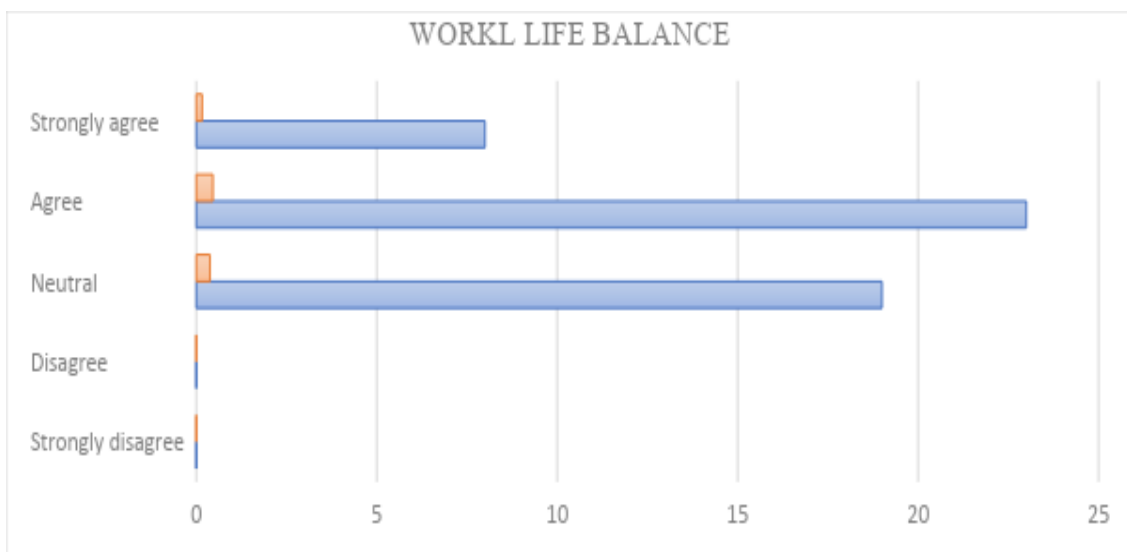
Interpretation

Table 4.13 reveals, 46% of the respondents agree that they have a good work life balance and 38% belongs to neutral.16% of the respondents strongly agreeing the statement.

Table 4.14 The college provides a positive inclusive work environment

Attributes	Frequency	Percentage
Strongly disagree	1	2%
Disagree	0	0%
Neutral	8	16%
Agree	24	48%
Strongly agree	17	34%
Total	50	100%

Source: Primary Data

Figure 4.14 The college provides a positive inclusive work environment
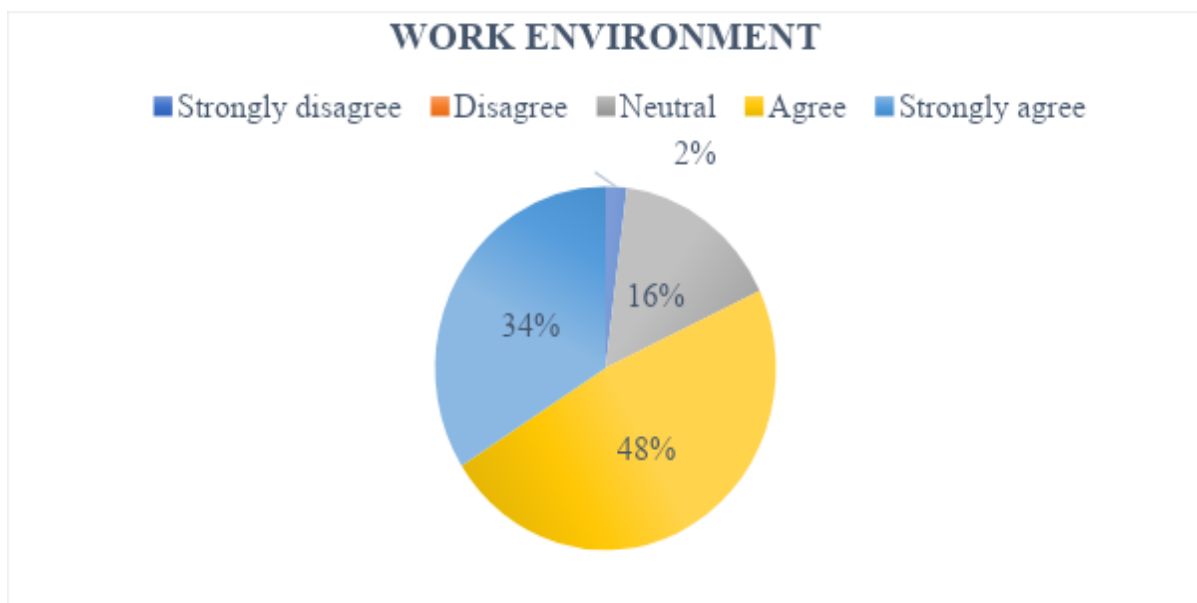
Interpretation

Table 4.14 explain about the 48% of the respondents agree that the college provide adequate work environment for them.34% of the respondents expressing strongly agree to the statement and 16% respondents remained neutral position.

Table 4.15 I am satisfied with the level of compensation and benefits I receive

Attributes	Frequency	Percentage
Strongly disagree	6	12%
Disagree	11	22%
Neutral	9	18%
Agree	13	26%
Strongly agree	11	22%
Total	50	100%

Source: Primary Data

Figure 4.15 I am satisfied with the level of compensation and benefits I receive
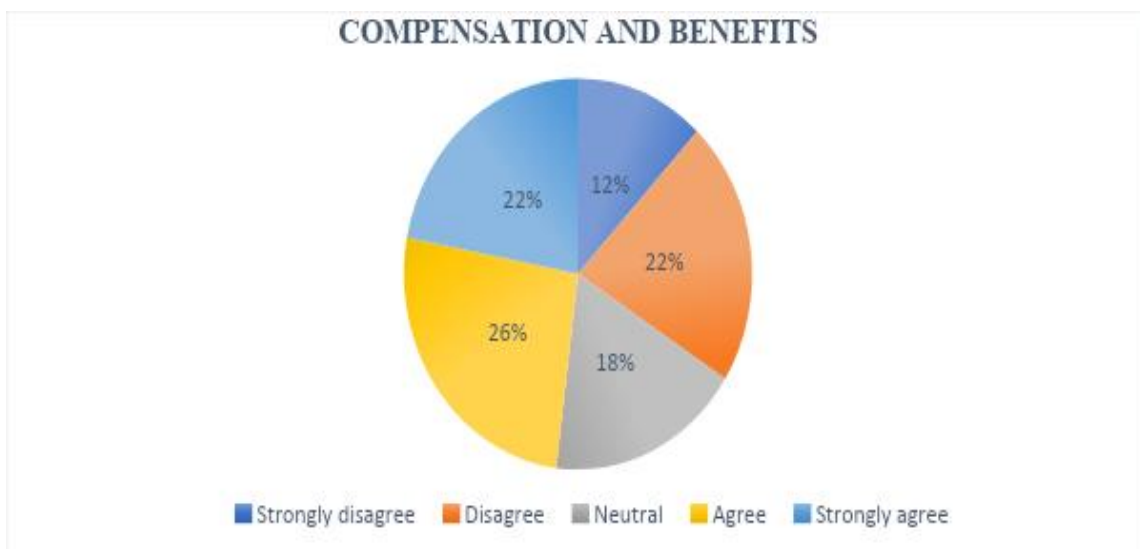
Interpretation

Table 4.15 demonstrates, 26% of the respondents agrees that they are satisfied with the level of compensation and benefit they receive. 22% of the respondents state strongly agree and 22% of the respondents disagree with this statement.18% of the respondents held a neutral attitude.

Table 4.16 I have a clear understanding of my job responsibilities and expectations

Attributes	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neutral	8	16%
Agree	29	58%
Strongly agree	13	26%
Total	50	100%

Source: Primary Data

Figure 4.16 I have a clear understanding of my job responsibilities and expectations
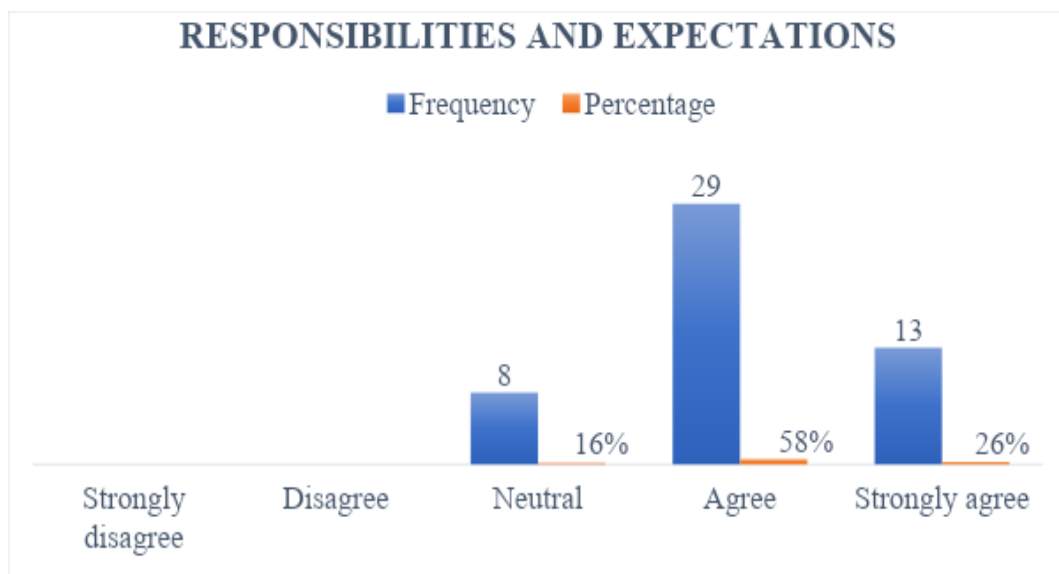
Interpretation

In the table 4.16 ,58% of the respondents agree that they have a clear understanding about their job responsibilities and expectations.26% of the respondents exclaim strongly agree with this statement and remaining 16% maintain a neutral position.

Table 4.17 I have autonomy in making decision related to my teaching methods

Attributes	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neutral	16	32%
Agree	25	50%
Strongly agree	9	18%
Total	50	100%

Source: Primary Data

Figure 4.17 I have autonomy in making decision related to my teaching methods
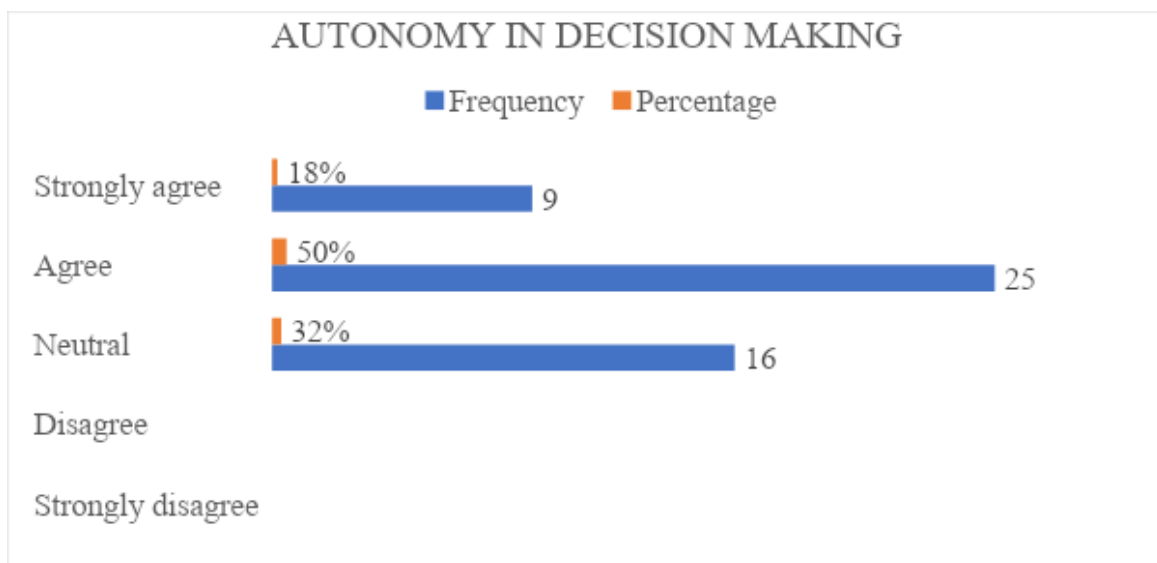
Interpretation

Table 4.17 figure out that the majority (50%) of the respondents agree with the statement that they have an autonomy in decision making related to their teaching methods.32% of the respondents neutral about the statement and remaining 18% strongly agree with this statement.

Table 4.18 This college promote a culture of collaboration and team work among teaching staff

Attributes	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neutral	10	20%
Agree	26	52%
Strongly agree	14	28%
Total	50	100%

Source: Primary Data

Figure 4.18 This college promote a culture of collaboration and team work among teaching staff

COLLABRATION AND TEAMWORK
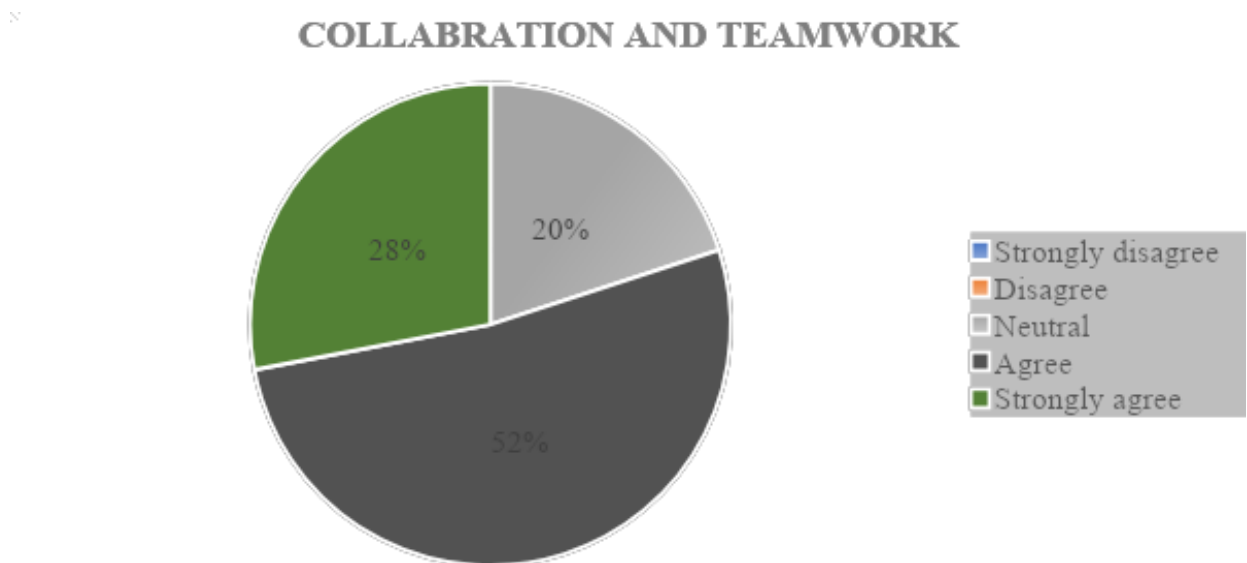
Interpretation

Table 4.18 express,52% of the respondents agree with the statement,28% of the participants strongly agreeing with the statement and remaining 20% maintaining a neutral position.

Table 4.19 I feel motivated and engaged in my teaching role

Attributes	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	05
Neutral	11	22%
Agree	28	56%
Strongly agree	11	22%
Total	50	100%

Source: Primary Data

Figure 4.19 I feel motivated and engaged in my teaching role
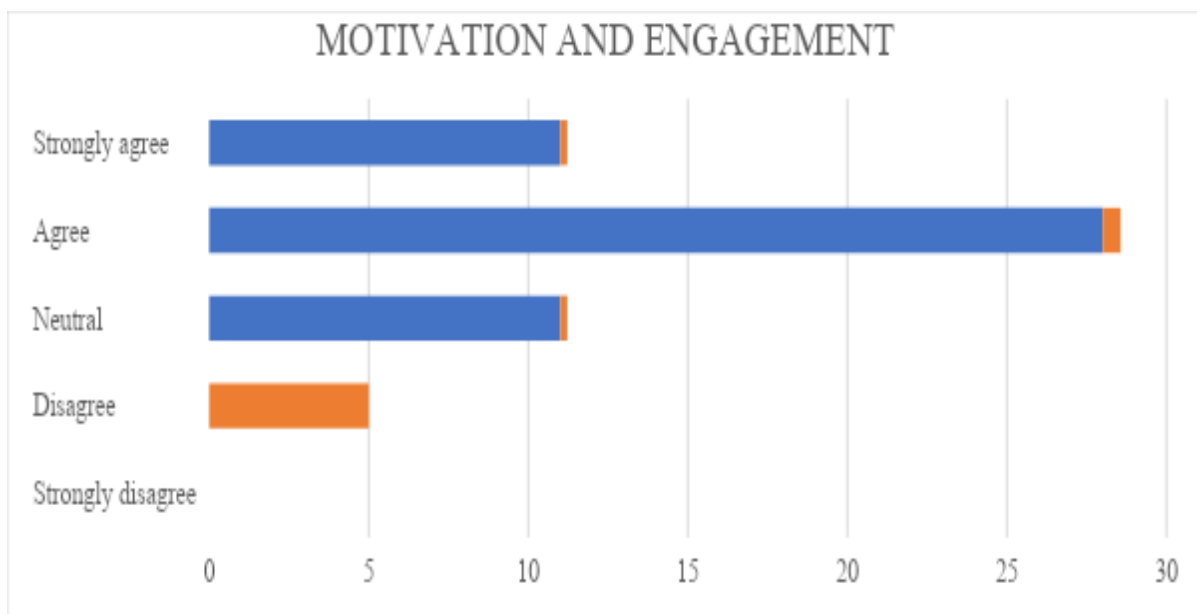
Interpretation

Table 4.19 shows that majority (58%) of the respondents agree with the statement that they feel motivated and engaged in their teaching role.22% of the respondents expose strongly agree with this statement and remaining 22% of the respondents neutral about the statement.

Table 4.20 I see opportunities for advancement and career growth with in the organization

Attributes	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neutral	5	10%
Agree	34	68%
Strongly agree	11	22%
Total	50	100%

Source: Primary Data

Figure 4.20 I see opportunities for advancement and career growth with in the organization
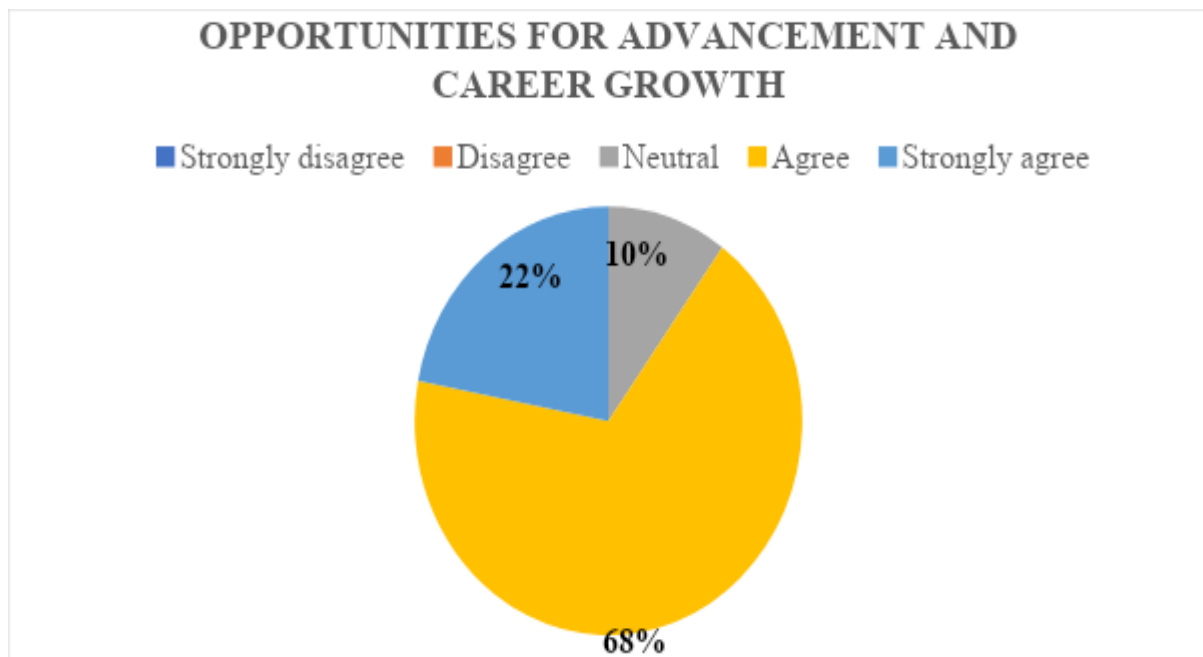
Interpretation

In the table 4.20, 68% of the respondents agree with the statement and 22% of the participants exhibit strongly agree with this, remaining 10 % had a balanced and impartial approach to the subject.

Table 4.21 I am proud to be a part of this educational institution

Attributes	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neutral	8	16%
Agree	26	52%
Strongly agree	16	32%
Total	50	100%

Source: Primary Data

Figure 4.21 I am proud to be a part of this educational institution
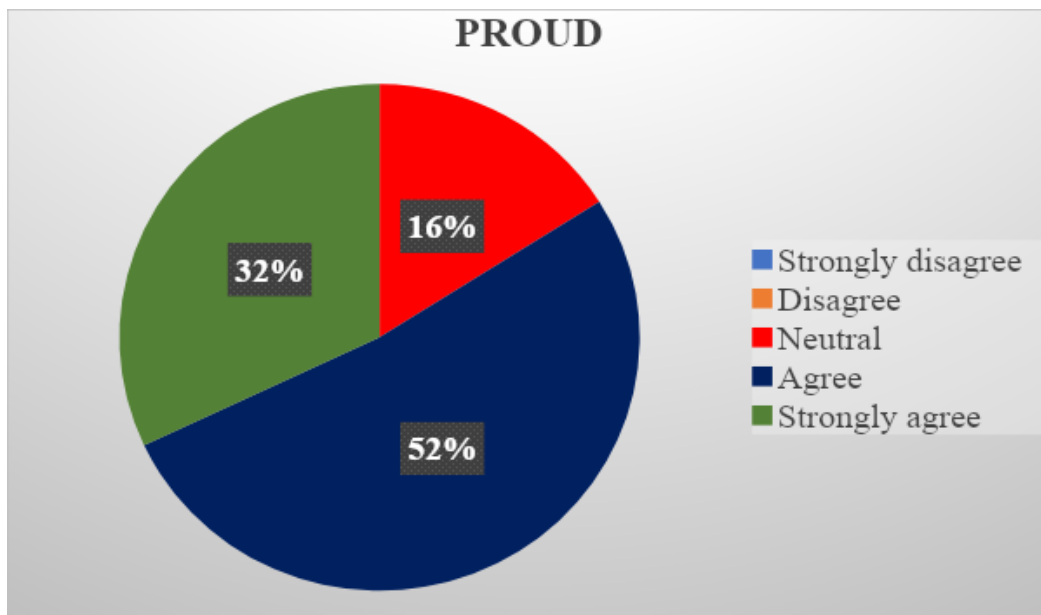
Interpretation

Table 4.21 shows that majority (52%) of the respondents agreeing the statement that they proud to be a part of the indtitution,32% of the respondents shows strongly agree and remaining 16% of the respondents shows a neutral outlook.

Table 4.22 I am willing to put an extra effort beyond what is required to help the organization succeed

Attributes	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neutral	12	24%
Agree	21	42%
Strongly agree	17	34%
Total	50	100%

Source: Primary Data

Figure 4.22 I am willing to put an extra effort beyond what is required to help the organization succeed
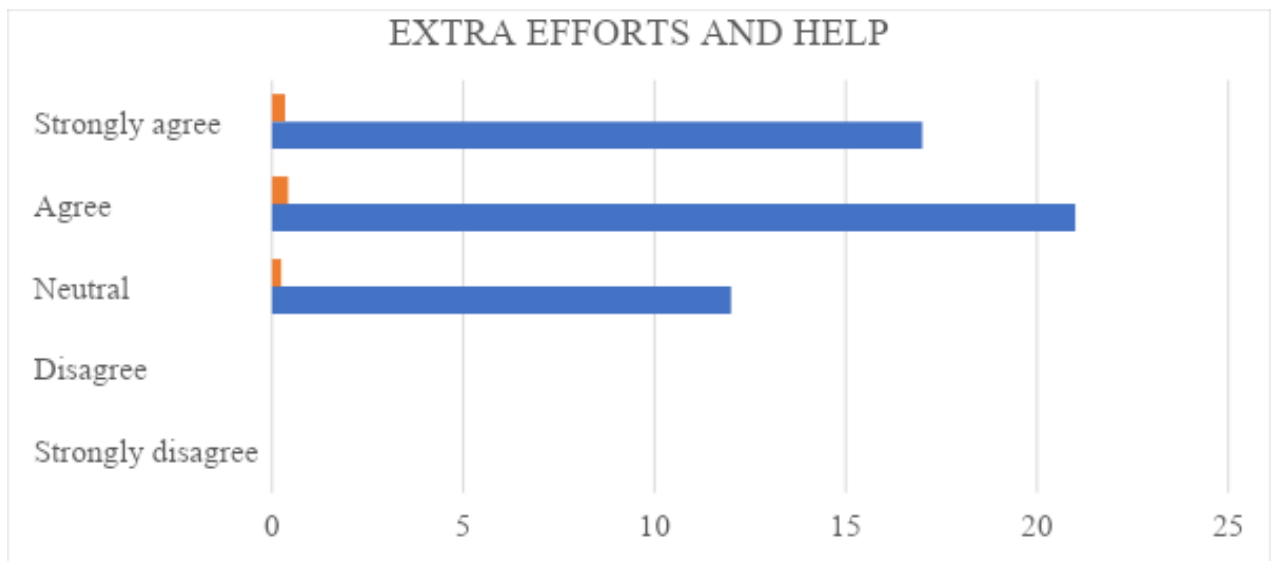
Interpretation

Table 4.22 indicates, 42% of the respondents agree with the statement and 34% of the respondents reveals strongly agree. Remaining 24 % respondents neither positive nor negative in their attitude.

Table 4.23 I feel a strong sense of loyalty towards this educational institution

Attributes	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neutral	9	18%
Agree	30	60%
Strongly agree	11	22%
Total	50	100%

Source: Primary Data

Figure 4.23 I feel a strong sense of loyalty towards this educational institution
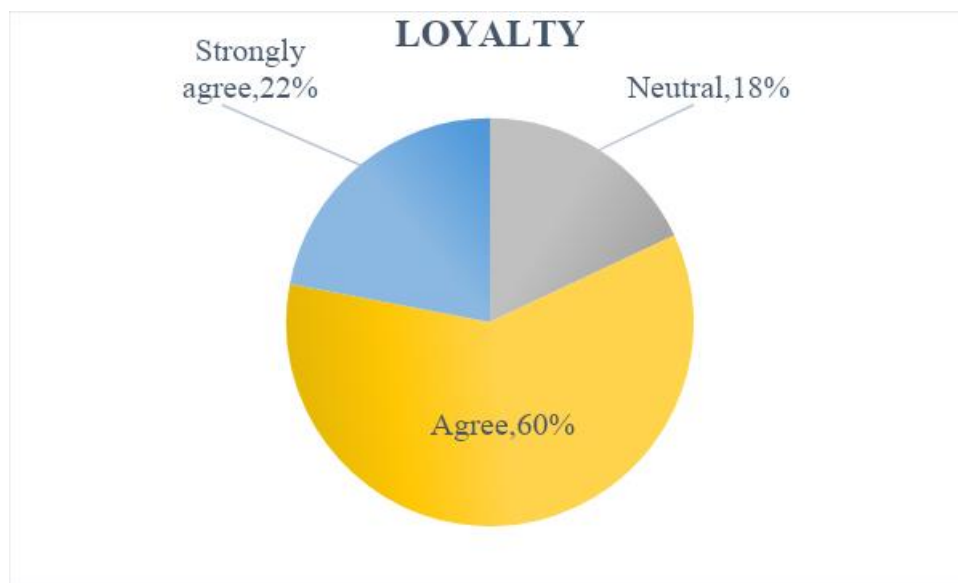
Interpretation

Table 4.23 signifies that 60 % of the respondents agree with the statement that they have a loyalty towards the institution .22% of the respondents strongly agreeing and remaining 18% of the respondents held a completely neutral attitude.

Table 4.24 I believe in the goals and values of this educational institution

Attributes	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neutral	9	18%
Agree	21	42%
Strongly agree	20	40%
Total	50	100%

Source: Primary Data

Figure 4.24 I believe in the goals and values of this educational institution
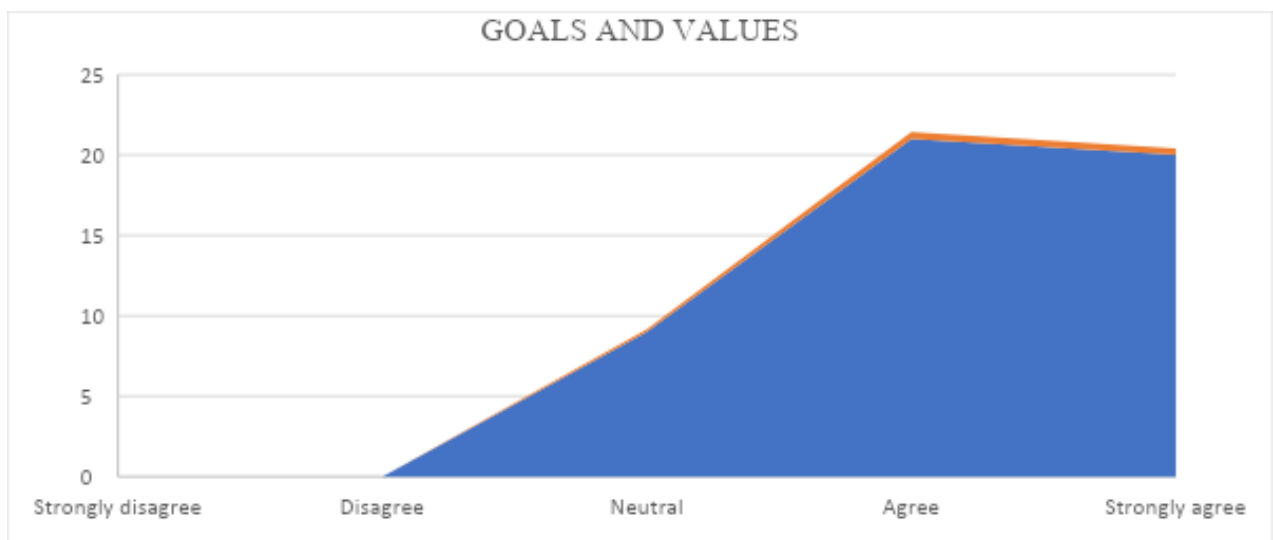
Interpretation

Table 4.24 shows that 42% of the respondents agree with the statement,40% strongly agree with the statement, remaining 18% reported neutral attitude.

Table 4.25 I feel a personal attachment to this educational institution

Attributes	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neutral	11	22%
Agree	25	50%
Strongly agree	14	28%
Total	50	100%

Source: Primary Data

Figure 4.25 I feel a personal attachment to this educational institution
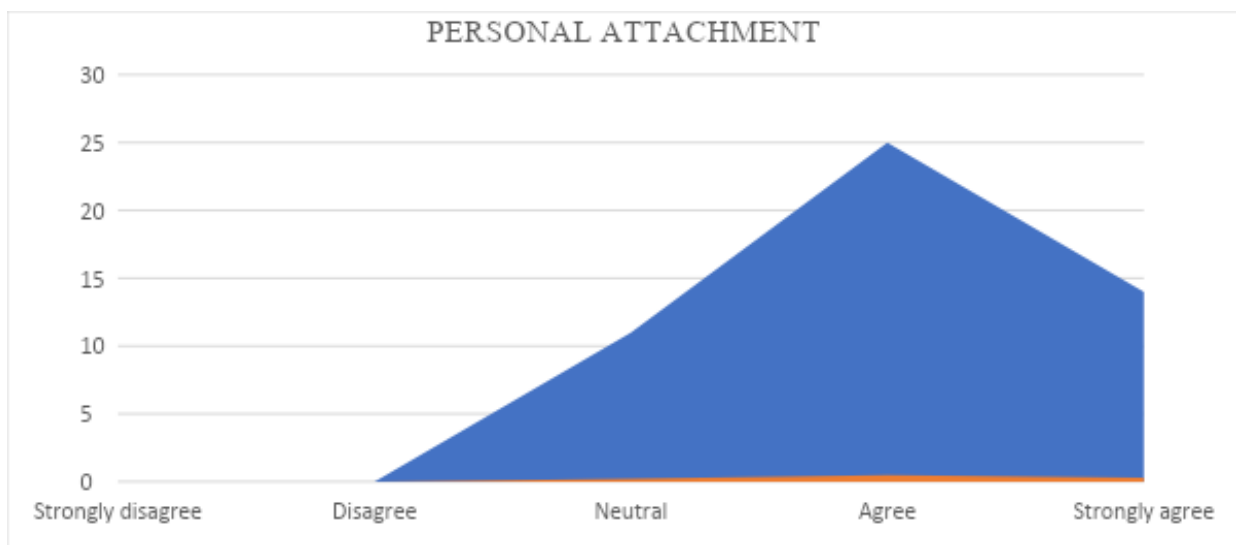
Interpretation

Table 4.25, majority (50%) of the respondents agrees that they have a personal attachment to this institution. 28% expressing strongly agree with this statement and remaining 22% of the participants remained entirely neutral in their responses.

Table 4.26 I am willing to stay with this educational institution even during challenging times

Attributes	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neutral	6	12%
Agree	31	62%
Strongly agree	13	26%
Total	50	100%

Source: Primary Data

Figures 4.26 I am willing to stay with this educational institution even during challenging times

WILLIGNESS TO STAY
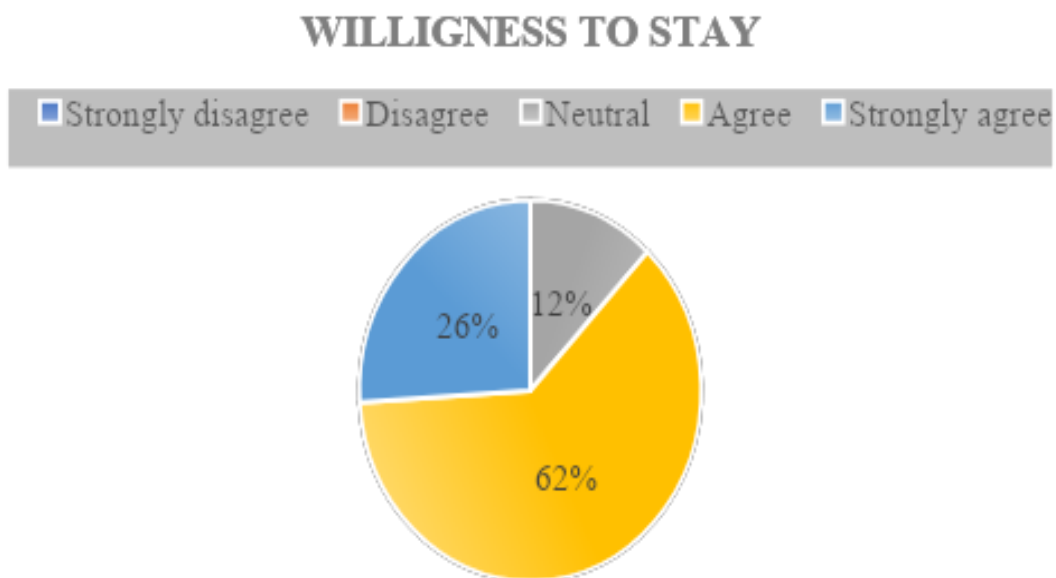
Interpretation

In the table 4.26, 62% of the respondents agrees that they are willing to stay with the educational institution during challenging times. 26% of the respondents revealing strongly agree with the statement and remaining 12 % of the respondents maintaining neutral perspective throughout the survey.

Tables 4.27 I actively participate in activities or initiatives that promote the success of this educational institution

Attributes	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neutral	10	20%
Agree	26	52%
Strongly agree	14	28%
Total	50	100%

Source: Primary Data

Figure 4.27 I actively participate in activities or initiatives that promote the success of this educational institution
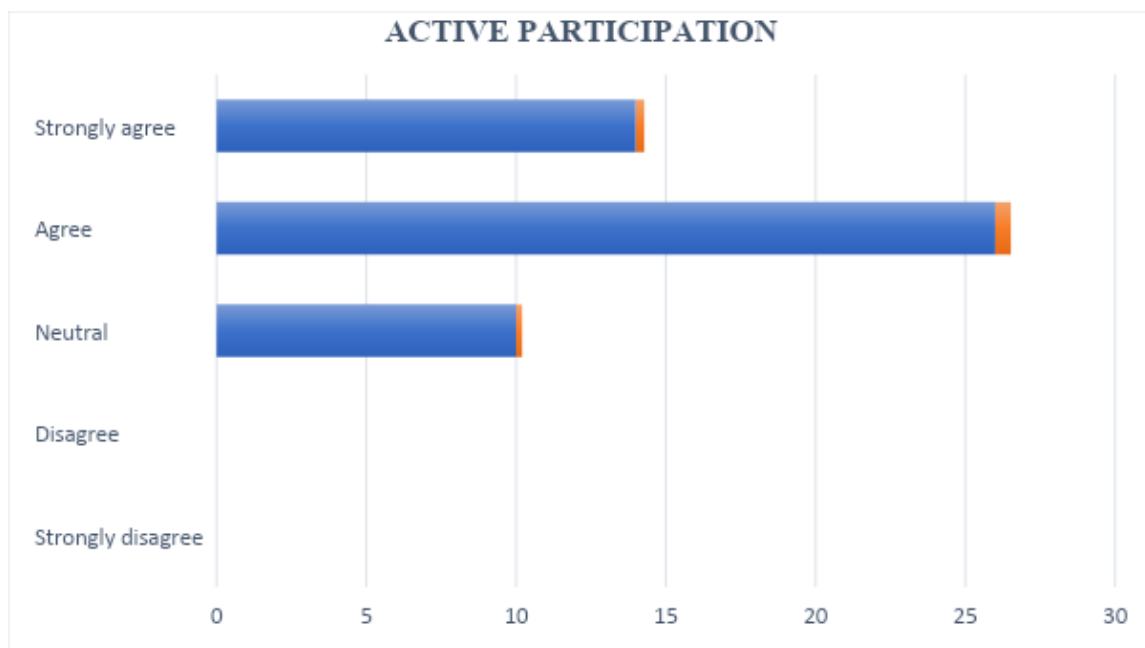
Interpretation

Table 4.27 express that 52% of the respondents agree and 28% strongly agree with the statement. 20% of the respondents held a neutral view point.

Table 4.28 I feel that my values align with the values of this educational institution

Attributes	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neutral	8	16%
Agree	29	58%
Strongly agree	13	26%
Total	50	100%

Source: Primary Data

Figure 4.28 I feel that my values align with the values of this educational institution
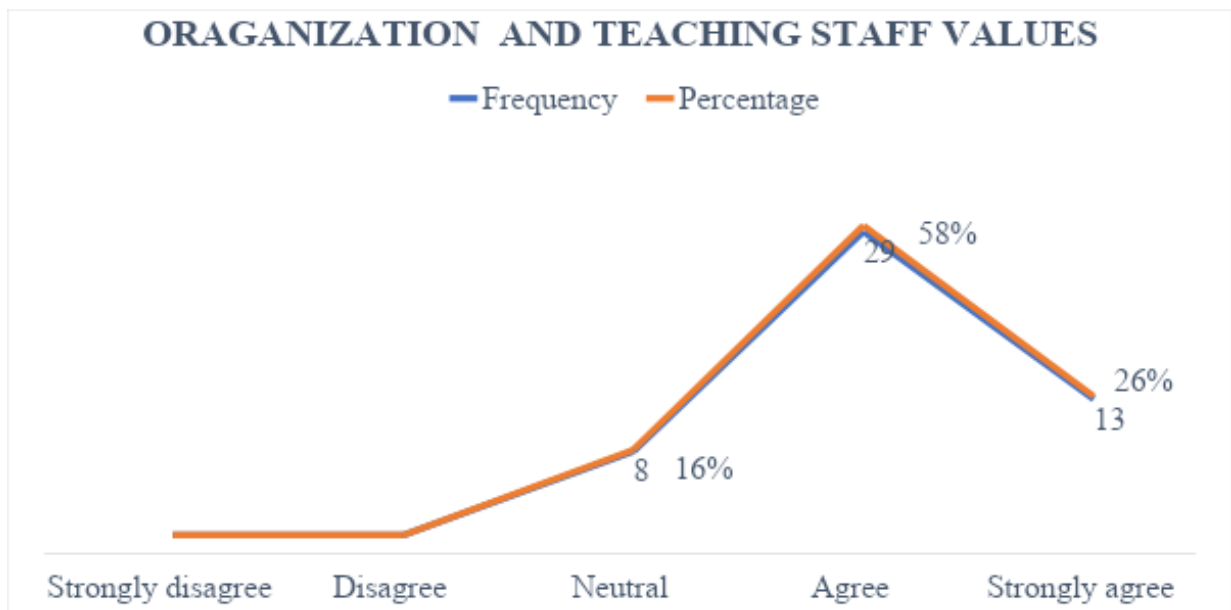
Interpretation

Table 4.28 signifies, 58% of the respondents agreeing the statement. 26% of the respondents strongly agreeing the statement, remaining 16% expressed a state of neutrality in their attitude.

Table 4.29 I recommended this institution to potential students or colleagues

Attributes	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neutral	10	20%
Agree	25	25%
Strongly agree	15	30%
Total	50	100%

Source: Primary Data

Figure 4.29 I recommended this institution to potential students or colleagues
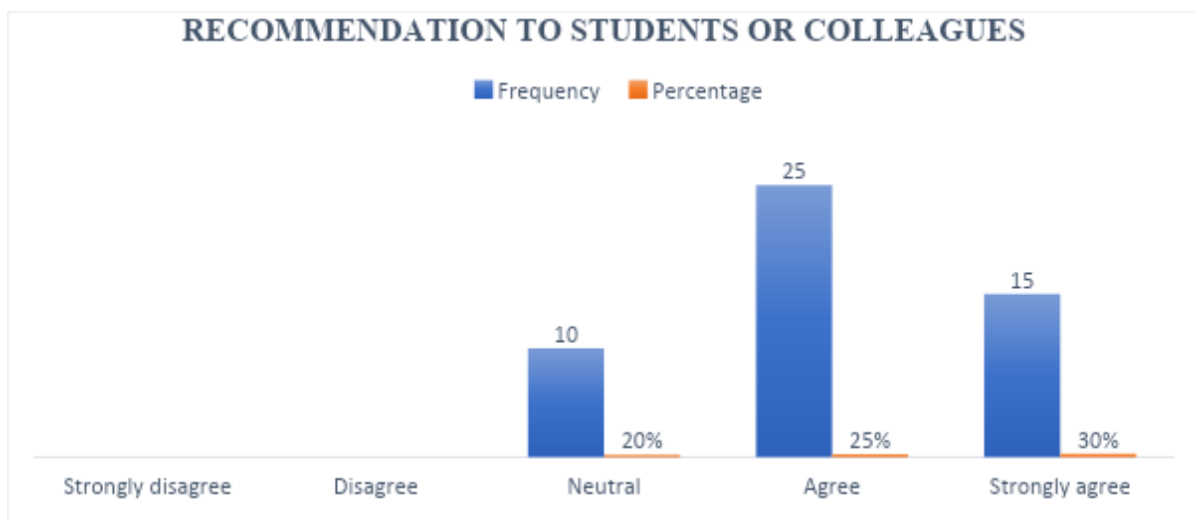
Interpretation

Table 4.29 displaying that the 30% of the respondents strongly agree with the statement that they recommend the institution to students and colleagues.25% of the respondents remains strongly agree w and remining 20% exhibited neutral stance in their response.

Table 4.30 I see a long-term future for myself with this educational institution

Attributes	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neutral	6	12%
Agree	29	58%
Strongly agree	15	30%
Total	50	100%

Source: Primary Data

Figure 4.30 I see a long-term future for myself with this educational institution
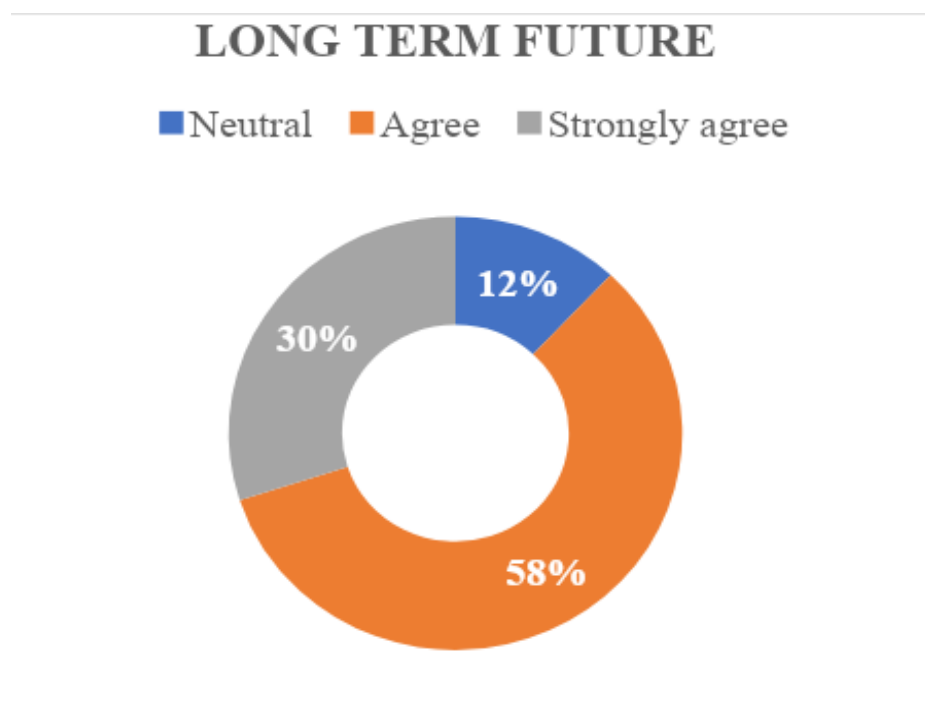
Interpretation

Table 4.30 demonstrates,58% of the respondents agreeing that they see a future for themselves in the educational institution.30% of the respondents strongly agree with this and remaining 12% displayed neutral attitude towards the subject matter.

H$_{01}$: Length of experience does not influence the level of job satisfaction.

Table 4.31 Descriptive of job satisfaction

Descriptive			
Job Satisfaction			
Length of experience	N	Mean	Std. Deviation
0-8 years	19	4.2667	.44333
8-12 years	19	3.8351	.57019
Above 12 years	12	3.7500	.39196
Total	50	3.9787	.52828

Interpretation

Group 1 (0-8 years of experience) has the highest mean job satisfaction score of 4.2667, with a standard deviation of 0.44333. Group 2 (8-12 years of experience) has a lower mean job satisfaction score of 3.8351, with a slightly higher standard deviation of 0.57019 compared to Group 1. Group 3 (Above 12 years of experience) has the lowest mean job satisfaction score of 3.7500, with the smallest standard deviation of 0.39196 among all three groups.

ANOVA						
JS						
		Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	(Combined)	2.595	2	1.298	5.504	.007
Within Groups		11.080	47	.236		
Total		13.675	49			

The ANOVA results indicate that there is a significant influence of length of experience on the level of job satisfaction (JS). This conclusion is based on the following evidence:

The F-value is 5.504, which means that the variability between the groups (different levels of experience) is 5.504 times greater than the variability within the groups. The p-value (Sig.) associated with the F-value is 0.007, which is less than the commonly used significance level of 0.05. Therefore, we can reject the null hypothesis and conclude that there are significant differences in job satisfaction levels between different levels of experience. Based on this ANOVA analysis, we can infer that length of experience has a statistically significant influence on job satisfaction.

H $_{02}$: Age does not influence the level of organizational commitment.

Table 4.32 Descriptive of organizational commitment

Descriptive			
Organizational Commitment			
Age	N	Mean	Std. Deviation
20-40	14	4.236	.5063
40-50	25	4.196	.4886
Above 50	11	3.791	.3270
Total	50	4.118	.4877

Interpretation

From the provided data, it appears that there is a slight variation in organizational commitment levels based on age groups. The age group "20-40" has the highest mean organizational commitment score (4.236), followed closely by the age group "40-50" (4.196). The age group "Above 50" has a slightly lower mean organizational commitment score (3.791) compared to the other two groups. The overall mean organizational commitment score for all participants is 4.118, which falls between the mean scores of the "20-40" and "40-50" age groups. The standard deviations are relatively small for all age groups, indicating that the scores within each group are somewhat consistent and not widely dispersed.

ANOVA						
OC						
		Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	(Combined)	1.523	2	.761	3.533	.037
Within Groups		10.131	47	.216		
Total		11.654	49			

The ANOVA analysis aims to examine the influence of age on organizational commitment. Based on the provided results:

1. Between Groups Variation: The variation in organizational commitment between different age groups is represented by the sum of squares between groups (1.523) and its associated mean square (0.761). The F-value (3.533) indicates the ratio of between groups variation to within groups variation.

2. Within Groups Variation: The sum of squares within groups (10.131) and its mean square (0.216) represent the variation in organizational commitment within each age group.

3. Total Variation: The total sum of squares (11.654) represents the overall variation in organizational commitment across all age groups.

Significance Test: The p-value (Sig.) associated with the F-value is 0.037. Since the p-value is below the typical significance level of 0.05, we can conclude that there is a statistically significant difference in the level of organizational commitment between different age groups.

In summary, the ANOVA results suggest that age has a statistically significant influence on the level of organizational commitment.

H $_{03}$: There is no correlation between job satisfaction and organizational commitment.

Figure 4.33 Correlation test between job satisfaction and organizational commitment
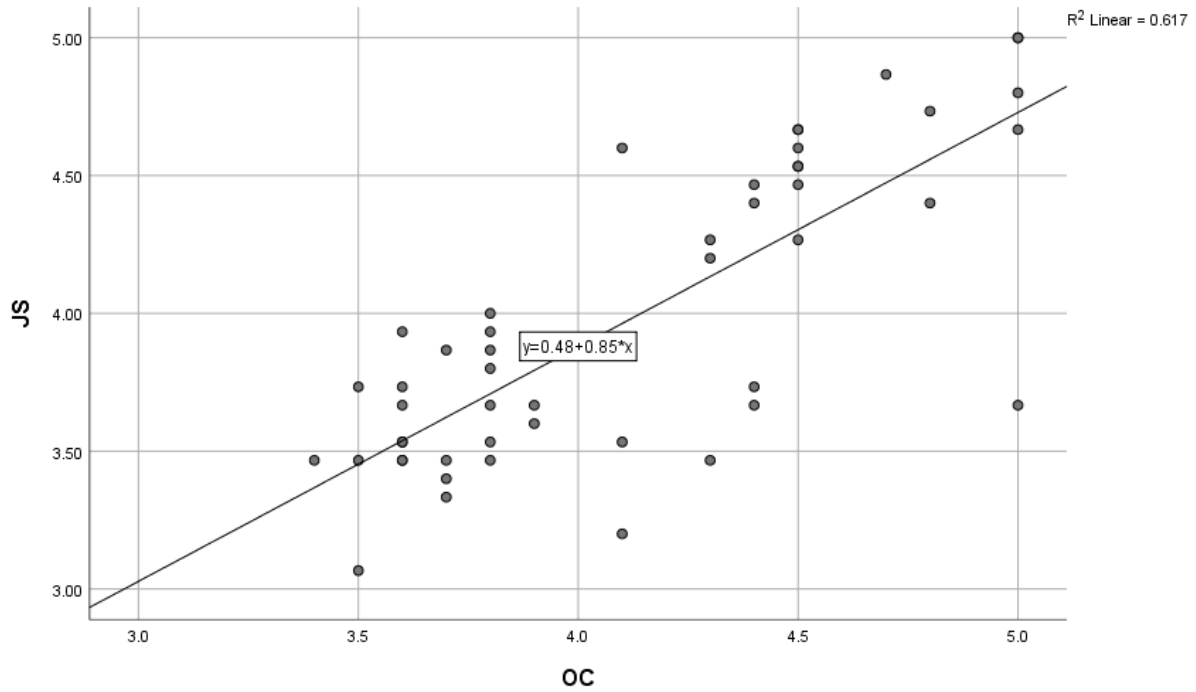
The scattered plots are moving in an upward direction. Therefore, there is a positive correlation between job satisfaction and organizational commitment.

Table 4.33 Correlation test between job satisfaction and organizational commitment

Correlations			OC	JS
OC	Pearson Correlation		1	.785[**]
	Sig. (2-tailed)			.000
	N		50	50
JS	Pearson Correlation		.785[**]	1
	Sig. (2-tailed)		.000	
	N		50	50

**. Correlation is significant at the 0.01 level (2-tailed).

Interpretation

The correlation coefficient of 0.785 suggests a strong positive relationship between Organizational Commitment (OC) and Job Satisfaction (JS). The positive sign indicates that as one variable increases, the other also tends to increase.

The p-value of 0.000 indicates that the correlation is statistically significant at the 0.01 level (2-tailed). In other words, the probability of observing such a strong correlation by chance is very low, and we can be confident that the relationship between OC and JS is not due to random chance.

Overall, the results indicate that there is a significant and positive correlation between Organizational Commitment and Job Satisfaction. This suggests that employees who are more committed to their organization are likely to experience higher levels of job satisfaction, and vice versa.

FINDINGS

1. Majority of the respondents are females with 74%

2. Majority of the respondents, i.e., 50% are aged in between 40-50.

3. Based on monthly income 52% of the respondents have a salary above 250000

4. 52% of the participants hold PhD qualification.

5. Around 38% of the respondents reported that they have an experience in between 8-12 years.

6. Majority (56%) of the respondents agree that their workload in teaching position is manageable.

7. It is found that 52% of the respondents agreed that, they feel that they are supported by their colleagues and superiors.

8. 54% of the respondents agreed that they receive adequate feedback and recognition for their work.

9. Majority of the respondents says that their college provide sufficient resources and materials for the purpose of teaching.

10. 44% of the respondents agreed that they have opportunities for professional development and growth.

11. It found that majority (54%) of the respondents agreed that they feel valued and respected by their students and parents.

12. About 46% agree that the administration of college effectively addresses the concerns and teaching staff issues.

13. Majority of the respondent have good work life balance and it's about 46%.

14. It's found that 48% of the respondents agreed that the college provide positive inclusive work environment.

15. 26% of the respondents agreed that they are satisfied with the level of compensation and benefits provided by the institution.

16. A dominant part 58%) of the respondents agreed that have a clear understanding about their job responsibilities and expectations.

17. It is found that half percentage of the respondents have an autonomy in their decision making related to their teaching methods.

18. 52% of the respondent agreed that the college promote a culture of collaboration and team work among teaching staff.

19. Most of the respondents with 56% agreed that they feel motivated and engaged in their teaching position.

20. A dominant part (68%) of the respondents agreed that they see opportunities for advancement and career growth in the institution.

21. About 52% of the respondents agreed that they are proud to be a part of this educational institution.

22. Majority (42%) of the respondents agreed that they are willing to put extra effort for the success of the organization.

23. 60% of the respondent agreeing they believe in the goals and values of the educational institution.

24. Most of the respondents agreed that they have personal attachment to this educational institution.

25. About 62% of the respondents agreed that they stay with this educational institution during challenging times.

26. 52% of the respondents agreed that they actively participate in the activities that promote the success of this institution.

27. It found that 58% of the respondents agreed that their values are align with the institutional values.

28. 30% of the respondents agree about that they recommend this institution for potential students and colleagues.

29. About 58% of the respondents agreeing that they see a long-term future for themselves with the educational institution.

30. P value (0.007) less than the significant level of 0.05, so we reject the null hypothesis. Hence it can be concluded that he length of experience influences the job satisfaction.

31. P value (0.037) is below the significant level of 0.05, so we reject the null hypothesis. We can conclude that the age has a significant influence on the level of organizational commitment.

32. It indicates that there is a significant and positive correlation between job satisfaction and organizational commitment.

SUGGESTIONS

1. Educational institution should invest in continuous professional development program and mentorship opportunities.

2. College administrators should implement age-diverse team and foster a culture of inclusivity for bridge generational gaps and create a harmonious work environment.

3. Educational institution should conduct anonymous surveys to know the job satisfaction level and identify areas of improvement.

4. Creating opportunities for collaborative decision making and involving teaching staff in the planning and execution of the institutional policies for enhancing their sense of ownership and commitment to the organization.

CONCLUSION

Job satisfaction and organizational commitment are two key element that have significant importance. Investing the well being and satisfaction of educators can lead to increased commitment to the organization and it ultimately contribute to overall success and effectiveness of the educational institution. This study is conducted among 50 teaching staff in M.E.S Asmabi College, P. vemballur.

The main purpose of this research paper is to examining the satisfaction level of teaching staff, assess whether there is any significant difference in the level organizational commitment based on age, exploring the relationship between job satisfaction and organizational commitment among college teaching staff. The study explains that the length of experience indeed influenced the level of job satisfaction among the teaching staff. Those with more experience tended to have higher job satisfaction compared to their less experienced counterparts. This highlights the importance of professional growth and development in fostering job satisfaction among educators. Regarding age and organizational commitment, age have an influence on the organizational commitment among the educators. It observed that older teaching staff generally displayed higher organizational commitment than younger staff members. This could be attributed to the factors such as accumulated loyalty, investment in the organization, and a sense of stability in their career. The study also founded that there is a positive correlation between job satisfaction and organizational commitment among the teaching staff of college. This says that when the job satisfaction level increases, the level of organizational commitment also increases. Supportive work environment, recognition, work life balance, opportunities for professional development influencing both job satisfaction and commitment towards the organization.

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APPENDIX

A STUDY ON JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT AMONG COLLEGE TEACHING STAFF: A STUDY WITH SPECIAL REFERENCE TO M.E.S ASMABI COLLEGE, P. VEMBALLUR

SECTION A

1.Gender: Male ☐   Female ☐   Other ☐

2. Age group: 20-30 ☐   30-40 ☐   40-50 ☐   50 and above ☐

3. Monthly income

  70000-100000 ☐   100000-200000 ☐   150000-200000 ☐

  200000-250000 ☐   Above 250000 ☐

4.Qualification

M. Phil ☐   PhD ☐   PG only ☐   Other ☐

5.Length of experience

Below 1 year ☐   1-4 years ☐   4-8 years ☐   8-12 years ☐   Above 12 years ☐

SECTION B

TO KNOW THE LEVEL OF JOB SATISFACTION

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
6	The work load in my teaching position is manageable.					
7	I feel supported by my colleagues and superiors.					
8	I receive adequate feedback and recognition for my work.					
9	The college provide sufficient resources and materials for teaching					

10	I have opportunities for professional development and growth.					
11	I feel valued and respected by students and their parents.					
12	The college administration effectively addresses concerns and issues raised by teaching staff					
13	I have a good work life balance.					
14	The college provides a positive and inclusive work environment.					
15	I am satisfied with the level of compensation and benefits I receive.					
16	I have a clear understanding about my job responsibilities and expectation.					
17	I have an autonomy in decision making related to my teaching methods.					
18	The college promote a culture of collaboration and team work among teaching staff.					
19	I feel motivated and engaged in my teaching role.					
20	I see opportunities for advancement and career growth with in the organization.					

SECTION C

TO KNOW THE LEVEL OF ORGANIZATIONAL COMMITMENT

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
21	I am proud to be a part of this educational institution.					
22	I am willing to put extra effort beyond what is required to help the organization succeed.					
23	I feel a strong sense of loyalty towards this educational institution.					
24	I believe in the goals and values of this educational institution.					
25	I feel personal attachment to this educational institution.					
26	I am willing to stay with this educational institution even during challenging times.					
27	I actively participate in activities or initiatives that promote success of this educational institution.					
28	I feel that my values align with the values of this educational institution.					
29	I recommend this educational institution to potential students or colleagues.					
30	I see a long-term future for myself with this educational institution.					